

NORTH CAROLINA STATE BOARD OF EDUCATION

Policy Manual

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| Statutory Reference | G.S. 115C-296 |

Definitions

Professional Educator or Educator – An administrator, teacher, or student services personnel

Teacher – An individual whose major responsibility is to either teach or directly supervise teaching, as classified by the North Carolina State Board of Education (NCSBE).

Student Services Personnel – An individual providing specialized assistance to students, teachers, administrators, or the education program in general, as classified by the NCSBE. Student services personnel include, but are not limited to, individuals employed in school counseling, school social work, school psychology, audiology, speech-language pathology, and media coordination.

Administrator – An administrator or supervisor who serves in general and program administrator roles, as classified by the NCSBE. Administrators include, but are not be limited to, superintendents, assistant or associate superintendents, principals, assistant principals, or curriculum-instructional specialists.

1.00 Licensure Required

Any person employed by a Local Education Agency (LEA) in a professional educator position must hold a professional educator’s license. Each applicant shall file an application in the form prescribed by the North Carolina Department of Public Instruction (NCDPI) with the required appropriate supporting documentation and the required processing fee.

1.10 Designation of Appropriate Licensure Prior to Establishment of Staffing New Programs/Positions in Public Schools

Current license areas issued by NCDPI are:

Teaching Areas

Elementary

Birth-Kindergarten (B-K)
Preschool Add-on*
Elementary (K-6)
Elementary Second Language++
Elementary (K-6) Math Add-on**
Elementary (K-6) Science Add-on**
Reading (K-6)
English as a Second Language [ESL] (K-6)
Special Education: General Curriculum (K-6)
Special Education: Adapted Curriculum (K-6)

*Available only to teachers with current licenses in elementary education, special education, or family and consumer sciences.

**Available upon completion of NCSBE approved program offered by approved NC universities.

Special Subjects (K-12)

Art (K-12)
Music (K-12)
Dance (K-12)
Theater Arts (K-12)
Health Specialist (K-12)
Physical Education (K-12)
Health and Physical Education (K-12)
Safety and Driver Education
Speech Communication (K-12)
ESL (K-12)
Reading (K-12)
American Sign Language (K-12)
French (K-12)
Spanish (K-12)
German (K-12)
Japanese (K-12)
Russian (K-12)
Arabic (K-12)
Cherokee (K-12)
Chinese (K-12)
Greek (Ancient) (K-12)
Greek (Modern) (K-12)
Hebrew (K-12)
Hindi (K-12)
Italian (K-12)
Korean (K-12)
Latin (K-12)
Portuguese (K-12)
Swahili (K-12)
Turkish (K-12)
Computer Education++ (K-12)
Junior ROTC
Other Foreign Language (K-12)

Secondary (9-12)

English (9-12)
Mathematics (9-12)
Science (9-12)
Earth Science (9-12)
Biology (9-12)
Physics (9-12)
Chemistry (9-12)
Social Studies (9-12)
Political Science (9-12)
Geography (9-12)
History (9-12)
Economics (9-12)
Sociology (9-12)
Anthropology (9-12)
French (9-12)
Spanish (9-12)
German (9-12)
Japanese (9-12)
Russian (9-12)
Latin (9-12)
Bible (9-12)
Journalism ++ (9-12)
Psychology ++ (9-12)
Italian ++ (9-12)
Chinese ++ (9-12)

Middle Grades

Middle Grades Language Arts Middle Grades
Mathematics Middle Grades Science Middle Grades
Social Studies
Middle Grades Literacy Coach**

** Available only to teachers who complete the NC Teacher Academy Middle School Literacy Coach Training Program

Exceptional Children

Specific Learning Disabled
Academically Gifted
Deaf and Hard of Hearing
Special Education: General Curriculum
Special Education: Adapted Curriculum
Cross Categorical (mildly/moderately disabled)
Severely/Profoundly Disabled
Mentally Disabled
Visually Impaired
Behaviorally/Emotionally Disabled

