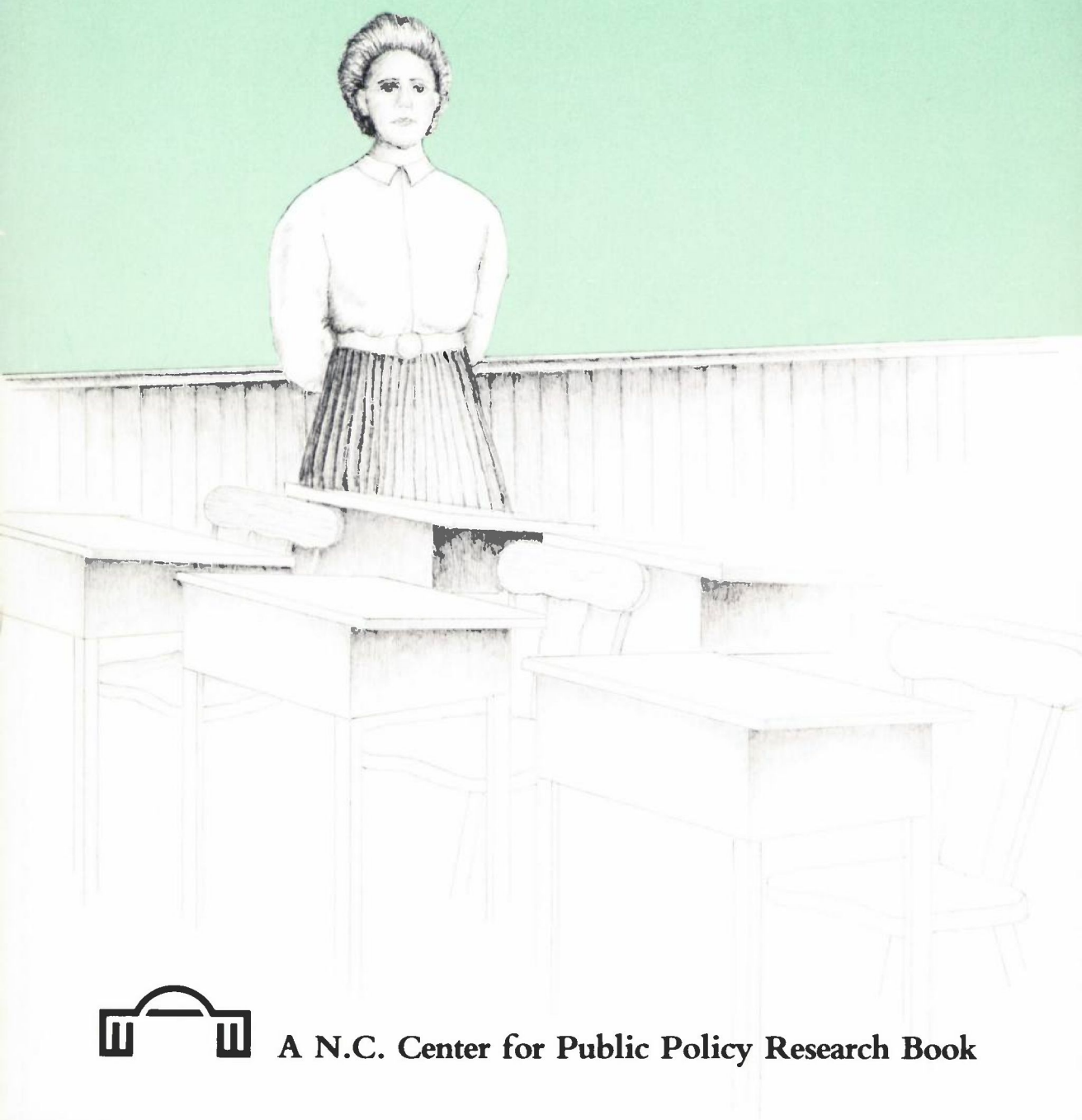


TEACHER CERTIFICATION: Out-of-Field Teaching in Grades 7-12 in N.C.



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**TEACHER CERTIFICATION:
Out-of-field Teaching in Grades 7-12**

by James E. Woolford, Susan M. Presti, Alison
Gray, & Ran Coble

Acknowledgements

The authors wish to express their thanks to Dr. Robert Williams, Associate Dean, School of Education, North Carolina State University, for his ideas and suggestions concerning this study. We also wish to thank J. Arthur Taylor, Director, Div. of Certification in the Department of Public Instruction, for his cooperation in supplying the necessary data to conduct this study. Any conclusions are, of course, our own.

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EXECUTIVE SUMMARY

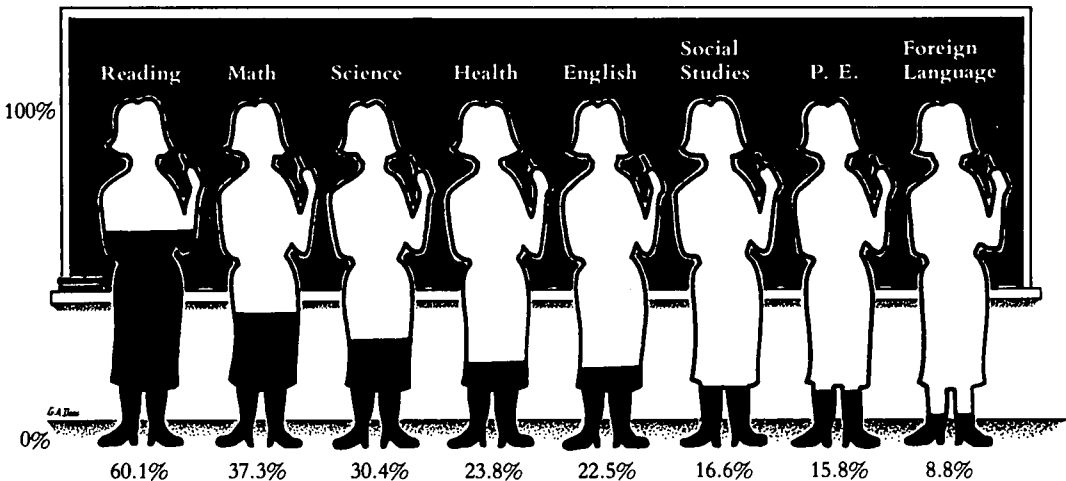
Teacher certification is the principal mechanism a state uses to assure the public that teachers have received the minimal training necessary to teach in a subject area. Through the process of certification, the state indicates to the public that students will be taught by qualified individuals.

North Carolina, like all other states, requires that a person be certified before teaching in the public schools. However, the state does not require that a person be certified in a particular subject in order to teach it. As a result, principals and superintendents have routinely assigned teachers outside their certificate areas and, in many cases, have left teachers in these out-of-field assignments permanently.

