



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

Report to the Joint Legislative Education Oversight Committee

Review of Teacher Certification Process

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(HB 397, the 2003 Budget Bill)*

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Report on Review of the Certification Process

**Prepared by the
Department of Public Instruction
Leadership Development and Special Services Area
Division of Human Resource Management**

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Executive Summary

Section 7.39 of the 2003 Budget Bill directs the State Board of Education to study and propose modifications to the current North Carolina initial certification, continuing certification, and recertification programs that ensure high standards, support for teachers, and high retention rates. The law directs the State Board of Education to enlist the assistance of the Southern Region Education Board (SREB) in conducting the study. This report provides a review of changes that have been made in the licensure process in the past several years and an update on the work of two special committees (one to study reciprocity policies and one to study lateral entry policies) that have been convened to date.

A summary of recent State Board of Education actions related to licensure follows.

February 2000	A reconfiguration of Praxis II test requirements, adjustments of several scores, and a change in scoring models were approved.
March 2002	<p>New Program Approval Standards and new Standards and Indicators for many license areas were approved by the State Board. The new standards became effective Fall 2003.</p> <p>The Board acted to keep in place the Praxis II scoring model being used rather than move to an independent scoring model.</p>
April 2002	Three Regional Alternative Licensure Centers were established to facilitate the licensing of lateral entry and provisionally licensed teachers.
August 2002	A Special Committee on Professional Development was convened.
December 2002	Interim requirements for converting an initial license to a continuing license were adopted.
January 2003	License renewal requirements were revised to reflect the legislative mandate that teachers of kindergarten through eighth grade complete 3 hours of reading instruction during each renewal cycle.
March 2003	The vision statement, beliefs, and standards for professional development recommended by the Special Committee on Professional Development were adopted by the State Board of Education.
Spring 2003	Licensure Policies were reviewed to ensure compliance with the requirements of No Child Left Behind.
June 2003	<p>The High Objective Uniform State-Standard of Evaluation (HOUSSE) required by No Child Left Behind was approved. The HOUSSE is a means for veteran teachers to be designated "highly qualified."</p> <p>The State Board of Education adopted a resolution to reiterate the Board's support of the framework for professional development developed by the Special Committee on Professional Development and to endorse the Education Cabinet coordinating work on a professional development for the state.</p>

June 2003 (Continued)	<p>License renewal requirements were revised to make technology credit a local option and to specify areas in which professional development should focus.</p> <p>North Carolina invoked its authority under the federal Ed Flex program to extend for one year the federal requirement that Title I schools not employ new teachers who are not highly qualified.</p>
July 2003	A Special Committee on Reciprocity was convened by the State Board of Education.
August 2003	<p>A one-year, one-time extension for individuals to satisfy Praxis II testing requirements was approved while licensure policies were under review.</p> <p>The North Carolina Professional Teaching Standards Commission endorsed the draft of the new standards for Mentor Teacher Training.</p>
September 2003	The High Objective Uniform State-Standard of Evaluation, 24 semester hours in the area, or satisfying Praxis II requirements were approved as alternative means for teachers who hold a full license in one area to add additional areas to their license.
November 2003	A Special Committee on Lateral Entry was appointed.
December 2003	<p>Based on data from the review of the interim requirements for converting an initial license to a continuing license submitted in June 2003, the State Board of Education acted to keep the interim requirements in place for the 2003-04 and 2004-05 school years.</p> <p>The Teacher Education Program Approval cycle was changed from five years to seven years to align with a revised NCATE review cycle.</p>
January 2004	<p>The recommendations of the Special Committee on Reciprocity were adopted by the State Board of Education. The recommendations align licensure testing policies with the requirements of No Child Left Behind. The recommendations also replace the current categories of licenses (initial, continuing, temporary permits, emergency permits, provisional licenses, etc.) with the following categories: Standard Professional License 1 (to replace the Initial License), Standard Professional License 2 (to replace the Continuing License), Alternative Professional License, and International Faculty License.</p>
February 2004	<p>New standards for Mentor Teaching Training were approved by the State Board.</p> <p>A proposal to recognize the Teacher Education Accreditation Council as an alternative to NCATE Accreditation for teacher education programs was approved by the State Board.</p>

Based on the work that has been completed, the following next steps and recommendations have been generated:

1. The technological improvements in the Licensure Management System initiated several years ago should be completed. This will allow licensure applications and supporting materials to be scanned into the system in a more efficient manner.
2. The State Board of Education should convene a special committee to study the requirements for initial licensure. The review should include examination of ways in which the program could be more focused on and supportive of early teacher development. Any proposed changes should take effect with the 2005-06 school year.
3. The State Board of Education will continue to consider ways of reducing paperwork and bureaucracy, incentives that might be used for schools and districts to participate in more rigorous licensure processes, and issues of administration, staffing, and paperwork at the school and local levels related to licensure.
4. The report from the Special Committee on Lateral Entry will address how the services provided by the Regional Alternative Licensure Centers can be improved.
5. The State Board of Education will review license renewal requirements for professional development when the Z. Smith Reynolds Foundation and Education Cabinet complete their work on professional development.

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Report on Review of Certification Process

This report has been divided into five sections: Introduction, Preparation for Teaching, Issuing the License, Maintaining the License, and Next Steps/Recommendations. Supporting documentation has been included as appendices.

Introduction

Background

Section 7.39 of the 2003 Budget Bill directs the State Board of Education to study and propose modifications to the current North Carolina initial certification, continuing certification, and recertification programs that ensure high standards, support for teachers, and high retention rates. The law directs the State Board of Education to enlist the assistance of the Southern Region Education Board (SREB) in conducting the study.

In July 2003, the Chairman of the State Board of Education approached the Southern Region Education Board about assisting with the study. Due to resource constraints, SREB indicated it would not be able to provide assistance. The decision was then made to approach the study by forming special committees to study various aspects of the licensure process. This report provides a review of changes that have been made in the licensure process in the past several years and an update on the work of two special committees (one to study reciprocity policies and one to study lateral entry policies) that have been convened to date.

Sources of Teachers

For each of the last several years, North Carolina schools have hired approximately 10,000 new teachers. Just under one third of new hires are individuals who have completed an approved teacher education program in North Carolina. Approximately the same percent of individuals enter teaching through lateral entry. The remaining teachers, representing slightly more than one-third of new hires, come to North Carolina from other states. Appendix A contains information provided by the LEAs on the most difficult areas for which to find teachers.

Turnover/Retention of Teachers

G. S. 115C-12(22) requires the State Board of Education to monitor and compile an annual report on the decisions of teachers to leave the teaching profession. To this end, LEAs are asked to complete a survey on an annual basis. The survey for the 2002-2003 school year asked LEAs to report the total number of teachers employed in the system between July 1, 2002 and June 30, 2003, the total number of teachers leaving the system, the number of teachers with tenure who were leaving, and the reason given by teachers for leaving. System-level turnover ranged from a high of 27.59% in Hoke County to a low of 3.16% in Clay County. Analysis of the turnover reported by the school systems indicated that 4.22% of the teachers reported as leaving did not maintain their license. Appendix B contains data on why teachers left as reported by the LEAs in the July 2003 report.

Data has also been compiled on the retention of new teachers. The data track new hires beginning with the 1995-96 cohort. Trends in the data indicate that:

- The retention of lateral entry teachers has improved since 1995. However, we are still losing approximately half of the lateral entry teachers after the second year. Retention after one year has increased from 62.5% to 76.1%; it has increased from 47.5% to 53.5% after two years; it has increased from 40% to 46.4% after three years; it has increased from 36% to 40.6% after four years; and it has increased from 31.7% to 39.7% after five years.

- While the retention after one year of beginning teachers with no experience credit is better than that of teachers with experience credit and lateral entry teachers, it has declined since 1995. It has gone from 83.7% to 80.6% after 1 year; from 75% to 72.1% after two years; from 65.9% to 61.7% after three years; from 60.6% to 56.1% after four years; and from 56.2% to 52.5% after five years.
- The retention of beginning teachers with experience credit has also declined since 1995. It has declined from 78.4% to 69.6% after one year; from 65.4% to 55.7% after two years; from 58.9% to 46.3% after three years; from 53.5% to 41.5% after four years; and from 50.4% to 38.2% after five years.

Appendix C contains detailed data on each cohort.

Preparation for Teaching

Teacher Preparation Programs

In March 2002, the State Board of Education adopted new program approval standards for teacher education programs. The new standards are aligned with the National Council for Accreditation of Teacher Education (NCATE) standards. They are more focused on outcomes than the previous standards. The State Board of Education has also adopted new standards for the individual program areas (e.g., elementary education, English education, mathematics education, etc.). Institutions are expected to provide evidence that the candidates they recommend for licensure demonstrate the new standards.

In December 2003, the State Board of Education approved a proposal to lengthen the program approval cycle from five years to seven years to align with a lengthened NCATE cycle.

In February 2004 the State Board of Education approved a proposal to recognize the Teacher Education Accreditation Council (TEAC) as an alternative to NCATE accreditation. TEAC has been recognized by the US Department of Education as an accrediting agency for teacher education. Like NCATE, it requires a rigorous review by individuals external to the state.

Appendix D contains a copy of the North Carolina Program Approval Standards, the NCATE Standards, and the TEAC Standards.

