

Approved at
4/27/10 meeting

DRAFT MINUTES
Joint Legislative Education Oversight Committee
December 8, 2009

The Joint Legislative Education Oversight Committee met on Tuesday, December 8, 2009 at 1:00 pm in Room 544 of the Legislative Office Building. House Co-Chairman, Representative Doug Yongue presided. This meeting was attended by Representatives Blackwood, Fisher, Glazier, Jeffus, Johnson, McLawhorn, Parmon, Rapp, Tolson, Warren, and Wiley, in addition to Senators Atwater, Dannelly, Dorsett, Goss, Hartsell, Queen, Stevens, and Tillman. Chairman Yongue welcomed members, committee staff, presenters, and the public, as well as, the Sergeant-at-Arms staff. The agenda, attendance record, and list of visitors are attached (Attachments 1-3).

National Board Certification Update

As the first order of business, Chairman Yongue invited Kris Nordstrom, Fiscal Analyst, Fiscal Research Division, to discuss the fiscal impact of the 2009 state budget as it relates to teacher application costs for seeking National Board Certification. North Carolina has historically had more National Board Certified teachers than any other state – over 14,000 by the end of the 2007-2008 school year. There have been two funding streams associated with National Board Certified Teachers - one that covers the teacher application costs, and the other providing a 12% salary differential to National Board Certified Teachers. The state began paying for application costs in 1995, and the 12% salary supplement quickly followed in 1997. Mr. Nordstrom briefly mentioned two studies conducted to evaluate the effectiveness of National Board Certified Teachers, both of which stated that these teachers appear to be more effective. However, in the face of an historic budget shortfall, the legislature negotiated cuts in 2009 to the state's share of application costs. As opposed to covering the total of a \$2,500 application cost, the 2009 state budget, SL 2009-451, developed a loan program to be administered by the NC Department of Public Instruction. The budget requires that a teacher, beginning in 2010-2011, may borrow the application cost, and must repay within three years. If the cost exceeds the budgeted amount, the NC Department of Public Instruction must cover the difference using reversions. As more and more teachers have taken advantage of these benefits, the salary supplement cost has grown from just under \$1 million dollars in 1997 to over \$67 million dollars in 2009. Application costs have grown from \$100,000 in 1995 to \$5.8 million dollars in 2008. Since passage of the 2009 state budget, application costs have risen from \$5.8 million dollars in 2008 to \$14.7 million dollars in 2009, although the NC General Assembly only appropriated \$3.2 million dollars to cover application costs in 2009. Please see the attached handouts (Attachment 4-5).

Representative Maggie Jeffus asked Mr. Nordstrom if teachers, once the 2010-2011 loan program begins, must pay interest. Mr. Nordstrom said that while the details are still being worked out by the State Education Assistance Authority, teachers will likely pay some interest. Ms. Karen Garr, Regional Outreach Director, National Board, said teachers would pay interest. She also noted that according to the State Education Assistance authority, in the event of death or disability, teachers would still owe the loan plus interest. Representative Blackwood asked about the historical pass rate. Ms. Karen Garr said that only about 40% pass the National Board exam

and achieve the coveted status. Representative Blackwood asked how many times a teacher may retake the exam. Ms. Garr says teachers must turn in 10 scoreable entries per year, or begin repayment of the full \$2,500. Teachers may retake the exam within the next two years, although they must pay out of pocket. Ms Garr said the rate of completion within three years fluctuates between subject area and overall from year to year, but has been as high as two thirds in the past. Senator Goss requested the total cost to the state. Mr. Nordstrom said of the \$67 million dollar cost reported in 2009, about \$5 million was attributed to application costs, while the remaining \$62 million reflected the cost of the 12% salary supplements. Senator Goss then asked if there has ever been any consideration of incorporating the key components of the National Board Certification process into our graduate degree programs at our universities. He pointed out that currently, teachers with Masters degrees achieve a lower salary supplement than National Board Certified Teachers. Mr. Nordstrom asserted that there is a 2% difference. The answer regarding consideration was unknown. Representative Glazier asked Mr. Nordstrom to forecast the possible cost in the coming year. Mr. Nordstrom said Mr. Phillip Price, Chief Financial Officer, NC Department of Public Instruction (NCDPI), may comment in the next presentation. Representative Glazier then inquired about the statutory authority regarding the charge of interest. Mr. Nordstrom noted that the State Education Assistance Authority made the call to charge interest in order to cover operational costs of implementing the program. There is no statutory authority requiring or prohibiting such a charge. Senator Dannelly asked Mr. Nordstrom if a teacher acquires both National Board Certification and a Masters degree, would they achieve a 22% salary supplement. Mr. Nordstrom agreed that a teacher could achieve a 22% salary supplement by earning a Master's degree and National Board Certification.

Mr. Phillip Price, Chief Financial Officer, NCDPI, called members' attention to a handout prepared showing growth in the number of applicants as well as growth in the associated costs from 1994 to 2009. He specifically referred to the spike in teacher applicants from 2,303 in 2008 to 5,885 in 2009. The cost implications are difficult to determine because teacher applicants have varying years of experience. Mr. Price predicted that reversions will be needed this year to cover the additional \$11.4 million about the state appropriated amount. Chairman Yongue asked how much will be available in the reversion fund used to cover exceeding costs. Mr. Price said that normally NCDPI will revert about 1% or \$60-80 million, but the amount would be less than 1% this year in the range of \$56-60 million. Of the \$56-60 million, OSBM has issued a 5% cut to the Department's operating budget, totaling about \$4 million. Once this amount is deducted in addition to \$38 million reverted from LEAs in state public school fund reversions, there may be enough left to cover the \$11.4 million owed in teacher applicant costs. This may change as fiscal year progresses depending on how much LEAs revert in salary savings. Representative Blackwood asked if Mr. Price is counting on the 1.9% decline in revenue as projected by the NC General Assembly's 2009 budget. Mr. Price indicated that the Department is basing their projections on the same level at 1.9%. Representative Rapp asked if the Department has an alternate plan in case reversions are lower. Mr. Price indicated that there are other options such as reverting more from LEAs or convening a special legislative session to cover unforeseen costs. Senator Stevens asked for the ongoing salary supplement costs, assuming a 40% pass rate. Mr. Price noted that this spike in applicants could cost an additional \$8-15 million in salary over time. Representative Glazier asked if there may be other funding sources available. Representative Tolson indicated that stimulus funding would not be available since those funds can only be dedicated to non-recurring line items. He was not aware of the requirements of Race

to the Top. Senator Tillman asked if the 12% salary supplement will remain. Mr. Price noted that only legislative action would prevent this. Please see the attached document outlining applicant growth since 1994 as well as growth in cost over the same period of time (Attachment 6).

Chairman Foriest asked for a motion to approve the minutes from October 13 and 14, 2010. Representative Blackwood offered a motion to approve, with a second from Senator Dorsett. The committee voted unanimously to approve the minutes. Chairman Foriest then invited the next presenter.

UNC Teacher Data System

Dr. Alisa Chapman, Associate Vice President for Academic Planning and University School Programs, UNC General Administration, set the context for the research being conducted by the University System. Ms. Chapman shared the ultimate goal of the University of North Carolina system: to prepare more and better teachers and school leaders for North Carolina schools. In order to address this goal, they are developing strategic plans in three key areas: recruitment, preparation, and support for new teachers and school leaders. The UNC System is in the process of developing three models:

- (1) Teacher entry model
- (2) Teacher Persistence Model
- (3) Impact Models

This presentation's focus was on the impact of UNC teacher education programs on student achievement. Dr. Gary Henry, Professor and Director of the Carolina Institute for Public Policy, University of North Carolina at Chapel Hill, presented the preliminary findings. Please see the attached handouts (Attachment 7). A team of researchers from the University of North Carolina General Administration, University of North Carolina, Chapel Hill, and East Carolina University have come together to gather data, develop an approach, and evaluate impact. For a little perspective, the UNC institutions educated and prepared about 1/3 of all NC public school classroom teachers in 2007-2008. Of these more than 86,000 public school teachers -14% were classified as lateral entry, 12% were educated and prepared by NC private colleges and universities, and another 23% were educated and prepared out-of-state. Of those educated in UNC undergraduate programs, the majority attended Appalachian State University, East Carolina University, and The University of North Carolina at Greensboro, and the University of North Carolina at Wilmington. The following data sets were used for the Impact Model Analysis: High school End-of-course test scores, middle school reading scores, middle school mathematics scores, elementary school reading scores, and elementary school mathematics scores. Although the research is not yet complete, the Impact Model attempts to account for numerous variables beyond a teacher's control. Only teachers with 10 or fewer years experience were studied. In order to see a list of control variables, please see the attached handout (Attachment 7). The preliminary findings regarding teacher and classroom influence on student achievement are:

- (1) Students perform slightly worse when taught by an out-of-field teacher compared to those taught by in-field teachers

- (2) First year teachers are less effective and second and third year teachers are slightly less effective in elementary school and high school.
- (3) Students make slightly more gains when surrounded by high ability students
- (4) Students do neither better nor worse when surrounded by classmates who are considered to have "mixed" abilities.
- (5) Teachers with Master's degrees have no effect on high school student achievement. However teachers with Master's degrees have a slight positive effect on elementary and middle school students.

