

Plan for Awarding Continuing Education Units in Scotland County Schools

It is the intent that all staff development in Scotland County meet the North Carolina State Board Policies, the criteria outlined in TITLE IX, SECTION 9101(34) OF THE ELEMENTARY AND SECONDARY EDUCATION ACT (*NO CHILD LEFT BEHIND, 2001*), AND THE STANDARDS SET BY THE NATIONAL STAFF DEVELOPMENT COUNCIL.

North Carolina State Board Policies Re: Licensure

(Aligned with 16 NCAC 6C.0307 Policies governing the requirements for license renewal, 10/06/05 and GS 115C-12(9) a; NC Constitution, Article 1X, Section 5)

Licensure Renewal Requirement:

- Licenses shall be valid for a period of five years from the effective date of issuance.
- Renewal is based on 15 units of renewal. One unit of credit = one-quarter hour or two-thirds of a semester hour of IHE college or university credit OR ten hours of professional development OR one school year of teaching experience.
- **School administrators** shall earn at least 5 CEUs during each cycle that focus on the principal's role in a) teacher effectiveness, b) teacher evaluations, c) teacher support programs, d) teacher leadership, e) teacher empowerment, and f) teacher retention.
- All currently employed personnel shall maintain an individual growth plan (IGP).
- Renewal credit activities:
 - College or university credits
 - Teaching experience (one CEU per year)
 - National Board for Professional Teaching Standards (NBPTS) certification or completion of the certification process (15 CEUs)
 - **LEA Activities that meet the following criteria:**
 - **Delivered in minimum of 10 hours over time with on-the-job application, feedback, and follow-up.**
 - **Identified goals and objectives designed to increase the person's knowledge or skill in the person's license area or job responsibilities**
 - **Focused content and instruction sequenced to develop specified competencies of a specific population.**
 - **Conducted by instructional personnel approved by the sponsoring LEA**
 - **Focused evaluation designed to gauge the change in learner knowledge or skill and guide development of future programs.**

- Independent study (maximum 5 CEUs per five-year renewal cycle) which meets following criteria:
 - Teachers and other licensed personnel help develop local independent study procedures which the superintendent shall keep on file and periodically send to each licensed employee;
 - Employee and superintendent or his/her designee shall plan in advance, including identification of competencies to be acquired and an evaluation to determine satisfactory achievement of those competencies (i.e., an assessment).

TITLE IX, SECTION 9101(34) OF THE ELEMENTARY AND SECONDARY EDUCATION ACT (*NO CHILD LEFT BEHIND, 2001*)

Staff development, in order to be considered credible must meet many of the criteria below:

- Improve and increase teacher's knowledge of academic subjects (content)
- Be an integral part of broad school wide and district wide plans (context)
- Provide skills to teachers, principals, administrators but must exceed normal classroom preparation (context)
- Are high quality, sustained, intensive and classroom-focused (process)
- Are not one-day or short-term workshops or conferences (process)
- Advance teacher understanding of effective instructional strategies (content)
- Are based on scientifically based research (process)
- Are aligned with and directly related to standards (process)
- Are regularly evaluated for impact on teachers and students (process)
- Provide instruction in methods of teaching children with special needs or limited English proficiency (content)
- Include instruction in the use of data and assessments (content; process)
- Include instruction in ways to work more effectively with parents (content/context)
- Provide follow up training (process)
- Prepare paraprofessionals to become licensed (content)

NATIONAL STAFF DEVELOPMENT COUNCIL (NSDC) STANDARDS FOR PROFESSIONAL DEVELOPMENT (2001)

<http://www.nsd.org/standards/index.cfm>

Please visit this website for a complete list of the standards and resources for understanding them.