

16 NCAC 06C .0334 is proposed for adoption under temporary procedures as follows:

16 NCAC 06C .0334 EDUCATOR PREPARATION PROGRAM ACCOUNTABILITY MEASURES

(a) The North Carolina Department of Public Instruction shall collect quantitative data for each recognized Educator Preparation Program (“EPP”) in order to compute and evaluate the following required program accountability measures required in 115C-269.35(a): Annual Teacher Evaluation, Evaluation as measured by the North Carolina Educator Evaluation System set forth in Rule .0335 of this Section; Student Growth as measured by the North Carolina Education Value Added Assessment System set forth in Rule .0336 of this Section; and Recent Graduate Survey as set forth in Rule .0337 of this Section. The North Carolina State Board of Education shall ~~have the authority use this quantitative data~~ to determine the ~~pass rates~~ performance standards for each of the three accountability measures.

(b) For the purposes of this ~~section~~ Section, “beginning teacher” shall mean a professional educator in North Carolina who is in the first three years of teaching and who holds a ~~Standard~~ an Initial Professional ~~4~~ license.

History Note: Authority G.S. ~~115C-12(9); 115C-12(9c); 115C-268.5; 115C-269.1; 115C-269.5; 115C-269.40; 115C-269.35; 115C-269.40~~

Temporary Adoption Eff. December 16, 2019

16 NCAC 06C .0335 is proposed for adoption under temporary procedures as follows:

16 NCAC 06C .0335 ANNUAL TEACHER EVALUATION

(a) Data from the North Carolina Educator Evaluation System (NCEES) is used to constitute the Annual Teacher Evaluation accountability measure pursuant to G.S. 115C-269.35(a)(1) for each recognized Educator Preparation Program (EPP) Program (EPP). For the purposes of EPP evaluation, only initially licensed teachers in their first three years are included.

(b) ~~The NCEES evaluation standards identify the knowledge, skills, and dispositions expected of all teachers. School administrators shall annually rate the level at which teachers, including beginning teachers, meet five different standards as follows:~~

- (1) ~~Teachers Demonstrate Leadership~~ demonstrate leadership;
- (2) ~~Teachers Establish a Respectful Environment for a Diverse Population of Students~~ establish a respectful environment for a diverse population of students;
- (3) ~~Teachers Know the Content they Teach~~ know the content they teach;
- (4) ~~Teachers Facilitate Learning for their Students;~~ facilitate learning for their students; and
- (5) ~~Teachers Reflect on their Practice.~~ reflect on their practice.

(c) For each NCEES standard, a beginning teacher is evaluated on a Continuum of Teaching Practice rubric with ratings of “developing,” “proficient,” “accomplished,” or “distinguished” depending on observation of their teaching. The principal at the beginning teacher’s school shall complete the beginning teacher’s NCEES evaluation.

(d) For EPP accountability purposes, the Department of Public Instruction shall ~~calculation~~ calculate the ~~for~~ Annual Teacher Evaluation ~~shall be as~~ the percentage of graduates from the EPP in their first three years of teaching who achieve a rating of “proficient,” “accomplished,” or “distinguished” on each of the five NCEES standards.

~~(e) When a beginning teacher does not receive an annual evaluation, that graduate is not included in the EPP’s Annual Teacher Evaluation accountability measure.~~

History Note: Authority G.S. ~~115C-12(9); 115C-12(9c); 115C-268.5; 115C-269.5; 115C-269.35; 115C-269.40; 115C-269.35~~

Temporary Adoption Eff. December 16, 2019

16 NCAC 06C .0336 is proposed for adoption under temporary procedures as follows:

16 NCAC 06C .0336 STUDENT GROWTH

(a) Data from the North Carolina Education Value Added Assessment System (EVAAS) constitutes the Student Growth accountability measure pursuant to G.S. 115C-269.35(a)(2) for each recognized Educator Preparation Program (EPP).

(b) The EVAAS Student Growth indicator is a measure of the amount of academic progress that a teacher's students have made over the course of a grade or class using data from quality assessments such as End-of-Grade or End-of-Course assessments.

