

A. HIGHLY QUALIFIED TEACHERS DEFINED

1. Elementary School Teachers

To be a “highly qualified” teacher at the elementary school level, a teacher must have an appropriate license for the core academic subjects taught. A teacher must also demonstrate subject knowledge and teaching skills in reading/language arts, writing, mathematics, and other areas of the basic elementary school curriculum by passing the State Board of Education approved exams required for the license within the time period established by state law.

2. Middle and High School Teachers

To be a “highly qualified” teacher at the middle and high school levels, a teacher must have a middle school or secondary license in the teaching area required for each teaching assignment. A teacher must also demonstrate a high level of competency by:

- a. Passing the required State Board of Education approved test(s) in each academic subject in which he or she teaches within the time period established by state law; or
- b. Successfully completing in each academic subject in which he or she teaches any of the following:
 - 1) an undergraduate major;
 - 2) coursework equivalent to an undergraduate major;
 - 3) a graduate degree in the core teaching subject area(s);
 - 4) master’s level licensure or above in the appropriate subject area; or
 - 5) National Board for Professional Teaching Standards certification in the related subject area(s).

3. Exceptional Children’s and English as a Second Language (ESL) Teachers

To be a “highly qualified” teacher in an exceptional children’s class or ESL class, a teacher must have the exceptional children’s and/or ESL license required for the teaching assignment. The teacher must also demonstrate the subject knowledge and teaching skills in the content areas taught by passing the State Board of Education approved exams required for the license within the time period

established by state law. This paragraph applies to exceptional children’s teachers and ESL teachers who are the teachers of record for core academic areas.

4. Out-of-State Teachers

An out-of-state teacher who submits documentation that he or she has been deemed “highly qualified” in another state will be designated “highly qualified” in North Carolina provided that he or she has at least a bachelor's degree from an accredited college or university. This documentation may include satisfactory test scores from the originating state, verification of satisfactory completion of the High Objective Uniform State Standard for Evaluation (HOUSSE) for the originating state, or verification of National Board Certification.

5. Veteran Teachers

Prior to April 2007, a veteran teacher may have used the NC HOUSSE to establish that he or she is “highly qualified,” provided that the teacher had taught full time with a reciprocal state license for not less than six successive calendar months in one school system, charter school, or non-public institution.

B. BEGINNING TEACHER SUPPORT PROGRAM PLAN

The plan for beginning teacher support must:

1. Describe adequate provisions for efficient management of the program.
2. Designate an official to verify eligibility of beginning teachers for a continuing license.
3. Provide for a formal orientation for beginning teachers that includes a description of available services, training opportunities, the teacher evaluation process, and the process for achieving a continuing license.
4. Address compliance with the optimum working conditions for beginning teachers identified by the SBE.
5. Address compliance with the mentor selection, assignment, and training guidelines identified by state law and the SBE.
6. Provide for the involvement of the principal or designee in supporting the beginning teacher.
7. Provide for a minimum of four observations per year in accordance with G.S. 115C-333 or G.S. 115C-333.1, using the instruments adopted by the SBE for such purposes. The plan must also address the appropriate spacing of observations throughout the year and specify a date by which the annual evaluation is to be

completed.

8. Provide for the preparation of a Professional Development Plan (PDP) by each beginning teacher in collaboration with the principal or designee and the mentor teacher.
9. Provide for a formal means of identifying and delivering services and technical assistance needed by beginning teachers.
10. Provide for the maintenance of a cumulative beginning teacher file that contains the PDP and evaluation of report(s).
11. Provide for the timely transfer of the cumulative beginning teacher file to successive employing LEAs, charter schools, or non-public institutions within the state upon the authorization of the beginning teacher.
12. Describe a plan for the systematic evaluation of the Beginning Teacher Support Program to assure program quality, effectiveness, and efficient management.
13. Document that the board has adopted the plan.

Legal References: G.S. 115C art. 17E; 115C-296.2, -300.1, -325(e)(1)(m), -333, -333.1;
State Board of Education Policies LICN-001, -004, NCAC-6C.0102, NCAC-6C.0307

Cross References:

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