Dr. Henry and Dr. Chapman expressed the desire to present research in the future as the UNC team explores the impact of principals prepared by UNC Masters in School Administration programs, and brings forward a more complete qualitative and quantitative analysis.

Representative Fisher asked if the team would be comparing our UNC educated teachers to teachers who are educated out-of-state. Dr. Henry said the team will do a comparative analysis of this type. Representative Rapp asked about the effect of National Board Certified teachers and the potential to integrate these components into our UNC teacher education preparation programs. Dr. Chapman noted that such an idea would be helpful when the round-table meets to consider possible ways to improve. Dr. Henry noted the need to illuminate the various components that may allow the UNC teacher preparation programs to produce higher quality teachers. Representative Wiley asked about the effect of region, location, setting. Dr. Henry said the UNC team will be applying for federal Race to the Top funds in order to explore and isolate the necessary components. Senator Stevens asked if lateral entry teachers have been included in the research. He also expressed his interest in addressing the effectiveness of teachers with National Board Certification and Masters degrees. Dr. Henry noted that this data would be available in 2010. Chairman Yongue asked if we are looking at reading scores. Dr. Henry said the research has thus far indicated that reading is weak in middle school. There is no insight to how we may find a solution. Dr. Henry suggested that legislators must go back to square one and improve the NC standard course of study. Many members had questions that simply could not be answered considering that the UNC research is incomplete at this time. Representative Glazier asked Dr. Chapman if the research would address the indirect effect of other courses taught outside of the teacher education program. Dr. Chapman indicated that discussions are taking place at the provost level at the individual schools to explore successes and failures. Representative Glazier asked about the cost effectiveness of having many teacher education programs. Dr. Chapman did not have this information.

Teacher Vacancies

Chairman Foriest invited the next presenter, Ms. Alexis Schauss, Assistant Director, School Business Administration, NCDPI, to discuss the 2009 Teacher Vacancy Report. Ms. Schauss presented the key elements of the report indicating that teacher vacancies amounted to 441 total in 2009. The report also outlines vacancies in other certified areas. The teacher vacancy data is presented by LEA, by region, and by license area. LEAs submit this data each year to the Department in October. There were significant vacancies in the licensure areas of exceptional children, middle school math, high school math, and foreign languages. Three

regions in the state experienced significant decreases across the board, and they were Regions 2, 3, and 5. There were no questions or comments from the committee. See Attachment 8.

The Practice of School Social Work

Ms. Teresa Smith, Consultant, K-12 Student Support Services, NCDPI, presented the role of a school social worker. The role of a school social worker is to be preventive and reactive in evaluating a student's school, home, and social life.

Ms. Nadine Ejire explained the two routes of licensure: Provisional Licensure and Standard Professional II Licensure. The State Board of Education has revised the requirements for licensure, to ensure consistency. In the fall of 2009, LEAs were asked to complete an internet survey, in which 48 of the 94 LEAs employing a school social worker completed the survey. The purpose was to explore hiring practices. In North Carolina, there is 1 school social worker per 1,719 students. Of all 115 LEAs, 21 LEAs do not employ a school social worker. One LEA indicated that they have a partnership with the county Department of Social Services in order to leverage funding. Please see the attached handouts (Attachments 9-14). The School Social Work Association recommends one masters level school social worker per 400 students. No child Left Behind recommends one masters level school social worker per 800 students. The Department identified those 14 LEAs with a desirable 400-800 ratio, ranging from 1:400 to 1:800. Senator Stevens asked for more information about the role of a school social worker and the proven results of this presence. Ms. Smith noted that duties range from school to school. Ideally, they may work with school administrators, teachers, guidance counselors in order to identify any factor that may prevent a student from performing. Positive behavior supports would then be used to help the student be successful academically. There is a model under development on the national level in order to produce results. Representative Tolson asked if there are stressors that work against intervention. Ms. Smith noted that in such a significant economic downturn, there are outside stressors. She said a good school social worker would identify these problems and provide the available support. Senator Queen asked about the interaction between a local department of social services and a school social worker. Ms. Smith said that such partnership is sometimes necessary though they have differing roles, perspectives, and pedagogy. Senator Queen raised accountability questions with concern for the impact on students when there is only one school social worker per 1,600 students. Ms. Smith noted that the school social workers are invaluable. She suggested that when a school only has one per 1,600 students, often the school social worker can only engage a student on a reactionary basis.

School Board Member Training

Ms. Leanne Winner, Director, Governmental relations, NC School Boards Association, presented a brief history on the association's responsibility. One of the association's goals is to provide every opportunity for local school board members to be collaborate and learn from each other. At issue is the compliance of local school boards with state mandated training requirements. In 1991, the NC General Assembly required all school board members receive 12 hours of training per year – training that the association helps to provide through conferences, meetings, and webinars. There are other ways to achieve these training hours. Then in 2009, the NC General Assembly passed legislation requiring that school board members also complete 2

hours of ethics training within one year of election, appointment, reelection, or reappointment. This 2 hour ethics education course may count toward the 12 mandated hours required of training. Please see the attached proposed legislation and handout (Attachments 15-16).

In North Carolina, if a school board member fails to complete training, they will be fined \$50.00 per hour needed to complete the requirement. In 2008-2009, compliance has increased from 60.95% in the previous school year to 72.42% in the current year. School board members are frustrated with compliance issues. Some refuse to seek training. Others are concerned that there is no enforcement mechanism. Possible solutions include fining school board members on a per hour basis, remove a school board member, or repeal the statute.

Mr. Wendell Hall, President, NC School Boards Association and Member, Hertford County School Board, was welcomed by Chairman Yongue and asked to comment on these issues. Mr. Hall expressed his frustration with fellow board members who refuse to comply with the much needed training hours. He encouraged legislators to explore ways to enforce this requirement. Representative Fisher asked if the SBA knows how many did not comply. Ms. Winner said in 2008-2009, there were 111 school board members who received no training. Representative Glazier spoke about the need to address enforcement. He asked the committee to consider adopting a recommendation when the time comes to discuss a report. Representative Blackwood expressed his hesitancy in fining or punishing those who do not comply. He said that he would rather offer an incentive for board members to comply. Representative Rapp asked about the content of training. Ms. Winner noted that board members are trained on legislative advocacy, personnel and hiring practices, legal duties, and more.

UNC Hiring Practices

Ms. Laurie Charest, Interim Vice President, Human Resources, UNC General Administration, responded to the committee's request to comment on hiring practices. Ms. Charest provided some context, explaining the extensive recruiting practices in and out of state. This process can take as long as one year to complete. The UNC System has hired over 9,000 faculty and senior administrators in the last 3 years. Of these more than 9,000, about 700 were granted search waivers while 8,500 or more were recruited using a competitive search process. Each campus has the authority to grant search waivers based on their own criteria and needs. Due to the recent economic difficulties, some teaching positions were filled using search waivers, many for an indeterminate period of time. Coaches may be hired without a competitive search process, as well as administrators who leave unexpectedly. Representative Rapp asked Ms. Charest to address the 700 or 7% of those who are hired using search waivers. He asked more specifically about hiring spouses and if such a policy has been removed. Ms. Charest noted that spousal hiring may be needed in a case when a university is recruiting a high profile scholar whose spouse is also qualified to fill a vacant teaching position. She noted that this happens in less than 1% of the cases. Ms. Charest expressed the difficulty in determining a standard practice, since all universities have their own policy in order to reflect their own unique needs.

With no further discussion, Chairman Yongue announced the date for the next meeting: February 16 at 1:00 pm and February 17 at 9:00 am. The meeting was adjourned at 4:30 p.m.

Teacher Vacancy Report
Fall 2009

Prepared by

Information Analysis
Department of Public Instruction
Fall 2009

Teacher Vacancy Report Fall 2009

Since 1999, local education agencies (LEAs) have annually reported the number of vacant certified positions they have on October 20th (or the last working day prior to this date). The data submitted by the LEAs in October 2009 and the 4 previously reported years are presented in the following pages. The 2008 data was not collected and is therefore not presented. The data has been summarized by year, by license area and by region.