Career and Technical Education

Agricultural Education
Business and Information Technology Education
 Computer Programming++
 Project Management++
Career Development Coordinator
Career and Technical Education Director
Family and Consumer Sciences
 Fashion Merchandising++
Apparel and Textiles
 Fashion Merchandising++
Child Development, Family Studies Food
 and Nutrition, Culinary Arts
Interior Design/Housing
 Project Management++
Health Sciences Education Registered Nurse
 Project Lead the Way (PLTW) Biomedical Sciences++
Non-RN Allied Health/Medical Professional
 Project Lead the Way (PLTW) Biomedical Sciences++
Biotechnology Professional
 Project Lead the Way (PLTW) Biomedical Sciences++
Information Technology
Instructional Management Coordinator
Marketing Education
 Computer Programming++
 Project Management++
 Apparel and Textile Production++
Special Populations Coordinator
Technology Engineering & Design Education
 Scientific and Technical Visualization++
 Project Lead the Way (PLTW)++
 Computer Programming++
 Game Art Design++
 Project Management++
Automotive Service
Carpentry 74025
 Electrical Trades++
 Masonry++
Collision Repair
Drafting
Digital Media
Electrical Trades
 Carpentry++
 Masonry++
Manufacturing
Masonry
 Electrical Trades++
Carpentry++Public
Safety
Welding 74080
Specialized
 Carpentry++
 Masonry++
 Electrical Trades++

Administrative

Superintendent
Principal
Curriculum Instructional Specialist
Instructional Technology Specialist-Computers
Telecommunications Media Supervisor
Career and Technical Education Director
Exceptional Children's Program Administrator

Student Services

School Counselor
School Social Worker
School Psychologist
Instructional Technology Specialist-
Media Coordinator
Audiologist
Speech-Language Pathologist*

*Effective July 1, 2011, the NCSBE will accept only a current valid North Carolina Board of Examiners for Speech and Language Pathologists and Audiologists license as the qualifying credential for service in public schools.

1.20 Types of Licenses

Licenses shall indicate grade levels, content areas, and specialization in which the person is eligible for employment, as well as preparation and experience levels. Licenses shall be of the following types:

- 1) Professional Educator - A professional educator license shall entitle the holder to practice in a designated area(s) or specialization(s) at the elementary, middle, or secondary level. There shall be four levels of preparation for a professional educator license:
 - Bachelor's Degree (A level)
 - Master's/Advanced Competencies (M level)
 - Advanced/Specialist (S level)
 - Doctorate (D level)
- 2) A professional educator license shall be categorized as elementary (B-K; K-6), middle grades (6-9), secondary (9-12), special subjects (K-12), or Career and Technical Education as specified in the CTE Licensure Policies and Procedures Manual.
- 3) Effective July 1, 2016, there shall be two classifications of professional educator licenses:
 - a) The Initial Professional License (IPL), valid for a maximum of three years, allows the educator to begin practicing the profession on an independent basis in North Carolina. Beginning with the 2016-2017 school year, to be issued an Initial Professional License, an individual must either complete an approved educator preparation program, or qualify for an initial lateral entry license, or qualify for an initial CTE license as specified in the CTE Licensure Policies and Procedures Manual. All Standard Professional 1 licenses shall be deemed to be Initial Professional Licenses effective July 1, 2016.
 - b) The Continuing Professional License (CPL), valid for five years, allows the educator to serve on an on-going basis. A Continuing Professional License must be renewed every five years.
- 4) To convert an Initial Professional License to a Continuing Professional License, an educator must complete all required coursework and achieve a passing score on all North Carolina State Board of Education-approved exams required for the license area(s) within the established timeframe. Conversion from an Initial Professional License to a Continuing Professional

License does not require the recommendation of the employing school system. Teachers with fewer than three years of teaching experience, however, are required to continue participation in a Beginning Teacher Support Program regardless of their licensure status.

- a) Effective July 1, 2018, all initially licensed teachers for whom a license exam(s) is required must:
 - i. attempt all required exams in the first year of teaching, and;
 - ii. successfully pass all required exams before or during the second year of teaching in North Carolina.
 - iii. request from the testing vendor that licensure exam scores be submitted directly to NCDPI.

NOTE: For the 2017-18 school year, teachers in the second year of an Initial Professional License must pass all NCSBE-required licensure exams by the end of the 2017-18 academic year. Teachers who fulfill this requirement may be eligible to maintain the Initial Professional License and/or convert to a Continuing Professional License regardless of whether they attempted the exam(s) in the first year of teaching.

- b) The end of the academic year is defined as August 15 for any school year. If August 15 falls on a Saturday or Sunday, the preceding Friday will be the end of the academic year. A year is defined as working not fewer than six calendar months in the fiscal year. A calendar month is defined as the number of days employed divided by the number of days in the pay period multiplied by the employee's percentage of employment. Professional educators who work six calendar months or more in a fiscal year must complete any testing required for that year. For professional educators who work fewer than six calendar months in the fiscal year, any testing requirements will be required in the following fiscal year.
 - c) If a teacher fails to meet the testing requirement of either the first or second year, the Initial Professional License will expire at the end of the academic year in which the testing requirement was not met.
 - d) Initially licensed teachers who fail to meet the requirements to maintain the Initial Professional License and/or who fail to convert it to a Continuing Professional License may apply to the NCSBE for another Initial Professional License once the applicant has successfully passed all license exam(s) and completed all required coursework. Additionally, the applicant must meet any remaining Beginning Teacher Support Program requirements during the term of the Initial Professional License. Teachers who obtain an Initial Professional License under this provision shall be required to meet continuing education requirements as listed in the General Requirements of LICN-005.
- 5) Renewal Year: An educator's Continuing Professional License shall be renewed at the end of each five-year term, provided the educator completes all requirements put forth in G.S. § 115C-296(b)(1)(b).
- a) All educators who:
 - i. are employed by a local board of education;
 - ii. possess a Continuing Professional License;
 - iii. are in the final year of the 5-year renewal cycle, **and**;

