



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Report to the Joint Legislative Education Oversight Committee

Lateral Entry Program Review

*SL2003-284, sec. 7.20(f) (HB397, the
2003 Budget Bill)*

Date Due July 1, 2004

Report #47 in October 2003-December 2004

DPI Chronological Schedule

Executive Summary

Lateral Entry Program Review

Section 7.20 (e) of the 2003 Budget Bill directed the State Board of Education to review and revise the curriculum requirements for lateral entry candidates to receive certification to ensure that institutions of higher learning in the State, including community colleges, that are providing training to lateral entry candidates provide training in a uniform and consistent manner that enables lateral entry candidates to obtain certification in accordance with the requirements of the No Child Left Behind Act of 2001 while working as full-time teachers. The report reflects steps the State Board of Education has taken to facilitate the licensing of lateral entry teachers.

As noted in the report, in November 2003 the State Board of Education convened a Special Committee on Lateral Entry. The Committee has met regularly since that time. We anticipate the Committee's report will be presented to the State Board of Education in September.

Legislated Report on Lateral Entry

Background

Section 7.20 (e) of the 2003 Budget Bill directs the State Board of Education to review and revise the curriculum requirements for lateral entry candidates to receive certification and to ensure that institutions of higher learning in the State, including community colleges, that are providing training to lateral entry candidates provide that training in a uniform and consistent manner that enables lateral entry candidates to obtain certification in accordance with the requirements of the No Child Left Behind Act of 2001 while working as full-time teachers. Section 7.20 (f) of the 2003 Budget Bill requires the State Board of Education to report to the Joint Legislative Education Oversight Committee prior to July 1, 2004 on revisions made to the curriculum requirements under Section 7.20 (e). The specific legislation is included as Attachment A.

This report details activities completed to date related to this requirement.

Special Committee on Lateral Entry

In November 2003 the State Board of Education convened a Select Committee on Lateral Entry. The committee represents a coordinated effort by the State Board of Education, the Department of Public Instruction, the Community College System, the University of North Carolina, and the North Carolina Independent Colleges and Universities to look beyond the conventional routes into the teaching profession to alternative routes that will not only attract new educators into teaching but that will ensure their success once they enter classrooms. The Committee is charged with the responsibility for creating a framework to facilitate and maximize the combined efforts of the three education systems to develop a process to ensure that local school systems will have access to a pool of well trained individuals who wish to enter the teaching profession. Specifically, the Committee is charged with studying the state's teacher licensing processes as these policies pertain to lateral entry, the role community colleges should play in providing access to courses and programs leading to teacher licensure, and the responsibility of the public and private universities to partner with community colleges to ensure high quality training for all teachers, but especially those wishing to enter the profession through the lateral entry route. The Committee is to formulate and offer recommendations to the State Board of Education concerning the appropriateness of existing lateral entry licensure policies, provide a framework for the development of targeted policies that articulate and recognize the role of community colleges in teacher preparation, and in addition, offer a review of systems in place for the oversight, monitoring and mentoring of lateral entry teachers to ensure that these teachers are successful in the classroom. Subsequent to receiving its initial charge, the committee was also asked to study the Regional Alternative Licensure Centers and offer recommendations related to them.

The Committee is co-chaired by Wayne McDevitt, member of the State Board of Education, and Krista Tillman, President of North Carolina Operations for Bell South. Other Committee members are:

Larry Allen, Superintendent, Kings Mountain Schools
Mary Lynne Calhoun, Dean, School of Education, UNC-Charlotte
Renee Corders, Principal, Cumberland County Schools
Gerald Dillashaw, Dean, School of Education, Elon University
James Leutze, Chancellor Emeritus, UNC-Wilmington
Lynda McCulloch, North Carolina Community College System
Tim McDowell, North Carolina Independent Colleges and Universities

Nathaniel Moon, Teacher, Onslow County Schools
Frank Sells, President, Surry Community College
John Tate, State Board of Education
Richard Thompson, Vice President for University-School Programs, UNC Office of the President
Joyce Wade, Associate Superintendent, Johnston County Schools

Parmalee Hawk served as an independent consultant to the Committee. Zoe Locklear (DPI), Kathy Sullivan (DPI), and Jane Worsham (SBE) served as staff to the committee.

