

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2011

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SENATE BILL 724
Education/Higher Education Committee Substitute Adopted 5/5/11
House Committee Substitute Favorable 6/12/12

Short Title: An Act to Improve Public Education.

(Public)

Sponsors:

Referred to:

April 20, 2011

1 A BILL TO BE ENTITLED
2 AN ACT TO IMPLEMENT VARIOUS EDUCATION REFORMS.
3 The General Assembly of North Carolina enacts:

4
5 **TEACHER PREPARATION**

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

7 **"§ 115C-296. Board sets licensure requirements; reports; lateral entry and mentor**
8 **programs.**

9 ...

10 (b) It is the policy of the State of North Carolina to maintain the highest quality teacher
11 education programs and school administrator programs in order to enhance the competence of
12 professional personnel certified in North Carolina. To the end that teacher preparation
13 programs are upgraded to reflect a more rigorous course of study, the State Board of Education,
14 as lead agency in coordination and cooperation with the University Board of Governors, the
15 Board of Community Colleges and such other public and private agencies as are necessary,
16 shall continue to refine the several certification requirements, standards for approval of
17 institutions of teacher education, standards for institution-based innovative and experimental
18 programs, standards for implementing consortium-based teacher education, and standards for
19 improved efficiencies in the administration of the approved programs. The certification
20 program shall provide for initial certification after completion of preservice training, continuing
21 certification after three years of teaching experience, and certificate renewal every five years
22 thereafter, until the retirement of the teacher. The last certificate renewal received prior to
23 retirement shall remain in effect for five years after retirement. The certification program shall
24 also provide for lifetime certification after 50 years of teaching.

25 The State Board of Education, as lead agency in coordination with the Board of Governors
26 of The University of North Carolina, the North Carolina Independent Colleges and
27 Universities, and any other public and private agencies as necessary, shall continue to raise
28 standards for entry into teacher education programs.

29 To further ensure that teacher preparation programs remain current and reflect a rigorous
30 course of study that is aligned to State and national standards, the State Board of Education, in
31 consultation with the Board of Governors of The University of North Carolina, shall ensure
32 students preparing to teach in elementary schools (i) have adequate coursework in the teaching
33 of reading and mathematics; (ii) are assessed prior to certification to determine that they
34 possess the requisite knowledge in scientifically based reading and mathematics instruction that



1 is aligned with the State Board's expectations; and (iii) continue to receive preparation in
2 applying formative and summative assessments within the school and classroom setting
3 through technology-based assessment systems available in North Carolina schools that measure
4 and predict expected student improvement.

5 The State Board of Education, in consultation with local boards of education and the Board
6 of Governors of The University of North Carolina, shall evaluate and modify, as necessary, the
7 academic requirements for students preparing to teach science in middle and high schools to
8 ensure that there is adequate preparation in issues related to science laboratory safety.

9 The State Board of Education, in consultation with the Board of Governors of The
10 University of North Carolina, shall evaluate and develop enhanced requirements for continuing
11 certification. The new requirements shall reflect more rigorous standards for continuing
12 certification and to the extent possible shall be aligned with quality professional development
13 programs that reflect State priorities for improving student achievement.

14 The State Board of Education, in consultation with local boards of education and the Board
15 of Governors of The University of North Carolina, shall reevaluate and enhance the
16 requirements for renewal of teacher certificates. The State Board shall consider modifications
17 in the certificate renewal achievement and to make it a mechanism for teachers to renew
18 continually their knowledge and professional skills. The State Board shall adopt new standards
19 for the renewal of teacher certificates by May 15, 1998.

20 The standards for approval of institutions of teacher education shall require that teacher
21 education programs for all students include demonstrated competencies in (i) the identification
22 and education of children with disabilities and (ii) positive management of student behavior
23 and effective communication techniques for defusing and deescalating disruptive or dangerous
24 behavior. The State Board of Education shall incorporate the criteria developed in accordance
25 with G.S. 116-74.21 for assessing proposals under the School Administrator Training Program
26 into its school administrator program approval standards.