Pages 2-4 Vacancies by LEA.

Page 5-7 Vacancies by region.

Pages 8-9 Vacancies by license area

Pages 10-12 Vacancies by license area, by region

As of October 2009, 559.63 vacancies were reported statewide. This represents a 49% (n = 536.67) decrease from the number reported in October 2007.

**Total Vacancies - Certified Positions
Alphabetically by LEA
2004 to 2009**

LEA	October 2004	October 2005	October 2006	October 2007	October 2009
Alamance-Burlington	7	14	31	26	12
Alexander	2	3	4	-	-
Alleghany	1	2	3	2	-
Anson	1	6	18	5	3
Ashe	-	-	1	1	1
Avery	1	1	2	-	-
Beaufort	-	6	9	5	3.5
Bertie	5	14	21	14	7
Bladen	6	10	17	9.5	7
Brunswick	7	4	10	12	7
Buncombe	2	2.5	2	3	-
Asheville City	-	4	1	1	4.5
Burke	7	9	15.5	4	9
Cabarrus	4	12	12	1	10
Kannapolis City	1	8	5	8	-
Caldwell	1	1	2.5	1	2
Camden	-	2	2	1	1
Carteret	-	4	2	1	4
Caswell	3	-	2	2	1
Catawba	1	1	3.5	2	1
Hickory City	-	-	4	-	2
Newton-Conover	1	-	1	1	-
Chatham	10	6	8	14	3
Cherokee	-	-	4.5	-	2
Chowan	2	4	1	1	1
Clay	-	-	-	-	-
Cleveland	6	4	2	3	-
Columbus	1	9	2	3	2
Whiteville City	-	-	1	1	2
Craven	5	18	18	4	6
Cumberland	51	30	41.5	49.5	39
Currituck	3	5	6	1	1
Dare	2	1	1	1	-
Davidson	12.5	12	8	15	1.5
Lexington City	1	2	10	1	3
Thomasville City	-	2	4	2	-
Davie	1	-	1	1	1
Duplin	18	-	4	13.5	-
Durham Public	26	62	54.5	38	24
Edgecombe	29	21	26	17.4	7
Forsyth	22.7	29.4	43	53	21
Franklin	13	11	20	11	4
Gaston	9	15	11	6	0.5
Gates	-	1	5	3	-

**Total Vacancies - Certified Positions
Alphabetically by LEA
2004 to 2009**

LEA	October 2004	October 2005	October 2006	October 2007	October 2009
Graham	-	1	-	-	-
Granville	7	9	2	9	7
Greene	-	1	3	7.5	-
Guilford	52	47	40.5	19	8.5
Halifax	4	8	22	12	8
Roanoke Rapids City	4	3	2	4	1
Weldon City	1	3	4	7	1
Harnett	24	17	22	20	9
Haywood	2	1	-	-	-
Henderson	1	-	1	-	1
Hertford	13	7	15	4	2
Hoke	14	9	18	21	4
Hyde	-	2	1	4	2
Iredell	2	13	17	9	5
Mooresville City	1.5	1	4.5	8	-
Jackson	4	1.5	11	1	3
Johnston	17	17.5	36	24.4	7
Jones	1	-	3	5	-
Lee	5	6	7	8.5	13
Lenoir	12	22	30	14	2
Lincoln	2	2	2	3	5
Macon	-	-	1	-	1
Madison	-	2	2.5	1	-
Martin	8	5	12	5	1
McDowell	3	7	3	2	-
Char.-Mecklenburg	156.5	131	136.4	171.3	109
Mitchell	-	-	-	1	-
Montgomery	4	2	4	5	5
Moore	6	6	6	11	4
Nash-Rocky Mount Schools	9	14	22	12	4
New Hanover	10	13	18	19	4
Northampton	12	7	8	2	3
Onslow	18	30	12	12	11
Orange	3	6	16	3	2
Chapel Hill-Carrboro	10	10.5	5	6.7	6
Pamlico	2	2	1	1	-
Pasquotank	9	9	11	15	6
Pender	8	10	6	10.5	4
Perquimans	3	1	4	3	1
Person	4	-	2	4	3
Pitt	17.5	11.5	16.5	17.5	5
Polk	1	-	1	-	-
Randolph	5.5	10.5	7.5	10.0	2.5
Asheboro City	3.5	1	-	-	1

**Total Vacancies - Certified Positions
Alphabetically by LEA
2004 to 2009**

LEA	October 2004	October 2005	October 2006	October 2007	October 2009
Richmond	-	8	11.0	8	1
Robeson	47	11	33	25	16
Rockingham	17	12	10	9	2
Rowan-Salisbury	10	15.5	16	24	11
Rutherford	-	-	5	7	4
Sampson	5	4	5	8	1
Clinton City	-	1	1	1	-
Scotland	2	2	6	3	3
Stanly	1	4	5	4	7
Stokes	-	7	7	8	5
Surry	-	5	6	7	2
Elkin City Schools	-	1	-	-	2
Mount Airy	-	1	-	-	-
Swain	2	-	1	-	-
Transylvania	1	1	1	1	0.6
Tyrrell	2	2	1	-	1
Union	11	19	14	19	9
Vance	16	10	12	13	2
Wake County	43	21	62	77	15
Warren	16	7	13	10	7
Washington	2	2	1	1	3
Watauga	4	1	2	1	4
Wayne	20.5	16	23	26	8
Wilkes	3	9	3	1	1
Wilson	10	16	19	10	11
Yadkin	1	3	2	2	-
Yancey	-	7	2.0	1	-
Total	934.7	970.9	1,236.4	1,096.3	559.6

**Total Vacancies - Certified Positions
By Region
2004 to 2009**

LEA	October 2004	October 2005	October 2006	October 2007	October 2009
Region 1					
Beaufort	-	6	9	5	4
Bertie	5	14	21	14	7
Camden	-	2	2	1	1
Chowan	2	4	1	1	1
Currituck	3	5	6	1	1
Dare	2	1	1	1	-
Gates	-	1	5	3	-
Hertford	13	7	15	4	2
Hyde	-	2	1	4	2
Martin	8	5	12	5	1
Pasquotank	9	9	11	15	6
Perquimans	3	1	4	3	1
Pitt	18	12	17	18	5
Tyrrell	2	2	1	-	1
Washington	2	2	1	1	3
Region 1 Total	67	73	107	76	35
Region 2					
Brunswick	7	4	10	12	7
Carteret	-	4	2	1	4
Craven	5	18	18	4	6
Duplin	18	-	4	14	-
Greene	-	1	3	8	-
Jones	1	-	3	5	-
Lenoir	12	22	30	14	2
New Hanover	10	13	18	19	4
Onslow	18	30	12	12	11
Pamlico	2	2	1	1	-
Pender	8	10	6	11	4
Sampson	5	4	5	8	1
Clinton City	-	1	1	1	-
Wayne	21	16	23	26	8
Region 2 Total	107	125	136	135	47
Region 3					
Durham Public	26	62	55	38	24
Edgecombe	29	21	26	17	7
Franklin	13	11	20	11	4
Granville	7	9	2	9	7
Halifax	4	8	22	12	8
Roanoke Rapids City	4	3	2	4	1
Weldon City	1	3	4	7	1
Johnston	17	18	36	24	7
Nash-Rocky Mount	9	14	22	12	4
Northampton	12	7	8	2	3
Vance	16	10	12	13	2
Wake County	43	21	62	77	15
Warren	16	7	13	10	7
Wilson	10	16	19	10	11
Region 3 Total	207	210	303	247	101

**Total Vacancies - Certified Positions
By Region
2004 to 2009**

LEA	October 2004	October 2005	October 2006	October 2007	October 2009
Region 4					
Bladen	6	10	17	10	7
Columbus	1	9	2	3	2
Whiteville City	-	-	1	1	2
Cumberland	51	30	42	50	39
Harnett	24	17	22	20	9
Hoke	14	9	18	21	4
Lee	5	6	7	9	13
Montgomery	4	2	4	5	5
Moore	6	6	6	11	4
Richmond	-	8	11	8	1
Robeson	47	11	33	25	16
Scotland	2	2	6	3	3
Region 4 Total	160	110	169	165	105
Region 5					
Alamance-Burlington	7	14	31	26	12
Caswell	3	-	2	2	1
Chatham	10	6	8	14	3
Davidson	13	12	8	15	2
Lexington City	1	2	10	1	3
Thomasville City	-	2	4	2	-
Forsyth	23	29	43	53	21
Guilford	52	47	41	19	9
Orange	3	6	16	3	2
Chapel Hill-Carrboro	10	11	5	7	6
Person	4	-	2	4	3
Randolph	6	11	8	10	3
Asheboro City	4	1	-	-	1
Rockingham	17	12	10	9	2
Stokes	-	7	7	8	5
Region 5 Total	151	159	194	173	72
Region 6					
Anson	1	6	18	5	3
Cabarrus	4	12	12	1	10
Kannapolis City	1	8	5	8	-
Cleveland	6	4	2	3	-
Gaston	9	15	11	6	1
Lincoln	2	2	2	3	5
Char.-Mecklenburg	157	131	136	171	109
Stanly	1	4	5	4	7
Union	11	19	14	19	9
Region 6 Total	192	201	205	220	144