The committee met on a regular basis from November 2003 through June 2004. Howard Lee, Chairman of the State Board of Education, Molly Broad, President of the UNC System, Martin Lancaster, President of the NC Community College System, and Hope Williams, President of the North Carolina Independent Colleges and Universities addressed committee members at the first meeting. Charles Coble, Vice President of the Education Commission of the States, and Eric Hirsch, Associate Executive Director of the Southeast Center for Teaching Quality also addressed committee members at the first meeting. Committee members reviewed demographic information on lateral entry teachers as compared to new hires from in-state and out-of-state, alternative routes to licensure utilized in other states, and current North Carolina licensing policies. They heard from representatives of several model lateral entry programs (East Carolina University and Greensboro College), Anthony Zeiss, President, and other representatives of Central Piedmont Community College; James Woodward, Chancellor, UNC Charlotte; and a representative of the Regional Alternative Licensure Centers. Committee members considered a variety of issues including accreditation standards, equity/parity of alternate routes and traditional routes, access to courses, financial resources, incentives, communication, and mentoring and other forms of support for lateral entry teachers.

It is anticipated that the Committee will submit its recommendations to the State Board of Education within the next several weeks.

Regional Alternative Licensure Centers

In April 2002 three Regional Alternative Licensure Centers were established to facilitate the licensing of lateral entry and provisionally licensed teachers. The Centers operate under the auspices of the Department of Public Instruction's Division of Human Resource Management. They evaluate transcripts, issue plans of study, and recommend individuals for licensure. They were established in response to concerns about the variability in programs of study issued to lateral entry teachers by colleges and universities and the accessibility of required coursework. The Centers use uniform templates to evaluate transcripts and issue plans of study. Sample templates used by the Centers are included as Attachment B.

Instructional Module for the Required Orientation for Lateral Entry Teachers

Last summer, the Department of Public Instruction contracted with the UNC Center for School Leadership Development to develop an instructional module that can be used by LEAs to fulfill the 10-day orientation requirement for lateral entry teachers. The module was distributed to LEAs in October 2003.

NC TEACH Curriculum On-line

In 1999 North Carolina received a federal Title 2 Improving Teacher Quality grant. A significant portion of grant funds were used to develop a state-wide comprehensive program for lateral entry teachers. The program, known as NC TEACH, was developed in collaboration with the University of North Carolina. The program is administratively housed within the UNC Center for School Leadership Development.

As part of the NC TEACH program, a uniform curriculum for lateral entry teachers was developed by teacher educators and master teachers. Since its inception, the program has been offered at throughout the state. The program admits cohorts in the summer. Students complete an intensive summer program and complete additional coursework during the school year.

In October 2003, the Department of Public Instruction, in collaboration with the UNC Center for School Leadership Development, contracted with LEARN NC to make the curriculum available on-line. The on-line version of the curriculum is being piloted through Western Carolina University this summer. It will be made available by the Department to all public and private colleges and universities with approved teacher education programs in the fall.

The on-line curriculum will include six modules focused on:

1. The Teacher, the Learner, and the School
2. Teaching Mathematics to Middle and Secondary School Learners
3. Science Methods
4. Special Populations: Teaching Students with Disabilities in Inclusion Settings
5. Instructional Technology
6. Diversity

Additional information about the modules is detailed in Attachment C.

Attachment A
Legislation with Underlines and Strikethroughs

SECTION 7.20.(e) G.S. 115C-296(c) reads as rewritten:

"(c)It is the policy of the State of North Carolina to encourage lateral entry into the profession of teaching by skilled individuals from the private sector.qualified individuals who hold a postsecondary degree that is at least a bachelors degree. To this end, before the ~~1985-86~~2004-2005 school year begins, the State Board of Education shall ~~develop criteria and procedures to accomplish the employment of such individuals as classroom teachers~~review and revise the curriculum requirements for lateral entry candidates to receive certification. ~~Regardless of credentials or competence, no one shall begin teaching above the middle level of differentiation. Skilled individuals who choose to enter the profession of teaching laterally-~~ Qualified first-year lateral entry candidates who are required by federal law to obtain certification before contracting to teach for a fourth year may be granted a provisional teaching certificate for no more than three years. Other qualified lateral entry candidates may be granted a provisional teaching certificate for no more than five years and shall be required to obtain certification before contracting for a sixth year of service with any local administrative unit in this State. The State Board of Education shall ensure that the institutions of higher learning in the State, including community colleges, that are providing training to lateral entry candidates shall provide that training in a uniform and consistent manner that enables lateral entry candidates to obtain certification in accordance with the requirements of the No Child Left Behind Act of 2001 while working as full-time teachers.