~~(b)(c)~~ For purposes of measuring student growth for EPP accountability purposes, the measure of Student Growth is shall be calculated as the percentage of graduates from the EPP in their first three years of teaching who achieve a growth rating of "meets expected growth" or "exceeds expected growth" as measured by the EPP's graduate's composite EVAAS scores. In this calculation, no school-level EVAAS data shall be used for an individual teacher.

~~(1) In this calculation, no school-level EVAAS data shall be used for an individual teacher.~~

~~(2) When a beginning teacher is not assigned an EVAAS growth rating, that graduate is not included in the EPP's Student Growth measure.~~

(1) When a teacher "meets expected growth," the EVAAS scores show that the teacher's students made progress similar to the state average in a particular grade and subject.

(2) When a teacher "exceeds expected growth," the EVAAS scores show that the teacher's students made more progress than the state average in a particular grade and subject.

(d) When a beginning teacher is not assigned an EVAAS growth rating, that graduate is not included in the EPP's Student Growth measure.

History Note: Authority G.S. ~~115C-12(9)~~; 115C-12(9c); 115C-268.5; 115C-269.5; 115C-269.35; 115C-269.40; 115C-269.35

Temporary Adoption Eff. December 16, 2019

1 16 NCAC 06C .0337 is proposed for adoption under temporary procedures as follows:

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3 **16 NCAC 06C .0337 RECENT GRADUATE SURVEY**

4 ~~(a) The Recent Graduate Survey accountability measure for each recognized Educator Preparation Program (EPP)~~
5 ~~shall be prepared by the Department of Public Instruction using data about beginning teachers' perceptions of their~~
6 ~~teacher preparation collected from the Recent Graduate Survey administered by NCDPI or its designee.~~

7 ~~(b) The Recent Graduate Survey instrument contains 25 questions designed to capture first year teachers' perceptions~~
8 ~~of their preparation to enter the profession, over three broad topic areas classified as: Instruction, Supportive Learning~~
9 ~~Environments, and Teaching Diverse Learners. Data comes from 25 questions which cover how well the EPP prepared~~
10 ~~a graduate to:~~

11 (a) DPI shall measure beginning teachers' perceptions of their teacher preparation by an EPP using a Recent Graduate
12 Survey as required in 115C-269.35. The survey shall include the following information:

- 13 (1) set challenging and appropriate goals for student learning and performance;
- 14 (2) empower students to become self-directed and productive learners;
- 15 (3) maintain discipline and an orderly, purposeful learning environment;
- 16 (4) develop positive and supportive relationships with students;
- 17 (5) create an environment of high expectations for all students;
- 18 (6) teach in ways that support English Language Learners;
- 19 (7) teach in ways that support students with diverse ethnic, racial, cultural, and socioeconomic
- 20 backgrounds;
- 21 (8) teach in ways that support special education students;
- 22 (9) teach in ways that support academically gifted students;
- 23 (10) develop a classroom environment that promotes respect and group responsibility;
- 24 (11) teach the concepts, knowledge, and skills of your discipline(s);
- 25 (12) align instruction with state standards;
- 26 (13) relate classroom teaching to the real world;
- 27 (14) develop lessons that build on students' experiences, interests, and abilities;
- 28 (15) develop a variety of assessments (e.g. tests, observations, portfolios, performance tasks);
- 29 (16) provide purposeful feedback to students to guide their learning;
- 30 (17) differentiate instruction;
- 31 (18) use technology in the classroom to improve learning outcomes;
- 32 (19) help students think critically and solve problems;
- 33 (20) develop students' questioning and discussion skills;
- 34 (21) analyze student performance data (e.g. formative and summative assessments, standardized tests,
- 35 performance tasks, etc.) to improve instruction;
- 36 (22) adapt practice based on research and student performance data;
- 37 (23) self-assess and reflect on own practices;

(24) collaborate with colleagues to improve student learning; and

(25) work with parents and families to better understand students to support their learning.

~~(e)~~(b) For each survey item, ~~general area of preparation~~, a respondent may choose “not addressed,” “not well,” “somewhat well,” “well,” and “very well.”