27 All North Carolina institutions of higher education that offer teacher education programs,
28 masters degree programs in education, or masters degree programs in school administration
29 shall provide performance reports to the State Board of Education. The performance reports
30 shall follow a common format, shall be submitted according to a plan developed by the State
31 Board, and shall include the information required under the plan developed by the State Board.

32 ...

33 (c1) The State Board of Community Colleges may provide a program of study for lateral
34 entry teachers to complete the coursework necessary to earn a teaching license. To this end, the
35 State Board of Education, in consultation with the State Board of Community Colleges, shall
36 establish a competency-based program of study for lateral entry teachers to be implemented
37 within the Community College System no later than May 1, 2006. This program must meet
38 standards set by the State Board of Education. To ensure that programs of study for lateral
39 entry remain current and reflect a rigorous course of study that is aligned to State and national
40 standards, the State Board of Education shall ensure that (i) adequate coursework in the
41 teaching of reading and mathematics is available for lateral entry teachers seeking certification
42 in elementary education; (ii) lateral entry teachers are assessed prior to certification to
43 determine that they possess the requisite knowledge in scientifically based reading and
44 mathematics instruction that is aligned with the State Board's expectations; and (iii) all lateral
45 entry teachers continue to receive preparation in applying formative and summative
46 assessments within the school and classroom setting through technology-based assessment
47 systems available in North Carolina schools that measure and predict expected student
48 improvement.

49 The State Board of Community Colleges and the State Board of Education shall jointly
50 identify the community college courses and the teacher education program courses that are
51 necessary and appropriate for inclusion in the community college program of study for lateral

1 entry teachers. To the extent possible, any courses that must be completed through an approved
2 teacher education program shall be taught on a community college campus or shall be available
3 through distance learning.

4 In order to participate in the community college program of study for lateral entry teachers,
5 an individual must hold at least a bachelors degree from a regionally accredited institution of
6 higher education.

7 An individual who successfully completes this program of study and meets all other
8 requirements of licensure set by the State Board of Education shall be recommended for a
9 North Carolina teaching license.

10"

11 12 **ENHANCE USE OF EVAAS**

13 **SECTION 2.** G.S. 115C-105.27(a) reads as rewritten:

14 "(a) In order to improve student performance, each school shall develop a school
15 improvement plan that takes into consideration the annual performance goal for that school that
16 is set by the State Board under G.S. 115C-105.35 and the goals set out in the mission statement
17 for the public schools adopted by the State Board of Education. The principal of each school,
18 representatives of the assistant principals, instructional personnel, instructional support
19 personnel, and teacher assistants assigned to the school building, and parents of children
20 enrolled in the school shall constitute a school improvement team to develop a school
21 improvement plan to improve student performance. Representatives of the assistant principals,
22 instructional personnel, instructional support personnel, and teacher assistants shall be elected
23 by their respective groups by secret ballot. Unless the local board of education has adopted an
24 election policy, parents shall be elected by parents of children enrolled in the school in an
25 election conducted by the parent and teacher organization of the school or, if none exists, by the
26 largest organization of parents formed for this purpose. Parents serving on school improvement
27 teams shall reflect the racial and socioeconomic composition of the students enrolled in that
28 school and shall not be members of the building-level staff. Parental involvement is a critical
29 component of school success and positive student achievement; therefore, it is the intent of the
30 General Assembly that parents, along with teachers, have a substantial role in developing
31 school improvement plans. To this end, school improvement team meetings shall be held at a
32 convenient time to assure substantial parent participation.

33 All school improvement plans shall be, to the greatest extent possible, data-driven. School
34 improvement teams shall use the Education Value Added Assessment System (EVAAS) or a
35 compatible and comparable system approved by the State Board of Education, to analyze
36 student data to identify root causes for ~~problems and problems~~, to determine actions to address
37 ~~them~~ them, and to appropriately place students in courses such as Algebra I. School
38 improvement plans shall contain clear, unambiguous targets, explicit indicators and actual
39 measures, and expeditious time frames for meeting the measurement standards."
40

41 **PRESCHOOL PROGRAMS FOR AT-RISK CHILDREN**

42 **SECTION 3.** It is a goal of the General Assembly to provide preschool programs
43 to all at-risk children.
44