iv. are not deemed proficient on the most recent final summative evaluation;

may be placed on a mandatory improvement plan and may, therefore, be eligible to receive an Initial Professional License, provided all other licensure requirements are met.

b) For the purposes of this policy, “proficient” shall be defined as achieving a rating of proficient, or higher, on three of the five standards of the NC Educator Evaluation System (NCEES), provided that the standard related to pedagogy (Standard IV in NCEES) is rated at the level of proficient, or higher. Teachers on an abbreviated evaluation plan must achieve a rating of proficient, or higher, on the standard related to pedagogy in order to be deemed “proficient”.

For educators whose licenses expire on or after June 30, 2019, “proficient” shall be defined as achieving a rating of proficient or higher on all of the five standards of the NC Educator Evaluation System (NCEES), or both Standards I and IV for abbreviated evaluations.

c) An educator who meets the criteria in paragraph (a) but who is not placed on a mandatory improvement plan by the employing agency shall be deemed to have an “expired” teaching license. An educator whose license has expired pursuant to the provision in this section shall be eligible to apply for an Initial Professional License upon receipt of official notification of the license expiration from the NCSBE and after a 30-day waiting period.

d) The term of the mandatory improvement plan shall be 90 instructional days for teachers in schools identified as low performing and 60 instructional days for teachers in schools not identified as low performing. Educators who are placed on a mandatory improvement plan as a result of this policy shall be issued an Initial Professional License provided the educator meets other licensing requirements.

e) LEAs that move to dismiss an educator under the provisions of this policy must follow all due process procedures as outlined in G.S. § 115C 325.1, et seq. The reversion of an educator’s license from Continuing to Initial shall not be construed as a demotion or result in a reduction of the educator’s salary. At the end of the term of the Initial Professional License (three years), an educator may be eligible for a Continuing Professional License.

6) Student Services - A student services license shall entitle the holder to provide specialized assistance to the learner, the teacher, the administrator and the education program in general. Student services licenses shall include school counseling, school social work, school psychology, audiology, speech-language pathology, and media. There shall be three levels of preparation:

- Master’s Degree (M)
- Advanced/Specialist (S)
- Doctorate (D)

School psychology shall be restricted to the sixth-year and doctorate levels, and school social work may be earned at the bachelor’s level. Speech-language pathology licenses are issued only by the North Carolina Board of Examiners for Speech and Language Pathologists and

Audiologists at the master's and doctorate level.

Student services personnel who have completed an approved preparation program and NCSBE-required tests are issued a Continuing Professional License. Student services personnel who have completed an approved preparation program but not satisfied NCSBE-required tests are issued an Initial Professional License. Student services personnel who are issued an Initial Professional License beginning July 1, 2018, must attempt their NCSBE-required licensure exams in their first year of employment and pass in the second year of employment. When NCSBE-required tests are passed, the Initial Professional License is converted to a Continuing Professional License. Where applicable, Initial Professional License requirements, as defined in section 1.20(3)(a) must be met by student services personnel.

Student services personnel who are fully licensed in another state and meet NCSBE-approved testing requirements or have National Board Certification will be issued a Continuing Professional License.

Student services personnel who are fully licensed in another state and have three or more years of student services school experience in another state and have not passed NCSBE-required tests must either provide evidence of successfully passing a comparable, State-approved licensure exam in the state where they completed their Educator Preparation Program or have earned National Board Certification to be granted a Continuing Professional License.

- 7) Administrator/Supervisor – An administrator/supervisor license shall entitle the holder to serve in general and program administrator roles such as superintendent, assistant or associate superintendent, principal, assistant principal or curriculum-instructional specialist. School administrator candidates who provide documentation of successful completion of a principal preparation program selected for a competitive grant by the State Education Assistance Authority shall be eligible for a North Carolina continuing principal license subject to character and fitness requirements. Beginning July 1, 2018, administrators must attempt any NCSBE-required exams in their first year of employment as an administrator and pass any NCSBE-required exams in the second year of employment as an administrator.