Two major problems result from the state's failure to require any degree of in-field teaching. These problems relate to the mental and physical well-being of the student. Although a certificate does not guarantee that a person will be a good teacher in a particular subject, it at least ensures that a person has some background training, and knowledge in that area. Without knowing his or her subject area, a teacher will probably be ineffective in educating students. Similarly, an untrained teacher (especially in a physical education or science class) may precipitate or aggravate a physical injury.

To determine the rate of out-of-field teaching in grades 7-12 in North Carolina's public schools, the North Carolina Center for Public Policy Research conducted a study in the summer of 1981. An analysis of data from the 1980-81 Professional Personnel Activities Report (PPAR) and the state's teacher certification records revealed that out-of-field teaching is a widespread problem in the state (See Chapter Two):

**Percent of N. C. Teachers
Out-of-Field in grades 7-12**



- 1) Over 60 percent of those individuals teaching *reading* classes did not hold reading certificates.
- 2) Over 37 percent of those instructors teaching *math* did not possess a math certificate. Most of the out-of-field math teachers were certified in science or social studies.
- 3) Three out of every 10 *science* teachers lacked the proper certification for the classes they were teaching. Out-of-field teaching was most prevalent in grades 7-9.
- 4) Teachers without *health* education certifications accounted for more than one out of every five health instructors. If joint health education-physical education classes are omitted and the focus is only on health, sex education, and family education classes, then 67.7 percent of the teachers were out-of-field.
- 5) Although there is a reported surplus of *English* teachers, more than one out of every five instructors teaching English was not certified in English.
- 6) Overall, persons certified in *social studies* taught out-of-field more often than any other group. (Persons holding social studies certificates were the primary out-of-field teachers in four areas: math, English, physical education, and health. They were second in the remaining areas: science, foreign languages, and reading.) Despite this, there was a high level of out-of-field teaching in social studies classes. One out of six social studies instructors did not hold the proper certification.
- 7) *Physical education* is another area of reported oversupply, yet 15.8 percent of physical education instructors lacked the proper certification.
- 8) Approximately 9 percent of *foreign language* instructors were out-of-field. This was the lowest percentage of any subject area surveyed. These findings are summarized in the Table below.

Out-of-Field Teaching in Grades 7-12 in N.C. Schools, By Subject

<u>Subject</u>	<u>Total Number of Teachers</u>	<u>OOFT¹</u>	<u>50% OOFT²</u>
1. Reading	1701	60.1%	41.2%
2. Math	4913	37.3	25.3
3. Science	3846	30.4	17.3
4. Health	1671	23.8	11.5
5. English	6180	22.5	15.0
6. Social Studies	4193	16.6	9.4
7. Physical Education	2745	15.8	8.8
8. Foreign Languages	919	8.8	3.2

¹OOFT = any person teaching a subject without a certification in that area

²50% OOFT = persons who are teaching more than 50% of their classes in subjects in which they are not certified. This was the standard used by the North Carolina Department of Public Instruction (DPI) before 1968 to determine whether a teacher was excessively out-of-field. Since 1968, DPI has ceased monitoring schools to determine the rate of out-of-field teaching.

Out-of-field teaching is a statewide problem which could be exacerbated by federal budget cuts. If reductions must be made in the number of school personnel,

the most recently hired teachers will be the most likely to lose their jobs. Laying off many first, second, or third year teachers may further deplete the available supply of reading, math, and science teachers in these areas. This may be especially true in reading and health, since the state has issued these certificates for less than ten years. Thus, the effects of the budget cuts may well be to increase the rate of out-of-field teaching in the subjects that already have the poorest record in this regard.

The Department of Public Instruction (DPI) has proposed new regulations (See Chapter Three) that attempt to address the issue of out-of-field teaching. The proposed regulations require that any person teaching a subject for the greater part of the school day (more than 50 percent of the time) have either a certification or a provisional certification in that subject. Any person teaching a subject less than 50 percent of the time must have at least an endorsement or a provisional endorsement in that area.

The North Carolina Department of Public Instruction (DPI) first developed regulations concerning out-of-field teaching in August 1981 and proposed adoption of the rules to the State Board of Education at the Board's October 1981 meeting. During the next ten months, the Department of Public Instruction (DPI) conducted a number of workshops with school personnel administrators, school principals, and each of eight regional superintendent councils to explore the proposed changes with employers. As a result of these meetings, the proposed regulations have been revised and broadened to address criticisms both by the Center and school personnel.

The new regulations represent an excellent attempt to remedy a pressing problem to the satisfaction of education administrators, teachers, students, and parents. The Center finds the following aspects of the rules particularly commendable:

- (1) The proposed regulations promote a total "in-field" philosophy by requiring instructors to have either a certificate (or provisional certificate) or an endorsement (or provisional endorsement) in the subject to be taught by the instructor.

- (2) The rules provide a mechanism—in the form of a "temporarily out-of-field certificate"—whereby local school superintendents and principals can meet short-term emergency personnel shortages.

- (3) The latest revisions avoid the possibility that a school administrator could defeat the purpose of the in-field assignment rules by rotating teachers into particular teaching slots every year. For example, a principal could have assigned a math teacher to three science classes one year, requiring the math teacher to file for a provisional certificate in science. The following year, s/he could have assigned a social studies teacher to the same three science classes, requiring the teacher to file for a provisional certificate. This could have led to a situation that is worse than the present one in the schools, since many out-of-field teachers today have at least accumulated some experience in their out-of-field areas through years of teaching those subjects. Under the revised rules, neither the same *teacher* nor the same *subject* may be designated as temporary beyond one year, thereby solving the problem created by the original version of the proposed rules.

- (4) The Department's proposals implement a flexible system for judging

teacher's qualifications. The new proposal is important because it takes into account a person's teaching experience. DPI proposes the establishment of an in-service committee composed of (a) the principal, (b) a peer teacher, and (c) the supervisor of the person seeking an endorsement. This professional evaluation committee would look at such factors as the instructor's credits, experience, in-service activities, and his or her students' success. J. Arthur Taylor says that "this is the only realistic, legitimate way to get at those persons with years of experience." The only other alternative would be a grandfather clause, whereby the new regulations would not apply to those persons already teaching. Taylor says that DPI would be "strongly opposed" to a grandfather clause.

Nevertheless, the revised rules still have two weaknesses:

(1) One of the Center's major criticisms of the August 1981 proposal was that the distinction between the Department's system of *certificates or provisional certificates* (required when a person teaches a subject more than 50 percent of the day) and *endorsements or provisional endorsements* (required when a person teaches a subject less than 50 percent of the day) contains inconsistent logic. By establishing a system of endorsements and certifications, the regulations operate on the premise that some training is necessary in order to properly teach a subject, but that less training is needed to teach a course once or twice a day than to teach it four or five times a day. This reasoning is flawed. The public has a right to expect that whoever is teaching a subject—whether s/he is teaching that subject one time or six times a day—has the qualifications necessary to educate students in that area. There is no reason to believe that a person certified in English who teaches two classes of health a day requires any less training than a counterpart who teaches four classes of health a day. Not only is this illogical, it is an injustice to the students who may receive unequal educations from unequally trained teachers.

