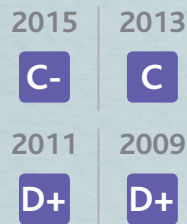


2017 State Summary North Carolina

Summary of North Carolina Teacher Policies:



- ★ Best Practice
- Meets Goal
- ◐ Nearly Meets Goal
- ◑ Partly Meets Goal
- ◒ Meets a Small Part of Goal
- Does Not Meet Goal

Progress on Goals Since 2015

- ⬆ Progress Increased: 2
- ⬇ Progress Decreased: 4

A state's progress on policy was tracked solely for goals that remained constant between 2015 and 2017.

AREA 1: General Teacher Preparation	B+
Program Entry	◐
Teacher Shortages and Surpluses	◑
Program Performance Measures	●
Program Reporting Requirements	★
Student Teaching/Clinical Practice	◐
AREA 2: Elementary Teacher Preparation	C
Content Knowledge	○ ⬇
Teaching Mathematics	◑ ⬇
Teaching Reading	◑ ⬇
Licensure Deficiencies	NA
AREA 3: Secondary Teacher Preparation	C-
Middle School Content Knowledge	◑
Middle School Licensure Deficiencies	●
Adolescent Literacy	◐
Secondary Content Knowledge	◑
Secondary Licensure Deficiencies	○
AREA 4: Special Education Teacher Preparation	D+
Content Knowledge	◑
Teaching Reading	◑
Licensure Deficiencies	○
AREA 5: Alternate Route Teacher Preparation	C
Program Entry	◑ ⬆
Preparation for the Classroom	◐

AREA 6: Hiring	D
Requirements for Out-of-State Teachers	◑
Provisional and Emergency Licensure	○
AREA 7: Teacher and Principal Evaluation	C+
Measures of Student Growth	○
Measures of Professional Practice	◑
Frequency of Evaluation and Observation	◐
Linking Evaluation to Professional Growth	★
Data Systems Needed for Evaluation	◑
Distributing Teacher Talent Equitably	◑
Principal Effectiveness	◐
Principal Evaluation and Observation	◐
AREA 8: Teacher Compensation	B-
Performance	◑
High-Need Schools and Subjects	● ⬆
Prior Work	★
AREA 9: Retaining Effective Teachers	F
Licensure Advancement	○
Tenure	◑
Leadership Opportunities	○
Dismissal	○ ⬇
Layoffs	○

Teacher Policy Strengths and Areas for Growth North Carolina

POLICY AREA	NORTH CAROLINA'S STRENGTHS	NORTH CAROLINA'S OPPORTUNITIES FOR GROWTH
AREA 1: GENERAL TEACHER PREPARATION		
Program Entry		The state should require that all teacher preparation programs limit admission to applicants with either a minimum 3.0 GPA or those who have scored in the top half of all college-going students on tests of academic proficiency.
Teacher Shortages and Surpluses	The state publishes data on teacher production that connect program completion, certification, and district hiring statistics.	
Program Performance Measures	The state connects program graduates' student growth data to their teacher preparation programs.	
Program Reporting Requirements	The state holds teacher preparation programs accountable for meeting performance standards and for the quality of teachers they produce.	
Student Teaching/ Clinical Practice		The state should require that cooperating teachers are selected based on evidence of effectiveness and that the clinical practice experience for candidates for licenses with broad grade spans have experience in at least two different developmental grade levels.
AREA 2: ELEMENTARY TEACHER PREPARATION		
Content Knowledge		As a condition of initial licensure, the state should require elementary teacher candidates to pass a content test with individually scored subtests in each of the core content areas and to complete a content specialization in an academic subject area.
Teaching Mathematics	The state's elementary content test includes an independently scored math subtest.	
Teaching Reading	The state requires that elementary teacher candidates pass a science of reading test to ensure knowledge of effective reading instruction and teacher preparation programs address this critical topic.	
Licensure Deficiencies	Not applicable; the state does not offer a standalone early childhood certification that includes elementary grades.	
AREA 3: SECONDARY TEACHER PREPARATION		
Middle School Content Knowledge	The state requires middle school teachers to pass a rigorous single-subject content test.	
Middle School Licensure Deficiencies	The state does not allow middle school teachers to teach on a K-8 generalist license.	
Adolescent Literacy	The state requires that middle school and secondary candidates are fully prepared to incorporate literacy skills into all content areas.	
Secondary Content Knowledge		The state should require all secondary teachers to pass a single-subject content test as a condition of initial licensure and to add an endorsement to an existing license.
Secondary Licensure Deficiencies		As a condition of initial licensure, the state should require secondary general science teachers and secondary social studies teachers to pass a single-subject content test for each discipline they are licensed to teach.
AREA 4: SPECIAL EDUCATION TEACHER PREPARATION		
Content Knowledge		As a condition of initial licensure, the state should require: elementary special education teachers to pass the same content test as general elementary education teachers and secondary special education teachers demonstrate content knowledge in core subjects at the secondary level.