~~It is further the policy of the State of North Carolina to ensure that local boards of education can provide the strongest possible leadership for schools based upon the identified and changing needs of individual schools. To this end, before the 1994-95 school year begins, the State Board of Education shall carefully consider a lateral entry program for school administrators to ensure that local boards of education will have sufficient flexibility to attract able candidates."~~

SECTION 7.20.(f) The State Board of Education shall report to the Joint Legislative Education Oversight Committee prior to July 1, 2004, on revisions the Board made to the curriculum requirements for lateral entry candidates pursuant to G.S. 115C-296(c), as rewritten by subsection (e) of this section.

Legislation Reflecting Underlines and Strikethroughs

SECTION 7.20.(e) G.S. 115C-296(c) reads as rewritten:

"(c)It is the policy of the State of North Carolina to encourage lateral entry into the profession of teaching by qualified individuals who hold a postsecondary degree that is at least a bachelors degree. To this end, before the 2004-2005 school year begins, the State Board of Education shall review and revise the curriculum requirements for lateral entry candidates to receive certification. Qualified first-year lateral entry candidates who are required by federal law to obtain certification before contracting to teach for a fourth year may be granted a provisional teaching certificate for no more than three years. Other qualified lateral entry candidates may be granted a provisional teaching certificate for no more than five years and shall be required to obtain certification before contracting for a sixth year of service with any local administrative unit in this State. The State Board of Education shall ensure that the institutions of higher learning in the State, including community colleges, that are providing training to lateral entry candidates shall provide that training in a uniform and consistent manner that enables lateral entry candidates to obtain certification in accordance with the requirements of the No Child Left Behind Act of 2001 while working as full-time teachers.

SECTION 7.20.(f) The State Board of Education shall report to the Joint Legislative Education Oversight Committee prior to July 1, 2004, on revisions the Board made to the curriculum requirements for lateral entry candidates pursuant to G.S. 115C-296(c), as rewritten by subsection (e) of this section.

Attachment B

Sample Templates Used by the Regional Alternative Licensure Centers

General Pedagogy

Competency	Where Earned	Term/ Year	Course Prefix and Number	Grade
A. Educational/ Instructional Technology*				
B. Understanding the Learner; Growth & Development				
C. Learning Theory/How Children/Adolescents Learn, How to Motivate Children with Different Learning Styles				
D. Identifying/Understanding Exceptionalities and Diversities				
E. Literacy/Reading				
F. Methods				
G. School Policies/Procedures* [@]				
H. Home/School/Community Collaborations* [@]				
I. Classroom Management/ Organizing the Classroom to Maximize Learning*				

Competencies that have an (*) may be met in staff development; competencies that have an ([@]) do not have a minimum hour requirement.

Elementary Education

Competency	Where Earned	Term/ Year	Course Prefix and Number	Grade
A. Curriculum Planning & Instructional Strategies				
B. Teaching English/ Language Arts				
C. Teaching Reading				
D. Teaching Mathematics				
E. Teaching Science				
F. Teaching Social Studies				
G. Teaching the Arts				
H. Teaching Health or Teaching PE				

English 9-12

Competency	Where Earned	Term/ Year	Course Prefix and Number	Grade
A. American Literature				
B. English Literature				
C. World Literature				
D. Writing				
E. Grammar				
F. Linguistics/Language Structure				

Mathematics 9-12

Competency	Where Earned	Term/ Year	Course Prefix and Number	Grade
A. Linear Algebra				
B. Abstract Algebra				
C. Geometry				
D. Calculus				
E. Statistics				
F. Logic/Discrete Mathematics				

Art K-12

Competency	Where Earned	Term/ Year	Course Prefix and Number	Grade
A. Aesthetics or Principles of Design				
B. Drawing				
C. Painting				
D. Printmaking				
E. Sculpture				
F. Ceramics				
G. Art History				

Music K-12

Competency	Where Earned	Term/Year	Course Prefix and Number	Grade
A. Music Composition or Theory				
B. Music Literature or Music History				
C. Conducting or Analyzing Music				
D. Keyboard Proficiency				
E. Arranging or Composing				
F. Technical Proficiency (in at least one area of applied music)				
G. Understanding of Vocal Techniques				
H. Understanding of Representative Instruments				

Physical Education K-12

Competency	Where Earned	Term/Year	Course Prefix and Number	Grade
A. Motor Development				
B. Movement				
C. Community Health Issues				
D. Anatomy				
E. Physiology				
F. Health Promotion				
G. Management of Facilities & Resources				

Attachment C

NC TEACH On-line Modules

Module I: The Teacher, the Learner and the School

In weeks one-three the candidate is introduced to the world of teaching through various activities and assignments. The content during these three weeks focuses on the characteristics of teachers, the development of students and designing instruction.

