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| **Licensure Policy Changes for April SBE Meeting** | |
| **Current Policy** | **Proposed Policy Changes** |
| Teachers must pass all NCSBE-approved tests in order to be “highly qualified”. | 1. Effective April 1, 2016 to the end of the 2015-2016 school year, teachers licensed in Elementary Education will be deemed “highly qualified” if they pass the Pearson Test for North Carolina: Foundations of Reading exam. 2. Effective July 1, 2016, all teachers who qualify for an initial license shall be considered “highly qualified” if they attempt NCSBE-required exams at least once in their first year of teaching and pass all required exams before or during their second year of teaching. |
| There are two types of teacher licenses, Standard Professional 1 (SP1) and Standard Professional 2 (SP2). | Rename teacher licenses as Initial (3 year term) and Continuing (5 year renewal cycle). |
| Teachers must demonstrate a rating of proficient or better on all evaluation standards in order to be recommended by the employing LEA/charter for conversion from an SP1 to SP2 license. | The employing LEA/charter no longer recommends teachers for license conversion. Teachers move from an Initial to Continuing license when all SBE requirements are met. |

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| **Licensure Policy Changes for April SBE Meeting** | |
| **Current Policy** | **Proposed Policy Changes** |
| Teachers who have coursework requirements must earn six credit (semester) hours per year toward completing their program of study. | Teachers who have coursework requirements must complete those requirements by the end of the duration of their provisional license (no yearly minimum). |
| Teachers may appeal to the state if they are not recommended for license conversion (SP1 to SP2). | Remove appeal rights given that conversion from Initial to Continuing license no longer requires LEA/charter recommendation. |
| Student growth is used to provide ratings on Standard 6 (teachers) and Standard 8 (principals) for the North Carolina Educator Effectiveness System (NCEES). These standards are used in determining “status” for individual educators. | Standards 6 and 8 are no longer stand-alone standards in NCEES. Student Growth (teachers) and School Growth (principals) will be used in the determination of effectiveness at the school, district, and state level (no reporting for individual educators). |
| Initially licensed lateral entry teachers must enroll in a three-year Beginning Teacher Support Program (in some cases, after the completion of the period of initial licensure). | All teachers (including lateral entry) with fewer than three years of teaching experience must participate in the Beginning Teacher Support Program (BTSP). Any additional requirements for initially licensed teachers must be satisfied within the time of the BTSP. |