

GENERAL ASSEMBLY OF NORTH CAROLINA  
SESSION 2013

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HOUSE BILL 23\*  
Committee Substitute Favorable 2/13/13

Short Title: Digital Learning Competencies/School Emp'ees.

(Public)

Sponsors:

Referred to:

January 31, 2013

1 A BILL TO BE ENTITLED  
2 AN ACT DIRECTING THE STATE BOARD OF EDUCATION TO DEVELOP AND  
3 IMPLEMENT DIGITAL TEACHING AND LEARNING STANDARDS FOR  
4 TEACHERS AND SCHOOL ADMINISTRATORS.

5 The General Assembly of North Carolina enacts:

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 licensed in North Carolina. To the end that teacher preparation programs  
13 are upgraded to reflect a more rigorous course of study, the State Board of Education, as lead  
14 agency in coordination and cooperation with the University Board of Governors, the Board of  
15 Community Colleges and such other public and private agencies as are necessary, shall  
16 continue to refine the several licensure requirements, standards for approval of institutions of  
17 teacher education, standards for institution-based innovative and experimental programs,  
18 standards for implementing consortium-based teacher education, and standards for improved  
19 efficiencies in the administration of the approved programs.

20 (1) Licensure standards. –

21 a. The licensure program shall provide for initial licensure after  
22 completion of preservice training, continuing licensure after three  
23 years of teaching experience, and license renewal every five years  
24 thereafter, until the retirement of the teacher. The last license renewal  
25 received prior to retirement shall remain in effect for five years after  
26 retirement. The licensure program shall also provide for lifetime  
27 licensure after 50 years of teaching.

28 b. The State Board of Education, in consultation with the Board of  
29 Governors of The University of North Carolina, shall evaluate and  
30 develop enhanced requirements for continuing licensure. The new  
31 requirements shall reflect more rigorous standards for continuing  
32 licensure and shall be aligned with high quality professional  
33 development programs that reflect State priorities for improving  
34 student achievement.

35 c. The State Board of Education, in consultation with local boards of  
36 education and the Board of Governors of The University of North



Carolina, shall (i) reevaluate and enhance the requirements for renewal of teacher licenses, (ii) include at least two continuing education credits in high-quality, integrated digital teaching and learning as a requirement of licensure renewal, and (iii) consider modifications in the license renewal achievement and to make it a mechanism for teachers to renew continually their knowledge and professional skills.

(2) Teacher education programs. –

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

b. The State Board of Education, in consultation with the Board of Governors of The University of North Carolina, shall require that all students preparing to teach demonstrate competencies in using digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.

c. To further ensure that teacher preparation programs remain current and reflect a rigorous course of study that is aligned to State and national standards, the State Board of Education, in consultation with the Board of Governors of The University of North Carolina, shall do all of the following to ensure that students preparing are prepared to teach in elementary schools-schools:

1. ~~(i) have~~ Provide students with adequate coursework in the teaching of reading and mathematics; mathematics.

2. ~~(ii) are assessed~~ Assess students prior to certification licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations; expectations.

3. ~~(iii) continue to receive~~ Continue to provide students with preparation in applying formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement; and improvement.

4. ~~(iv) are prepared~~ Prepare students to integrate arts education across the curriculum.

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

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

~~The State Board of Education, in consultation with local boards of education and the Board of Governors of The University of North Carolina, shall reevaluate and enhance the~~

1 requirements for renewal of teacher licenses. The State Board shall consider modifications in  
 2 the license renewal achievement and to make it a mechanism for teachers to renew continually  
 3 their knowledge and professional skills. The State Board shall adopt new standards for the  
 4 renewal of teacher licenses by May 15, 1998.

5 e. The standards for approval of institutions of teacher education shall  
 6 require that teacher education programs for all students include  
 7 demonstrated competencies in (i) the identification and education of  
 8 children with disabilities and (ii) positive management of student  
 9 behavior and effective communication techniques for defusing and  
 10 deescalating disruptive or dangerous behavior.

11 f. The State Board of Education shall incorporate the criteria developed  
 12 in accordance with G.S. 116-74.21 for assessing proposals under the  
 13 School Administrator Training Program into its school administrator  
 14 program approval standards.

15 g. All North Carolina institutions of higher education that offer teacher  
 16 education programs, masters degree programs in education, or  
 17 masters degree programs in school administration shall provide  
 18 performance reports to the State Board of Education. The  
 19 performance reports shall follow a common format, shall be  
 20 submitted according to a plan developed by the State Board, and  
 21 shall include the information required under the plan developed by  
 22 the State Board.

23 ...

24 (c1) The State Board of Community Colleges may provide a program of study for lateral  
 25 entry teachers to complete the coursework necessary to earn a teaching license. To this end, the  
 26 State Board of Education, in consultation with the State Board of Community Colleges, shall  
 27 establish a competency-based program of study for lateral entry teachers to be implemented  
 28 within the Community College System no later than May 1, 2006. This program must meet  
 29 standards set by the State Board of Education. To ensure that programs of study for lateral entry  
 30 remain current and reflect a rigorous course of study that is aligned to State and national  
 31 standards, the State Board of Education shall do all of the following to ensure that lateral entry  
 32 personnel are prepared to teach:

33 ~~(i)~~(1) Provide adequate coursework in the teaching of reading and mathematics is  
 34 available for lateral entry teachers seeking certification in elementary  
 35 ~~education;~~ education.

36 ~~(ii)~~(2) Assess lateral entry teachers ~~are assessed~~ prior to certification to determine  
 37 that they possess the requisite knowledge in scientifically based reading and  
 38 mathematics instruction that is aligned with the State Board's ~~expectations;~~  
 39 expectations.

40 ~~(iii)~~(3) Prepare all lateral entry teachers ~~continue to receive preparation in~~  
 41 ~~applying to apply~~ formative and summative assessments within the school  
 42 and classroom setting through technology-based assessment systems  
 43 available in North Carolina schools that measure and predict expected  
 44 student ~~improvement;~~ and improvement.

45 ~~(iv)~~(4) ~~are prepared~~ Prepare all lateral entry teachers to integrate arts education  
 46 across the curriculum.

47 (5) Require that lateral entry teachers demonstrate competencies in using digital  
 48 and other instructional technologies to provide high-quality, integrated  
 49 digital teaching and learning to all students.

50 ...."

51 **SECTION 2.** G.S. 115C-284 is amended by adding a new subsection to read:

1       "(c3) The State Board of Education shall require that all students in school administrator  
2 preparation programs demonstrate competencies in (i) using digital and other instructional  
3 technologies and (ii) supporting teachers and other school personnel to use digital and other  
4 instructional technologies to ensure provision of high-quality, integrated digital teaching and  
5 learning to all students. The State Board of Education shall include continuing education in  
6 high-quality, integrated digital teaching and learning as a requirement of licensure renewal."

7           **SECTION 3.** The State Board of Education shall develop digital teaching and  
8 learning competencies to provide a framework for schools of education, school administrators,  
9 and classroom teachers on the needed skills to provide high-quality, integrated digital teaching  
10 and learning.

11           **SECTION 4.** Sections 1 and 2 of this act become effective July 1, 2017, and apply  
12 beginning with the 2017-2018 school year. Section 3 is effective when this act becomes law.