(2) Perhaps the worst characteristic of the proposed regulations is that, like the system used before 1968, they still put the blame for out-of-field teaching on the wrong person—the teacher. If teachers do not take the necessary steps to gain endorsements or certifications, they may lose their jobs. Yet, there is no penalty on the school system for assigning the teacher out-of-field. In addition, the state is not proposing to help defray the teacher's expenses in pursuing these new degrees. It will be up to the teacher to cover the tuition, transportation, and child care costs accumulated in this regard.

However, even with these flaws, the Center feels that the revised regulations proposed by the Department of Public Instruction represent a great improvement over the existing "no policy" situation, where the state makes no effort to prohibit out-of-field teaching. For that reason, the Center recommends that the State Board of Education adopt the January 11, 1982 proposal and implement it beginning with the 1983-84 school year. Alternatively, if the Board should choose not to act, the Center recommends that the N.C. General Assembly enact legislation to prohibit out-of-field teaching in the state's schools. This recommendation comes as the result of the failure of the State Board of Education to act on the rules proposed by the Department since January 1982.

The recommendation that the General Assembly become involved also is the

result of a follow-up study (see Chapter Five) conducted by the Center in the summer of 1982. To determine whether North Carolina was typical in its acceptance of out-of-field teaching, the North Carolina Center for Public Policy Research conducted a survey of all fifty states during the summer of 1982. The written survey asked the following four questions:

(1) "Does your state have a *law* requiring teachers to be certified?";

(2) "Does your state have *rules* and *regulations* regarding teacher certification?";

(3) "Does your state have a *law* requiring teachers to teach only in the fields in which they are certified?"; and

(4) "Does your state have *rules* and *regulations* requiring teachers to teach only in fields in which they are certified?"

All fifty states responded. Thirty-five of fifty states have rules and/or laws addressing out-of-field teaching. Seventeen states have both rules and laws. Eighteen states have rules only. The majority of states in every major section of the country have some provision addressing out-of-field teaching. Only fifteen states, including North Carolina, have no provisions prohibiting out-of-field teaching. The table that follows summarizes the Center's findings:

OUT-OF-FIELD TEACHING POLICIES IN THE 50 STATES

<u>Region</u>	<u>No Provisions</u>	<u>Has Both Rules and Laws Prohibiting Out-of-Field Teaching</u>	<u>Has Rules Prohibiting Out-of-Field Teaching</u>
SOUTH (15 states)	Alabama Maryland North Carolina Texas Virginia	Arkansas Louisiana Oklahoma West Virginia	Florida Georgia Kentucky Mississippi South Carolina Tennessee
NORTHEAST (10 states)	Maine New Hampshire New Jersey Rhode Island	Connecticut Massachusetts Pennsylvania	Delaware New York Vermont
NORTH CENTRAL (12 states)	Missouri	Kansas Michigan Minnesota North Dakota Ohio South Dakota Wisconsin	Illinois Indiana Iowa Nebraska
WEST (13 states)	Alaska Arizona Colorado Hawaii Utah	Idaho Nevada Oregon	California Montana New Mexico Washington Wyoming
TOTALS: (50 states)	15	17	18

The Center also conducted a further study to determine if either (a) teacher salary levels or (b) teacher unionization explained whether a state had a policy prohibiting out-of-field teaching. Neither factor was found to be significant in predicting whether a state would have a statute or administrative regulations prohibiting out-of-field teaching. In summary, North Carolina lags behind the rest of the country and the rest of the South in dealing with the out-of-field teaching problem.

RECOMMENDED LEGISLATION

A Bill to Be Entitled AN ACT TO PROHIBIT OUT-OF-FIELD TEACHING IN NORTH CAROLINA

Whereas, studies by the Governor's Advisory Committee on Science and Mathematics Education, the Division of Science within the Department of Public Instruction, and the North Carolina Center for Public Policy Research have shown that teachers in grades 7-12 of North Carolina's schools are teaching subjects in which they are not certified; and

Whereas, thirty-five states in the United States have statutes or administrative regulations prohibiting out-of-field teaching and North Carolina is one of only fifteen states without such protections; and

Whereas, the Department of Public Instruction proposed rules for adoption by the State Board of Education in September 1981 that would address the out-of-field teaching problem and the Board has failed to act in the last fourteen months; Now, therefore,

The General Assembly of North Carolina enacts:

Section 1. Chapter 115C of the General Statutes is amended by adding new sections to read as follows:

§ 115C-297.1. Teachers Required to Teach Subjects In Which Certified.—

(a) Superintendents of local school administrative units shall assign teachers at the levels and in the subjects for which the certificates of the teachers are endorsed.

(b) The State Superintendent of Public Instruction may permit a district to assign a teacher to part-time duties for which he or she is not properly certified or endorsed without penalty, provided all of the following conditions are met:

(1) The duties may comprise no more than 1/5 of the teacher's full-time daily class schedule;

(2) The misassigned persons must have a minimum of six semester hours of college credit in each subject area in which service is rendered;

(3) The persons misassigned must comprise no more than five percent of the total number of district's certified full-time teachers, or five teachers, whichever is greater;

(4) The district must demonstrate that it has made a good faith effort to employ properly certified teachers for those duties and that a good faith effort is being made to remedy each specific assignment problem; and

(5) No teacher may be allowed to teach at a grade level or in a subject for which he or she is not certified for more than one school year.

(c) The State Board of Education shall have the authority to promulgate rules and regulations to enforce this provision.

§ 115C-297.2. Local Superintendents to Report to State Department.—

Each superintendent of local school administrative units shall have a duty to report by December 1 of each school year to the State Superintendent the number of teachers who are teaching subjects in which they have no certification. The State

Superintendent shall collect this data in an annual statewide report and make it available to the public.

§ 115C-297.3. **Penalty for Violation of In-Field Assignment Provision.**—Local school districts which are found to have more than five percent or five teachers, whichever is greater, teaching subjects in which they are not certified shall be placed on probation for one year by the State Board of Education. School districts which violate this provision for two consecutive years shall have their allotments from the State Public School Fund reduced in the following manner: Every child in a class taught by a misassigned teacher will not be counted in the district's overall average daily membership figures for the purpose of obtaining state money under the State Public School Fund."

Section 2. **Severability.**—If any provision of this act or the application thereof to any person or circumstances is held invalid, the invalidity does not affect other provisions or applications of the act which can be given effect without the invalid provision or application, and to this end the provisions of this act are severable.

Section 3. This act shall become effective August 1, 1983.