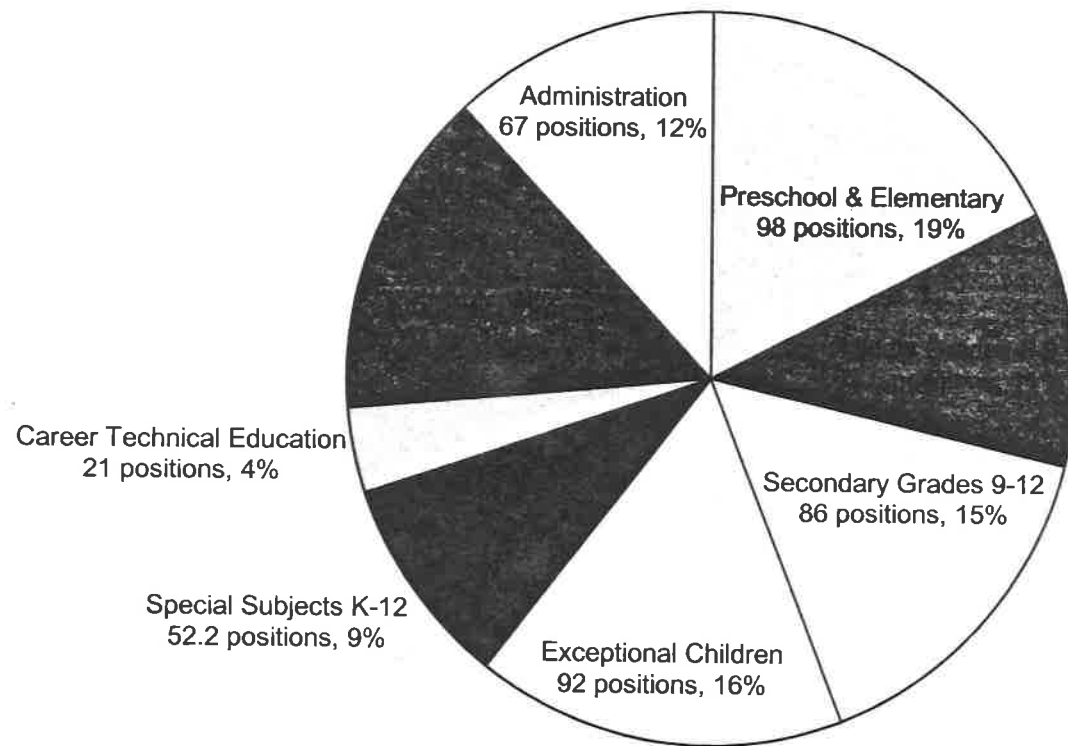
**Total Vacancies - Certified Positions
By Region
2004 to 2009**

LEA	October 2004	October 2005	October 2006	October 2007	October 2009
Region 7					
Alexander	2	3	4	-	-
Alleghany	1	2	3	2	-
Ashe	-	-	1	1	1
Avery	1	1	2	-	-
Burke	7	9	16	4	9
Caldwell	1	1	3	1	2
Catawba	1	1	4	2	1
Hickory City	-	-	4	-	2
Newton-Conover	1	-	1	1	-
Davie	1	-	1	1	1
Iredell	2	13	17	9	5
Mooresville City	2	1	5	8	-
Rowan-Salisbury	10	16	16	24	11
Surry	-	5	6	7	2
Elkin City Schools	-	1	-	-	2
Mount Airy	-	1	-	-	-
Watauga	4	1	2	1	4
Wilkes	3	9	3	1	1
Yadkin	1	3	2	2	-
Region 7 Total	37	67	88	64	41
Region 8					
Buncombe	2	3	2	3	-
Asheville City	-	4	1	1	5
Cherokee	-	-	5	-	2
Clay	-	-	-	-	-
Graham	-	1	-	-	-
Haywood	2	1	-	-	-
Henderson	1	-	1	-	1
Jackson	4	2	11	1	3
Macon	-	-	1	-	1
Madison	-	2	3	1	-
McDowell	3	7	3	2	-
Mitchell	-	-	-	1	-
Polk	1	-	1	-	-
Rutherford	-	-	5	7	4
Swain	2	-	1	-	-
Transylvania	1	1	1	1	1
Yancey	-	7	2	1	-
Region 8 Total	16	27	36	18	16
Total	934.7	970.9	1,236.4	1,096.3	559.6

**Total Vacancies - Certified Positions
By Licensure Area
2004 to 2009**

Licensure Area	October 2004	October 2005	October 2006	October 2007	October 2009
Birth to Kindergarten	18	25	14	17	13
Kindergarten - 6th Grade	188.5	204	211.4	178	85
Preschool & Elementary	206.5	229	225.4	195	98
Language Arts	33.5	27	37.5	37	13
Social Studies	20.5	11.5	14	15	5
Math	32.5	36.5	47.5	38	12
Science	21.5	23.5	28.5	16	9
Other	9.5	15.5	23	19	24
Middle Grades 6-9	117.5	114	150.5	125	63
English	18.5	16	35	36	10
Social Studies	7	10	15.5	11	7
Math	45	48	60.5	71	29.5
Science	17.5	25	31	31	17
Other	15.5	11.5	22	19	23
Secondary Grades 9-12	103.5	110.5	164	167	86
Exceptional Children K-12	163	171	257.5	218	92
Exceptional Children	163	171	257.5	218	92
Art	18	3.5	11.5	14	4.7
Music	19	14	15.5	12	5
Physical Education	21	18	18.5	16	16
Health	2	-	0.5	2	-
Foreign Language	33.7	18.4	33	18	10
English as a Second Language	25.5	29.5	41.5	31	17
Other	-	-	-	1	-
Special Subjects K-12	119.2	83.4	120.5	92	52.2
Agriculture	1	2	4.5	2	1
Family & Consumer Sciences	14	15.5	13	10.5	2
Marketing	2	2	-	5	-
Business	6	5	11	8.5	7
Technology	6	10.5	15	14	1
Trade & Industrial Education	6	5	12.5	5	2
Other Career Technical Ed.	15	15	13.5	13	8
Career Technical Education	50	55	69.5	58	21
Media	22	27	26	17	6
School Counselor	29	29	32	23	27
Psychologist	13	17.5	33	20	13
Social Worker	5.5	4.5	7.5	5	6
Audiologist	2.5	-	2	2	-
Speech Language Pathologist	30	57	35	46	30
Other	2	3	-	2	-
Student Services Personnel	104	138	135.5	115	81
Assistant Principal	21	19	22.5	30	13
Principal	3	8	7	8	7
Central Office Other	47	43	84	89	47
Administration	71	70	113.5	127	67
Total	934.7	970.9	1,236.4	1,096.3	559.6