Adjustment of Praxis Scores

In February 2000, the State Board of Education approved a reconfiguration of Praxis testing requirements, adjustments of several scores, and a change in scoring models. The changes were based on a review of the exams by teachers. The review was coordinated by an external consultant. At the time of the review, individuals were required to earn at least a minimum score on each required test module and a total score across all required test modules that was based on the sum of the validated scores for each module. Effective July 1, 2000, the requirement that individuals earn a minimum score on each module was deleted, and individuals were only required to earn a total score across all required modules (modified compensatory scoring model). The total score was based on the sum of the validated score for each module. In March 2002 the State Board acted to keep the modified compensatory scoring model and not adopt an independent scoring model that was to become effective July 1, 2002. This action was based on a review of test data and the impact that moving to the independent scoring model was anticipated to have on prospective teachers.

In August 2003 the State Board of Education granted a one-year, one-time extension for individuals to satisfy Praxis II testing requirements while licensure policies were being reviewed.

Lateral Entry

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 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.

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 that will facilitate and maximize 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 and certification processes as these policies pertain to lateral entry, the role community colleges should play in providing access to courses and programs leading to teacher certification, 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 expected to formulate and offer recommendations to the State Board 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.

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

Larry Allen, Superintendent, Kings Mountain Schools
Mary Lynen 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

It is expected that the Committee will hear from experts regarding the training and utilization of lateral entry teachers, explore lateral entry programs in other states, and utilize input from a variety of sources engaged in the training of teachers to carry out its work. The Committee will address the legislative directive contained in HB 805 that the State Board of Education "...ensure that teacher preparation programs in the state are providing training to lateral entry candidates, provide that training in a uniform and consistent manner that enables lateral entry candidates to receive certification in accordance with the requirements of the No Child Left Behind Act of 2001 while working as full-time teachers."

It is anticipated that the Committee's report and recommendations will be brought to the State Board of Education for action later this year.

Reciprocity

In response to Section 7.21 of the Special Provisions in the 2003 Budget Bill, the State Board of Education formed a Select Committee on Teacher Reciprocity Issues. The Committee was charged with reviewing policies and procedures for issuing North Carolina licenses to highly qualified teachers from other states, identifying barriers, and recommending changes that will facilitate the licensing of teachers from other states. The Committee was also to consider ways of aligning state licensing requirements with the No Child Left Behind Act. Committee recommendations related to lateral entry licensure have been forwarded to the SBE Select Committee on Lateral Entry.

The Committee was co-chaired by Dr. William Harrison, Superintendent of the Cumberland County Schools, and Dr. Jane Norwood, Vice Chairman of the State Board. Other Committee members were:

Michael Dougherty, Dean, College of Education and Allied Professions, WCU
Ed Dunlap, Executive Director, NC School Boards Association
Lucy Edwards, Principal, Northampton Schools
Angela Farthing, Director of the Center for Teaching, NCAE
The Honorable John Garwood, Senator, NC General Assembly
Susan Harrison, Senior Project Administrator, Wake County Public Schools
Brenda Jones, Assistant Superintendent, Pitt County Schools
Ann McArthur, Teacher Advisor, Office of the Governor
Jo Ann Norris, Associate Director, NC Public School Forum
Allison Ormond, North Carolina Teacher of the Year
Donna Simmons, Dean, School of Education, Gardner-Webb University
Marion Yates, Principal, Charlotte Mecklenburg Schools
The Honorable Doug Yongue, Representative, NC General Assembly

The Committee met from August through November 2003. In addition to materials provided by staff, the Committee heard from Diane Rigden, Vice President of the Council for Basic Education, on the efforts of states in the mid Atlantic region to facilitate licensing of teachers across state lines, and talked with Tom Ziko, Special Assistant in the Office of the Attorney General, about possible legal concerns.

The recommendations of the Committee were presented to the State Board of Education for discussion in December 2003. They were approved, with minor clarifications, in January 2004. A copy of the recommendations is included in Appendix E.

Issuing the License

Backlog

On an annual basis, the Licensure Section processes over 50,000 requests for licenses and/or updates and upgrades to licenses. Since May 1999 the licensure backlog has been under control. Prior to this time, the backlog had reached 10,000 and individuals were routinely waiting 2-3 months to receive their licenses. Now, individuals routinely receive their licenses within two or fewer weeks. Appendix F contains weekly data on the backlog from January 2003 through the present time.

While the Licensure Section routinely responds to requests for application packets, license application forms can now be downloaded from the DPI website.

Review of Policies to Ensure Compliance with No Child Left Behind

Throughout Spring 2003, licensure policies were reviewed to ensure their alignment with the requirements of No Child Left Behind. Because the federal law specifies that no requirements be waived on a temporary, emergency, or provisional basis, adjustments were made to the temporary permit, emergency permit, and provisional licensing policies. In June 2003, North Carolina invoked its authority

under Ed Flex to extend for one year the federal requirement that Title I schools not employ new teachers who are not highly qualified. In September 2003 the State Board approved the High Objective Uniform State Standard of Evaluation (HOUSSE), 24 semester hours in the area, or satisfying Praxis II requirements as alternative means for teachers who hold a full license in one area to add additional areas to their license.

NC High Objective Uniform State Standard of Evaluation (HOUSSE)

In June 2003 the State Board of Education adopted a High Objective Uniform State Standard of Evaluation (HOUSSE) as required by No Child Left Behind. The HOUSSE can be used by veteran teachers to be designated highly qualified. Based on action by the State Board of Education in September 2003, the HOUSSE can also be used by individuals who hold a full license in one area to obtain a full license in another area if they have been teaching in the area for at least three years.

A copy of the HOUSSE is included in Appendix G.

Revision of License Categories

The report from the Select Committee on Teacher Reciprocity included a recommendation that the current categories of licenses (initial, continuing, temporary permits, emergency permits, provisional licenses, etc.) be replaced with the following categories: Standard Professional License 1 (to replace the Initial License), Standard Professional License 2 (to replace the Continuing License), Alternative Professional License, and International Faculty License. The new categories were approved by the State Board of Education in January 2004 and will become effective July 1, 2004.

The Alternative Professional License requirements will be determined by the State Board of Education based on the recommendations of its Select Committee on Lateral Entry.

Maintaining the License

Initial Licensure

In December 2002 the State Board of Education adopted the following interim requirements for converting an initial license to a continuing license.

1. The Beginning Teacher Individualized Growth Plan (IGP) be utilized to document professional growth and development focused on the INTASC Standards. The completed IGP and the required observations and annual summative TPAI-R evaluations will be submitted with a statement from the LEA indicating whether or not the beginning teacher has adequately demonstrated competency with all INTASC Standards. (Note: Beginning teachers are currently required to complete an IGP annually and are observed four times and evaluated annually using the TPAI-R.)
2. Beginning teachers be required to participate in professional development activities which are focused on the INTASC Standards and reflect IGP formative assessments. The activities are to be documented.
3. Beginning teachers, along with their mentors, be required to participate in regular meetings within their school/LEA communities for focused discussion of and reflection on the INTASC Standards. They are also to have individual conferences focused on the needs of the beginning teacher. These group meetings and individual conferences are to be documented.
4. The IGP, the TPAI-R observations and evaluations submitted with the statement from the LEA, documentation of the professional development activities completed by the beginning teacher,

and documentation of the beginning teacher/mentor meetings will be reviewed by trained assessors. The results of the reviews will be reported to the State Board.

In June 2003 approximately 5800 beginning teachers submitted interim requirements for converting an initial license to a continuing license. The documents submitted were reviewed by educators from across the state during a two-week period in July.

Of the 5648 submissions from LEAs, the data indicated that:

- Approximately sixty percent (59.6%) of the submissions included four or more observations for the 2001-02 school year; 77% included four or more observations for the 2002-03 school year. Beginning teachers are to be observed at least four times annually.
- Slightly under ninety percent (86.6%) of the submissions included a summative evaluation for the 2001-02 school year; 95% included a summative evaluation for the 2002-03 school year. Beginning teachers are to be provided an annual summative evaluation.
- Slightly more than half (53%) of the beginning teachers were evaluated by the same administrator in the 2001-02 and 2002-03 school years.
- Information in the mentor/beginning teacher contact logs indicated that approximately one-third (33%) of the beginning teachers and their mentors met weekly; 19% met biweekly; 38% met monthly; 7% met quarterly; and 3% met less than 4 times per year.

In December 2003, the State Board of Education approved the recommendation to keep the interim requirements in place for the 2003-04 and 2004-05 school years and to re-evaluate them at that time.

Standards for Mentor Training

In February 2004 the State Board of Education approved proposed new standards for mentor training programs. The standards were drafted by a subcommittee of the Teacher Quality Committee and endorsed by the North Carolina Professional Teaching Standards Commission. The proposed standards were circulated for input from stakeholders. A copy of the new standards is included in Appendix H.

Professional Development/License Renewal

In August 2002, the State Board of Education directed the Department to convene a committee of stakeholders to develop the vision, framework, and standards for professional development for teachers and school leaders in North Carolina. Chaired by Dr. William Harrison, Superintendent of Cumberland County Schools, the committee concluded its work in January 2003. At the March 2003 meeting of the State Board of Education the vision statement, beliefs, and standards were adopted. In March 2003, a statewide group of stakeholders met for a discussion of key priority recommendations for improving the quality of professional development in North Carolina. In June 2003 the State Board of Education adopted a resolution to reiterate the Board's support of those beliefs as a framework for the development of the state plan for professional development and to endorse the Education Cabinet coordinating this work. A copy of the resolution is contained in Appendix I. The Z. Smith Reynolds Foundation, in consultation with the Governor's Office and with input and participation by the Education Cabinet, is convening a work group to advance this effort. The group will work toward implementation of recommendations that have been made, provide a wider scope of stakeholder input, and develop a system that can be used as a model for professional development throughout the state.