CHAPTER ONE: The Process of Certifying Teachers

Certification is to protect the children and the State against incompetent or inadequately trained teachers. Certification requirements establish minimum state qualifications for a certain division of the school system and/or subject for which special preparation has been made to help eliminate the practice of hiring a teacher for a special reason and then assigning the teacher to a grade or subject vacancy for which the teacher is completely unprepared.

— Robert Gillan “Teacher Preparation and Certification for the Middle School Grades,” pp. 3-4.

Teacher certification, required by all fifty states (See Chapter Five) “has been generally defined as the legal evidence of competence or as the legal authorization to receive public funds in payment for teaching.”¹ A certificate (or endorsement) indicates the major subject areas in which a teacher has concentrated his or her college work. It tells the state and the local school board what subjects, based on his/her college training, a person is qualified to teach. By doing so, certification of teachers helps to assure professional competence. According to the regulations of the State Department of Public Instruction:

The primary purpose of certification of teachers and other professional personnel is to maintain standards of professional competence. In assuming responsibility for all public education, the state also assumes responsibility for the quality of that education. Certification of licensure of the teaching personnel in schools is a measure designed to foster the growth of a quality system of education. Thus, teacher certification is the public’s guarantee that those who teach or otherwise serve the schools in a professional capacity are qualified to perform their duties. [16 NCAC 2H .0201(a)]*

In North Carolina, the responsibility for teacher certification “is delegated by the state Constitution and by law** to the State Board of Education, whose rules and regulations governing certification are administered by the Division of Certification of the State Department of Public Instruction.” [16 NCAC 2H .0201(b)]. All

¹T.M. Stinnett, “Teacher Certification” in *Encyclopedia of Educational Research* (4th Ed.) edited by Robert L. Ebel, The MacMillan Company, 1969, p. 1140.

*NCAC refers to the North Carolina Administrative Code, under which all regulations of all state executive agencies are filed.

**The State Board of Education receives the authority to certify teachers in G.S. 115C-12 (9)a and G.S. 115C-296 (Chapter 423 of the 1981 Session Laws, as recodified by the 1981 General Assembly) and the North Carolina Constitution, Article IX, Section 5. (The N.C. Supreme Court has upheld the power of the State Board of Education, under this cause, to regulate the qualifications of teachers in *Guthrie v. Taylor*, 279 N.C. 703, 185 S.E.2d 193 (1971), cert. denied, 406 U.S. 920.)

teachers, principals, and other professional personnel employed in the state's public schools must hold a North Carolina certificate (16 NCAC 2H .0203). These certificates must be renewed every five years.

Each year, some 12,000 of the state's school personnel are certified or recertified. Usually, a teacher is certified by completing an approved teacher training program at one of the fifteen public or twenty-nine private institutions in North Carolina that have teacher education programs. When a student successfully completes one of these programs, the Division of Certification in the state Department of Public Instruction issues a class "A" undergraduate or a class "G" graduate certification in the area of specialization: early childhood education (grades Kindergarten through 3), intermediate education (4 through 9), secondary specializations (math, science, reading, English, etc.), special areas (gifted and talented, speech therapy, etc.), or occupational education. To be recertified, a teacher must complete six semester hours or nine quarter hours of college credit or its equivalent (through in-service programs) every five years. These courses must be in the person's certification area.

Although a certificate indicates which areas a person is qualified to teach by virtue of college training, under current North Carolina policy there is no requirement that teachers must be certified in a particular area in order to teach it. Superintendents and principals frequently assign instructors to teach out of their field—that is, to teach in areas in which they are not certified. For example, someone certified in social studies may be assigned to teach a biology class, or someone certified in early childhood education may be assigned to a seventh grade English class.

According to DPI's *Standards for Accreditation of High Schools and Junior High Schools*, adopted in 1964, a person should teach at least 50 percent of his/her classes in the area of certification. Prior to 1968, a person teaching more than 50 percent of his/her classes out-of-field was fined \$10 per month by the Division of Certification. However, under this system, "the burden was falling on the wrong individual because teachers have little control over their assignments. It is the principals and superintendents who decide where to assign teachers," according to J. Arthur Taylor, Director of DPI's Division of Certification.

To redress this inequity, the salary penalty was eliminated from state policy in 1968 and the emphasis was theoretically shifted from the teacher to the school system. Today, according to state Department of Public Instruction rules, "the penalty is on the school system if excessive assigning of teachers out-of-field is allowed to take place." [16 NCAC 2H .0203 (d)(2)]. The Code states that "excessive assigning" of teachers in out-of-field situations will affect the accreditation of the school." [16 NCAC 2H .0203 (d)(1)]. However, despite a continuing prevalence of out-of-field assignments, no public school in North Carolina has ever lost its accreditation over this issue. Furthermore, accreditation is voluntary and there is no penalty to a school for being non-accredited.

Since 1968, DPI has ceased monitoring schools to determine the rate of out-of-field teaching. The only regular monitoring of out-of-field teaching in North Carolina is done by the Southern Association of Colleges and Schools, a

voluntary organization encompassing eleven southern states. The Southern Association, one of six regional accrediting agencies in the country, accredits 927 elementary and 483 secondary North Carolina schools and monitors the rate of out-of-field teaching in these schools. (Not all of the 2,032 public schools in the state have applied for accreditation from the Southern Association.)

The Southern Association requires that teachers “have a certificate or college major in the field of work for which they are responsible for the major portion of the school day.² Teachers may “work in areas other than their major field of study, or areas for which they are certified, for less than a major portion of the school day, provided they have earned at least 12 semester hours in each of such areas.”³

When a school assigns a person out-of-field in violation of these guidelines, the Southern Association initiates a lengthy process of reprimands. If the school persists in making out-of-field assignments, the Southern Association may eventually (after a period of several years) drop its accreditation. This is the strongest action the Southern Association can take against a member school.

Most states outside the South have stricter standards than those of the Southern Association. If a person is to teach a subject outside his/her certificate area, most states require him/her to have either a minor or between 15 and 36 semester hours (the mode being 24 hours) in that subject. As mentioned earlier, North Carolina requires a teacher to be certified in order to teach in the public schools, but since 1968 the state has done nothing to ensure that teachers are properly certified in all the subjects they teach.



²*Standards of the Commission on Secondary Schools*, published by the Southern Association of Colleges and Schools, 1979, p. 8.

³*Ibid.*

According to existing DPI rules (a copy of which can be found in Appendix B-II), “any teaching assignment outside the certificate field is recognized as being out-of-field . . . Teachers with out-of-field assignments should be required to complete credit periodically toward meeting the requirements for certification in the area of the out-of-field assignment.” [16 NCAC 2H .0203 (d)(1)]. Despite this suggestion in the administrative code, current North Carolina policy does not require teachers to work towards certification in their new area. Under the present system, there is little incentive for local school districts to hire a certified person to teach in areas presently taught by out-of-field personnel. This perpetuates a system of out-of-field teaching: “(In the past) in some administrative units people were assigned out-of-field to meet a specific need at one point. They created no problems, and they’ve settled into these positions. Most of them who get into those positions—and that’s one reason why this problem (of out-of-field teaching) exists—simply haven’t done anything to make themselves more qualified (to teach in that area),” says DPI’s J. Arthur Taylor.