**Vacancies by Licensure Area
Statewide
October 2009**



2009 Vacancies by Region & License Area

LEA	Pre-K to 6	Grades 6-9	Grades 9-12	EC	Special Subjects	CTE	Student Services	Admin	Total
Region 1									
Beaufort	-	-	1	1	1	-	-	1	3.5
Bertie	1	1	2	-	-	-	2	1	7.0
Camden	-	-	-	-	-	-	-	1	1.0
Chowan	-	-	-	-	-	-	-	1	1.0
Currituck	-	-	-	1	-	-	-	-	1.0
Dare	-	-	-	-	-	-	-	-	-
Gates	-	-	-	-	-	-	-	-	-
Hertford	1	-	-	-	1	-	-	-	2.0
Hyde	-	-	-	-	-	-	1	1	2.0
Martin	-	-	-	1	-	-	-	-	1.0
Pasquotank	2	-	-	2	-	1	1	-	6.0
Perquimans	-	-	-	-	-	-	1	-	1.0
Pitt	1	1	2	-	-	-	-	1	5.0
Tyrrell	-	-	1	-	-	-	-	-	1.0
Washington	1	-	-	-	-	-	2	-	3.0
REGION 1 Total	6	2	6	4.5	2	1	7	6	34.5
Region 2									
Brunswick	6	-	1	-	-	-	-	-	7.0
Carteret	-	-	1	2	1	-	-	-	4.0
Craven	-	3	-	1	-	-	1	1	6.0
Duplin	-	-	-	-	-	-	-	-	-
Greene	-	-	-	-	-	-	-	-	-
Jones	-	-	-	-	-	-	-	-	-
Lenoir	-	-	1	-	1	-	-	-	2.0
New Hanover	-	-	-	1	-	1	2	-	4.0
Onslow	-	1	1	2	-	-	4	3	11.0
Pamlico	-	-	-	-	-	-	-	-	-
Pender	-	-	-	-	1	1	-	2	4.0
Sampson	-	-	1	-	-	-	-	-	1.0
Wayne	-	-	3	3	1	1	-	-	8.0
REGION 2 Total	6	4	8	9	4	3	7	6	47.0
Region 3									
Durham Public	5	1	4	5	4	2	3	-	24.0
Edgecombe	4	1	1	1	-	-	-	-	7.0
Franklin	-	-	1	1	-	-	-	2	4.0
Granville	2	-	1	1	-	1	2	-	7.0
Halifax	1	-	1	4	-	1	-	1	8.0
Roanoke Rapids City	-	-	-	-	-	-	-	1	1.0
Weldon City	-	-	-	-	-	-	-	1	1.0
Johnston	-	2	-	3	-	1	1	-	7.0
Nash-Rocky Mount Schools	4	-	-	-	-	-	-	-	4.0
Northampton	1	2	-	-	-	-	-	-	3.0
Vance	1	-	-	1	-	-	-	-	2.0
Wake County	5	2	5	1	1	1	-	-	15.0
Warren	1	-	-	3	1	-	-	2	7.0
Wilson	4	-	-	5	1	-	1	-	11.0
REGION 3 Total	28	8	13	25	7	6	7	7	101.0

2009 Vacancies by Region & License Area

LEA	Pre-K to 6	Grades 6-9	Grades 9-12	EC	Special Subjects	CTE	Student Services	Admin	Total
Region 4									
Bladen	-	1	1	1	4	1	-	-	7.0
Columbus	-	-	1	-	-	1	-	-	2.0
Whiteville City	-	1	-	1	-	-	-	-	2.0
Cumberland	7	9	9	4	1	-	7	2	39.0
Harnett	1	4	2	-	-	-	2	-	9.0
Hoke	1	1	-	2	-	-	-	-	4.0
Lee	1	4	2	2	2	1	-	1	13.0
Montgomery	1	1	1	1	-	-	1	-	5.0
Moore	-	-	1	2	-	-	-	1	4.0
Richmond	-	-	-	-	-	-	1	-	1.0
Robeson	6	4	4	-	-	-	2	-	16.0
Scotland	-	-	-	1	1	-	-	1	3.0
REGION 4 Total	17	25	20.5	14	7.5	3	13	5	105.0
Region 5									
Alamance-Burlington	-	-	1	3	3	1	1	3	12.0
Caswell	-	-	1	-	-	-	-	-	1.0
Chatham	-	1	-	1	1	-	-	-	3.0
Davidson	-	-	-	-	-	-	2	-	1.5
Lexington City	-	-	2	-	1	-	-	-	3.0
Thomasville City	-	-	-	-	-	-	-	-	-
Forsyth	5	3	1	3	6	-	-	3	21.0
Guilford	-	1	3	-	0.2	-	3.33	1	8.5
Orange	-	-	-	2	-	-	-	-	2.0
Chapel Hill-Carrboro	1	1	-	1	2	-	1	-	6.0
Person	1	-	-	1	-	-	1	-	3.0
Randolph	0.5	-	-	1	-	-	1	-	2.5
Asheboro City	-	1	-	-	-	-	-	-	1.0
Rockingham	-	-	-	-	-	-	2	-	2.0
Stokes	-	-	2	3	-	-	-	-	5.0
REGION 5 Total	7.5	7	10	15	13.2	1	10.83	7	71.5
Region 6									
Anson	-	-	-	1	-	1	1	-	3.0
Cabarrus	-	1	2	1	3	1	1	1	10.0
Kannapolis City	-	-	-	-	-	-	-	-	-
Cleveland	-	-	-	-	-	-	-	-	-
Gaston	-	-	-	-	0.5	-	-	-	0.5
Lincoln	4	-	1	-	-	-	-	-	5.0
Char.-Mecklenburg	16	6	19	10.5	7	3	19.5	28	109.0
Stanly	1	2	-	2	-	-	2	-	7.0
Union	2	3	1	2	1	-	-	-	9.0
REGION 6 Total	23	12	23	16.5	11.5	5	23.5	29	143.5

2009 Vacancies by Region & License Area

LEA	Pre-K to 6	Grades 6-9	Grades 9-12	EC	Special Subjects	CTE	Student Services	Admin	Total
Region 7									
Alexander	-	-	-	-	-	-	-	-	-
Ashe	-	-	-	-	-	-	1	-	1.0
Avery	-	-	-	-	-	-	-	-	-
Burke	-	-	2	3	1	-	1	2	9.0
Caldwell	-	-	-	2	-	-	-	-	2.0
Catawba	-	-	-	1	-	-	-	-	1.0
Hickory City	-	-	-	-	1	-	1	-	2.0
Newton-Conover	-	-	-	-	-	-	-	-	-
Davie	-	-	-	-	1	-	-	-	1.0
Iredell	1	1	-	-	1	-	1	1	5.0
Mooresville City	-	-	-	-	-	-	-	-	-
Rowan-Salisbury	3	-	1	2	1	-	2	2	11.0
Surry	-	-	-	-	-	-	1	1	2.0
Elkin City Schools	1	-	-	-	-	1	-	-	2.0
Mount Airy	-	-	-	-	-	-	-	-	-
Watauga	2	-	-	-	2	-	-	-	4.0
Wilkes	-	-	-	-	-	-	1	-	1.0
Yadkin	-	-	-	-	-	-	-	-	-
REGION 7 Total	7	1	3	8	7	1	8	6	41.0
Region 8									
Buncombe	-	-	-	-	-	-	-	-	-
Asheville City	2	1	2	-	-	-	-	-	4.5
Cherokee	-	1	-	-	-	1	-	-	2.0
Clay	-	-	-	-	-	-	-	-	-
Graham	-	-	-	-	-	-	-	-	-
Haywood	-	-	-	-	-	-	-	-	-
Henderson	-	-	-	-	-	-	1	-	1.0
Jackson	1	1	1	-	-	-	1	-	3.0
Macon	-	-	-	-	-	-	-	1	1.0
Madison	-	-	-	-	-	-	-	-	-
McDowell	-	-	-	-	-	-	-	-	-
Mitchell	-	-	-	-	-	-	-	-	-
Polk	-	-	-	-	-	-	-	-	-
Rutherford	1	1	-	-	-	-	2	-	4.0
Swain	-	-	-	-	-	-	-	-	-
Transylvania	-	-	-	-	-	-	1	-	0.6
Yancey	-	-	-	-	-	-	-	-	-
REGION 8 Total	3.5	3.5	2.5	0	0	1	4.6	1	16.1
TOTAL	98	62.5	86	92	52.2	21	80.93	67	559.6

EXECUTIVE SUMMARY

Title: Proposed Revisions to the Eligibility Requirements for Provisional Licenses in School Counseling and School Social Work

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy #QP-A-001
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Nadine Ejire (Assistant Section Chief, Licensure Section) and Teresa A. Smith (K-12 Student Support Service Consultant)

Description:

In working with school counselors and school social workers on the new evaluation standards approved by the Board in December, 2008, concern was expressed about the eligibility requirements for provisional licenses in these areas. Based on further discussions, revised eligibility requirements for provisional licensing in school counseling and school social work are being proposed. If approved, the new requirements will become effective July 1, 2009.

Resources:

No additional resources are needed.

Input Process:

Two ad hoc committees chaired by Ms. Teresa A. Smith were convened to obtain feedback and recommendations on the eligibility requirements for the provisional licensing in school counseling and school social work. The draft recommendations were widely vetted including distribution through the professional associations, NC Principal and Assistant Principals Association, university training programs, student support services directors, Student Support Services Advisory Board, and personnel administrators.

Stakeholders:

LEAs, schools, school counselors, school social workers, teachers, students, families, and university training programs

Timeline For Action:

The proposed revisions are presented for discussion this month and will be presented for approval next month. The recommended effective date is July 1, 2009.

