

# Professional Educator Preparation and Standards Commission (PEPSC) Recommendations

North Carolina State Board of Education Meeting

June 5, 2024

# PEPSC Leadership

- **Dr. Ann Bullock, Chair of PEPSC**

Dr. Jo Watts Williams Dean of Education, Elon University

- **Dr. Bill Griffin, Vice Chair of PEPSC**

Assistant Superintendent for Human Resources, Caldwell County Schools

- **Ms. Madison Edwards, Secretary**

Social Studies Teacher at North Carolina Cyber Academy

# Subcommittee Members

## *Educator Preparation*

- **Dr. Hank Weddington, Co-Chair – Dean, Lenoir-Rhyne University**
- Dr. Kim Winter, Co-Chair – Dean, Western Carolina University
- Dr. Aaron Fleming – Superintendent, Harnett County Schools
- Mrs. Kim Jones – 2023 NC Teacher of the Year
- Mr. Craig Smith – Principal, Lake Norman Charter High School

## *Licensure*

- **Ms. Alexandra Hoskins, Co-Chair – Executive Director, Systems Coherence and Strategic Planning, Winston-Salem Forsyth County Schools**
- Dr. Chris Blanton, Co-Chair - Assistant Superintendent and Human Resources Director, Watauga County Schools
- Ms. Shannon Patton - Mathematics Teacher, Davie County High School, Davie County Schools
- Ms. Catherine Truitt – Superintendent, North Carolina Department of Public Instruction
- Dr. Ann Bullock – Chair, PEPSC & Dean, Elon University

## *Assessment and Performance*

- **Dr. Randy Penfield, Chair – Dean, UNC-Greensboro**
- Dr. Anthony Graham – Interim Chancellor, Winston-Salem State University
- Ms. Tracie Jenkins - Teacher, Kiser Elementary School, Gaston County Schools
- Ms. Ida Weisner - Principal, Jonesville Elementary School, Yadkin County Schools
- Dr. Connie Locklear – Director of the Indian Resource Center, Public Schools of Robeson County
- Dr. Scott Elliott - Director of Development, Blue Ridge Conservancy

# PEPSC Subcommittee Work

- Subcommittee Work Timeline:
  - January – March (subcommittee meetings)
  - April (PEPSC Monthly Meeting for discussion and approval)
- Thoughtful work to provide the maximum flexibility while upholding high standards
- Considered PSU and EPP voices for each decision

# Educator Preparation Subcommittee

Dr. Hank Weddington, Subcommittee Co-Chair

# PEPSC Recommendation

PEPSC recommends the following for pedagogy, field experience, and/or preservice training for the indicated license type(s):

**1a.** Requirements for appropriate pedagogy to be included in the residency licensure programs should match what is listed and required in **slides 7, 8, 9.**

**2a.** Residency License: **At least three hours** of field experience prior to entering the classroom and a minimum of **10 hours** during the first year.

**2a & b.** To the extent possible, residency licensure, emergency license, and other temporarily licensed candidates should receive **at least eight hours** of instruction in the following prior to entering the classroom:

1. 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);
2. 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 ([DPI link](#) - e.g., social emotional learning or school mental health).
3. Positive management of student behavior and effective communication techniques for defusing and de-escalating disruptive or dangerous behavior.
4. Enrollment in state-required trainings (e.g., Science of Reading) as instructed by the PSU.

# Session Law 2017-189 (Content & Pedagogy Requirements)

"§ 115C-269.20. Content and pedagogy requirements.

(a) Content and Pedagogy Requirements. – To ensure that EPPs remain current and reflect a rigorous course of study that is aligned to State and national standards, the State Board shall require at least the following minimum requirements with demonstrated competencies in its rules:

1. All EPPs shall include instruction in the following:
  - a. The identification and education of children with disabilities.
  - b. Positive management of student behavior and effective communication techniques for defusing and de-escalating disruptive or dangerous behavior.
  - c. Demonstration of competencies in using digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.
  - d. The skills and responsibilities required of educators.
  - e. The expectations for student performance based on State standards.
  - f. The supply of and demand for educators in this State, as identified in the vacancy report required by G.S. 115C-299.5(e).
  - g. The State's framework for appraisal of educators.