~~(d)~~(c) The calculation for the Recent Graduate Survey indicator shall be the percentage of questions for which the respondent indicated “well” or “very well.” The percentage for each respondent is aggregated up to the program level.

~~(e)~~(d) All public school units with a Beginning Teacher Support Program shall require their beginning teachers to participate in the Recent Graduate Survey. When a beginning teacher does not respond to the Recent Graduate Survey, that graduate ~~is~~shall not be included in the EPP’s Recent Graduate Survey calculation.

History Note: Authority G.S. ~~115C-12(9)~~; 115C-12(9c); 115C-268.5; 115C-269.5; 115C-269.35; 115C-269.40; ~~115C-269.35~~

Temporary Adoption Eff. December 16, 2019

1 16 NCAC 06C .0338 is proposed for adoption under temporary procedures as follows:

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3 **16 NCAC 06C .0338 CONDITIONS FOR DETERMINING ACCOUNTABILITY**

4 ~~For the purposes of Educator Preparation Program accountability standard measurement, Annual Teacher Evaluation~~
5 ~~and Student Growth shall be calculated using data of all beginning teachers in North Carolina. Standard deviations for~~
6 ~~these measurements shall be determined using the aggregate of beginning teachers at each approved North Carolina~~
7 ~~Educator Preparation Program. The Recent Graduate Survey accountability measure shall be determined as a~~
8 ~~percentage of “well” or “very well” responses to questions as answered by each beginning teacher respondent.~~
9 ~~Individual percentages of “well” or “very well” responses from beginning teachers shall be aggregated to the program~~
10 ~~level.~~

11 (a) Educator Preparation Program (EPP) accountability standard measures required by 115C-269.35(a) shall be
12 calculated by the Department of Public Instruction in accordance with the following:

13 (1) teacher evaluations in accordance with Rule .0335 and student growth in accordance with Rule
14 .0336 shall be calculated using data of all beginning teachers in North Carolina; and

15 (2) the recent graduate survey in accordance with .0337 shall be calculated as a percentage of “well” or
16 “very well” responses to questions as answered by each beginning teacher respondent.

17 (b) The North Carolina Department of Public Instruction shall determine standard deviations using the aggregate of
18 beginning teachers at each approved North Carolina Educator Preparation Program.

19 (c) Individual percentages of “well” or “very well” responses from beginning teachers shall be aggregated to the
20 program level.

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23 *History Note: Authority G.S. ~~115C-12(9); 115C-12(9c); 115C-268.5; 115C-269.5; 115C-269.35; 115C-~~*
24 *~~269.40;115C-269.35~~*

25 *Temporary Adoption Eff. December 16, 2019*

16 NCAC 06C .0339 is proposed for adoption under temporary procedures as follows:

**16 NCAC 06C .0339 FOUR POINT SYSTEM FOR EVALUATING EDUCATOR PREPARATION
PROGRAM EFFECTIVENESS**

(a) Accountability thresholds shall utilize a four-point level system for the purposes of evaluating North Carolina Educator Preparation Programs (EPPs) by the North Carolina Department of Public Instruction (NCDPI) as follows:

- (1) Level 4 are those EPPs that perform more than one standard deviation above the mean.
- (2) Level 3 are those EPPs that perform between and including 0 and 1 standard deviation above the mean.
- (3) Level 2 are those EPPs that perform below 0 through and including -1 standard deviations below the mean.
- (4) Level 1 are those EPPs that perform more than one standard deviation below the mean.

(b) Level 1 status for any overall group or subgroup ~~can~~ may result in the North Carolina Board of Education issuing program sanctions pursuant to G.S. 115C-269.45(a).

(c) The mean value for each Accountability Measure shall be calculated using data from all North Carolina beginning teachers. The standard deviations for each accountability threshold shall be derived from the performance data of all program completers in aggregate from all North Carolina-recognized EPPs.