North Carolina’s lack of any enforcement mechanism to encourage superintendents and principals to assign teachers in-field creates two major problems. The first, and most important, concerns the quality of education. Although a certificate does not ensure that a person will teach well in a particular area, it does guarantee that the person has satisfactorily completed a number of courses designed to provide a strong background in that particular area. “We recognize the fact that certification and qualification are not synonymous . . . Our basic position is that certification and qualification parallel each other,” says J. Arthur Taylor.

A high number of out-of-field teachers increases the likelihood that a student will be taught by someone unfamiliar with the course material. “The chances for incompetence are greater when there is not any evidence of preparation in the teacher’s background,” says Taylor. This can be detrimental to a student’s education, especially in technical subjects such as math and science. Associate Dean of Education at North Carolina State University Robert Williams says, “It is entirely possible that a student can go through the educational system without being taught by a certified math teacher. This is not to say that the teachers the students were exposed to were unqualified, but it is less likely that they were (qualified).”

The second problem concerns the safety of the students, especially in physical education and science classes. Despite an oversupply of physical education teachers, persons not certified in the area continue to teach physical education classes.* If a student were to get hurt during a physical education class, the injury could be seriously aggravated by an instructor who did not have proper first aid training. Similarly, in high school science laboratory classes, an inadequately trained teacher could create an explosion by mixing the wrong chemicals together; an improperly instructed student might do the same.

Out-of-field teaching is consequently a potential danger to the physical and

*The oversupply of physical education teachers is documented in *Teacher Supply and Demand in North Carolina, 1978-79, 1979-80*, Division of Standards and Certification, SDPI, p. i, also pp. 17 and 18.

mental development of students. Assigning teachers to classes they are not qualified to teach makes little educational sense and is a disservice to both the teacher and the child.

Of course, it is unrealistic to think that all school systems can have 100 percent of their faculty teaching in-field 100 percent of the time. This ignores the personal expertise many teachers may bring to a subject. For example, a math teacher may be an exceptional writer and may be well-qualified to teach a creative writing course. This also ignores the exigencies of individual school districts. Emergency situations, funding limitations, and personnel limitations may severely restrict the options available to a principal when he is making class assignments.

A certificate is not a guarantee that a person will be an effective teacher, nor is it the only criterion by which to judge teacher qualifications. There are two other methods by which a state may seek to control the quality of its teachers: by establishing a base score on the National Teachers' Examination below which no prospective teacher may fall, and by monitoring teacher performance in the classroom. Currently, members of the Liaison Committee between the Board of Governors of the University of North Carolina and the State Board of Education are studying these areas to determine ways to improve the quality of teaching in North Carolina's schools.*

This report does not argue that a certified teacher is the best teacher. It does, however, operate on the premise that a person cannot be a good teacher without first knowing his or her subject area. The process of certification is designed to guarantee that teachers have such basic knowledge. A high prevalence of out-of-field teaching is something the state cannot permit, as it makes a mockery of the entire certification process. The following chapter assesses the incidence of out-of-field teaching in North Carolina.

*For a good explanation of the proposed Quality Assurance Program and the Performance Appraisal Program, see Kinnard P. White, "The Quality Assurance Program for Preparing Teachers in North Carolina," and William P. Pope, "QAP: Recommendations on Improving the Quality of Teachers," both published in *Popular Government*, Vol. 47, No. 3 (Winter, 1982), pp. 7 and 13.

CHAPTER TWO: Incidence of Out-of-Field Teaching in North Carolina

Teaching out-of-field borders on professional malpractice.

—Bernard McKinna, NEA Instruction and Professional Development, Washington, DC

A child in one class with a teacher out-of-field can be hurt as much as if all his classes were taught by out-of-field teachers.

—J. Arthur Taylor, Director of Certification, North Carolina Department of Public Instruction

An examination of the 1980-1981 Professional Personnel Activity Report (PPAR)—an informational report that all school personnel must fill out at the beginning of every school year—and of teacher certification records, reveals that out-of-field teaching occurs statewide. (A copy of the PPAR form appears in Appendix C.) Although out-of-field teaching is most prevalent in some of the rural areas of the state, it is not a problem limited to any one geographic or economic region. Educators teaching outside their certified area are in every local educational agency in the state.

Anomalies exist throughout the 1980-1981 PPAR data. These are a result of either teacher error in completing the forms or errors made in entering the data into a computer file. For example, the PPAR form asks each teacher to list his or her daily class schedule. In response to this, one person in Durham County reported teaching 26 language arts-math courses a day. In Mecklenburg, 20 physical education instructors reported teaching 20 or more classes each. According to the data, one teacher in Gaston County taught 120 reading classes a day, while a less industrious colleague in Catawba taught 80.

The PPAR data, with all their shortcomings, are the only data available from DPI to analyze the incidence of out-of-field teaching. The following sections summarize the results of an analysis conducted in the summer of 1981 by the North Carolina Center for Public Policy Research to determine the rate of out-of-field teaching in eight subject areas in grades 7-12: reading, math, science, health, English, social studies, physical education, and foreign languages.* (See Appendix A for a complete breakdown of the classes within each subject area that were

*Except where otherwise noted, a person identified as having a social studies certificate may be certified in any of the following areas: social studies, political science, geography, history, economics, sociology, and anthropology; a person identified as being certified in English may have a certificate in language arts, English, theater arts, speech, or media; a person identified as having a science certification may hold either a science, general science, physical science, earth science, physics, biology, or chemistry certificate; persons certified in vocational education were included in the numbers of those persons certified in occupational education.

analyzed.)

The following tables include two definitions of out-of-field teaching: out-of-field teaching (OOFT) and 50 percent out-of-field teaching (50% OOFT). Out-of-field teaching refers to any person teaching a subject without a certification in that area. Fifty percent out-of-field teaching refers to those people who are teaching more than half their classes in subjects in which they are not certified. (This was the standard used by DPI before 1968 to determine whether a teacher was excessively out-of-field.) These two definitions are included to provide a better sense of the total number of times teachers are being assigned out-of-field.