Recommendations:

It is recommended that the proposed revisions to the eligibility for provisional licensing in school counseling and social work be approved by the State Board of Education with an effective date of July 1, 2009.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____ Seconded By: _____
 Vote: Yes _____ No _____ Abstain _____
 Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Nadine Ejire (807-3310)

NORTH CAROLINA STATE BOARD OF EDUCATION

Policy Manual

Policy Identification

Priority: Twenty-First Century Professionals

Category: Licensure

Policy ID Number: TCP-A-001

Policy Title: Policies on General Licensure Requirements

Current Policy Date: ~~12/04/2008~~ 04/02/2009

Other Historical Information:

Previous Board Dates: 01/05/1997, 07/09/1998, 01/13/1999, 07/01/1999, 07/13/2000, 09/14/2000, 10/04/2001, 01/09/2003, 2/6/2003, 06/05/2003, 08/07/2003, 9/11/03, 11/22/2004, 5/05/2005, 6/30/2005, 8/04/2005, 10/06/2005, 11/03/2005, 12/01/2005, 01/05/2006, 05/04/2006, 06/01/2006, 07/06/2006, 01/04/2007, 06/07/2007, 12/06/2007, 02/07/2008, 04/03/2008, 9/11/2008, 10/02/2008, 12/04/2008

Statutory Reference:

PL 107-110, the No Child Left Behind Act of 2001

Administrative Procedures Act (APA) Reference Number and Category:

*** Begin Policy ***

NOTE: ONLY RELEVANT SECTIONS OF THE POLICY ARE PRINTED IN THIS ATTACHMENT.

1.50 Provisional Licenses

Individuals licensed at the class A (bachelor's) level or higher may have other areas added on a provisional basis to their license as needed and requested by the employing LEA. Effective June 30, 2006, provisional licenses will no longer be issued for the elementary grades level or at the middle and high school levels in license areas required for teaching the core academic subjects.

The Licensure Section shall issue the provisional license and inform the individual and LEA personnel officer of requirements to clear the provisional status. These requirements may include course work and/or testing.

All course credit earned toward fulfilling these requirements must be directly applicable to the provisional license and must be met at the rate of not less than six semester hours per school year. Credit to extend a provisional license for an additional year must be earned before the beginning of the school year that follows the expiration date on the license. All requirements to clear a provisional license must be completed within five years of the first effective date of the provisional license.

In the area of exceptional children, teachers must hold the appropriate license for each area of exceptionality to which they are assigned. Effective July 1, 1998, if 50% or more of a class qualifies as an exceptional area, the teacher must be licensed in that area.

1.55 Eligibility for Provisional Licensing

Provisional licenses are issued only on the request of the employing LEA. To be eligible for a provisional license, the individual must be assigned in the license area. Specific eligibility requirements for provisional licensing follow:

Area	Requirements
Counselor	<u>Completion of a master's degree in Agency Counseling, Clinical Mental Health, Community Counseling, or Rehabilitation Counseling from a regionally accredited college or university or</u> Completion of a minimum of 18 graduate semester hours applicable toward in a school counselor program.
School Social Work	Completion of a bachelor's, <u>master's, specialist, or doctoral</u> degree in sociology or social work.
Media Coordinator	"A" level teaching license or bachelor's degree in media or 18 graduate semester hours applicable toward a school media coordinator program.
School Psychology	Completion of all program requirements at the advanced (6 th year level), except for the thesis or internship. Written confirmation from the college/university at which the individual has matriculated concurring with the individual's employment
Speech-Language Pathology	Provisional licenses are no longer issued in this area. However, individuals holding non-provisional "A" level licenses must complete requirements for the "M" license by July 1, 2005.
Assistant Principals	<p>Effective July 1999, all persons employed as assistant principals in state allotted positions, or as assistant principals in full-time positions regardless of funding source, in the public schools of the state or in schools receiving public school funds, shall, in addition to other applicable requirements, be required either to hold or be qualified to hold a principal's license or a provisional principal's license.</p> <p>A one-year provisional principal's license can be issued to individuals selected by local boards of education for employment as assistant principals if:</p> <ol style="list-style-type: none"> 1) the local board has determined there is a shortage of persons who hold or are qualified to hold a principal's license and the employee enrolls in an approved program leading to a master's degree in school administration before the provisional license expires; or 2) the employee is enrolled in an approved master's in school administration program and is participating in the required internship under the master's program. <p>The Department shall extend the provisional license on an annual basis for a total of no more than two additional years while the employee is completing the program.</p>
Supervisor	M level teaching license and a minimum of five years of successful teaching experience in that license area.
Exceptional Children Program Administrator	Master's level license in an exceptional children's area, curriculum instruction, or school administration, or advanced level license in school psychology.

Desirable School Social Worker-to-Student Ratio

The average state school social worker-to-student ratio is 1:1,719. The School Social Work Association of America recommends one master’s level school social worker to 400 students, while *No Child Left Behind* recommends one master’s level school social worker to 800 students.

Based on these two recommendations, a range between 400-800 students per one school social worker was used to review the 2009-2010 LEA school social worker-to-student ratios. The results indicate that 14 out of 115 North Carolina school districts had a school social worker-to-student ratio between 400 and 800. Figure 1 below identifies the school districts, total student membership, total number of school social workers, and school social worker-to-student ratio. (See Figure 1.)

LEAs with Desirable School Social Worker-to-Student Ratio

LEA Name	ADM	No. of School Social Workers (HC)	School Social Worker-to-Student Ratio (ADM/HC)
Avery County	2,228	5	1:446
Anson County	3,908	5	1:782
Bertie County	2,920	5	1:584
Asheville City	3,695	5	1:739
Duplin County	8,786	11	1:799
Gates County	1,916	4	1:479
Graham County	1,170	2	1:585
Halifax County	4,279	6	1:713
Hyde County	626	1	1:626
New Hanover County	24,070	31	1:776
Chapel Hill Carrboro City	11,740	20	1:587
Pamlico County	1,450	4	1:363
Scotland County	6,624	11	1:602
Swain County	1,938	3	1:646

Figure 1. Desirable 2009-2010 LEA School Social Worker-to-Student Ratios (October 2009).

Legend

Average Daily Membership (ADM) -- Total number of students enrolled.

Head Count (HC) -- The total number of school social workers employed. However, it does not identify whether the individual is employed full-time or part-time.

Reference

School Social Worker Data. (FY2009). Raleigh, NC: North Carolina Department of Public Instruction.



FUTURE-READY STUDENTS for the 21st Century

The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.

Goal: NC public schools will produce globally competitive students.

- Every student excels in rigorous and relevant core curriculum that reflects what students need to know and demonstrate in a global 21st Century environment, including a mastery of languages, an appreciation of the arts, and competencies in the use of technology.
- Every student's achievement is measured with an assessment system that informs instruction and evaluates knowledge, skills, performance, and dispositions needed in the 21st Century.
- Every student will be enrolled in a course of study designed to prepare them to stay ahead of international competition.
- Every student uses technology to access and demonstrate new knowledge and skills that will be needed as a life-long learner to be competitive in a constantly changing international environment.
- Every student has the opportunity to graduate from high school with an Associates Degree or college transfer credit.

Goal: NC public schools will be led by 21st Century professionals.

- Every teacher will have the skills to deliver 21st Century content in a 21st Century context with 21st Century tools and technology that guarantees student learning.
- Every teacher and administrator will use a 21st Century assessment system to inform instruction and measure 21st Century knowledge, skills, performance, and dispositions.
- Every education professional will receive preparation in the interconnectedness of the world with knowledge and skills, including language study.
- Every education professional will have 21st Century preparation and access to ongoing high quality professional development aligned with State Board of Education priorities.
- Every educational professional uses data to inform decisions.

Goal: NC public school students will be healthy and responsible.

- Every learning environment will be inviting, respectful, supportive, inclusive, and flexible for student success.
- Every school provides an environment in which each child has positive, nurturing relationships with caring adults.
- Every school promotes a healthy, active lifestyle where students are encouraged to make responsible choices.
- Every school focuses on developing strong student character, personal responsibility, and community/world involvement.
- Every school reflects a culture of learning that empowers and prepares students to be life-long learners.

Goal: Leadership will guide innovation in NC public schools.

- School professionals will collaborate with national and international partners to discover innovative transformational strategies that will facilitate change, remove barriers for 21st Century learning, and understand global connections.
- School leaders will create a culture that embraces change and promotes dynamic continuous improvement.
- Educational professionals will make decisions in collaboration with parents, students, businesses, education institutions, and faith-based and other community and civic organizations to impact student success.
- The public school professionals will collaborate with community colleges and public and private universities and colleges to provide enhanced educational opportunities for students.

Goal: NC public schools will be governed and supported by 21st Century systems.

