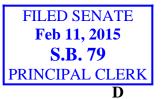
GENERAL ASSEMBLY OF NORTH CAROLINA SESSION 2015



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SENATE DRS25034-MK-50 (01/28)

Short Title:	Clinical Experience in Teacher Ed Programs.	(Public)
Sponsors:	Senator Robinson (Primary Sponsor).	
Referred to:		

1		A BILL TO BE ENTITLED						
2	AN ACT TO REQUIRE TEACHER EDUCATION PROGRAMS TO PROVIDE HIGH							
3	QUALITY SCHOOL-BASED CLINICAL EXPERIENCES THROUGH PARTNERSHIPS							
4	WITH LOCA	L BOARDS OF EDUCATION.						
5	The General Assembly of North Carolina enacts:							
6	SECTION 1. G.S. 115C-47(20) reads as rewritten:							
7	"(20)	To Provide for Training of Teachers Local boards of education are						
8		authorized to provide for the training of teachers as provided in						
9		G.S. 115C-300. A local board may enter into a partnership agreement with						
10		an institution of teacher education to provide a clinical school experience						
11		program for student teachers as described in G.S. 115C-296(b)(2)e1."						
12	SECT	ION 2. G.S. 115C-296(b)(2) reads as rewritten:						
13	"(b) It is th	e policy of the State of North Carolina to maintain the highest quality teacher						
14	education program	ns and school administrator programs in order to enhance the competence of						
15	professional perso	onnel licensed in North Carolina. To the end that teacher preparation programs						
16	are upgraded to reflect a more rigorous course of study, the State Board of Education, as lead							
17		nation and cooperation with the University Board of Governors, the Board of						
18	•	eges and such other public and private agencies as are necessary, shall						
19		e the several licensure requirements, standards for approval of institutions of						
20		n, standards for institution based innovative and experimental programs,						
21	standards for implementing consortium based teacher education, and standards for improved							
22	efficiencies in the	administration of the approved programs.programs, as follows:						
23								
24	(2)	Teacher education programs.						
25		a. The State Board of Education, as lead agency in coordination with						
26		the Board of Governors of The University of North Carolina, the						
27		North Carolina Independent Colleges and Universities, and any other						
28		public and private agencies as necessary, shall continue to raise						
29		standards for entry into teacher education programs.						
30		b. Reserved for future codification.						
31		c. To further ensure that teacher preparation programs remain current						
32		and reflect a rigorous course of study that is aligned to State and						
33 24		national standards, the State Board of Education, in consultation with the Board of Covernors of The University of North Coroling, shall do						
34 35		the Board of Governors of The University of North Carolina, shall do all of the following to ensure that students are prepared to teach in						
35 36		elementary schools:						
50		-						



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1	1. Provide students with adequate cour	sework in the teaching of
2	reading and mathematics.	
3	2. Assess students prior to licensure	to determine that they
4	possess the requisite knowledge	
5	reading and mathematics instruction	-
6	State Board's expectations.	i that is anglied with the
7	3. Continue to provide students with	preparation in applying
8	formative and summative assessment	
9	classroom setting through techn	
10	systems available in North Carolina	
11	predict expected student improvement	
12	4. Prepare students to integrate the a	
12	curriculum.	its education across the
13 14 d.	The State Board of Education, in consulta	tion with local boards of
14 u. 15	education and the Board of Governors of	
16	Carolina, shall evaluate and modify, as	•
17	requirements of teacher preparation program	5
18	to teach science in middle and high schoo	
19	adequate preparation in issues related to scie	
20 e.	The standards for approval of institutions of	
20 C.	require that teacher education programs for	
22	following demonstrated competencies:	i an students metude the
23	1. All teacher education programs. –	
24	I. The identification and edu	cation of children with
25	disabilities.	cation of children with
26	II. Positive management of	student behavior and
27	effective communication tec	
28	deescalating disruptive or da	
29	2. Elementary and special education ge	
30	education programs. –	eneral currentation teacher
31	1 0	cluding a substantive
32	understanding of reading as	e
33	language, phonological and	
34	phonics, fluency, vocabulary,	-
35	II. Evidence-based assessment	-
36	areas of difficulty with read	
37	reading deficiencies.	ing development and or
38	III. Appropriate application of in	nstructional supports and
39	services and reading interve	
40	proficiency for all students.	
41 <u>e1.</u>	The standards for approval of institutions of	of teacher education shall
42	require that teacher education for all studen	
43	experience programs for student tea	
44	<u>G.S. 115C-309, established through partners</u>	
45	education that strategically support clinical	-
46	for which the institutions and the local bo	
47	authority, and accountability, including in p	
48	implementation. A clinical school experien	
49	least the following criteria:	
50	<u>1.</u> Aligns with statewide priorities in	teacher preparation and
51	demonstrated competencies.	<u> </u>

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1		<u>2.</u>	Provides access to qualified supervising	teachers through
2			established minimum qualifications for	those teachers,
3			including years of experience, performance	e level, and prior
4			mentoring or supervisory experience.	-
5		<u>3.</u>	Provides opportunities for student teachers to	o teach as part of
6			a team with one or more teachers.	
7		<u>4.</u>	Evaluates the effectiveness of the clinical s	chool experience
8			by assessing the performance of the	student teacher,
9			supervising teacher, and outcomes for any st	tudents for which
10			the student teacher is responsible.	
11	f.	The St	ate Board of Education shall incorporate the c	criteria developed
12		in acco	ordance with G.S. 116-74.21 for assessing pro-	oposals under the
13		School	l Administrator Training Program into its sch	ool administrator
14		1 0	m approval standards."	
15	SECTION 3.	This a	ct is effective when it becomes law and applie	es beginning with
16	the 2015-2016 academic	year.		