In computing the data, teachers holding elementary, primary, or grammar certificates were considered to be in-field as long as they did not teach in the 9th grade or beyond because, according to state policy, they are qualified to teach any subject in grades 1-8. The tables provide a profile of the certification areas of the teachers who were out-of-field in each subject. In computing these, the Center adopted a special classification system for teachers holding multiple certificates. Teachers holding more than one certificate and teaching in areas outside any of their certifications were classified as being certified in the area in which they did the majority of their teaching. For example, someone certified in social studies and math who was teaching three classes of social studies, one of math, and two of science, would be counted in the total number of teachers certified in social studies who were OOFT in science. Persons holding multiple certifications and not teaching in any of their certified areas were included in the number of out-of-field teachers in one of their certificate areas based on which of their areas came first in the following hierarchy: reading, math, science, social studies, English, physical education, health, business, occupational education, fine arts, early childhood education, exceptional children, bible, and the elementary certificates.* For example, someone certified in math and physical education who was teaching four social studies classes and one science class would be included with those persons holding math certificates who were both OOFT and 50% OOFT in social studies and science.**

*State Department of Public Instruction regulations (16 NCAC 2H .0217) allow occupational education teachers to teach out-of-field if they are judged to be competent to do so by 1) the local director of occupational education, 2) the area director of occupational education, 3) the state staff consultant in the program area in which they are to be teaching, and 4) the school principal. Because it was impossible to determine from the PPAR data if those people certified in occupational education and teaching in other subjects met these criteria, they were counted as OOFT and as 50% OOFT (in the latter case, when they were not teaching at least 50 percent of the time in occupational education classes). In no instance did they amount to more than 3 percent of the out-of-field total.

**The Center made every attempt to be as accurate as possible in computing these figures. However, as with all human calculations, minor errors probably occurred. Assuming the standard statistical error for such calculations, our figures are correct to within ± 2.5 percent.

Reading

Of all the areas surveyed, reading had the highest percentage of out-of-field teaching. More than three out of every five instructors who taught reading were not certified in the area.*

Teachers certified in English provided 436 of the 1023 out-of-field reading teachers. Officials in DPI, the Southern Association, the North Carolina Associa-

TABLE 2.1

<u>CERTIFICATION</u>	<u>READING (7-12)</u>	
	<u>OOFT</u>	<u>50% OOFT</u>
ENGLISH/LANG. ARTS	436	260
SOCIAL STUDIES	222	153
EARLY CHILDHOOD EDUCATION (K-3)	74	74
SPECIAL EDUCATION	67	67
SCIENCE	62	37
PHYSICAL EDUCATION/HEALTH	45	30
MATH	34	8
ELEM-PRIMARY-GRAMMAR	20	18
FOREIGN LANGUAGE	19	18
FINE ARTS	17	10
BUSINESS	16	16
OCCUPATIONAL EDUCATION	8	6
CURR. INSTRUC. SPECIALIST	2	2
BIBLE	<u>1</u>	<u>1</u>
TOTAL	1023	700
	(60.1%)	(41.2%)

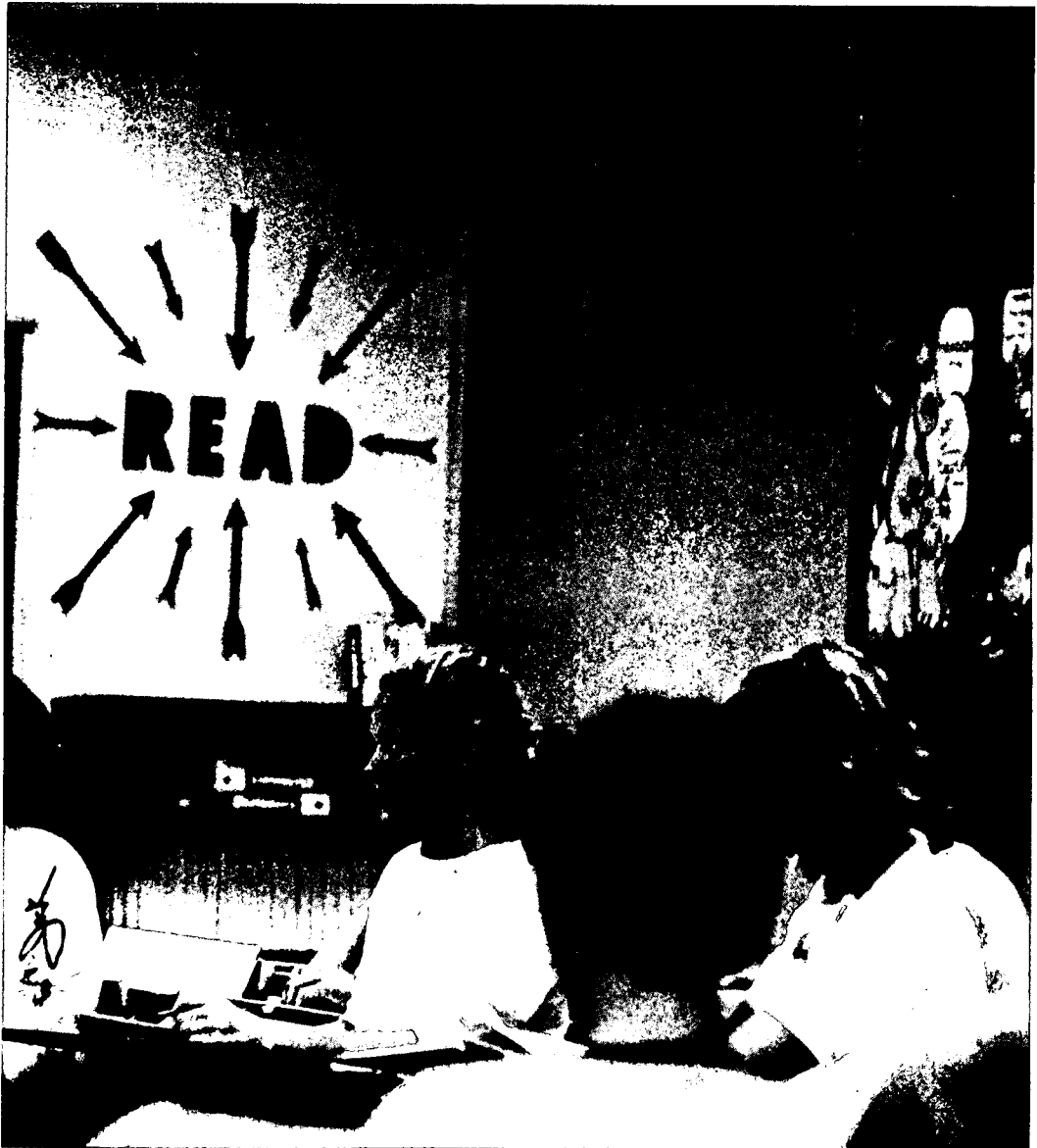
Number of Reading Teachers = 1,701

If Language Arts certificate holders are counted as qualified to teach reading, the percentages are:

<u>OOFT</u>	<u>50% OOFT</u>
903	571
(53.1%)	(33.6%)

*Officials in DPI contend that instructors certified in language arts are qualified to teach reading. This is because a teacher certified in language arts is expected to be skilled in eight areas, one of which is reading. State guidelines for teacher education programs recommend that teachers receiving a language arts certificate at the intermediate level concentrate 15 percent of their total program in the area of reading. However, the guidelines also recommend that, to be certified in reading, a teacher should concentrate at least 25 percent of his undergraduate work in the area of reading. Because of this large discrepancy between the two certifications in the number of training hours in reading, the Center did not count language arts teachers as in-field in reading. However, if the state's contention is accepted and language arts teachers are assumed to be in-field in reading, the out-of-field figures are: OOFT, 53.1 percent (903 teachers out-of-field); 50% OOFT, 33.6 percent (571 teachers out-of-field).

tion of Educators, and university teacher education programs agree that an English certificate does not qualify a person to teach reading. Robert Williams, Associate Dean of Education at North Carolina State University, points out that English programs "heavily emphasize literature; they are not designed to train English teachers to be reading teachers." Social studies teachers (222) constituted one of the primary groups teaching out-of-field. Other out-of-field teachers held certificates in early childhood education (74), special education (67), science (62), physical education/health (45), math (34), occupational education (8), and bible (1). There were also 20 teachers not certified in secondary education and two curriculum instructional specialists teaching reading classes.