- Processes are in place for financial planning and budgeting that focus on resource attainment and alignment with priorities to maximize student achievement.
- Twenty-first century technology and learning tools are available and are supported by school facilities that have the capacity for 21st Century learning.
- Information and fiscal accountability systems are capable of collecting relevant data and reporting strategic and operational results.
- Procedures are in place to support and sanction schools that are not meeting state standards for student achievement.

North Carolina Professional School Social Work Standards

AS APPROVED BY THE STATE BOARD OF EDUCATION ON DECEMBER 4, 2008

A New Vision for School Social Work

The demands of twenty-first century education dictate new roles for school social workers. Schools need school social workers who are adept at creating and utilizing systems for change and at building relationships within the school community. School social workers create nurturing relationships with students that enhance students' academic achievement and personal success as globally productive citizens in the twenty-first century. Utilizing leadership, advocacy, and collaboration, school social workers promote overall academic success by providing services that strengthen home, school, and community partnerships and alleviate barriers to learning.

In order to deliver a comprehensive school social work program, the school social worker should understand and be competent in the following areas:

- Assessment and screening
- Counseling and support groups
- Crisis intervention
- Advocacy
- Home-school-community collaboration
- Partnerships with community agencies and organizations
- Services to school staff
- Program resource and policy development
- Systems change to improve learning and support services

Intended Purpose of the Standards

The North Carolina Standards for School Social Work have been developed as a guide for school social workers as they continually improve their effectiveness. It is incumbent upon the school social worker to provide services as part of a comprehensive multi-disciplinary team with complementary knowledge, skills, and experiences.

The school social work standards will

- guide professional development as school social workers move forward in the twenty-first century

so that school social workers can attain the skills and knowledge needed,

- provide the focus for schools and districts as they support, monitor, and evaluate their school social workers, and
- assist higher education programs in developing the content and requirements of school social work education curricula.

Standard 1: School Social Workers Demonstrate Leadership

School social workers demonstrate leadership by promoting and enhancing the overall academic mission by providing services that strengthen home, school, and community partnerships. School social workers use their professional training, depth of knowledge, and experience to work with individuals and teams to facilitate partnerships that support the school and district mission. The School social worker contributes significantly to the development of a healthy, safe, and caring school environment by advancing the understanding of the social, emotional, psychological, and academic needs of students. School social workers initiate the development of community, district, and school resources to address unmet needs that affect academic achievement and alleviate barriers to learning in the twenty-first century. School social workers are knowledgeable of relevant laws, policies, and procedures and provide staff development and training regarding these areas to educate and encourage compliance.

School Social Workers demonstrate leadership in the school.

School social workers collaboratively engage all school personnel to create a professional learning community. School social workers develop and maintain a written plan of data-driven goals and strategies for effective delivery of the school social work program based on national best practices, individual school data, current relevant research

findings, and the School Improvement Plan. School social workers provide input in the selection of professional development to impart staff with the knowledge to meet the educational needs of students. They participate in the hiring process and collaborate with their colleagues to mentor and support school social workers to improve the effectiveness of student support services.

- Work collaboratively with all school personnel to create a positive learning community
- Develop and maintain a written plan of data driven goals and strategies for effective delivery of the school social work program based on national best practices, individual school data, current relevant research findings, and the School Improvement Plan
- Assist in identifying professional development opportunities
- Participate in the hiring process
- Collaborate and mentor colleagues to support school social workers to improve the effectiveness of student support services

School Social Workers enhance the social work profession.

School social workers strive to enhance the social work profession. School social workers contribute to the establishment of positive working conditions in their schools, districts, state, and nation. School social workers actively participate in and advocate for decision-making structures in education and government that utilize the expertise of school social workers. School social workers communicate the goals of the school social work program to stakeholders. School social workers maintain current and appropriate resources to improve the relationship among home, school, and community. School social workers promote professional growth and collaborate with their colleagues to improve the profession.

- Strive to enhance the profession
- Contribute to the establishment of positive working conditions
- Participate and advocate in decision-making structures
- Communicate the goals of the school social work program to stakeholders
- Maintain current and appropriate resources to improve the relationship among home, school, and community
- Promote professional growth and collaborate with their colleagues

School Social Workers advocate for students, families, schools, and communities.

School social workers advocate for positive change in policies and practices affecting student learning. School social workers support the School Improvement Plan and student academic success through developing and utilizing internal and external partnerships and resources. They participate in the implementation of initiatives to improve educational and support services.

- Advocate for positive change in policies and practices affecting student learning
- Develop and utilize internal and external partnerships and resources
- Participate in the implementation of initiatives to improve student educational and support services

School Social Workers demonstrate high ethical standards.

School Social Workers adhere to the laws, policies, procedures, and ethical standards of the social work profession. School Social Workers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. School Social Workers uphold the National Association of Social Workers (NASW) Code of Ethics, revised 1999. (<http://www.socialworkers.org/pubs/code/code.asp>) The Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998 (www.ncptsc.org).

- Adhere to the laws, policies, procedures, and ethical standards of the social work profession
- Demonstrate ethical principles
- Uphold the National Association of Social Workers Code of Ethics
- Uphold the Code of Ethics and Standards for the Professional Conduct

Standard 2: School Social Workers Promote a Respectful Environment for Diverse Populations

School social workers promote a positive school environment in which individual differences are respected. School social workers educate school personnel on the correlation between a positive school climate and student achievement. School social workers understand and respect the impact of how student learning is influenced by culture, community,

family, and individual experiences. School social workers recognize the need to educate the school staff on emerging issues within the home, school, and community. The school social worker understands the ways in which similar behaviors may have different meanings to people in different cultures.

School Social Workers promote an environment in which each student has a positive, nurturing relationship with caring adults.

School social workers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible. School social workers provide leadership and collaborate with other school personnel to provide effective school social work services. School social workers implement developmentally-appropriate and prevention-oriented group activities to meet student needs and school goals.

- Encourage an environment that is inviting, respectful, supportive, inclusive, and flexible
- Provide leadership and collaborate with other school personnel to provide effective school social work services
- Implement developmentally-appropriate and prevention-oriented group activities to meet student needs and school goals

School Social Workers embrace diversity in the school, home, community, and world.

School social workers demonstrate their knowledge of diverse cultures. School social workers also understand the role of diverse cultures in shaping global, state, and school issues. School social workers recognize the influence of race, ethnicity, gender, religion, language, and other aspects of culture on a student's development and personality. School social workers strive to understand how students' culture and background may influence their school performance. School social workers consider and incorporate different points of view in the professional development provided for school personnel. School social workers actively select materials and develop activities that counteract stereotypes and incorporate histories and contributions of all cultures.

- Demonstrate their knowledge of diverse cultures
- Understand the role of diverse cultures in shaping global, state, and school issues
- Recognize the influences of race, ethnicity, gender, religion, language, and other aspects of culture on a student's development and personality
- Understand how students' culture and background may influence their school performance

- Consider and incorporate different points of view
- Select materials and develop activities that counteract stereotypes and incorporate contributions of all cultures

School Social Workers treat students as individuals.

School social workers maintain high expectations, including graduation from high school, for students of all backgrounds. School social workers appreciate differences and value the contributions of each student in the learning environment by building positive, appropriate relationships. School social workers assist students, individually and/or in groups, with developing academic, social, emotional, and psychological skills.

- Maintain high expectations for all students
- Appreciate differences and value the contributions of each student in the learning environment by building positive, appropriate relationships
- Assist students, individually and/or in groups, with developing academic, social, emotional, and psychological skills

School Social Workers provide services that benefit students with special needs.

School social workers collaborate with administrators, teachers, and a range of specialists to help meet the special needs of all students. School social workers may participate in the evaluation process by conducting the student social/developmental history and parent interviews.

School social workers engage students to ensure that their academic, social, emotional, and psychological needs are effectively met by conducting individual/group counseling.

- Collaborate with administrators, teachers, and a range of specialists to help meet the special needs of all students
- Participate in the evaluation process by conducting the student social/developmental history and parent interviews
- Engage students to ensure that their academic, social, emotional, and psychological needs are effectively met by conducting individual/group counseling

School Social Workers work collaboratively with families and significant adults in the lives of students.

School social workers recognize that educating students is a shared responsibility involving the students, families, schools, and communities. School social workers

improve communication and collaboration among the school, home, and community in order to promote trust and understanding and to build partnerships with all segments of the school community. School social workers seek solutions to barriers that inhibit effective familial and community involvement in the education of students.