There shall be three levels of preparation:

- Master's Degree (M)
- Advanced/Specialist Degree (S)
- Doctorate Degree (D)

The superintendent's license shall be restricted to the advanced and doctorate levels and authorizes the holder to serve as superintendent and assistant (or associate) superintendent. In order to serve as a superintendent of a local administrative unit, a candidate:

- a) Must hold a North Carolina principal's license and superintendent's license issued under the authority of the State Board of Education.

or

- b) Must have earned at least a bachelor's degree from a regionally accredited college or

university and have five years leadership or managerial experience considered relevant by the employing local board of education.

and

- c) Verification of appropriate credentials of a candidate for superintendent of a local school administrative unit must be completed by the NCSBE prior to employment by a local board of education.

The policies set forth in Section 1.20 shall be effective for applications received by NCDPI for review on or after August 4, 2016. Educators must successfully pass all required licensure examinations (or coursework in lieu of examination, where permissible) before or during the second year of teaching in North Carolina.

1.21 NC Educator License for Out-of-State Educators

Pursuant to G.S. § 115C-296(b)(1), initial applicants for NC educator licensure who possess a valid, current out-of-state educator license shall demonstrate evidence of effectiveness by providing evaluation data, including student growth (where applicable), from the State in which the current license is held. Out-of-state applicants who provide these effectiveness data and who are employed with, or are recommended by, an NC public school system (LEA or charter school) shall be prioritized for review over out-of-state applicants who do not provide these effectiveness data as part of the application for initial NC licensure.

Out-of-state applicants who do not provide effectiveness data as part of their application for initial licensure in North Carolina shall only be eligible for an Initial Professional License (see Section 1.20 (3)(a)). The employing LEA or charter school shall be responsible for verifying to NCDPI the receipt of evaluation data for its (prospective) employees. At the end of the term of the Initial Professional License (three years), a teacher may be eligible for a Continuing Professional License.

1) Educators with Three or More Years of Experience

For the purposes of section 1.21, comparability of licensure tests is established as follows:

- a) The out-of-state applicant takes a licensure test in another State identical to the NC licensure test for that content area and achieves a North Carolina passing score, or;
- b) NCDPI determines the test administered in another State is comparable in content and rigor to the North Carolina assessment and was passed at a satisfactory level.

Out-of-state applicants who

- a) are fully licensed in another State, and;
- b) have three or more years of experience in another State and meet the testing requirements in another State comparable to those in NC; or,
- c) have National Board Certification

will 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-296(b)(1).

(a) Elementary Education and Exceptional Children – General Curriculum (ECGC)

Out-of-state individuals with three or more years of experience who are applying for an NC Elementary Educator license must provide evidence of successfully passing a comparable State-approved mathematics AND reading subtest from the State in which they completed their educator preparation program in order to be granted a Continuing Professional License.

Out-of-state individuals with three or more years of experience who are applying for an NC Elementary Educator teaching license and who have passed another State’s 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 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 individuals with three or more years of experience who are applying for an NC ECGC teaching license must provide evidence of successfully passing a comparable State-approved mathematics AND reading subtest from the State in which they completed their educator preparation program. Additionally, ECGC teachers must provide evidence of successfully passing a State-approved exam comparable to NCSBE-required exams for ECGC licensure (see LICN-003 for testing requirements).

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.

(b) Additional License Areas

Out-of-state individuals who are approved for an NC teaching license in the primary area of certification may also be granted an NC teaching license in any content area(s) subsequently added to the Initial Professional License by passing a comparable licensure exam in another State, provided NC has a comparable license area.

2) Educators with Fewer than Three Years of Experience

(a) Elementary Education and Exceptional Children – General Curriculum (ECGC)

Individuals who hold an out-of-state teaching license and have fewer than three years of teaching experience may be granted an Initial Professional License in Elementary Education or ECGC. Initially licensed teachers must attempt all applicable NCSBE-required exams in the first year of teaching and pass all exams before or during the second year of teaching in order to move from an Initial to a Continuing Professional License.

(b) All Other Teaching License Areas

Individuals who hold an out-of-state teaching license and have fewer than three years of teaching experience may be granted an Initial Professional License. If the individual has successfully passed a State-approved licensure exam, appropriate for the licensure area,

from the same State in which they completed their Educator Preparation Program, the individual may be eligible for an Initial Professional License in the same, or comparable, NC license area. If the individual is required to pass an NCSBE required licensure exam, he/she must attempt the required exam(s) in the first year of teaching and pass the required exam(s) before or during the second year of teaching.