Math

Overall, the percentage of out-of-field teaching in math was exceeded only by that in reading. Over one-third of those teachers who taught at least one math class (37.3 percent) did not hold a math certificate.

Of the 1836 teachers who were out-of-field, 434 held social studies certificates.

TABLE 2.2

<u>CERTIFICATION</u>	<u>MATH (7-12)</u>	
	<u>OOFT</u>	<u>50% OOFT</u>
SOCIAL STUDIES	434	339
SCIENCE	247	106
PHYSICAL EDUCATION/HEALTH	201	86
ENGLISH	197	122
SPECIAL EDUCATION	174	174
BIOLOGY	131	98
BUSINESS EDUCATION	130	89
OCCUPATIONAL EDUCATION	64	41
READING	60	42
EARLY CHILDHOOD EDUCATION (K-3)	46	46
ELEM-PRIMARY-GRAMMAR	43	39
FINE ARTS	41	22
GENERAL SCIENCE	35	20
FOREIGN LANGUAGE	15	11
CHEMISTRY	6	5
PHYSICS	4	4
PHYSICAL SCIENCE	3	1
EARTH SCIENCE	3	0
DRIVER EDUCATION	2	2
TOTAL	1836 (37.3%)	1247 (25.3%)

Number of Mathematics Teachers = 4,913

Teachers with one or more of the science certifications accounted for another 429 of the out-of-field teachers. Breaking down the science group further, the majority of math teachers with science certifications held either a science certificate (247) or a biology certificate (131).

Two areas of teacher surplus accounted for a significant number of out-of-field math teachers: physical education (201) and English (197).¹ Special education teachers constituted another 174 members of the out-of-field pool. Educators

¹This surplus is documented in *Teacher Supply and Demand in North Carolina, 1978-79, 1979, 80*, Division of Certification, State Department of Public Instruction, 1980, pp. i, 17, and 18.

trained in business education added 130 teachers to the out-of-field count; teachers not trained in secondary education added another 89 individuals. (Forty-six educators trained for grades K-3 were teaching at the seventh grade level or above. Several of these early childhood teachers were teaching at the high school level (9-12), as were all of the other teachers not trained in secondary education.) Occupational education and reading instructors contributed 64 and 60 teachers, respectively; teachers trained in music or art (the fine arts) added another 41 educators to the noncertified math teachers. Fifteen certified foreign language instructors and 2 driver education teachers were also teaching math courses.



Science

The rate of out-of-field teaching in the sciences was not as high as in math. Slightly more than 3 out of every 10 science teachers were in inappropriate assignments. Out-of-field teaching was most prevalent in grades 7-9, but did occur at all grade levels (7-12). Physical education teachers (280), social studies teachers (238), and biology teachers (236) accounted for 754 of the 1170 teachers who taught science out-of-field. Biology teachers who were out-of-field were teaching eighth grade earth science and ninth grade physical science classes in almost all cases.

Math teachers accounted for 117 of the out-of-field science teachers (but only

TABLE 2.3

<u>CERTIFICATION</u>	<u>SCIENCE (7-12)</u>	
	<u>OOFT</u>	<u>50% OOFT</u>
PHYSICAL EDUCATION	280	112
SOCIAL STUDIES	238	167
BIOLOGY	236	137
MATH	117	31
ENGLISH	59	44
OCCUPATIONAL EDUCATION	47	39
SPECIAL EDUCATION	32	32
GENERAL SCIENCE	22	17
CHEMISTRY	21	8
GENERAL SCIENCE-BIOLOGY	19	5
BUSINESS	16	16
ELEM-PRIMARY-GRAMMAR	13	12
FINE ARTS	12	10
BIOLOGY-CHEMISTRY	12	9
READING	11	8
PHYSICS	9	2
GENERAL SCIENCE- BIOLOGY-CHEMISTRY	8	6
EARTH SCIENCE	6	3
GENERAL SCIENCE-CHEMISTRY	6	4
PHYSICAL SCIENCE	4	1
FOREIGN LANGUAGE	1	1
BIBLE	1	1
TOTAL	1170 (30.4%)	665 (17.3%)

Number of Science Teachers = 3,846

31 were teaching more than 50 percent of their time outside math. Typically, math teachers taught only one science course.) English instructors (59), occupational education instructors (47), and special education instructors (32) added to the out-of-field total, as did individuals trained in business (16), nonsecondary education (13), fine arts (12), reading (11), foreign languages (1), and bible (1).

Ironically, a number of science teachers were teaching out-of-field in science because they were assigned to courses outside their area of specialization. Because training in the sciences is becoming more specialized, officials in DPI's Division of Science have developed a classification system for determining whether a person is qualified to teach a particular course. Chart 2.1 shows the Division's assessment of those subject areas a person with a particular science certification is qualified to teach. The Center used these designations as the basis for determining whether a person certified in some area of science was out-of-field. Among those certified in one or more of the sciences and still teaching out-of-field were those holding certificates in general science (22), chemistry (21), general science-biology (19), biology-chemistry (12), physics (9), general science-biology-chemistry (8), earth science (6), general science-chemistry (6), and physical science (4).