In January 2003 the State Board of Education revised the license renewal requirement to reflect the legislative mandate that teachers of kindergarten through eighth grade complete three hours of professional development focused on reading during each license renewal cycle.

Based on the recommendation of the Professional Development Committee and input from stakeholders, the State Board of Education revised the requirements for license renewal in June 2003. The revision deleted the requirement that teachers complete 3-5 renewal hours in technology during each renewal cycle. LEAs may choose to prescribe a local technology requirement. The revision also specified areas that should be addressed in license renewal, but did not prescribe specific requirements.

The current license renewal requirement reads as follows:

LEA employees shall maintain an individual growth plan. During each five-year cycle, individuals shall participate in professional development activities based on levels(s) of expertise, from beginning to accomplished, in the areas of content knowledge, content pedagogy, assessment, diverse learners, leadership, technology, and others. An LEA may require a minimum number of hours in integrating technology to improve student learning. Individuals teaching kindergarten through eighth grade must complete three renewal credits in reading methods courses during each five-year renewal cycle. This reading methods requirement applies to individuals renewing their licenses on or after July 1, 2003.

Next Steps/Recommendations

Based on the work that has been completed, the following next steps and recommendations have been generated:

1. The technological improvements in the Licensure Management System initiated several years ago should be completed. This will allow licensure applications and supporting materials to be scanned into the system in a more efficient manner.
 2. The State Board of Education should convene a special committee to study the requirements for initial licensure. The review should include examination of ways in which the program could be more focused on and supportive of early teacher development. Any proposed changes should take effect with the 2005-06 school year.
 3. The State Board of Education will continue to consider ways of reducing paperwork and bureaucracy, incentives that might be used for schools and districts to participate in more rigorous licensure processes, and issues of administration, staffing, and paperwork at the school and local levels related to licensure.
 4. The report from the Special Committee on Lateral Entry will address how the services provided by the Regional Alternative Licensure Centers can be improved.
 5. The State Board of Education will review license renewal requirements for professional development when the Z. Smith Reynolds Foundation and Education Cabinet complete their work on professional development.
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APPENDIX A

MOST DIFFICULT AREAS FOR WHICH TO FIND TEACHERS

**Most Difficult Areas of Licensure
for which to find Licensed Teachers***

2001-02		2002-03	
Number of LEAs Responding to Question = 106		Number of LEAs Responding to Question = 110	
License Area	# Identifying	License Area	# Identifying
9-12 Mathematics	85	9-12 Mathematics	99
9-12 Science	68	9-12 Science	70
Exceptional Children	58	6-9 Mathematics	69
6-9 Mathematics	44	6-9 Science	59
Second Languages**	27	Behavioral/Emotional Disabilities	26
6-9 Science	26	Cross Categorical	24
Learning Disabilities	20	Exceptional Children	24
Behavioral/Emotional Disabilities	16	6-9 Language Arts	23
9-12 English	15	Learning Disabilities	19
Business	14	Second Languages	19
Media Coordinator	13	ESL	14
Mental Disabilities	13	Mental Disabilities	14
ESL	12	Elementary Education	11
Middle Grades	10	9-12 English	11
Cross Categorical	9	Severe/Profound Disabilities	9
Workforce Development	8	Counselor	8
Family and Consumer Science	8	Media Coordinator	8
6-9 Language Arts	7	6-9 Social Studies	8
Counselor	6	Birth-Kindergarten	6
Elementary Education	5	Workforce Development	5
Birth-Kindergarten	5	Technology Education	5

*Includes only those areas identified by 5 or more LEAs

** Spanish was the Second Language most often identified.

APPENDIX B

WHY TEACHERS LEAVE AS REPORTED BY LEAS

Analysis of Turnover

Remained/ Remaining In Education	2513 2.71%	Turnover that Might be Reduced	3121 3.37%	Turnover Initiated by LEA	889 .96%	Turnover Beyond Control	5008 5.40%	
Resigned to teach in another NC LEA	1701	Retired with reduced benefits	185	Non-Renewal (Probationary contract ended)	361	Reduction in Force	32	
Resigned to teach in a NC Charter School	29	Resigned to teach in a NC non-public/private school	83	Interim contract ended—not rehired	312	Retired with full benefits	1807	
Stayed in LEA but in Non-Teaching position	243	Resigned to teach in another state	336	Resigned—In lieu of dismissal	180	Re-employed retired teacher resigned	442	
Moved to a non- teaching position in education	153	Resigned—Dissatisfied with teaching/career change	600	Dismissed	36	Resigned—Family responsibility/child care	740	
Resigned—To continue education/sabbatical	387	Did not obtain or maintain license	487				Resigned—Family Relocation	1644
		Resigned other reasons	901				Resigned—Because of health/disability	286
		Resigned unknown reasons	529				Deceased	57

APPENDIX C

RETENTION OF NEW HIRES

Number of Teachers Employed for the First Time in NC

1995-96 – 2002-03

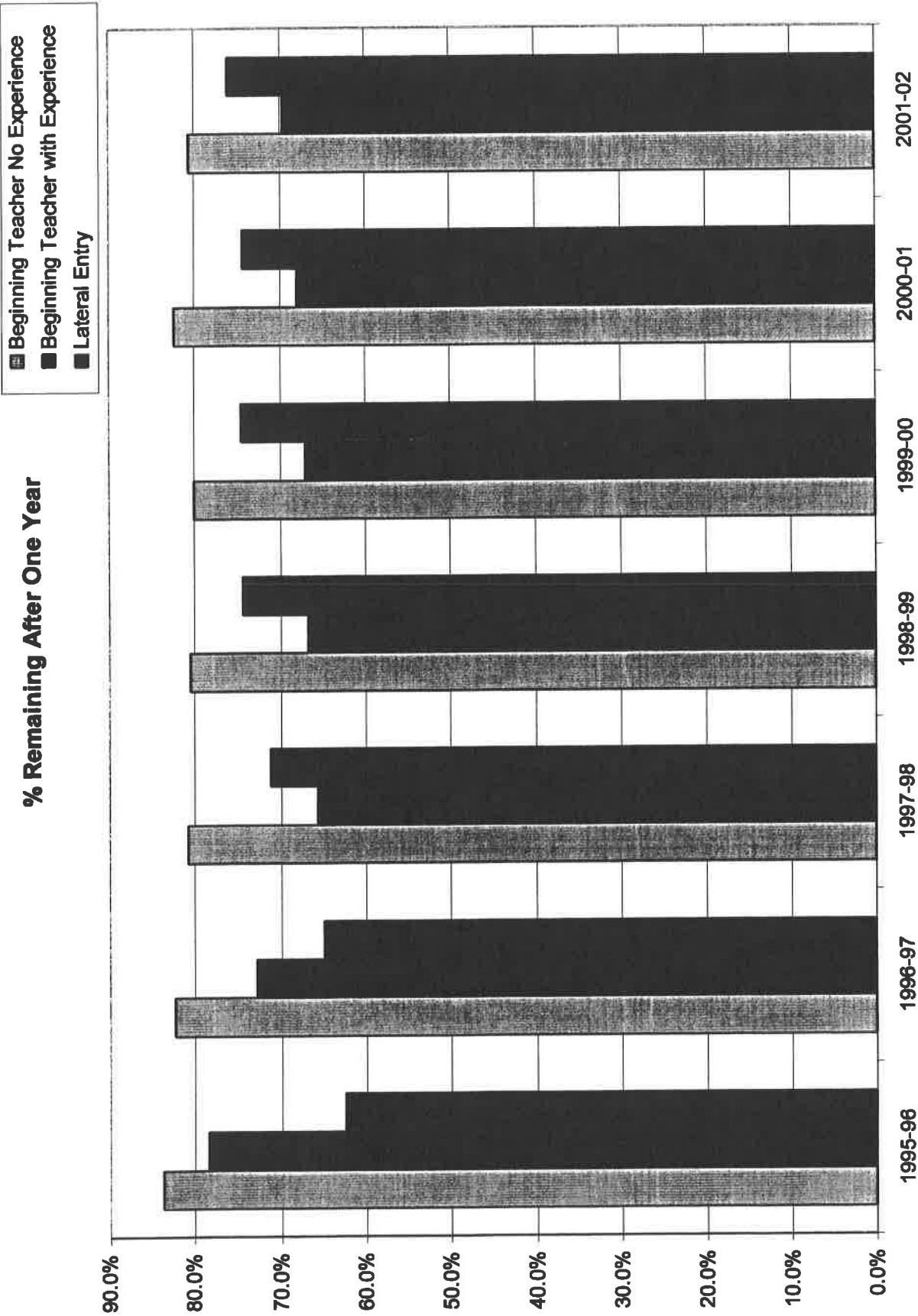
Type of Teacher	School Year	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
Beginning Teacher/No Experience		4,201	4,815	5,097	4,915	4,177	3,007	3,628	3,507
Lateral Entry Teacher		833	1,079	1,372	1,186	1,800	1,799	2,023	2,112
Emergency Permit Teacher		NA	NA	13	500	578	805	943	527
First Year in NC/But Has Experience (Teaching or Non-Teaching)		1,909	2,180	3,053	3,456	4,051	4,804	3,411	2,634
Total Employed as First Time NC Teachers		6,943	8,074	9,535	10,057	10,606	10,415	10,005	8,780