The policies set forth in Section 1.21 shall be effective for applications received by NCDPI for review on or after August 4, 2016. Teachers must successfully pass all required licensure examinations (or coursework in lieu of examination, where permissible) before or during the second year of teaching in North Carolina.

1.22 Special Provisions for Spouses of Active Duty Military Personnel

Spouses of active duty military personnel in the Armed Forces whose military duty station is in the State of North Carolina and who have been employed by an NC public school must meet all the requirements for licensure set forth in NCSBE policies. Licensure exam scores for spouses of active military personnel do not have to be from the same State in which the applicant completed his/her Educator Preparation Program.

Additionally, NCDPI shall develop a process for facilitating the processing of NC teaching licenses to applicants who provide documentation that they are the spouse of military personnel on active duty in the State of North Carolina and who have been employed by an NC public school.

"Active duty" is defined as full-time duty status in the active uniformed service of the United States on active duty orders pursuant to 10 U.S.C. § 12301, et. seq. and 10 U.S.C. § 12401, et. seq.

The term "Armed Forces" shall mean the United States Air Force, Army, Coast Guard, Marine Corps, and Navy and any reserve component of the foregoing.

1.23 Adding Teaching Areas to Existing Teacher License

Individuals who hold a clear teaching license in one area can add an additional teaching area to the license through any of the following options:

- (1) completing an NCSBE-approved Educator Preparation Program in the additional area, or;
- (2) satisfying NCSBE-required exams for the additional area, or;
- (3) completing 24 semester hours in the subject area with a grade of C or better in each course, or;
- (4) earning a rating of at least "Advanced Low" proficiency on the ACTFL (American Council on the Teaching of Foreign Languages) Oral Proficiency Test, and, if available, the Writing Proficiency Test, or, if the language is American Sign Language (ASL), by earning a rating of at least "Advanced" proficiency on The National Technical Institute for the Deaf (NTID) Sign Language Proficiency Interview (SLPI) (World Languages content areas only).

1.50 Provisional License

This section applies to any educators who do not meet the requirements set forth in section 1.23.

- 1) Effective July 1, 2016, individuals licensed at the bachelor’s level or higher may have other areas added on a provisional basis to their license as needed and requested by the employing LEA. Educators who are granted a provisional license are eligible to receive the same years of teaching experience associated with their original license.
- 2) NCDPI may issue the provisional license and inform the individual and LEA personnel officer of requirements to clear the provisional status. These requirements may include coursework and/or testing.
- 3) Beginning with the 2015-2016 school year, all course credit earned toward fulfilling these requirements must be directly applicable to and met by the end of the duration of the provisional license. All requirements to clear a provisional license must be completed within five years of the first effective date of the provisional license.
- 4) In the area of Exceptional Children, teachers must hold the appropriate license for each area of exceptionality to which they are assigned. If 80% or more of a class qualifies as an exceptional area, the teacher must be licensed in that area.

1.55 Eligibility for Provisional Licensing

Provisional licenses are issued only at the request of the employing LEA. To be eligible for a provisional license, the individual must be assigned in the license area. Specific eligibility requirements for provisional licensing follow:

| Area | Requirements |
|---------------------------|--|
| School Counselor | <p>(1) Completion of a master’s degree in Agency Counseling, Clinical Mental Health, Community Counseling, or Rehabilitation Counseling from a regionally accredited college or university or completion of a minimum of 18 graduate semester hours in a school counselor program. Enrollment in an accredited school counselor preparation program and completion of a minimum of 24 graduate semester hours of that program; or,</p> <p><u>(2) completion of a master’s degree in addition; career; clinical mental health; clinical rehabilitation; college counseling and student affairs; marriage, couple, and family counseling; or rehabilitation counseling from a regionally accredited college or university and enrollment in an accredited school counselor preparation program to complete additional master’s level courses needed to add school counseling specialization.</u></p> <p><u>Both options require completion of remaining school counselor preparation program requirements within three years.</u></p> |
| School Social Work | Completion of a bachelor’s, master’s, specialist, or doctoral degree in social work. |
| Media Coordinator | “A” level teaching license or bachelor’s degree in media or 18 graduate semester hours applicable toward a school media coordinator program. |
| School Psychology | Completion of all program requirements at the advanced level except for the thesis or internship. Written confirmation from the college/university at which the individual has matriculated concurring with the individual’s employment |
| Speech-Language Pathology | Provisional licenses are no longer issued in this area. However, individuals holding non-provisional “A” level licenses must complete requirements for the “M” license by July 1, 2005. |