# Session Law 2017-189 (Content & Pedagogy Requirements)

2. EPPs providing training for elementary education teachers shall include the following:
  - a. Adequate coursework in the teaching of reading, writing, and mathematics.
  - b. Assessment prior to licensure to determine if a student possesses the requisite knowledge in scientifically based reading, writing, and mathematics instruction that is aligned with the State Board's expectations.
  - c. Instruction in application of formative and summative assessments within the school and classroom setting through technology-based assessment systems available in State schools that measure and predict expected student improvement.
  - d. Instruction in integration of arts education across the curriculum.
  
3. EPPs providing training for elementary and special education general curriculum teachers shall ensure that students receive instruction in early literacy intervention strategies and practices that are aligned with State and national reading standards and shall include the following:
  - a. Instruction in the teaching of reading, including a substantive understanding of reading as a process involving oral language, phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instruction shall include appropriate application of instructional supports and services and reading interventions to
  - b. ensure reading proficiency for all students.
  - c. Instruction in evidence-based assessment and diagnosis of specific
  - d. areas of difficulty with reading development and of reading
  - e. deficiencies.
  - f. Instruction in appropriate application of instructional supports and
  - g. services and reading interventions to ensure reading proficiency for
  - h. all students.



# Session Law 2017-189 (Content & Pedagogy Requirements)

4. EPPs providing training for middle and high school teachers shall include the following:
  - a. Adequate coursework in the relevant content area. For clinical
  - b. residency programs, students may instead demonstrate mastery of the relevant content area through the passage of the relevant content area examination approved by the State Board.
  - c. Adequate coursework in the teaching of the relevant content area.
  - d. For EPPs providing training for science teachers, adequate
  - e. preparation in issues related to science laboratory safety.

# Licensure Subcommittee

Ms. Alexandra Hoskins, Subcommittee Co-Chair

# PEPSC Recommendation

PEPSC recommends the following guidance for determining the grade point average (GPA) of candidates for educator preparation programs (EPPs) pursuant to § 115C-268.5.a.(1).:

- EPPs shall determine a GPA based on at least 18 semester hours of content coursework relevant to the area of licensure.
- EPPs shall have flexibility to determine the allowable content coursework to be considered for calculation.
- EPPs may consider content coursework from any official transcript.
- If EPP candidates require remediation to their GPA, then they shall take content related coursework external to EPP pedagogical requirements.

# Assessment & Performance Subcommittee

Dr. Randy Penfield, Subcommittee Chair

# PEPSC Recommendation for Legislative Agenda

PEPSC recommends the removal of the Praxis Core or any other equivalent assessment substitution as a requirement for admission into teacher preparation programs.