Cohort Year	Cohort	Number	% After 1 Year	% After 2 Years	% After 3 Years	% After 4 Years	% After 5 Years	% After 6 Years	% After 7 Years
1995-96	First Time Teachers in NC with Experience Credit	1,909	78.4%	65.4%	58.9%	53.5%	50.4%	47.5%	45.8%
	First year teachers with No Experience Credit	4,201	83.7%	75%	65.9%	60.6%	56.2%	53.4%	51.2%
	Lateral Entry teachers	833	62.5%	47.5%	40%	36%	31.7%	30.4%	29.8%
1996-97	First Time Teachers in NC with Experience Credit	2,180	72.8%	61.5%	54.5%	50.0%	46.6%	44.4%	NA
	First year teachers with No Experience Credit	4,815	82.3%	71.7%	64.1%	57.9%	54.0%	51.5%	NA
	Lateral Entry teachers	1,079	65%	50.8%	45.8%	39.7%	37.5%	35.1%	NA
1997-98	First Time Teachers in NC with Experience Credit	3,053	65.7%	54.4%	47.9%	42.8%	38.2%	NA	NA
	First year teachers with No Experience Credit	5,097	80.8%	69.3%	59.7%	55.2%	52.5%	NA	NA
	Lateral Entry teachers	1,372	71.2%	56%	46.6%	41.7%	39.7%	NA	NA
1998-99	First Time Teachers in NC with Experience Credit	3,456	66.8%	53.2%	46.1%	41.5%	NA	NA	NA
	First year teachers with No Experience Credit	4,915	80.5%	67.9%	60.2%	56.1%	NA	NA	NA
	Lateral Entry teachers	1,186	74.4%	53%	43.7%	40.6%	NA	NA	NA

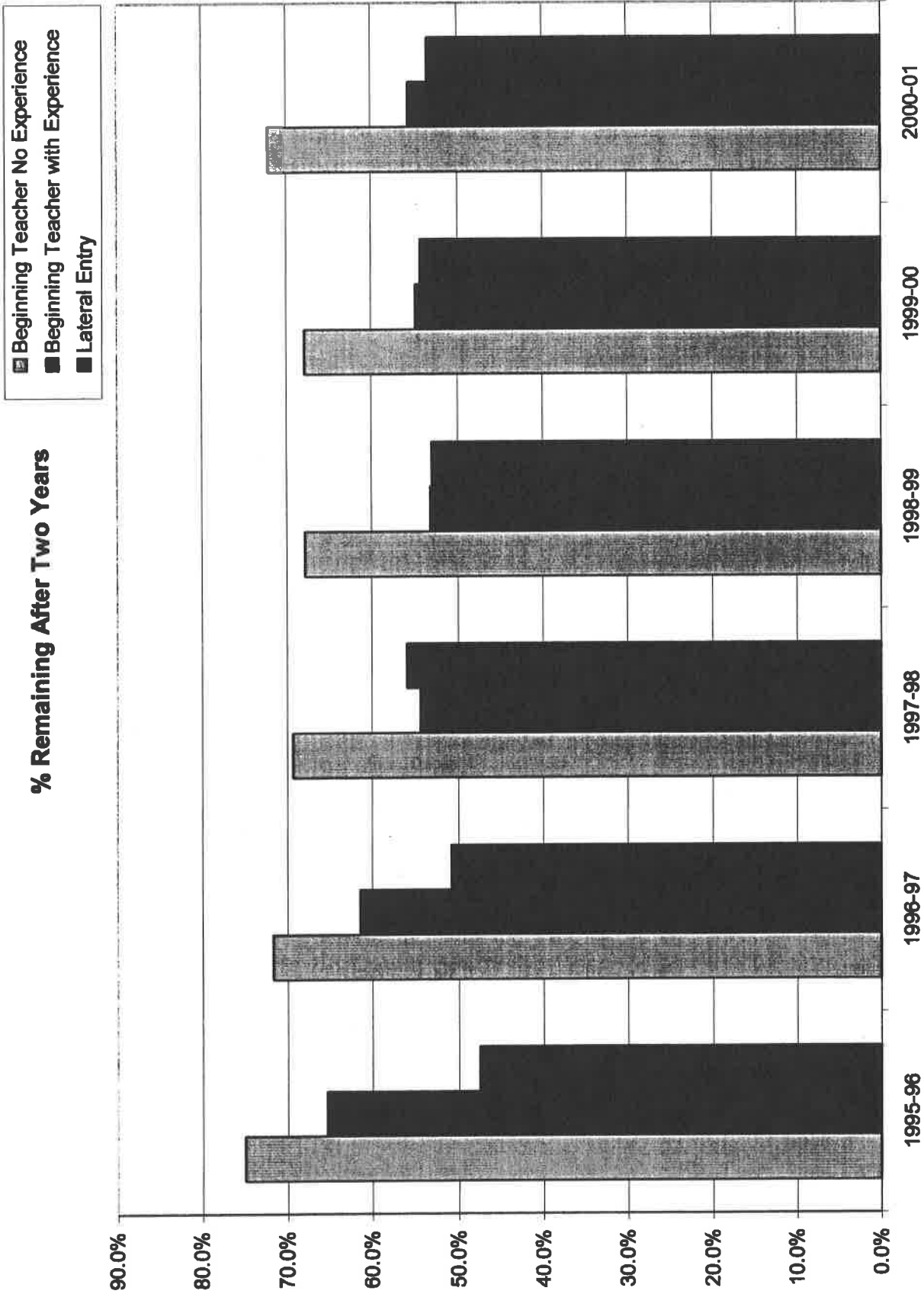
Cohort Year	Cohort	Number	% After 1 Year	% After 2 Years	% After 3 Years	% After 4 Years	% After 5 Years	% After 6 Years	% After 7 Years
1999-00	First Time Teachers in NC with Experience Credit	4,051	67.1%	54.9%	46.3%	NA	NA	NA	NA
	First year teachers with No Experience Credit	4,177	80%	67.9%	61.7%	NA	NA	NA	NA
	Lateral Entry teachers	1,800	74.6%	54.3%	46.4%	NA	NA	NA	NA
2000-01	First Time Teachers in NC with Experience Credit	4,804	68%	55.7%	NA	NA	NA	NA	NA
	First year teachers with No Experience Credit	3,007	82.3%	72.1%	NA	NA	NA	NA	NA
	Lateral Entry teachers	1,799	74.4%	53.5%	NA	NA	NA	NA	NA
2001-02	First Time Teachers in NC with Experience Credit	3,411	69.6%	NA	NA	NA	NA	NA	NA
	First year teachers with No Experience Credit	3,628	80.6%	NA	NA	NA	NA	NA	NA
	Lateral Entry teachers	2,023	76.1%	NA	NA	NA	NA	NA	NA
2002-03	First Time Teachers in NC with Experience Credit	2,634	NA	NA	NA	NA	NA	NA	NA
	First year teachers with No Experience Credit	3,507	NA	NA	NA	NA	NA	NA	NA
	Lateral Entry teachers	2,112	NA	NA	NA	NA	NA	NA	NA

Cohort Year	Cohort	Number	% After 1 Year	% After 2 Years	% After 3 Years	% After 4 Years	% After 5 Years	% After 6 Years	% After 7 Years
1995-96	First Time Teachers in NC with Experience Credit	1,909	78.4%	65.4%	58.9%	53.5%	50.4%	47.5%	45.8%
1996-97	First Time Teachers in NC with Experience Credit	2,180	72.8%	61.5%	54.5%	50.0%	46.6%	44.4%	NA
1997-98	First Time Teachers in NC with Experience Credit	3,053	65.7%	54.4%	47.9%	42.8%	38.2%	NA	NA
1998-99	First Time Teachers in NC with Experience Credit	3,456	66.8%	53.2%	46.1%	41.5%	NA	NA	NA
1999-00	First Time Teachers in NC with Experience Credit	4,051	67.1%	54.9%	46.3%	NA	NA	NA	NA
2000-01	First Time Teachers in NC with Experience Credit	4,804	68.0%	55.7%	NA	NA	NA	NA	NA
2001-02	First Time Teachers in NC with Experience Credit	3,411	69.6%	NA	NA	NA	NA	NA	NA
2002-03	First Time Teachers in NC with Experience Credit	2,634	NA	NA	NA	NA	NA	NA	NA
1995-96	First year teachers with No Experience Credit	4,201	83.7%	75%	65.9%	60.6%	56.2%	53.4%	51.2%
1996-97	First year teachers with No Experience Credit	4,815	82.3%	71.7%	64.1%	57.9%	54.0%	51.5%	NA
1997-98	First year teachers with No Experience Credit	5,097	80.8%	69.3%	59.7%	55.2%	52.5%	NA	NA
1998-99	First year teachers with No Experience Credit	4,915	80.5%	67.9%	60.2%	56.1%	NA	NA	NA
1999-00	First year teachers with No Experience Credit	4,177	80%	67.9%	61.7%	NA	NA	NA	NA

Cohort Year	Cohort	Number	% After 1 Year	% After 2 Years	% After 3 Years	% After 4 Years	% After 5 Years	% After 6 Years	% After 7 Years
2000-01	First year teachers with No Experience Credit	3,007	82.3%	72.1%	NA	NA	NA	NA	NA
2001-02	First year teachers with No Experience Credit	3,628	80.6%	NA	NA	NA	NA	NA	NA
2002-03	First year teachers with No Experience Credit	3,507	NA	NA	NA	NA	NA	NA	NA
1995-96	Lateral Entry teachers	833	62.5%	47.5%	40%	36%	31.7%	30.4%	29.8%
1996-97	Lateral Entry teachers	1,079	65%	50.8%	45.8%	39.7%	37.5%	35.1%	NA
1997-98	Lateral Entry teachers	1,372	71.2%	56%	46.6%	41.7%	39.7%	NA	NA
1998-99	Lateral Entry teachers	1,186	74.4%	53%	43.7%	40.6%	NA	NA	NA
1999-00	Lateral Entry teachers	1,800	74.6%	54.3%	46.4%	NA	NA	NA	NA
2000-01	Lateral Entry teachers	1,799	74.4%	53.5%	NA	NA	NA	NA	NA
2001-02	Lateral Entry teachers	2,023	76.1%	NA	NA	NA	NA	NA	NA
2002-03	Lateral Entry teachers	2,112	NA	NA	NA	NA	NA	NA	NA