| | |
|--|--|
| Assistant Principals | <p>Effective July 1999, all persons employed as assistant principals in state allotted positions, or as assistant principals in full-time positions regardless of funding source, in the public schools of the state or in schools receiving public school funds, shall, in addition to other applicable requirements, be required either to hold or be qualified to hold a principal's license or a provisional principal's license.</p> <p>A one-year provisional principal's license can be issued to individuals selected by local boards of education for employment as assistant principals if:</p> <ol style="list-style-type: none"> 1) the local board has determined there is a shortage of persons who hold or are qualified to hold a principal's license and the employee enrolls in an approved program leading to a master's degree in school administration before the provisional license expires; or 2) the employee is enrolled in an approved master's in school administration program and is participating in the required internship under the master's program. <p>The Department shall extend the provisional license on an annual basis for a total of no more than two additional years while the employee is completing the program.</p> |
| Curriculum and Instructional Specialist | M level teaching license and a minimum of five years of successful teaching experience in that license area. |
| Exceptional Children Program Administrator | Master's level license in an exceptional children's area, curriculum instruction, or school administration, or advanced level license in school psychology. |
| Career & Technical Education | Refer to the CTE Licensure Policies and Procedures Manual |

1.60 Endorsement

An endorsement is an attachment to a full license area, which allows the individual to teach a specific subject on a half-time or less basis. Endorsements shall be issued by the Department of Public Instruction based on a minimum of eighteen semester hours in the specific content area.

Teachers with the following endorsements are not subject to the limits of half-time teaching and may teach full time in the endorsement area:

- 1) Journalism
- 2) K-12 computer education
- 3) Psychology
- 4) Career and Technical Education endorsement areas (See CTE Licensure Manual)

1.70 Initial Lateral Entry License

Per SL 2017-189, issuance of Lateral Entry licenses (as defined in sections 1.70 and 1.75 of this policy) will cease on June 30, 2019.

An individual who has not completed an approved teacher education program may be licensed under the following lateral entry provisions:

- (1) Be selected for employment by a North Carolina school system;
- (2) Hold at least a bachelor's degree from a regionally accredited college or university in the subject area in which they are employed to teach or hold at least a bachelor's degree from a regionally accredited college or university and have satisfied the NCSBE approved testing requirements for the license area and meet the requirements to be designated "highly qualified". To be designated "highly

- qualified,” elementary and exceptional children’s teachers must pass the NCSBE approved exam(s). To be designated “highly qualified,” middle school, high school, and special subject area teachers (e.g., art, music, second languages) must hold a bachelor’s or master’s degree in the specific area, or have 24 semester hours in the area, or pass the NCSBE approved exam(s) in the area(s).
- (3) Have a minimum cumulative grade point average (GPA) of 2.5 or have five years of experience considered relevant by the LEA, or have passed the NCSBE approved exam(s) and have attained one of the following:
- a) a GPA of at least 3.0 on all work completed in the senior year;
 - b) a GPA of at least 3.0 in the major; or
 - c) a GPA of at least 3.0 in a minimum of 15 semester hours of course work completed after the bachelor’s degree was earned and within the last 5 years.

A person who holds a lateral entry license shall complete a program that includes the following components:

- (1) completion of an approved teacher education program in the area of licensure at a college or university or completion of a program of study outlined by the Regional Alternative Licensing Centers;

Prescribed academic *content* coursework that is available through community colleges may be used to satisfy licensure requirements. General pedagogy competencies can be satisfied as follows.

| General Pedagogy Competencies | Completed Through |
|--|---|
| Educational/Instructional Technology | Approved Teacher Education Program or Community College or Local Education Agency (if employed) |
| Understanding the Learner: Human Growth and Development | Approved Teacher Education Program or Community College |
| Learning Theory; Learning Styles; Motivation; How Children/Adolescents Learn | Approved Teacher Education Program or Community College |
| Meeting Special Learning Needs; Exceptionalities; Diversity | Approved Teacher Education Program |
| Literacy/Reading Methods | Approved Teacher Education Program |
| Instructional Methods | Approved Teacher Education Program |
| School Policies/Procedures | Approved Teacher Education Program or Community College or Local Education Agency (if employed) |
| Home/School/Community Collaborations | Approved Teacher Education Program or Community College or Local Education Agency (if employed) |
| Classroom Management/Organizing the Classroom to Maximize Learning | Approved Teacher Education Program or Community College or Local Education Agency (if employed) |

- (1) attaining passing score on the NCSBE approved subject exam(s) during the first three school years of holding the lateral entry license if the exam(s) was/were not the basis of qualifying for the license;
- (2) completion of a staff development program that includes a two-week training course LEAs may elect to distribute training days across the lateral entry teacher's first year of service provided that at least five days of training are conducted prior to beginning the work assignment.
- (3) successful completion of a three-year beginning teacher support program;
- (4) completion of all above requirements within 3 years of becoming eligible for a lateral entry license and recommendation of the IHE or RALC for clear licensure.