# Praxis Core Requirement

## **Traditional Licensure Pathway (Initial Professional Licensure)**

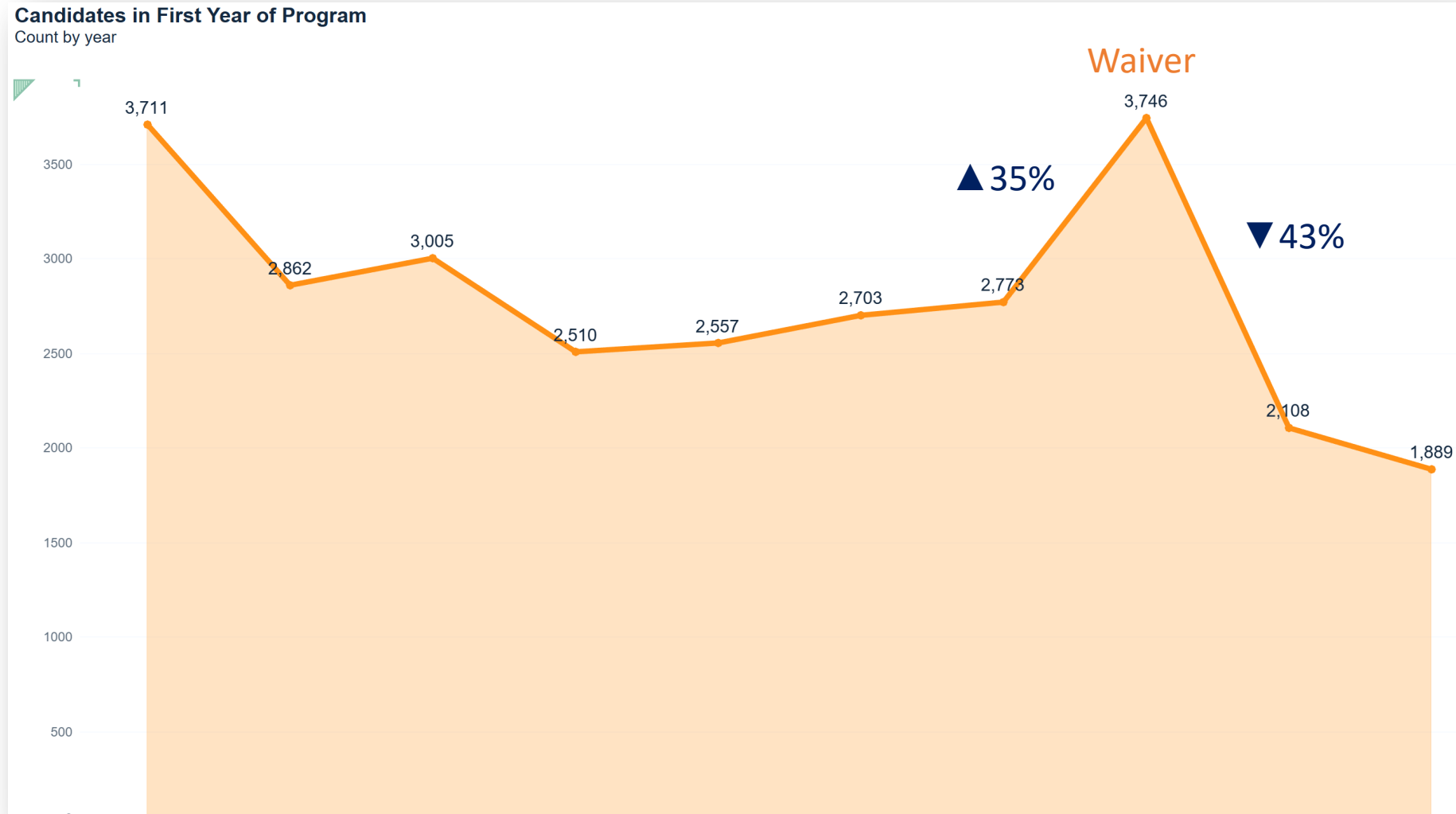
The Praxis Core assessment is required for entry into an educator preparation program that leads to traditional licensure.

## **Alternative Licensure Pathway (Residency Licensure)**

The Praxis Core assessment is not required for entry into an educator preparation program that leads to alternative licensure.