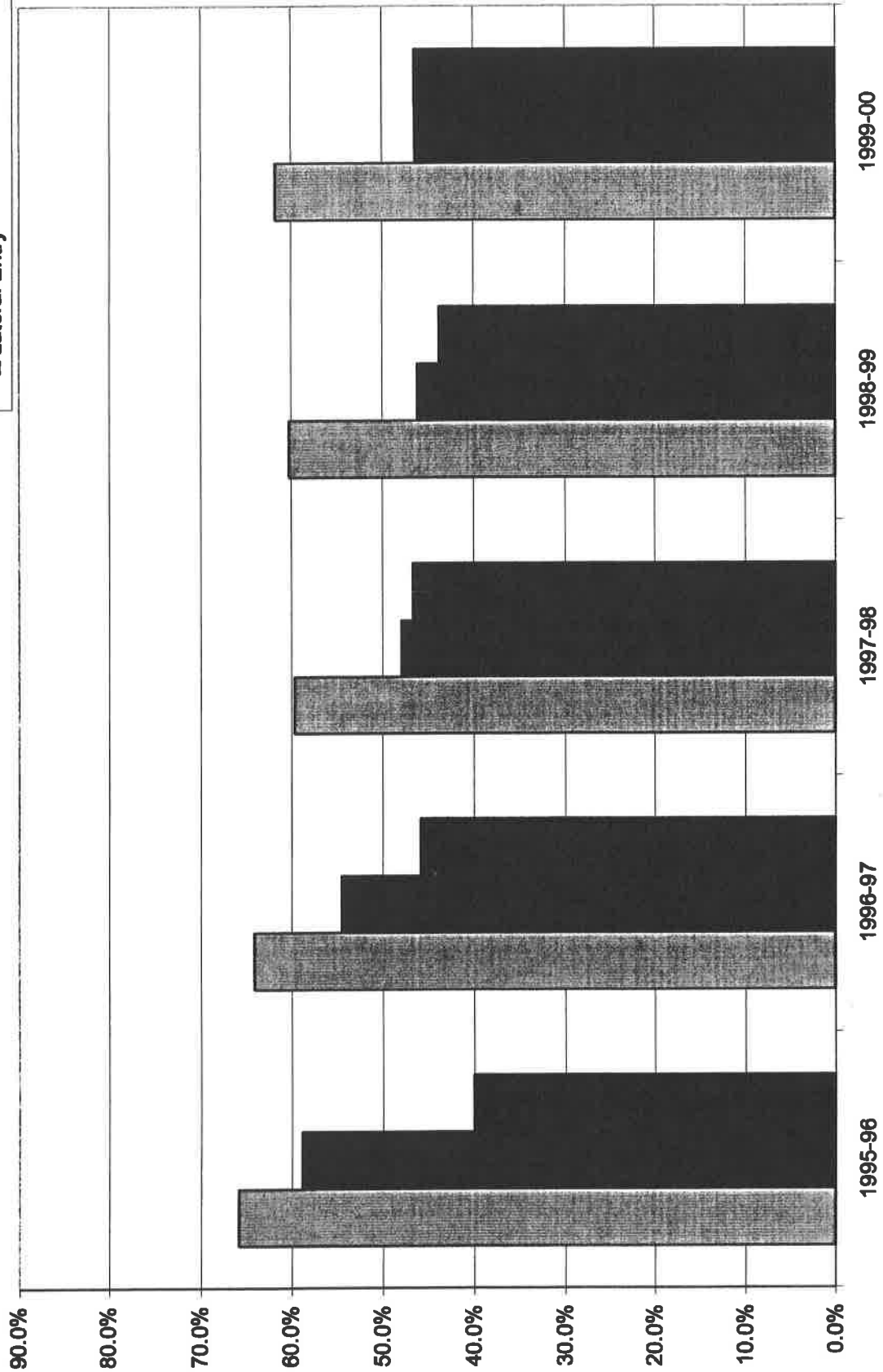


% Remaining After Two Years



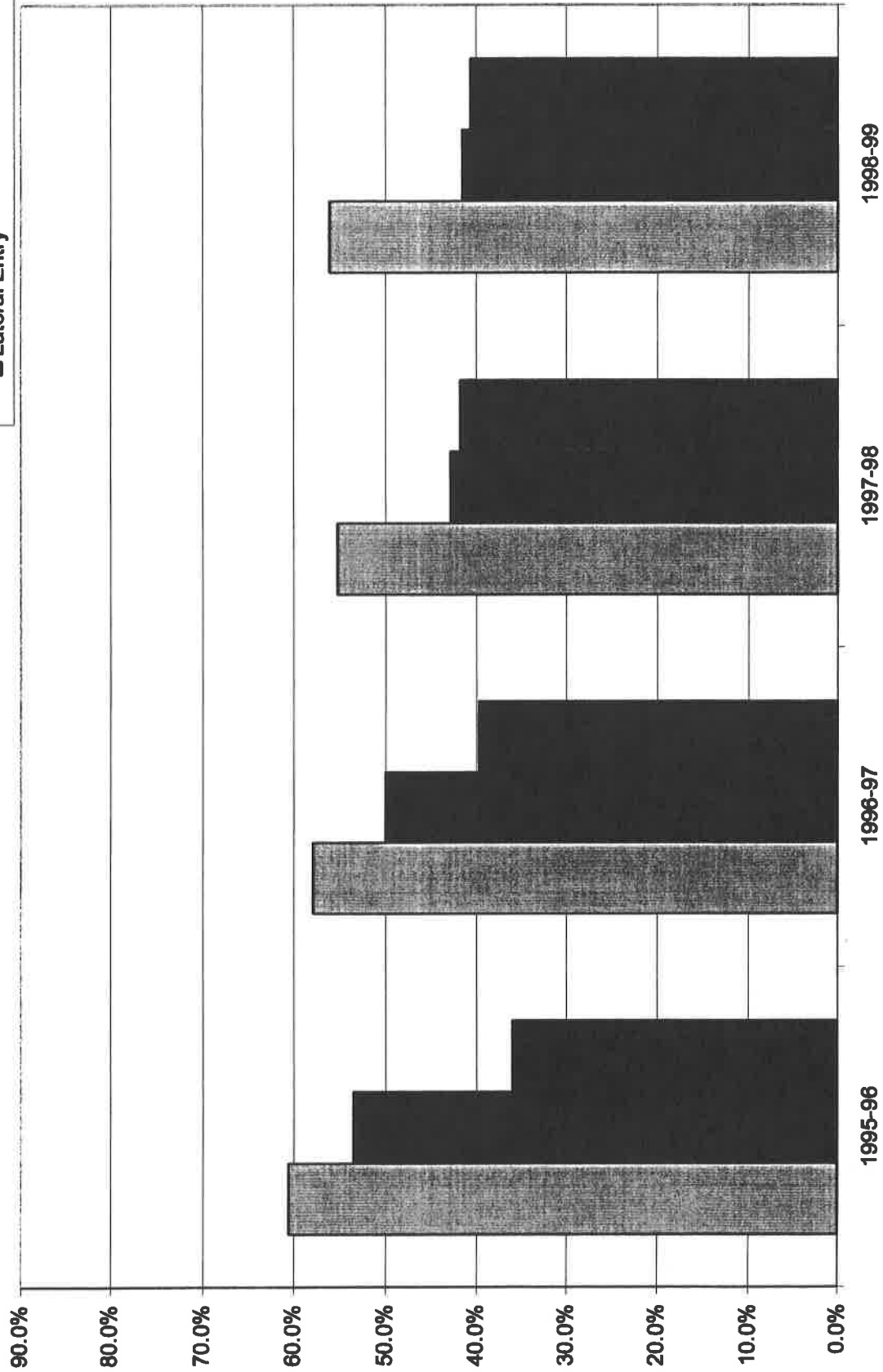
% Remaining After Three Years

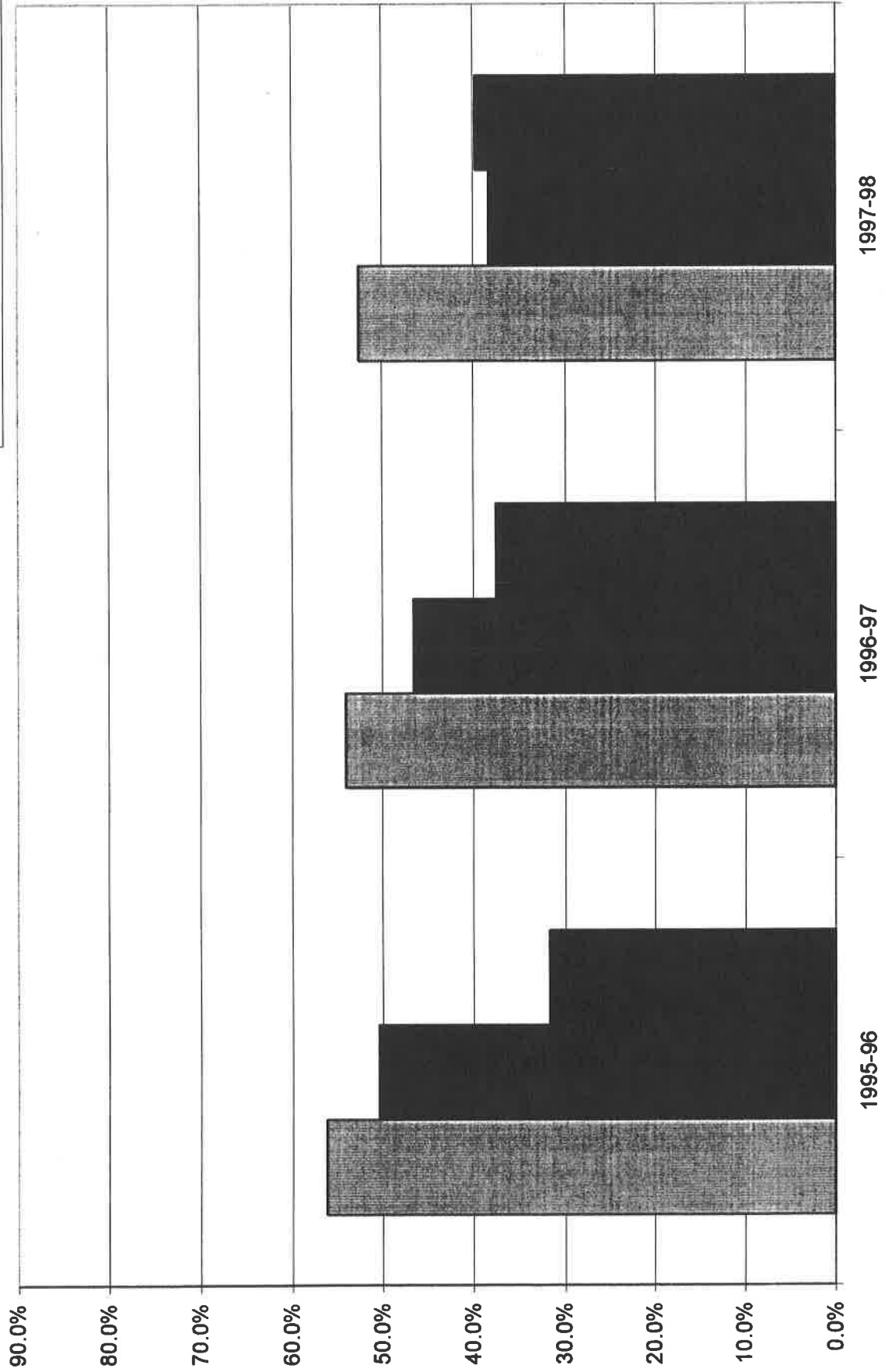
- Beginning Teacher No Experience
- Beginning Teacher with Experience
- Lateral Entry



% Remaining After Four Years

- Beginning Teacher No Experience
- Beginning Teacher with Experience
- Lateral Entry





APPENDIX D

PROGRAM APPROVAL STANDARDS

North Carolina Program Approval Standards

Requirements

- ⌘ 70% Pass Rate on NTE Specialty Area/Praxis II exams
- ⌘ 95% Conversion Rate in Initial Licensure Program
- ⌘ Certification of Methods Faculty
- ⌘ NCATE Accreditation (or equivalent continuing accreditation)

Conceptual Framework

A conceptual framework establishes the shared vision for the program's efforts in preparing educators to work effectively in P-12 schools. It provides direction for the program, courses, teaching, candidate performance, scholarship, service, and program accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

I. CANDIDATE PERFORMANCE

PA Standard 1: Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. This includes working with families to support student learning. Assessments indicate that candidates meet state-approved standards and indicators for all teachers (core standards, diversity standards, and technology standards) and state-approved standards and indicators for the specialty area.

PA Standard I A: Undergraduate Candidate Qualifications

Teacher candidates have at least a minimum 2.50 cumulative grade point average at the time of admission to and completion of an initial teacher preparation program. Undergraduate degree-seeking candidates attain passing scores on the PPST (Praxis I) tests for admission to the teacher education program. Progression in the program is limited until formal admission to the program has been granted. Formal admission to the program occurs at least one semester prior to student teaching.

PA Standard I B: Licensure-only Candidates

Requirements for licensure-only candidates are clearly described. In determining requirements, consideration is given to alternative means of demonstrating the knowledge and competencies for licensure.

PA Standard 2: Assessment System and Evaluation

The program has an assessment system that collects and analyzes data on candidate and graduate performance. An annual review of the specialty area is conducted and the resulting data are applied, as appropriate, to program improvement.

II. PROGRAM CAPACITY

PA Standard 3: Field Experiences and Clinical Practice

The program and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

PA Standard 3 A: Field Experiences and Clinical Practice

Sequentially planned field experiences for undergraduate degree-seeking candidates begin early in a candidate's program and culminate in a continuous and extended minimum ten-week period of student teaching in the area in which the student is seeking licensure. All field experiences are supervised and formal evaluations involving university faculty, cooperating teachers, and candidates occur as appropriate. (Note: Service as a teacher assistant does not fulfill the requirements for student teaching.)

PA Standard 4: Diversity

The program designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students, their families, and other significant adults in their lives in public school settings.

PA Standard 5: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The performance of faculty teaching in the program is evaluated and the professional development of faculty teaching in the program is facilitated.

PA Standard 5 A: Working Conditions

Faculty members have sufficient time for teaching, service, and research as appropriate to the mission of the institution.

PA Standard 5 B: Part-time Faculty

The use of part-time faculty members does not detract from the quality of the program.