Individuals who possess five or more years of experience considered relevant by the LEA and satisfy NCSBE approved testing requirements for the licensure area(s) within the first year of teaching shall be issued an Initial license upon:

- a. Completion of the NC TEACH modules or the equivalent through an approved teacher education program: 1) The Teacher, The Learner, and The School; 2) Diversity; 3) Content Area Pedagogy. (Note: The NC TEACH modules are offered and administered through NC colleges and universities with approved teacher education programs. **and**
- b. Completion of the NC TEACH module on Instructional Technology or the equivalent through an approved teacher education program, community college, or through professional development offered by the LEA; **and**
- c. Completion of one year of teaching as verified by the employing LEA.

The employing school system shall formally commit to supporting the lateral entry teacher by:

- (1) providing a two-week orientation that includes:
 - a. lesson planning,
 - b. classroom organization,
 - c. 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,
 - d. an overview of the ABCs Program including the standard course of study and end- of-grade and end-of-course testing, and
 - e. the identification and education of children with disabilities.
- (2) assignment of a mentor on or before the first day on the job;
- (3) providing working conditions that are appropriate for all novice teachers;
- (4) giving regular focused feedback to the teacher for improving instruction; and
- (5) assisting the individual in accessing prescribed course work and professional development opportunities;
- (6) providing all other supports included in the LEA's Beginning Teacher Support Program.

Individuals who do not fulfill the requirements of their lateral entry license within the three years they are initially given may be issued another lateral entry license provided they have passed the required NCSBE approved exam(s) for the specialty area(s) in which the license will

be issued and at least six years have elapsed since the prior lateral entry license was issued.

1.75 Lateral Entry for Licensed Educators

At the request of an employing school system, an individual who holds a clear license in a teaching, administrative, supervisory, or student services area may be issued a lateral entry license in a teaching area provided he/she meets the state requirements to be designated highly qualified in the teaching area. Licensed educators who are issued a lateral entry license shall be subject to the requirements for lateral entry teachers detailed in Section 1.70 of this policy.

1.80 Residency License

An individual, including those who hold the Permit to Teach or Emergency License, may qualify for a one-year Residency License in a teaching area, with the option to renew twice, within no longer than a three-year period. All requirements to convert a Residency License to either an IPL or CPL must be completed before the expiration of the second renewal of the Residency License. ~~Individuals must~~ ~~if that individual~~ meets all of the following requirements:

- 1) holds, at a minimum, a baccalaureate degree from a regionally accredited institution of higher education;
- 2) has either completed 24 hours of coursework in relevant to the requested licensure area or passed the NCSBE-~~approved~~-required content area examination(s) for the requested licensure area;
- 3) is enrolled in a recognized Educator Preparation Program (EPP), and;
- 4) meets all other requirements established by the NCSBE, including completing preservice requirements prior to teaching.

Teachers in the first year of their Residency License must receive 10 days of professional development from the LEA 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.

OR

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

The required 10 days of professional development may be completed through one of the following options:

1. The LEA may choose to provide all 10 days during the preservice period, **OR,**
2. The LEA may provide five days of preservice training with a commitment to provide an additional five days of professional development throughout the teacher's first year of Residency Licensure.

A Residency License must be requested by a North Carolina public school system and accompanied by a certification of supervision from the recognized EPP in which the individual is enrolled. The local school system shall be responsible for verifying the candidate's enrollment in an approved EPP. A Residency License is issued for one year and renewable twice at the recommendation of an employing North Carolina school system.

In order to renew a Residency License for the second or the third year, the LEA must verify

- (1) the license holder taught at least six calendar months, as defined in Section 1.20 of this policy, during the prior school year, and;
- (2) continued enrollment with an EPP, and;
- (3) employment of the teacher in an LEA, and;
- (4) the license holder completed 10 days of required professional development.

Individuals must complete all requirements, pass NCSBE-required licensure testing requirements, and receive the recommendation of an EPP to convert the Residency License to the Initial or Continuing Professional License within three years of the effective date of the Residency License.

If an individual fails to renew the Residency License for either the second or third year, the current Residency License will expire. Within three years of the effective date of the original Residency License, a Residency License may be reinstated at the request of an LEA if the following conditions are met:

- (1) The individual taught at least six calendar months during the year when they last held an active Residency License, and;
- (2) The individual is enrolled with an EPP, and;
- (3) The individual is employed as a teacher in an LEA.

Military personnel and military personnel spouses whose residency licensure program is interrupted by a call to active duty or relocation to an out-of-state duty station shall be eligible to

resume the program of study at the point of separation upon documented return to a duty station and employment in North Carolina public schools.