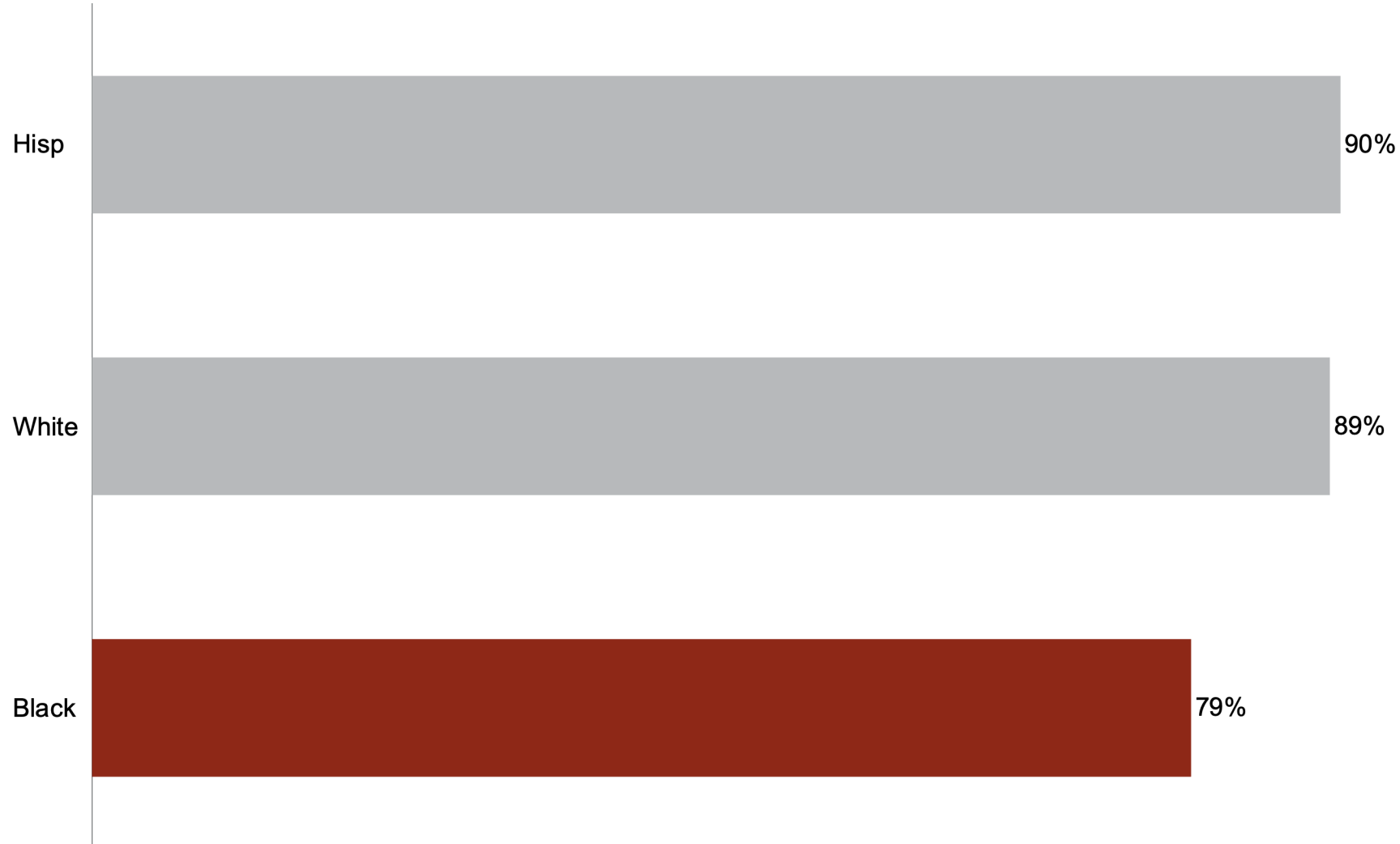
# Barrier to Admission

## Undergraduate New Enrollment by Year



# Hindering Diversification of Teacher Pipeline:

## CORE Pass Rates by Race/Ethnicity (2019-2023)



Black candidates pass at statistically significant lower rates than white and Hispanic candidates. All other pass rate differences among groups are statistically indistinguishable.



# Relationship to Outcomes and Effectiveness

Compared to those who passed (either by total score or by passing all three subjects), those failing CORE were:

More likely to be:

- Black than Hispanic, Multiracial, or White

Just as likely to:

- Complete the EPP
- Pass pedagogy license exams
- Teach within a year of completion
- Satisfy supervisor with effectiveness in range of teaching tasks (survey)
- Receive evaluation ratings of proficient or above (NCEES)
- Meet or exceed student growth expectations (EVAAS)

Less likely to:

- Pass content license exams

# Other Supporting Factors

- **Trends from other states:** Trend towards eliminating testing admissions requirements
- **Inconsistent requirement:** Only required for traditional teacher education programs
- **Numerous examples of highly effective educators who did not pass the Praxis Core**