

Policy Amendments to LICN-001 (General Licensure Requirements)

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North Carolina Department of
PUBLIC INSTRUCTION

Updated Licensure Area Name

Updated the following licensure area to align with existing area:

Instructional Technology Specialist-Computers
Telecommunications

1.20d NC Educator License for Out-of-State Educators

Out-of-State Educators with Three or More Years of Experience

Out-of-state applicants who: An out-of-state applicant may be issued a Continuing Professional License (CPL) if the applicant:

- a. are fully licensed in holds a clear, unencumbered, and renewable license from another state* and;
- b. have has three or more years of teaching experience in another state(s) and;
- c. have has met comparable testing licensure requirements in another state that are substantially similar to North Carolina State Board of Education requirements**; or holds s National Board Certification

may be issued a Continuing Professional License. The issuance of a Continuing Professional License for out-of-state teachers is conditional on meeting the requirements of G.S. § 115C-270.25.

*Applicant must provide documentation that he/she completed an educator preparation program approved by the state in which the program resides.

1.20d NC Educator License for Out-of-State Educators (cont'd)

Out-of-State Educators with Three or More Years of Experience

****** Substantially similar licensure requirements are defined as follows:

1. The educator completed an EPP that is approved in the state in which the EPP resides; and
2. Comparable testing requirement is defined The educator has achieved as a passing score on an examination that is approved by the state from which the educator license was issued and fulfills, in part, the requirement to convert the license to a continuing renewable license in that state. Educators applying for an Elementary Education or Exceptional Children- General Curriculum (ECGC) license must meet the math and reading subtest requirement pursuant to G.S. 115C-270.15(a).

NOTE: Out-of-state individuals with three or more years of experience who are applying for an Elementary Education or ECGC teaching license and who have passed a comparable state-approved licensure exam without mathematics and reading subtests may be issued an Initial Professional License. To convert to a Continuing Professional License, the individual may enroll in NCDPI's Reading Research to Classroom Practice and Mathematics Foundations courses. Candidates who successfully complete these courses and pass the associated assessments may be eligible for a Continuing Professional License. Out-of-state applicants with three or more years of teaching experience also have the option to pass the NCSBE-approved licensure exams to fulfill the requirements for a Continuing Professional License.

1.60e Professional Development Requirements for Residency License

Note: This text (excluding the definition of field experience) was previously approved by SBE in July 2024 as recommended/presented by PEPSC during the June 2024 SBE meeting.

Teachers in the first year of a Residency License shall receive at least three hours of field experience* prior to entering the classroom and a minimum of 10 hours of field experience over the course of the year. The field experience requirement can be fulfilled while holding a Permit to Teach or Emergency License in advance of the first year of the Residency License.

*Field experience is defined as opportunities to observe, practice, and demonstrate knowledge and skills in a classroom setting in the presence of students. A field experience may include preclinical classroom experiences.

1.60e Professional Development Requirements for Residency License (cont'd)

Teachers in the first year of their Residency License must receive 10 days of professional development from the PSU designed to support a successful classroom experience.

Through this training, the LEA will provide:

- i. an overview of the school's/system's goals, policies, and procedures;
- ii. an overview of the State Board of Education's Mission and Goals;
- iii. a description of available services and professional development opportunities;
- iv. the process for achieving a continuing license;
- v. the guidelines for optimal working conditions for all novice teachers;
- vi. training on the North Carolina Educator Evaluation System;
- vii. a review the NC Standard Course of Study including end-of-grade and end-of-course testing;
- viii. a review of local curriculum guides;
- ix. training in lesson planning
- x. assistance in classroom organization
- xi. instruction on classroom management including positive management of student behavior, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate use of seclusion and restraint;
- xii. an overview of the identification and education of children with disabilities

1.60e Professional Development Requirements for Residency License (cont'd)

OR (in lieu of i-xii, above)

xiii. completion of North Carolina Effective Teacher Training upon issuance of a Residency License

AND*

xiv. evidence-based practices as defined by the Every Student Succeeds Act (P.L. No 114-95, 129, Stat. 1801, S. 1177-2 Part F - General Provisions, Title II, Sec. 2002);

xv. instruction in the [Whole School, Whole Community, Whole Child model](#), which focuses on the connections between health and academic achievement and the importance of evidence-based school policies and practices;

xvi. positive management of student behavior and effective communication techniques for defusing and de-escalating disruptive and dangerous behavior;

xvii. enrollment in state-required training (e.g., Science of Reading) as instructed by the PSU.

*For teachers holding a residency, emergency, or other temporary license; the employing PSU must provide at least eight hours of instruction in Items xiv-xvii before the teacher enters the classroom. These hours may be included in the required 10 days of professional development.