For Career and Technical Education areas, the State Board may establish alternate criteria related to that area to establish competency in lieu of a baccalaureate degree, as specified in the CTE Licensure Policies and Procedures Manual.

Teachers assigned to multiple subject areas shall be issued a Residency License for one licensure area and may add the additional Residency License area at the request of the employing school system. The additional Residency License areas may be cleared in accordance with Section 1.23 of this policy. Note: The primary Residency licensure area must be cleared through an EPP before any additional areas can be cleared.

Residency Licenses are only issued at the A-level and may be awarded experience credit and graduate pay in compliance with LICN-006.

Current lateral entry license holders may convert to a Residency License provided Residency License qualifications are met; the employing school system submits the request for the conversion; and the lateral entry license is not expired. Individuals who do not fulfill the requirements of the lateral entry license and the lateral license has expired may convert to a Residency License provided that the following conditions are met:

- a) pass the required NCSBE-required exam(s), and;
- b) meet eligibility requirements for a Residency License.

1.81 Residency Licensure for Currently Licensed Educators

At the request of an employing school system, an individual who holds a clear (non-restricted) license in a teaching, administrative, supervisory, or student services area may be issued a Residency License in a teaching area provided the individual meets the State requirements to hold a Residency License in the teaching area. Licensed educators who are issued a Residency License shall be subject to the requirements detailed in Section 1.80 of this policy.

For Career and Technical Education areas, the NCSBE may establish alternate criteria related to that area to establish competency in lieu of a baccalaureate degree, as specified in the CTE Licensure Policies and Procedures Manual.

A Residency License must be requested by the LEA or charter school and accompanied by a certification of supervision from the recognized EPP in which the individual is enrolled.

1.85 International Faculty License

Individuals on a cultural exchange visa who hold at least a baccalaureate degree earned at the equivalent of a regionally accredited institution, meet their countries' requirements for qualified teachers, and have at least two years of classroom teaching experience may be issued an International Faculty License for a maximum of three years at the bachelor's level with zero years of experience. With appropriate documentation from the U.S. Department of State, the International Faculty license can be extended for an additional two years under certain

circumstances and at the request of the employing LEA or charter school. The International Faculty License is not renewable. To be eligible for this license, the teacher must complete the equivalent of NC's High Objective State Standard of Evaluation administered by an NCDPI-authorized evaluator.

Individuals on a cultural exchange visa who hold at least a baccalaureate degree earned at the equivalent of a regionally accredited institution and meet their countries' requirements for qualified teachers, but with fewer than two years of classroom teaching experience, may be issued an International Faculty License to participate in a federally approved pilot program for international teachers provided they otherwise meet the "Highly Qualified" requirements of No Child Left Behind. The non-renewable International Faculty License is issued for a maximum of three years.

Teachers issued the International Faculty License may add languages to their license by earning a rating of at least "Advanced Low" proficiency on the ACTFL (American Council on the Teaching of Foreign Languages) Oral Proficiency Test, or, if the language is American Sign Language (ASL), by earning a rating of at least "Advanced" proficiency on The National Technical Institute for the Deaf (NTID) Sign Language Proficiency Interview (SLPI).

1.90 ~~Emergency Permit to Practie~~Permit to Teach

Effective July 1, 2016, at the request of the employing LEA, NCDPI may issue an ~~an emergency~~ permit to ~~practiee-teach~~ for a teaching assignment at the A-00 pay level to persons who hold at least a baccalaureate degree from a regionally accredited institute of higher education but who do not qualify for a license under any other approach. The ~~emergency~~ permit to ~~practiee-teach~~ shall be valid for one year and may not be renewed. When an LEA requests an ~~an emergency~~ permit to ~~practiee-teach~~, the LEA must document that no appropriately licensed professionals or persons who are eligible for a residency or lateral entry license are available to accept the position.

Effective July 1, 2018, an LEA or charter school, at its discretion, may request a Permit to Teach for a teacher whose Initial Professional License (IPL) expired June 30, 2018 due to not meeting licensure requirements as long as the LEA identifies the teachers as effective.

2.0 Emergency License

Beginning with the 2017-2018 academic year, NCDPI may issue Emergency Licenses for a teaching assignment at the request of the LEA or charter school. The Emergency License is a one-year nonrenewable license issued to an individual who:

- 1) holds a baccalaureate degree with 18 hours of coursework relevant to the requested licensure area but has not completed a recognized educator preparation program, and;
- 2) does not qualify for a Residency License.

Applicants for an Emergency License shall meet all other requirements established by the NCSBE, including preservice training, prior to teaching.