- Improve communication and collaboration among the school, home, and community
- Promote trust and understanding to build partnerships among school, home, and community
- Seek solutions to barriers that inhibit familial and community involvement in the education of students

Standard 3: School Social Workers Apply the Skills and Knowledge of Their Profession Within Educational Settings

School social workers utilize theories and skills necessary to enhance the interconnectedness of home, school, community, and student success. School social workers consult and collaborate through multidisciplinary teams to improve service delivery. School social workers encourage and model relationships that are critical to a rigorous and relevant education. School social workers provide proven and promising interventions that address barriers to academic achievement. School social workers align their services with the *North Carolina Standard Course of Study* and national best practices.

School Social Workers deliver comprehensive services unique to their specialty area.

School social workers bring a richness and depth of understanding of students, families, schools, and communities. School social workers utilize skills such as advocacy, assessment, consultation, counseling, and collaboration to create and implement developmentally appropriate and targeted interventions to meet the identified needs of students, families, schools, and communities. School social workers support and encourage student and family involvement in the school process.

- Understand students, families, schools, and communities
- Utilize skills such as advocacy, assessment, consultation, counseling, and collaboration to create and implement developmentally appropriate and targeted interventions to meet the identified needs of students, families, schools, and communities
- Support and encourage student and family involvement

School Social Workers possess effective communication skills.

School social workers are perceptive listeners and are able to communicate effectively with students, families, school staff, and communities even when language is a barrier.

- Communicate effectively with students, families, school staff, and communities even when language is a barrier

School Social Workers recognize the interconnectedness of academic, social, emotional, and psychological development and societal challenges.

School social workers comprehend the link between school social work services and the *North Carolina Standard Course of Study*. School social workers understand the implications of demographic and socio-economic factors that influence student achievement. School social workers promote global awareness and its relevance to the development of the whole child for the twenty-first century.

- Understand the implications of demographic and socio-economic factors that influence student achievement
- Promote global awareness and its relevance to the development of the whole child for the twenty-first century

School Social Workers facilitate student acquisition of twenty-first century skills.

School social workers incorporate twenty-first century life skills deliberately, strategically, and broadly into their services. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, interpersonal skills, self-direction, and social responsibility. School social workers help students understand the relationship between the *North Carolina Standard Course of Study* and twenty-first century content, which includes global awareness; financial, economic, business and entrepreneurial literacy, civic literacy, and health and wellness awareness. School social workers facilitate student understanding of the twenty-first century content relevant to academic, social, emotional, and psychological success.

- Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, interpersonal skills, self-direction, and social responsibility
- Demonstrate the relationship between the core content and twenty-first century content that

- includes global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; and health and wellness awareness
- Facilitate student understanding of the twenty-first century content relevant to academic, social, emotional, and psychological success

- Provide professional development to promote early identification of unmet needs, increase awareness of relevant laws, policies, and procedures, and encourage empathy and understanding of the whole child

School Social Workers help students develop critical thinking and problem-solving skills.

School social workers address issues that interfere with the students' ability to problem solve and think critically. School social workers assist students in developing skills necessary to communicate effectively, synthesize knowledge, think creatively, and make informed decisions through individual and group work.

- Address issues that interfere with the students' ability to problem solve and think critically
- Assist students in developing skills necessary to communicate effectively, synthesize knowledge, think creatively, and make informed decisions through individual and group work

School Social Workers support students as they develop leadership qualities.

School social workers help students strengthen interpersonal and intrapersonal skills, improve communication skills, understand cultural differences, and develop leadership qualities.

- Strengthen interpersonal and intrapersonal skills, improve communication skills, understand cultural differences, and develop leadership qualities

Standard 5: School Social Workers Actively Reflect on Their Practice

School social workers are accountable for managing and providing services that strengthen home, school, and community partnerships in support of student learning. School social workers use formal and informal assessments to collect, analyze, and evaluate strategies for effective service delivery. School social workers utilize collaborative relationships with colleagues, families, and communities to reflect and improve their practice.

School Social Workers analyze student learning.

School social workers think systematically and critically about students' social, emotional, psychological, and academic success. School social

Standard 4: School Social Workers Support Student Learning

The school social worker understands how the students' social, emotional, psychological, and environmental factors influence academic performance and achievement. School social workers understand the need for early intervention and prevention when addressing these factors. School social workers collaborate with parents to aid their understanding of their role as an active participant in the student's education performance. School social workers develop intervention plans that address student needs and promote academic success.

School Social Workers use a variety of strength-based methods.

School social workers address the achievement gap by assessing student strengths and needs and by implementing proven and promising interventions. School social workers provide a wide range of prevention, early intervention, and crisis response strategies to address social, emotional, psychological, and academic needs. School social workers collaborate and consult with administrators, instructional and support staff, parents, and the community to support student learning. School social workers provide professional development to promote early identification of unmet needs, increase awareness of relevant laws, policies, and procedures, and encourage empathy and understanding of the whole child.

- Address the achievement gap by assessing student strengths and needs and by implementing proven and promising interventions
- Provide a wide range of prevention, early intervention, and crisis response strategies to address social, emotional, psychological, and academic needs
- Collaborate and consult with administrators, instructional and support staff, parents, and the community to support student learning

workers collect and analyze student data to plan and evaluate the effectiveness of service delivery. School social workers adapt their practice based on current relevant research findings and data to best meet the needs of students, families, schools, and communities.

- Think systematically and critically about students' social, emotional, psychological, and academic success
- Collect and analyze student data to plan and evaluate the effectiveness of service delivery
- Adapt their practice based on current relevant research findings and data to best meet the needs of students, families, schools, and communities

School Social Workers link professional growth to their professional goals.

School social workers continually participate in high quality professional development specific to school social work practice. School social workers also understand a global view of educational practices, including twenty-first century skills and knowledge aligned with the State Board of Education priorities and initiatives.

- Participate in high quality professional development specific to school social work practice

School Social Workers function effectively in a complex, dynamic environment.

School social workers understand that change is constant; therefore, they actively investigate and consider new ideas that support students' social, emotional, psychological, and academic success. School social workers adapt their practice based on current research findings and data to best meet the needs of all students.

- Actively investigate and consider new ideas that support students' social, emotional, psychological, and academic success
- Adapt their practice based on current research findings and data



Future-Ready Students: Goals for the 21st Century

The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st century.

NC Public Schools Will Produce Globally Competitive Students.

- Every student excels in rigorous and relevant core curriculum that reflects what students need to know and demonstrate in a global 21st Century environment, including a mastery of languages, an appreciation of the arts and competencies in the use of technology.
- Every student's achievement is measured with an assessment system that informs instruction and evaluates knowledge, skills, performance and dispositions needed in the 21st Century.
- Every student will be enrolled in a course of study designed to prepare them to stay ahead of international competition.
- Every student uses technology to access and demonstrate new knowledge and skills that will be needed as a life-long learner to be competitive in a constantly changing international environment.
- Every student has the opportunity to graduate from high school with an Associate's Degree or college transfer credit.

NC Public Schools Will Be Led By 21st Century Professionals.

- Every teacher will have the skills to deliver 21st Century content in a 21st Century context with 21st Century tools and technology that guarantees student learning.
- Every teacher and administrator will use a 21st Century assessment system to inform instruction and measure 21st Century knowledge, skills, performance and dispositions.
- Every education professional will receive preparation in the interconnectedness of the world with knowledge and skills, including language study.
- Every education professional will have 21st Century preparation and access to ongoing, high quality professional development aligned with State Board of Education priorities.
- Every educational professional uses data to inform decisions.

NC Public School Students Will Be Healthy and Responsible.

- Every learning environment will be inviting, respectful, supportive, inclusive and flexible for student success.

- Every school provides an environment in which each child has positive, nurturing relationships with caring adults.
- Every school promotes a healthy, active lifestyle where students are encouraged to make responsible choices.
- Every school focuses on developing strong student character, personal responsibility and community/world involvement.
- Every school reflects a culture of learning that empowers and prepares students to be life-long learners.

Leadership Will Guide Innovation in NC Public Schools.

- School professionals will collaborate with national and international partners to discover innovative transformational strategies that will facilitate change, remove barriers for 21st Century learning and understand global connections.
- School leaders will create a culture that embraces change and promotes dynamic, continuous improvement.
- Educational professionals will make decisions in collaboration with parents, students, businesses, education institutions, and faith-based and other community and civic organizations to impact student success.
- Public school professionals will collaborate with community colleges and public and private universities and colleges to provide enhanced educational opportunities for students.

NC Public Schools Will Be Governed and Supported By 21st Century Systems.

- Processes are in place for financial planning and budgeting that focus on resource attainment and alignment with priorities to maximize student achievement.
- Twenty-first century technology and learning tools are available and are supported by school facilities that have the capacity for 21st Century learning.
- Information and fiscal accountability systems are capable of collecting relevant data and reporting strategic and operational results.
- Procedures are in place to support and sanction schools that are not meeting state standards for student achievement.

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