45 **TRANSITION TEAMS FOR AT-RISK CHILDREN**

46 **SECTION 4.** G.S. 115C-105.41 reads as rewritten:

47 "**§ 115C-105.41. Students who have been placed at risk of academic failure; personal**
48 **education ~~plans~~ plans; ~~transition teams~~ transition teams and ~~transition plans~~.**

49 (a) Local school administrative units shall identify students who are at risk for
50 academic failure and who are not successfully progressing toward grade promotion and
51 graduation, beginning no later than the fourth grade. Identification shall occur as early as can

1 reasonably be done and can be based on grades, observations, State assessments, and other
2 factors, including reading on grade level, that impact student performance that teachers and
3 administrators consider appropriate, without having to await the results of end-of-grade or
4 end-of-course tests. No later than the end of the first quarter, or after a teacher has had up to
5 nine weeks of instructional time with a student, a personal education plan for academic
6 improvement with focused intervention and performance benchmarks shall be developed or
7 updated for any student at risk of academic failure who is not performing at least at grade level,
8 as identified by the State end-of-grade test and other factors noted above. Focused intervention
9 and accelerated activities should include research-based best practices that meet the needs of
10 students and may include coaching, mentoring, tutoring, summer school, Saturday school, and
11 extended days. Local school administrative units shall provide these activities free of charge to
12 students. Local school administrative units shall also provide transportation free of charge to all
13 students for whom transportation is necessary for participation in these activities.

14 Local school administrative units shall give notice of the personal education plan and a
15 copy of the personal education plan to the student's parent or guardian. Parents should be
16 included in the implementation and ongoing review of personal education plans.

17 Local school administrative units shall certify that they have complied with this section
18 annually to the State Board of Education. The State Board of Education shall periodically
19 review data on the progress of identified students and report to the Joint Legislative Education
20 Oversight Committee.

21 No cause of action for monetary damages shall arise from the failure to provide or
22 implement a personal education plan under this section.

23 (b) Local boards of education shall adopt and implement plans for the creation of
24 transition teams and transition plans for students at risk, as defined by the State Board of
25 Education, to assist them in making a successful transition between the elementary school and
26 middle school years and between the middle school and high school years."

27 28 **END SUNSET TO LEA "BASIS OF KNOWLEDGE" ABOUT A CHILD WITH A** 29 **DISABILITY**

30 **SECTION 5.** Section 5 of S.L. 2010-36 reads as rewritten:

31 "**SECTION 5.** Section 3 of this act becomes effective January 1, 2009, and expires June 1,
32 2013-2009. The remainder of this act is effective when it becomes law."

33 34 **STUDY GRADUATION REQUIREMENTS FOR STUDENTS WHO DO NOT PLAN** 35 **TO CONTINUE EDUCATION BEYOND HIGH SCHOOL**

36 **SECTION 6.** The State Board of Education shall reconsider the high school
37 graduation requirements for students who do not plan to continue education beyond high
38 school. For some of these students, a five-year program might be needed in order for them to
39 meet graduation requirements. For other students, a reassessment of existing requirements
40 might be in order to determine what, at a minimum, is needed for a sound, basic education and
41 whether the current graduation requirements are reasonable for students not planning to
42 continue education beyond high school.

43 The State Board of Education shall report the results of this study to the Joint
44 Legislative Education Oversight Committee by March 15, 2013.

45 46 **STATEWIDE EDUCATION INITIATIVES**

47 **SECTION 7.(a)** Consistent with Section 7.8 of S.L. 2010-31, to continue the
48 State's progress in increasing student achievement, graduation rates, and students' career- and
49 college-readiness, by August 31, 2014, the State Board of Education shall implement the
50 statewide education reform initiatives described in the State's successful Race to the Top
51 application. These initiatives shall include the following:

