

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2013

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HOUSE BILL 23*
Committee Substitute Favorable 2/13/13
Senate Education/Higher Education Committee Substitute Adopted 3/6/13

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

(Public)

Sponsors:

Referred to:

January 31, 2013

A BILL TO BE ENTITLED

AN ACT DIRECTING THE STATE BOARD OF EDUCATION TO DEVELOP AND
IMPLEMENT DIGITAL TEACHING AND LEARNING STANDARDS FOR
TEACHERS AND SCHOOL ADMINISTRATORS.

The General Assembly of North Carolina enacts:

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

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

...

(b) It is the policy of the State of North Carolina to maintain the highest quality teacher education programs and school administrator programs in order to enhance the competence of professional personnel licensed in North Carolina. To the end that teacher preparation programs are upgraded to reflect a more rigorous course of study, the State Board of Education, as lead agency in coordination and cooperation with the University Board of Governors, the Board of Community Colleges and such other public and private agencies as are necessary, shall continue to refine the several licensure requirements, standards for approval of institutions of teacher education, standards for institution-based innovative and experimental programs, standards for implementing consortium-based teacher education, and standards for improved efficiencies in the administration of the approved programs.

(1) Licensure standards. –

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

b. 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 shall be aligned with high quality professional development programs that reflect State priorities for improving student achievement.



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1 c. The State Board of Education, in consultation with local boards of
 2 education and the Board of Governors of The University of North
 3 Carolina, shall (i) reevaluate and enhance the requirements for
 4 renewal of teacher licenses, (ii) integrate digital teaching and
 5 learning into the requirements for licensure renewal, and (iii)
 6 consider modifications in the license renewal achievement and to
 7 make it a mechanism for teachers to renew continually their
 8 knowledge and professional skills.

9 (2) Teacher education programs. –

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

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

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

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

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

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

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

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

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

1 The State Board of Education, in consultation with local boards of education and the Board
 2 of Governors of The University of North Carolina, shall reevaluate and enhance the
 3 requirements for renewal of teacher licenses. The State Board shall consider modifications in
 4 the license renewal achievement and to make it a mechanism for teachers to renew continually
 5 their knowledge and professional skills. The State Board shall adopt new standards for the
 6 renewal of teacher licenses by May 15, 1998.

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

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

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

25 ...

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

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

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

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

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

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

1 "

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

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

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

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