

GENERAL ASSEMBLY OF NORTH CAROLINA  
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SENATE BILL 724  
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Short Title: An Act to Improve Public Education.

(Public)

Sponsors:

Referred to:

April 20, 2011

A BILL TO BE ENTITLED

AN ACT TO IMPLEMENT VARIOUS EDUCATION REFORMS.

The General Assembly of North Carolina enacts:

**TEACHER PREPARATION**

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

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.

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 ensure students preparing to teach in elementary schools (i) have adequate coursework in the teaching of reading and mathematics; (ii) are assessed prior to certification to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that



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

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

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

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

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

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

33 ...

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

50 The State Board of Community Colleges and the State Board of Education shall jointly  
51 identify the community college courses and the teacher education program courses that are

1 necessary and appropriate for inclusion in the community college program of study for lateral  
2 entry teachers. To the extent possible, any courses that must be completed through an approved  
3 teacher education program shall be taught on a community college campus or shall be available  
4 through distance learning.

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

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

11 ...."

### 13 ENHANCE USE OF EVAAS

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

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

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

### 42 PRESCHOOL PROGRAMS FOR AT-RISK CHILDREN

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

### 46 TRANSITION TEAMS FOR AT-RISK CHILDREN

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

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

50 (a) Local school administrative units shall identify students who are at risk for  
51 academic failure and who are not successfully progressing toward grade promotion and

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

15 Local school administrative units shall give notice of the personal education plan and a  
16 copy of the personal education plan to the student's parent or guardian. Parents should be  
17 included in the implementation and ongoing review of personal education plans. If a student's  
18 school report card provides all the information required in a personal education plan, then no  
19 further personal education plan is mandated for the student.

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

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

26 (b) Local boards of education shall adopt and implement plans for the creation of  
27 transition teams and transition plans for students at risk, as defined by the State Board of  
28 Education, to assist them in making a successful transition between the elementary school and  
29 middle school years and between the middle school and high school years."  
30

## 31 **END SUNSET TO LEA "BASIS OF KNOWLEDGE" ABOUT A CHILD WITH A** 32 **DISABILITY**

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

34 "**SECTION 5.** Section 3 of this act becomes effective January 1, 2009, and expires June 1,  
35 2013-2009. The remainder of this act is effective when it becomes law."  
36

## 37 **STUDY GRADUATION REQUIREMENTS FOR STUDENTS WHO DO NOT PLAN** 38 **TO CONTINUE EDUCATION BEYOND HIGH SCHOOL**

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

46 The State Board of Education shall report the results of this study to the Joint  
47 Legislative Education Oversight Committee by March 15, 2013.  
48

## 49 **STATEWIDE EDUCATION INITIATIVES**

50 **SECTION 7.(a)** Consistent with Section 7.8 of S.L. 2010-31, to continue the  
51 State's progress in increasing student achievement, graduation rates, and students' career- and

1 college-readiness, by August 31, 2014, the State Board of Education shall implement the  
2 statewide education reform initiatives described in the State's successful Race to the Top  
3 application. These initiatives shall include the following:

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

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

30 **SECTION 7.(b)** The State Board of Education shall report to the Joint Education  
31 Oversight Committee by September 15, 2012, and semiannually thereafter through September  
32 15, 2014, on the State Board's progress toward implementing the above initiatives.

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

36  
37 **EFFECTIVE DATE**

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