- 1 (1) Transition to new standards and assessments. – The State Board shall
2 continue to provide for professional development designed to ensure that all
3 teachers understand and are prepared to help students meet the new common
4 core and essential standards, and are able to use related summative
5 assessments effectively and appropriately to measure students' attainment of
6 those standards.
- 7 (2) Establishment of an Instructional Improvement System. – The State Board
8 shall establish a statewide Instructional Improvement System that will use
9 technology to provide portals for students, teachers, parents, and school and
10 district administrators to access data and resources to inform decision
11 making related to instruction, assessment, and career and college goals.
- 12 (3) Establishment of the North Carolina education cloud technology
13 infrastructure. – As the next wave of the successful School Connectivity
14 Initiative, the State Board shall provide statewide shared education
15 technology infrastructure, services, and tools for school districts and charter
16 schools to achieve robust, reliable service and cost-effectiveness.
- 17 (4) Full rollout and enhancement of the North Carolina Educator Evaluation
18 System. – The State Board shall continue to provide professional
19 development designed to ensure that all teachers and principals are prepared
20 to use the statewide Educator Evaluation System, which is being enhanced
21 through a collaborative, multiyear development process to include formal,
22 standard measures of the extent to which educators facilitate growth in
23 student achievement.
- 24 (5) Provision of performance incentives to teachers in the lowest-achieving
25 schools to improve recruitment and retention. – In order to improve
26 recruitment and retention of effective teachers in the lowest-achieving
27 schools, the State Board shall provide teachers in those schools opportunities
28 to earn school and/or classroom-level incentives based on student
29 performance.
- 30 (6) Establishment of regional leadership academies. – The State Board shall
31 establish three leadership academies to increase the number of principals
32 qualified to lead transformational change in lowest-achieving schools in both
33 rural and urban areas.
- 34 (7) Expansion of teacher recruitment and licensure programs to support
35 low-performing schools. – The State Board shall increase the number of
36 Teach for America teachers in lowest-achieving districts and schools;
37 establish the NC Teacher Corps, modeled after Teach for America, to further
38 increase the number of effective teachers in lowest-achieving districts and
39 schools; and establish a new Induction Support Program for New Teachers
40 that will provide comprehensive support for novice teachers in
41 low-achieving districts and schools.
- 42 (8) Provision of effective teachers for schools through virtual and blended
43 courses. – The State Board shall develop a model through which to develop
44 and deploy virtual and blended Science, Technology, Engineering, and Math
45 (STEM) courses to give students at risk of low performance in core math
46 and science subjects access to effective teachers and innovative instructional
47 approaches.
- 48 (9) Provision of aligned professional development and establishment of
49 professional development system. – The State Board shall do the following:

- 1 a. Create, train, and support a cadre of teacher and principal
- 2 professional development leaders to establish sustainable local and
- 3 regional professional development capacity statewide.
- 4 b. Develop resources (for workshops, professional learning
- 5 communities, virtual courses, webinars, etc.) to support effective
- 6 professional development activities.
- 7 c. Provide professional development regarding new standards and
- 8 assessments, teacher and principal evaluation tools, data literacy, and
- 9 use of any new technology tools created through the Race to the Top
- 10 initiatives.
- 11 d. Expand online professional development infrastructure to provide
- 12 high-quality online professional development accessible to all
- 13 educators statewide.
- 14 e. Evaluate professional development activities to determine the impact
- 15 on teaching practices and student achievement, and to inform
- 16 continuous improvement of professional development activities.
- 17 (10) Expansion of District and School Transformation work to turn around the
- 18 lowest-achieving schools. – The State Board shall expand its successful
- 19 District and School Transformation services to reach more schools and
- 20 districts needing intensive, multiyear support to build capacity for sustained
- 21 improvement.
- 22 (11) Establish STEM thematic high schools and network. – The State Board shall
- 23 establish four STEM anchor schools, each focused on an area of North
- 24 Carolina economic development, and use the anchor schools as centers for
- 25 professional development, curriculum development, technology use, and
- 26 innovation in order to support the spread of STEM focus in North Carolina
- 27 schools.

28 **SECTION 7.(b)** The State Board of Education shall report to the Joint Education
29 Oversight Committee by September 15, 2012, and semiannually thereafter through September
30 15, 2014, on the State Board's progress toward implementing the above initiatives.

31 **SECTION 7.(c)** This section expires July 1, 2014. The State Board of Education
32 may continue any initiatives identified in this section if it receives continued funding for the
33 initiatives.

34
35 **EFFECTIVE DATE**

36 **SECTION 8.** This act is effective when it becomes law.