The content and skills learned in weeks one-three are extended in weeks four-six through assignments and activities focused on learning theory, motivation, designing and implementing instruction, classroom assessment and special education information. These topics are enhanced by the inclusion of INTASC Standards as a basis of knowledge, skills and dispositions needed by alternative licensure teachers.

In weeks seven-nine the emphasis is on advanced instructional development and psychological foundations of teaching. Candidates also learn more about working with special needs students and survival skills for the first weeks of school as an alternative licensure teacher.

Module II – Teaching Mathematics to Middle and Secondary School Learners

This online module is designed to introduce lateral entry pre-service middle and high school teachers to the context of teaching mathematics at the middle and secondary levels. This module will give the student an in-depth understanding of the content structure of middle and secondary mathematics and current perspectives and methods on the teaching and learning of mathematics with an emphasis on developing mathematically literate learners. Topics to be covered will include national math standards and how they correlate to the NC Standard Course of Study math curriculum. Manipulatives, technology, reading and writing will be emphasized with instructional planning and methods. Each of the four broad content areas, numbers and operations, geometry and measurement, data analysis and probability and algebra will be incorporated into lesson planning. Participants will be collaborating about motivating the reluctant learner and about perspectives on diverse populations. Ample opportunity will exist for reflection and feedback on classroom strategies and techniques.

Module III – Science Methods

The NC TEACH Science Methods module will use the Internet to deliver asynchronous instruction to lateral entry teachers across North Carolina. The module will be divided into approximately 22-24 class sessions. The sessions will vary in the types of online delivery of content. For example, there will be online simulations, asynchronous discussions, group work, interactive video, website searches and evaluations, independent hands-on activities, and formal presentation of theory of teaching and learning science. Discussion forums will be used to reinforce theoretical and practical ideas learned in previous sessions. For example, lateral entry teachers will be asked to complete several inquiry oriented activities online and at their schools. In a subsequent session the lateral entry teachers will discuss the benefits and challenges of implementing inquiry into their own classrooms in the online Discussion Board. Online simulations will be used to reinforce the content knowledge of these teachers and emphasize pedagogical methods for best practices. For example, an interactive simulation on batteries and bulbs in physics and physical science will be used to review the content knowledge of the teachers and introduce them to inquiry, online learning, educational websites, and questioning techniques. Hands-on activities will be used in such a manner that the lateral entry teachers will be forced to collaborate with their school based peers for supplies to complete certain laboratories. Results from the individual activities and laboratories

will then be shared with the others in the science cohort for further content and pedagogical content knowledge. The sharing of experiences will include online discussions and group work.

Module IV – Special Populations: Teaching Students with Disabilities in Inclusion Settings

This module is designed to provide the special educator seeking initial licensure in Special Education: General Curriculum with the basic skills needed to understand learners with mild to moderate disabilities, understand the laws and procedures governing services for these students; implement effective inclusion based educational programs; collaborate effectively with other professionals and parents; conduct him/herself in a professional and ethical manner; and engage in on-going professional development.

Module V - Instructional Technology

The use of technology in teaching and learning activities is integrated into Modules I, II, III, and IV. This provides integration and cohesiveness with teaching effectiveness and learner-centered theories. Additionally, Module V is taught as a separate module that deals with legal, ethical, equity, and safety issues with using technology, as well as instructional design, technology-enhanced environments, designing continuous improvement plans, technology as a productivity tool for teachers, and learning theories dealing with technology use and children.

Module VI - Diversity

This module is designed to acquaint NC TEACH participants with a working knowledge of issues surrounding diversity in the classroom. Topics to be covered will include race, gender, ethnicity, sexual orientation, exceptionalities, socio-economic conditions, language, religions and how these impact learning in the classroom. Attention will also be given to selecting appropriate materials, developing a relevant curriculum, and strategies used to create a comfortable learning environment so that all children can learn.

Student Resource Center

A comprehensive Student Resource Center will be made available to all online participants. It will include Blackboard tutorials, glossaries, minimum hardware and software requirements, technology and online readiness assessment instruments, tips for successful online learning, where to go for technology or content help, textbook and materials information, and uniform protocols for all modules.