~~(d)~~ (d) Established accountability thresholds shall remain in effect for five years. At or before the end of a five-year cycle, NCDPI shall re-calculate the standard deviations for each accountability threshold, which shall be used to measure EPP program effectiveness during the next five-year cycle, using the three most recent years of data ~~shall determine.~~

~~(e)~~ (e) The initial standard deviation calculations to support the four point system of accountability thresholds shall be empirically derived from the performance data of all the State's beginning teachers during the 2017-18 academic year, and the two preceding years: 2015-16 and 2016-17.

History Note: Authority G.S. ~~115C-12(9); 115C-12(9c); 115C-268.5; 115C-269.5; 115C-269.35; 115C-269.40; 115C-269.35~~

Temporary Adoption Eff. December 16, 2019

1 16 NCAC 06C .0340 is proposed for adoption under temporary procedures as follows:

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3 **16 NCAC 06C .0340 ACCOUNTABILITY MEASURE CONDITIONS, SAMPLE SIZE, AND SMALL**
4 **GROUP EXCEPTION**

5 (a) The North Carolina Department of Public Instruction shall measure Educator Preparation Program performance
6 on each of the accountability measures in the aggregate overall level.

7 (b) NCDPI shall measure EPP performance on each of the accountability measures using disaggregated data to gauge
8 the performance of the following subgroups, gender (~~male/female~~), (~~male or female~~), and ~~race/ethnicity~~ race or
9 ethnicity (American Indian, Asian, Black, Hispanic, Multiracial, Pacific Islander, or White).

10 (c) The minimum sample size shall be 10.

11 (d) If an EPP has no subgroups that meet the minimum sample size over three years, the assessment shall be conducted
12 only at the overall, aggregate level.

13 (e) If an EPP's overall aggregate measure falls below the designated sample size, ~~then~~ its three-year cumulated overall
14 performance shall be measured against the standards, regardless of how small the cumulated number of group
15 members may be.

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17 *History Note: Authority G.S. ~~115C-12(9)~~; 115C-12(9c); 115C-268.5; 115C-269.35; 115C-269.40; 115C-269.45;*
18 *115C-269.50~~115C-269.35~~*

19 *Temporary Adoption Eff. December 16, 2019*
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16 NCAC 06C .0342 is proposed for adoption under temporary procedures as follows:

16 NCAC 06C .0342 EDUCATOR PREPARATION PROGRAM SANCTIONS

~~(a) To assess the ongoing quality of Educator Preparation Programs, the North Carolina Department of Public Instruction will issue the following annual reports for each North Carolina EPP:~~

~~(1) EPP Annual Performance Report;~~

~~(2) EPP Report Card; and~~

~~(3) Risk Assessment.~~

~~(b)(a)~~ The State Board of Education ~~will~~ shall use information from ~~these~~ the following Educator Preparation Program (EPP) reports to levy sanctions, ~~as needed,~~ pursuant to G.S. 115C-269.45(a):

~~(1) EPP Annual Performance Report;~~

~~(2) EPP Report Card; and~~

~~(3) Risk Assessment based on those factors identified in G.S. 115C-269.40.~~

~~(c)(b)~~ Educator Preparation Programs that have been assigned a sanction by the State Board of Education shall be subject to additional reporting obligations and remediation to support the program back into compliance. ~~The additional reporting requirements applicable to a sanctioned EPP are a function of the sanction imposed and the duration it remains in place.~~

~~(d)(c)~~ NCDPI shall oversee the administration of EPP accountability sanctions.

History Note: Authority G.S. ~~115C-12(9)~~; 115C-12(9c); 115C-268.5; 115C-269.5; 115C-269.35; 115C-269.40; 115C-269.45

Temporary Adoption Eff. December 16, 2019

1 16 NCAC 06C .0343 is adopted under temporary procedures as follows:

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3 **16 NCAC 06C .0343 ASSIGNING SANCTIONS**

4 ~~The~~ In accordance with G.S. 115C-269.45(a), the State Board shall assign a sanction of “Warned,” “Probation,” or
5 “Revoked” to an Educator Preparation Program if the EPP achieves a Level 1 status on a State Board of Education
6 accountability measure as outlined in Rules .0344, .0345, and .0346 of this Section. ~~Any EPP that performs one or~~
7 ~~more standard deviations below the mean of all North Carolina EPPs shall be designated Level 1 status.~~