PA Standard 6: Program Governance and Resources

The program has the leadership, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

PA Standard 6 A: Faculty Assignment

One appropriately specialized faculty member, full-time to the institution, is assigned major responsibility for teaching in and coordinating the specialty area. To ensure diversity, there must be a sufficient number of additional faculty, appropriately specialized, to deliver the level(s) offered; e.g., undergraduate, master's, doctorate. Each advanced degree program leading to the doctorate has at least three (3) full-time faculty who have earned the doctorate in the field of specialization for which the degree is offered.

NCATE Standards

Conceptual Framework

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

I. CANDIDATE PERFORMANCE

Standard 1: Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Standard 2: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

II. UNIT CAPACITY

Standard 3: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

Standard 5: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Standard 6: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Summary Outline of the TEAC Accreditation Framework

0.0 Requirements for Candidate Status

- 0.1 Commitment to comply with TEAC's standards for the preparation of competent, caring, and qualified educators
- 0.2 Agreement to disclose the program's accreditation status
- 0.3 Willingness to cooperate and provide information to TEAC
- 0.4 Accreditation by one of the regional accreditors
- 0.5 Graduates' eligibility for a professional license

1.0 Quality Principle I: Evidence of Student Learning

- 1.1 Subject Matter Knowledge
- 1.2 Pedagogical Knowledge
- 1.3 Teaching Skill

Each includes Liberal Education Themes (Learning How to Learn, Multicultural Perspectives and Accuracy, Technology).

2.0 Quality Principle II: Valid Assessment of Student Learning

- 2.1 Evidence of Links between Assessments and the Program Goal, Claims, and Requirements
- 2.2 Evidence of Valid Interpretations on the Assessments

3.0 Quality Principle III: Institutional Learning

- 3.1 Program Decisions and Planning Based on Evidence
- 3.2 Influential Quality Control System

4.0 Standards of Capacity for Program Quality

4.1 Curriculum

- 4.1.1 *Quality Principle 1* Components Met
- 4.1.2 Professional License Requirements Met
- 4.1.3 Institutional Degree Requirements Met

4.2 Faculty

- 4.2.1 Acceptance of TEAC Goal and *Inquiry Brief*
- 4.2.2 Accurate and Balanced Understanding
- 4.2.3 Qualified for Teaching Assignments
- 4.2.4 Parity with the Institution

4.3 Facilities, Equipment and Supplies

- 4.3.1 Adequate Resources for *Quality Principle 1* Outcomes
- 4.3.2 Resource Parity with the Institution
- 4.3.3 Quality Control System that Monitors and Enhances Resources

4.4 Fiscal and Administrative Capacity

- 4.4.1 Evidence that the Institution is Financially Sound
- 4.4.2 Evidence of Adequate Resources for *Quality Principle 1* Outcomes and Parity with the Institution
- 4.4.3 Quality Control System that Monitors Financial and Administrative Resources
- 4.4.4 Evidence of Adequate Resources for Faculty Development

- 4.5 Student Support Services**
 - 4.5.1 Adequate Student Support Services for *Quality Principle 1* Outcomes**
 - 4.5.2 Parity with Institutional Student Support Services**
 - 4.5.3 Quality Control System that Monitors Student Support Services**

- 4.6 Recruiting and Admissions Practices, Academic Calendars, Catalogs, Publications, Grading, and Advertising**
 - 4.6.1 Admissions: Policies Encourage Diversity and Service in High Demand Areas**
 - 4.6.2 Academic Calendar: Accurate and Complete**
 - 4.6.3 Advertising: Accuracy and Consistency with *Inquiry Brief***
 - 4.6.4 Fair Grading Policy**

- 4.7 Student Complaints**
 - 4.7.1 Evidence that Student Opinion & Complaints are Sought and Resolved**
 - 4.7.2 Parity with Complaints in other Programs**