Teaching Reading	The state requires that elementary special education candidates pass a rigorous assessment in the science of reading instruction and are adequately prepared to meet the instructional shifts associated with college- and career-readiness standards, related to the use of informational text, incorporating literacy into all content areas, and supporting struggling readers.	
Licensure Deficiencies		The state should require elementary or secondary special education certification.
AREA 5: ALTERNATE ROUTE TEACHER PREPARATION		
Program Entry	The state maintains high academic standards for admission to alternate route.	
Preparation for the Classroom	The state's alternate route programs prepare new teachers for the classroom through relevant coursework and intensive mentoring and induction.	
AREA 6: HIRING		
Requirements for Out-of-State Teachers	The state requires out-of-state teachers to provide evidence of effectiveness, meet the state's testing requirements, and be eligible for standard licenses without unnecessary requirements.	
Provisional and Emergency Licensure		The state should ensure teachers' subject-matter knowledge before granting emergency licensure, and restrict emergency licensure to no more than one year.
AREA 7: TEACHER AND PRINCIPAL EVALUATION		
Measures of Student Growth		The state should ensure objective evidence of student growth is the determinative factor in teacher evaluations.
Measures of Professional Practice	The state requires that all teacher evaluations include observations, which must be conducted by multiple observers for new teachers; student survey data are explicitly allowed.	
Frequency of Evaluation and Observation	The state requires that all teachers are evaluated annually.	
Linking Evaluation to Professional Growth	The state requires that teachers are supported with adequate evaluation feedback, aligned professional development, and improvement plans (for ineffective teachers), under a system with five rating categories.	
Data Systems Needed for Evaluation	The state has the capacity to link student-level data and teacher performance, and publishes teacher mobility data.	
Distributing Teacher Talent Equitably	The state reports school-level data about teacher performance to help support the equitable distribution of teacher talent.	
Principal Effectiveness		The state should require that principal effectiveness is determined, in part, by objective measures of student growth, and that ineffective principals participate in improvement planning.
Principal Evaluation and Observation		The state should require multiple observations/site visits for all principals, and require principal evaluators to be trained and certified.
AREA 8: TEACHER COMPENSATION		
Performance		The state should support performance pay based on evidence of effectiveness.
High-Need Schools and Subjects	The state supports additional pay for working in high-need schools and teaching in shortage subject areas.	
Prior Work	The state encourages districts to compensate teachers for related prior work experience.	
AREA 9: RETAINING EFFECTIVE TEACHERS		
Licensure Advancement		The state should base licensure advancement and renewal on teacher effectiveness.
Tenure		The state should connect contract decisions to evidence of teacher effectiveness.
Leadership Opportunities		The state should support teacher leadership opportunities.
Dismissal		The state should enable ineffective classroom performance to be a basis for dismissal, and not allow multiple appeals for teachers who are dismissed.
Layoffs		The state should require districts to consider evidence of effectiveness when determining which teachers to lay off during reductions in force.