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9 *History Note:* Authority ~~G.S. 115C-12(9);~~ 115C-12(9c); 115C-268.5; 115C-269.5; 115C-269.35; 115C-269.40;
10 115C-269.45

11 *Temporary Adoption Eff. December 16, 2019*
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16 NCAC 06C .0344 is adopted under temporary procedures as follows:

16 NCAC 06C .0344 WARNED STATUS SANCTIONS

(a) The State Board of Education shall assign a warned A-Warned-status to an Educator Preparation Program (EPP) due to either a Level 1 designation for overall performance on a program accountability measure as outlined in Rules .0335, .0336, and .0337 of this Section or due to a Level 1 designation for the performance of any two subgroups on any indicators in one year-year. Warned status shall require the EPP to develop a self-assessed action plan for continuous improvement and return to compliance (Level 2 or higher) with the option to include a peer review in the development of the improvement plan.

(b) A Warned status for a Level 1 designation on one subgroup over two years shall necessitate an action plan for continuous improvement and return to compliance (Level 2 or higher). The plan shall be reviewed and endorsed by another EPP with an overall rating of Level 3 or higher in the area of deficiency.

History Note: Authority G.S. ~~115C-12(9)~~; 115C-12(9c); 115C-268.5; 115C-269.5; 115C-269.35; 115C-269.40; 115C-269.45

Temporary Adoption Eff. December 16, 2019

16 NCAC 06C .0345 is proposed for adoption under temporary procedures as follows:

16 NCAC 06C .0345 PROBATION STATUS SANCTIONS

(a) A Probation status due to a Level 1 designation in three subgroups within one year shall require the Education Preparation Program to develop an action plan for continuous improvement and return to compliance (Level 2 or higher) with peer technical assistance selected with North Carolina Department of Public Instruction consultation.

(b) The designation of Probation status due to Level 1 accountability of the overall program two years in a row shall require the EPP to develop an action plan for continuous improvement and return to compliance (Level 2 or higher) with peer technical assistance selected with NCDPI consultation.

(c) A Probation status issued due to any one subgroup meeting a Level 1 designation following two prior years of Warned status shall require the following:

- (1) An action plan for continuous improvement and return to compliance (Level 2 or higher);
- (2) An on-site review by NCDPI; and
- (3) The EPP's provision of notification to all of its enrolled students of its potential Revocation status and the EPP's plan for supporting students through the licensure process.

History Note: Authority ~~G.S. 115C-12(9);~~ 115C-12(9c); 115C-268.5; 115C-269.5; 115C-269.35; 115C-269.40;
115C-269.45

Temporary Adoption Eff. December 16, 2019

1 16 NCAC 06C .0346 is proposed for adoption under temporary procedures as follows:

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3 **16 NCAC 06C .0346 REVOKED STATUS SANCTIONS**

4 (a) A Revoked status issued to an Educator Preparation Program (EPP) pursuant to G.S. 115C-269.45(a)(3)
5 ~~following three consecutive years of Probation status~~ shall require the sanctioned EPP to take the following actions:

6 (1) ~~The EPP to create~~ Create an action plan for continuous improvement and return to compliance
7 (Level 2 or higher);

8 (2) ~~An~~ Conduct an on-site review of the EPP by NCDPI; and

9 (3) ~~The EPP's provision of notification to~~ Notify all of its enrolled students of the ~~programs~~ EPP's
10 "Revoked" status and the EPP's plan for supporting students through the licensure process.

11 (b) An EPP on Revoked status may continue to admit students to its program but must agree to pay for the North
12 Carolina New Teacher Support program for each North Carolina graduate recommended for licensure.

13 (c) If an EPP remains on Revoked status for more than two years, it shall not recommend students for North
14 Carolina licensure.

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16 *History Note:* Authority ~~G.S. 115C-12(9); 115C-12(9c); 115C-268.5; 115C-269.5; 115C-269.35; 115C-269.40;~~
17 ~~115C-269.45~~

18 *Temporary Adoption Eff. December 16, 2019*
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