APPENDIX E

RECOMMENDATIONS FROM THE RECIPROCITY COMMITTEE

**Recommendations from the Reciprocity Committee
with Clarifications Approved at the January 2004 Board Meeting**

1. That the current categories of licenses (initial, continuing, temporary permits, emergency permits, provisional licenses, etc.) be replaced with the following categories: Standard Professional License 1 (to replace the Initial License), Standard Professional License 2 (to replace the Continuing License), Alternative Professional License, and International Faculty License. The Alternative Professional License requirements will be determined by the State Board of Education based on the recommendations of its Select Committee on Lateral Entry.
2. That teachers who have been fully licensed and designated highly qualified in another state be fully licensed and designated highly qualified in North Carolina.
3. That years of creditable teaching outside of North Carolina be applied to meeting the requirements of the Standard Professional License 1 (currently the Initial License) in North Carolina.
4. That to be issued a Standard Professional license, individuals must have completed an approved teacher education program or alternative route program and must meet the NCLB definition of highly qualified. To be designated highly qualified, new elementary and exceptional children* teachers must pass a rigorous state test. Middle school, secondary, special subject area, and career-technical teachers must pass a rigorous state test or have an academic major or the equivalent in the content area or have a graduate degree in the content area.
5. That the current compensatory scoring model used for Praxis II requirements (Tests 00011 and 00012) be replaced with an independent scoring model, and in using the independent scoring model, that North Carolina adopt a new rigorous test for elementary teacher candidates that reflects current theory and best professional practices and the academic content of the elementary curriculum.
6. That during the 2004-05 school year, elementary teacher candidates be required to take the newly adopted rigorous state test to be issued a Standard Professional License 1. Final validation of the cut score will occur prior to July 1, 2005.
7. In order to implement Recommendation 4, a revision in §115C-296(a) will be required. The proposed revision would be:

§ 115C-296. Board sets certification requirements.

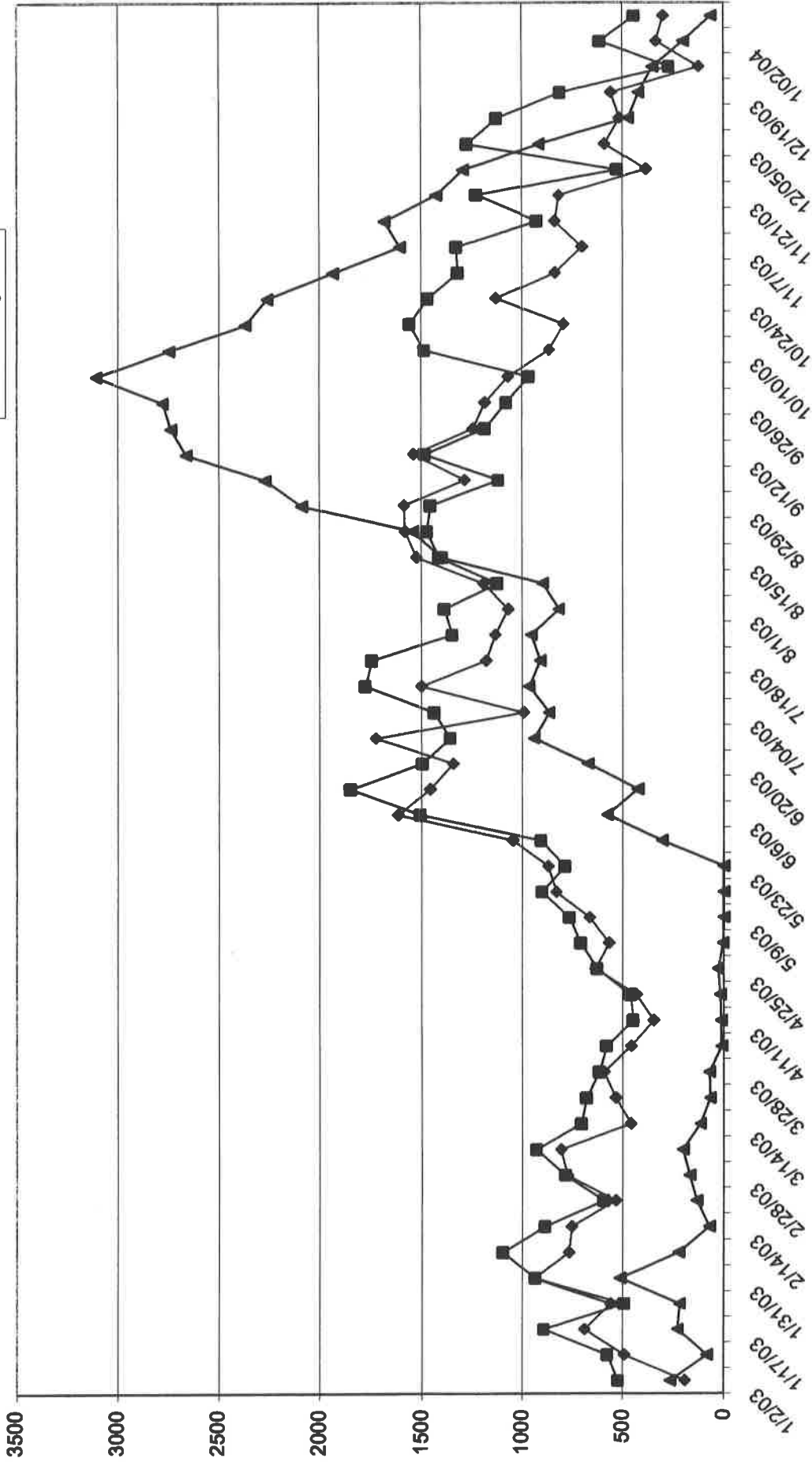
- (a) The State Board of Education shall have entire control of certifying all applicants for teaching positions in all public elementary and high schools of North Carolina; and it shall prescribe the rules and regulations for the renewal and extension of all certificates and shall determine and fix the salary for each grade and type of certificate which it authorizes: Provided, that the State Board of Education ~~shall~~ may require each applicant for an initial bachelors degree certificate or graduate degree certificate to demonstrate the applicant's academic and professional preparation by achieving a prescribed minimum score on a standard examination appropriate and adequate for that purpose. . . .

Notes:

- * The requirements for exceptional children teachers are subject to revisions pending the reauthorization of IDEA.
- ** Teachers with National Board Certification will be issued the Standard Professional License 2.

APPENDIX F
LICENSURE BACKLOG

Licensure Statistics January 2003 - January 2004



Week Ending	1/2/03	1/10/03	1/17/03	1/24/03	1/31/03	2/7/03	2/14/03	2/21/03	2/28/03
Mall Received	195	492	687	558	941	784	749	532	770
Processed	522	573	890	491	935	1098	883	591	780
Backlog	266	84	229	219	513	223	71	136	171
Week Ending	3/7/03	3/14/03	3/21/03	3/28/03	4/4/03	4/11/03	4/18/03	4/25/03	5/2/03
Mall Received	803	459	531	591	457	349	433	630	565
Processed	928	702	677	614	578	447	462	625	704
Backlog	203	116	67	71	11	13	19	29	4
Week Ending	5/9/03	5/16/03	5/23/03	5/30/03	6/6/03	6/13/03	6/20/03	6/27/03	7/04/03
Mall Received	661	826	869	1046	1616	1455	1342	1726	994
Processed	759	898	782	905	1505	1848	1494	1356	1436
Backlog	1	0	0	305	574	427	669	941	865
Week Ending	7/11/03	7/18/03	7/25/03	8/1/03	8/8/03	8/15/03	8/22/03	8/29/03	9/5/03
Mall Received	1501	1179	1136	1070	1192	1523	1580	1586	1284
Processed	1776	1745	1345	1386	1124	1412	1470	1453	1118
Backlog	967	909	956	815	896	1400	1541	2086	2268
Week Ending	9/12/03	9/19/03	9/26/03	10/3/03	10/10/03	10/17/03	10/24/03	10/31/03	11/7/03
Mall Received	1539	1243	1186	1089	863	789	1131	833	696
Processed	1480	1186	1078	984	1483	1558	1467	1316	1325
Backlog	2661	2737	2779	3105	2746	2367	2257	1934	1605
Week Ending	11/14/03	11/21/03	11/28/03	12/05/03	12/12/03	12/19/03	12/26/03	1/02/04	1/09/04
Mall Received	834	812	386	586	514	554	125	335	300
Processed	924	1225	525	1272	1126	805	270	608	441
Backlog	1682	1423	1292	916	473	421	352	200	63

APPENDIX G

NORTH CAROLINA'S
HIGH OBJECTIVE UNIFORM STATE STANDARD OF EVALUATION
(HOUSSE)

Requirements of a *High Objective Uniform State Standard of Evaluation* (HOUSSE)

The provisions of No Child Left Behind require that a HOUSSE:

- ❖ Be set by the State for both grade appropriate academic subject matter knowledge and teaching skills
 - ❖ Be aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators
 - ❖ Provide objective, coherent information about the teacher's attainment of core content knowledge in academic subjects taught
 - ❖ Be applied uniformly to all teachers in the same academic subject area and same grade level throughout the State
 - ❖ Consider, but not be based primarily, on time taught in the academic subject
 - ❖ Be made available to the public upon request
 - ❖ May involve multiple objective measures of teacher competency
-

North Carolina *High Objective Uniform State Standard for Evaluation* (HOUSSE)

The North Carolina High Objective Uniform State Standard for Evaluation (HOUSSE) can be used to establish a teacher, not new to the profession, is "highly qualified" as required in PL 107-110 (No Child Left Behind). To be able to utilize the HOUSSE as a means of establishing a teacher is "highly qualified," the individual must have taught with a reciprocal state license, full-time for not less than six successive calendar months in one LEA, charter school, or non-public institution.