State Grades

State Grades 2009 – 2017

	2009	2011	2013	2015	2017
ALABAMA	C-	C-	C-	D+	C
ALASKA	D	D	D	D-	D-
ARIZONA	D+	D+	C-	C-	D
ARKANSAS	C-	C	B-	B-	C+
CALIFORNIA	D+	D+	D+	D	D+
COLORADO	D+	C	C+	C	D+
CONNECTICUT	D+	C-	B-	B-	C+
DELAWARE	D	C	C+	B-	B-
DISTRICT OF COLUMBIA	D-	D	D+	D+	D+
FLORIDA	C	B	B+	B+	B+
GEORGIA	C-	C	B-	B-	B-
HAWAII	D-	D-	D+	D+	D+
IDAHO	D-	D+	D+	C-	C
ILLINOIS	D+	C	C+	C+	C+
INDIANA	D	C+	B-	B	B-
IOWA	D	D	D	D	D+
KANSAS	D-	D	D	D+	D+
KENTUCKY	D+	D+	C	C	C-
LOUISIANA	C-	C-	B	B	B+
MAINE	F	D-	C-	C-	D+
MARYLAND	D	D+	D+	D+	D+
MASSACHUSETTS	D+	C	B-	B-	B-
MICHIGAN	D-	C+	B-	C+	C
MINNESOTA	D-	C-	C-	C-	C-
MISSISSIPPI	D+	D+	C	C	C
MISSOURI	D	D	C-	C-	C
MONTANA	F	F	F	F	F
NEBRASKA	D-	D-	D-	D	D
NEVADA	D-	C-	C-	C-	C-
NEW HAMPSHIRE	D-	D-	D	D	D+
NEW JERSEY	D+	D+	B-	C+	B
NEW MEXICO	D+	D+	D+	C	C
NEW YORK	D+	C	B-	B	B
NORTH CAROLINA	D+	D+	C	C-	C+
NORTH DAKOTA	D-	D	D	D	D
OHIO	D+	C+	B-	B-	B-
OKLAHOMA	D+	B-	B-	B-	D+
OREGON	D-	D-	D	D	D-
PENNSYLVANIA	D	D+	C-	C-	C
RHODE ISLAND	D	B-	B	B-	B
SOUTH CAROLINA	C-	C-	C-	C	C+
SOUTH DAKOTA	D	D	D-	D-	F
TENNESSEE	C-	B-	B	B	B
TEXAS	C-	C-	C-	C-	B-
UTAH	D	C-	C	C+	C
VERMONT	F	D-	D-	D-	D
VIRGINIA	D+	D+	C+	C+	C+
WASHINGTON	D+	C-	C-	C-	C-
WEST VIRGINIA	D+	D+	C-	C-	C+
WISCONSIN	D	D	D+	D	D+
WYOMING	D-	D	D	D	D

Best Practices

AREA 1: General Teacher Preparation

Program Entry - *None*

Teacher Shortages and Surpluses - *None*

Program Performance Measures - *Alabama, Florida*

Program Reporting Requirements - *Delaware, Florida, Missouri, North Carolina, Tennessee, Texas*

Student Teaching/Clinical Practice - *Georgia, Massachusetts, New Jersey, Tennessee*

AREA 2: Elementary Teacher Preparation

Content Knowledge - *None*

Teaching Mathematics - *Massachusetts*

Teaching Reading - *Arkansas, California*

Licensure Deficiencies - *None*

AREA 3: Secondary Teacher Preparation

Middle School Content Knowledge - *Arkansas, Georgia, Ohio*

Middle School Licensure Deficiencies - *None*

Adolescent Literacy - *Arkansas, Florida, Louisiana*

Secondary Content Knowledge - *Indiana, Minnesota*

Secondary Licensure Deficiencies - *Minnesota*

AREA 4: Special Education Teacher Preparation

Content Knowledge - *None*

Teaching Reading - *California*

Licensure Deficiencies - *None*

AREA 5: Alternate Route Teacher Preparation

Program Entry - *Illinois, Michigan*

Preparation for the Classroom - *Delaware, New Jersey*

AREA 6: Hiring

Requirements for Out-of-State Teachers - *None*

Provisional and Emergency Licensure - *Mississippi, New Jersey, Rhode Island, South Carolina*

AREA 7: Teacher and Principal Evaluation

Measures of Student Growth - *Indiana*

Measures of Professional Practice - *Iowa*

Frequency of Evaluation and Observation - *Idaho, New Jersey, Washington*

Linking Evaluation to Professional Growth - *Louisiana, New York, North Carolina*

Data Systems Needed for Evaluation - *Georgia*

Distributing Teacher Talent Equitably - *None*

Principal Effectiveness - *Connecticut, Florida, South Dakota*

Principal Evaluation and Observation - *New York*

AREA 8: Teacher Compensation

Performance - *None*

High-Need Schools and Subjects - *Florida, New Mexico, Utah*

Prior Work - *Louisiana, North Carolina*

AREA 9: Retaining Effective Teachers

Licensure Advancement - *Louisiana*

Tenure - *Hawaii, Indiana, Nevada, New York*

Leadership Opportunities - *Ohio, Utah*

Dismissal - *Nevada, New York*

Layoffs - *Colorado, Georgia, Louisiana*