To be deemed "highly qualified" in a content area using the HOUSSE, all content standards must be "met," and the teacher must receive a satisfactory rating on the LEA validated performance evaluation. To meet a content standard, the teacher must be judged to have met 80% of the content indicators (with an indication of evidence[s] used for making judgments). A chart indicating eligible evidences for use in making judgments is included. Multiple indicators must be used.

ONLY trained evaluators are eligible to complete the NC HOUSSE. Evaluators must be "highly qualified" in the license area assessed. Upon successful completion of the HOUSSE, the LEA Superintendent or designated Personnel Administrator submits Licensure Form HQ to the Licensure Section.

**Content Indicator Evidence Code Sheet
for use with NC HOUSSE**

Content Indicator Code	Indicators	Sample Evidences
1	Experience in the specific content area.	Verification of experience forms
2	Evaluation(s)	Teaching demonstration, lesson/unit plans, classroom observations, summative evaluation (at/above standards in all areas), professional references from former supervisors/ evaluators
3	Content competencies (IHE licensure standards)	Teaching demonstration, lesson/unit plans, classroom observations
4	College course (content specific)	Transcripts, course completion verification forms
5	Activities specific to the content area	Membership in and/or Officer of content-specific professional organization, curriculum/standards committee (content specific)
6	Honors/awards/publications/presentations	Publications, presentations at conferences/seminars, ANY awards (local, state, national)
7	Services to the profession	Mentor, dept. chair, SIP, content instructor at IHE, cooperating teacher, curriculum/standards committees (content specific)
8	Staff/professional development in the specific content area	Verification of workshop/course completion
9	Student achievement/AYP	Assessment scores
10	Valid subject area license in another state/highly qualified in another state	Verification of licensure

APPENDIX H

STANDARDS FOR MENTOR TRAINING

NORTH CAROLINA MENTOR PROGRAM STANDARDS

The mentor performs a unique function in the total educational environment. Personnel who function in mentor roles designed to assist others in professional growth must themselves possess a practicing knowledge of the Core Standards for Teachers developed by the North Carolina Professional Teaching Standards Commission and adopted by the North Carolina State Board of Education in November, 1999. In addition, the mentors must possess competencies which facilitate the building of an environment conducive to professional growth.

The mentor is expected to perform functions designed to promote growth among other adults in the school environment. These work roles include, but may not be limited to, mentoring initially licensed teachers and licensed support personnel and supervising student teachers and interns.

The prospective mentor should possess a willingness to commit to a mentoring relationship and must provide documentation of successful experiences relevant to the role of mentoring. These experiences must include teaching successfully for at least three years and holding a continuing license. Additional documentation may include leading and coordinating activities for adults in a work setting; observing and documenting classroom teaching; diagnosing and prescribing growth activities based on the criteria set forth in the North Carolina Teacher Performance Appraisal Instrument and the Individual Growth Plan, as undergirded by the INTASC Standards; conferencing with other adults to communicate results of observation, documentation, and diagnosis; and organizing and presenting training experiences to adults in an educational setting.

Mentors must possess effective oral and written communication skills to identify and address the needs of the novice teacher. They must understand the use of non-verbal behaviors, and be able to use questioning techniques and active listening skills on a variety of cognitive levels appropriate for achieving multi-purposes.

Mentors must understand the various roles to be played in mentoring relationships. They must be effective coaches. They must work collaboratively with colleagues at the school, system, and community levels.

Mentors must model effective practices. They must apply learning theory and research findings to classroom instruction. They must model effective planning and classroom instruction, developing and utilizing instructional materials and techniques, and identifying and effectively using available school and community resources. Mentors must understand the importance of establishing overall curricular goals and objectives. They must communicate respect for the dignity and worth of a diverse student population. They must demonstrate the importance of continuous participation in professional growth activities.

Mentor training programs must place emphasis on the learning of cognitive concepts, as well as the application of these concepts, in appropriate educational settings. Experiential learning through simulations, case studies, field experiences, and other activities requiring interaction with a real educational environment is appropriate for addressing the requirement for application of concepts. Mentor programs should have structure, yet be flexible enough to allow for recognition of the varied backgrounds and experiences brought by the participants. Learning experiences should be designed to allow for application to all job roles of the mentor. Training in the North Carolina Teacher Appraisal Instrument, the Individual Growth Plan, and licensure requirements should be provided.

Standard 1: Mentors demonstrate the skills necessary for the establishment of productive helping relationships.

Mentors:

- Indicator 1: Identify and address the needs of the novice teacher.
- Indicator 2: Employ the characteristics of helping relationships in the support process.
- Indicator 3: Recognize the importance of individuals becoming independent as they grow professionally.
- Indicator 4: Use strategies to encourage independence through professional growth.
- Indicator 5: Convey a genuine regard for the needs of persons being served by a mentoring relationship.

Standard 2: Mentors demonstrate effective communication skills.

Mentors:

- Indicator 1: Show sensitivity to the needs and feelings of a diverse population being served by a mentoring relationship.
- Indicator 2: Use elements of effective communication.
- Indicator 3: Recognize and use appropriate non-verbal behaviors.
- Indicator 4: Develop effective communication techniques for use in the school community.
- Indicator 5: Use questioning techniques and strategies on a variety of cognitive levels.
- Indicator 6: Use active listening skills as a means to improve communication.
- Indicator 7: Respond effectively to verbal and/or written reflections.

Standard 3: Mentors demonstrate a working knowledge of mentoring relationships.

Mentors:

- Indicator 1: Provides information about alternative support systems, with rationale, for persons in mentoring relationships, including but not limited to mentors, administrators, and cooperating teachers.

Indicator 2: Conduct an initial conference with the beginning teacher.

Indicator 3: Provide guidance and assistance as the novice teacher assumes new roles and responsibilities.

Indicator 4: Provide a variety of growth experiences for the beginning teacher.

Standard 4: Mentors demonstrate knowledge of the diverse roles of mentoring relationships.

Mentors:

Indicator 1: Plan jointly with persons in a mentoring relationship.

Indicator 2: Assist the new or beginning teacher in analyzing observation data and identifying teaching behaviors needing change.

Indicator 3: Create an awareness of the resources available in the school, community, local education agency, and the institutions of higher education.

Indicator 4: Work collaboratively with the school, community, local education agency, and institutions of higher education to plan experiences for persons being served by a mentoring relationship.

Standard 5: Mentors demonstrate an understanding of concepts of the adult as a learner.

Mentors:

Indicator 1: Describe the ways in which adults identify and solve problems.

Indicator 2: Identify the implications of adult conceptual development for the mentoring relationship.

Standard 6: Mentors demonstrate the ability to utilize appropriate instruments and strategies for promoting growth in the beginning teacher.

Mentors:

Indicator 1: Clarify the role of observation and evaluation.

Indicator 2: Use appropriate data collection strategies and instruments for the purpose of identifying areas of strengths and areas needing improvement.

Indicator 3: Use the coaching cycle to promote growth.

Indicator 4: Assist in the development of a formal growth plan such as the Individual Growth Plan.

Indicator 5: Understand and communicate state evaluation and licensure requirements.

Standard 7: Mentors demonstrate the ability to assist beginning teachers in developing and utilizing materials and techniques for instructional presentation.

Mentors:

Indicator 1: Help beginning teachers relate course objectives to the North Carolina Standard Course of Study.

Indicator 2: Help beginning teachers develop and implement units of study and lesson plans that relate to content goals and to the needs and interests of diverse learners.

Indicator 3: Help beginning teachers provide opportunities for students to work collaboratively and to solve problems.

Indicator 4: Help beginning teachers work collaboratively in the school community to continually support the school improvement plan.

Standard 8: Mentors demonstrate the ability to assist beginning teachers in applying learning theory and research to plan and implement effective classroom instruction.

Mentors:

Indicator 1: Help beginning teachers evaluate and use varied resources in instructional activities to meet diverse learning styles.

Indicator 2: Help beginning teachers design long and short-range plans based on the disaggregation of student assessment information and the needs of the diverse student population.

Indicator 3: Help beginning teachers identify and use appropriate school and community resources.

Indicator 4: Help beginning teachers use a variety of formal and informal assessment strategies to measure student learning.

APPENDIX I

RESOLUTION ON PROFESSIONAL DEVELOPMENT

A RESOLUTION IN SUPPORT OF PROFESSIONAL DEVELOPMENT

Whereas, the North Carolina State Board of Education as prescribed in GS. 115C-12.26 is charged with the responsibility of monitoring, evaluating, and making recommendations regarding professional development for the public schools of the state; and

Whereas, the North Carolina State Board of Education at its March 2003 meeting adopted a vision for professional development, a set of belief statements to undergird professional development, and a set of research-based professional development standards; and

Whereas, the North Carolina State Board of Education is committed to the development of a high quality professional development plan for the state; and

Whereas, the North Carolina State Board of Education supports collaboration in the development and delivery of this high quality professional development plan; and

Whereas, the Chairman of the North Carolina State Board of Education and the Superintendent of the N.C. Department of Public Instruction serve as members of the North Carolina Education Cabinet;

Now therefore be It resolved, that the North Carolina State Board of Education does hereby endorse and support the North Carolina Education Cabinet reviewing the issues around High Quality Professional Development, convening the appropriate constituencies for discussion of these issues, and developing consensus recommendations for a statewide professional development plan; and upon completion of this work, submitting these recommendations to the State Board of Education for final review and approval.

Howard N. Lee, Chairman
N.C. State Board of Education

Michael E. Ward, State Superintendent
N.C. Department of Public Instruction

June 5, 2003