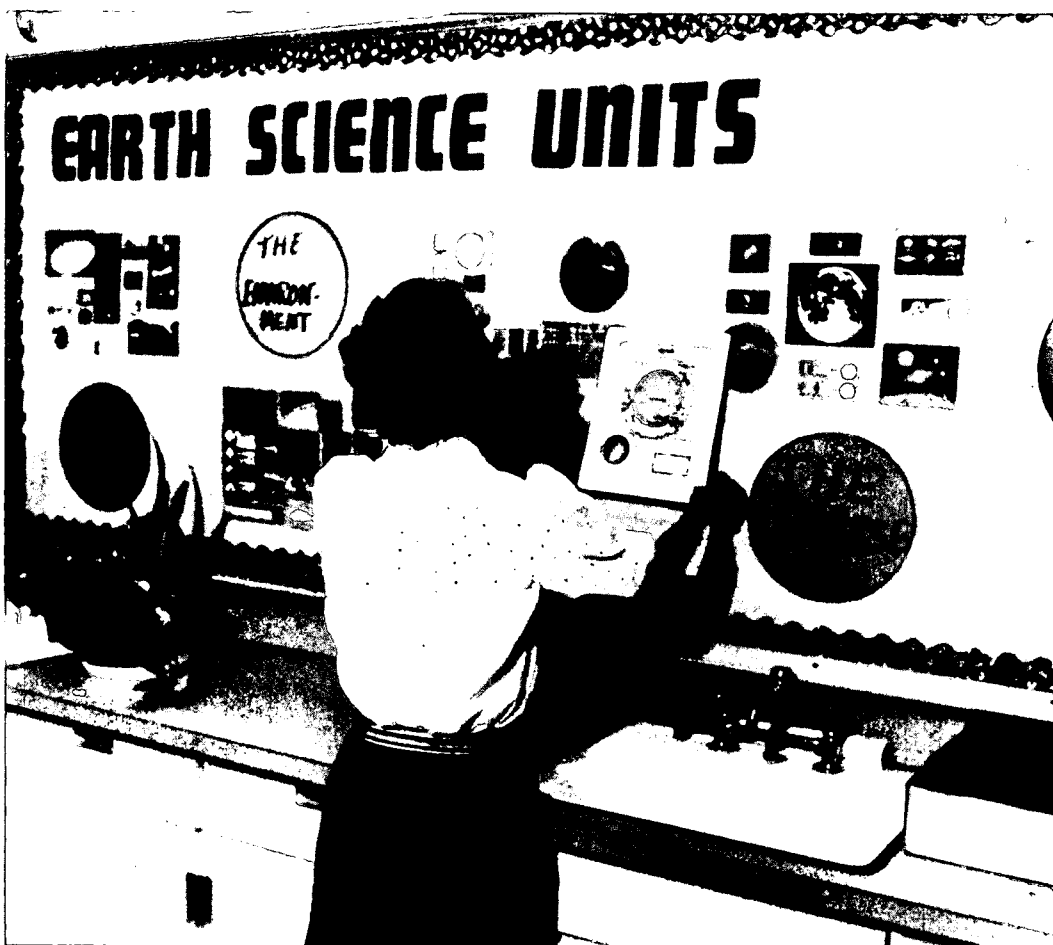


Chart 2.1

**TEACHER CERTIFICATION AND SUBJECT QUALIFICATIONS
SCIENCE**

QUALIFIED TO TEACH: SUBJECT	CERTIFICATION:						
	Science	General Science	Earth Science	Physical Science	Biology	Physics	Chemistry
Life Science (7th)	X	X			X		
Earth Science (8th)	X		X				
Physical Science (9th)	X	X		X		X	
Biology (10th)	X				X		
Advanced Biology	X				X		
Chemistry	X			X			X
Advanced Chemistry	X			X			X
Physics	X			X		X	
Advanced Physics	X			X		X	
Applied Science	X	X	X	X	X	X	X
Marine Science	X				X		
Special Interest Science	X	X	X	X	X	X	X
Environ- mental (Ecology)	X	X			X		
Anatomy & Physiology	X				X		
Aviation Science	X			X		X	

Source: *North Carolina Science Teacher Profile, Grades 7-12, 1979-80*, Division of Science, North Carolina Department of Public Instruction, pg. 6

Health

Because of its past linkage with physical education, health is not as clearcut a subject area as some of the previous subjects. Until 1972, no college of education in North Carolina issued a health education certificate—only a joint physical education/health education certificate was available.² Today in grades 7 through 9 health classes are still most frequently taught as an adjunct to physical education classes. Consequently, Table 2.4 counts all classes in health/physical education, health, family planning, and sex education as health classes and considers as properly certified any person holding a health education certificate and (for the health/physical education classes only) any person holding a joint physical education/health education certificate. An individual with a physical education/health education certificate teaching either health, family planning, or sex education classes was

TABLE 2.4

<u>CERTIFICATION</u>	<u>HEALTH (7-12)</u>	
	<u>OOFT</u>	<u>50% OOFT</u>
SOCIAL STUDIES	137	87
SCIENCE	85	35
ENGLISH	42	14
PHYSICAL EDUCATION	37	17
MATH	36	18
OCCUPATIONAL EDUCATION	18	11
BUSINESS EDUCATION	16	11
FINE ARTS	12	5
FOREIGN LANGUAGES	4	1
DRIVER EDUCATION	2	2
SPECIAL EDUCATION	2	2
GRAMMAR SCHOOL	1	0
SPEECH	1	1
THEATER ARTS	1	1
JUNIOR ROTC	<u>1</u>	<u>1</u>
TOTAL	395 (23.8%)	206 (11.5%)

Number of Health Teachers = 1,671

If only health (junior and senior high school), family planning, and sex education classes are examined the figures are:

OOFT
165
(67.6%)

Total Number of Health Teachers = 244

²Susan M. Presti, *Health Education: Incomplete Commitment*, published by the North Carolina Center for Public Policy Research, 1980, p. 18.

Using these criteria, 23.8 percent of those instructors teaching health were not properly certified. Social studies teachers were again the main group out-of-field (137), followed by science teachers (85), many of whom were certified in biology. English teachers added another 42 to the total, physical education teachers, 37, and math teachers, 36.



English

English is an area where, according to DPI's statistics, there is an oversupply of teachers³. Consequently, one might expect that out-of-field teaching in English would be low. However, 22.5 percent of those instructors teaching English in grades 7-12 did not hold an appropriate certificate. Teachers with social studies certifications (475) were again the leading out-of-field group. They alone accounted for more than one-third of the 1,393 persons teaching English out-of-field. Teachers with certificates in special education (304) and teachers with certificates in foreign languages (166) were the two other major groups teaching out-of-field. Combined, these three groups accounted for more than two out of every three teachers who were out-of-field in English.

Ninety teachers certified in science were teaching English out-of-field. Physical education (57), reading (54), business (48), math (47), fine arts (44), and bible (2) instructors also taught English classes. Twenty-eight teachers certified in early childhood education taught English classes, as did 25 teachers certified in occupational education. Twenty teachers holding either elementary, primary, or grammar

TABLE 2.5

<u>CERTIFICATION</u>	<u>ENGLISH (7-12)</u>	
	<u>OOFT</u>	<u>50% OOFT</u>
SOCIAL STUDIES	475	261
SPECIAL EDUCATION	304	304
FOREIGN LANGUAGES	166	57
SCIENCE	90	64
PHYSICAL EDUCATION	57	41
READING	54	41
BUSINESS EDUCATION	48	24
MATH	47	25
FINE ARTS	44	15
EARLY CHILDHOOD EDUCATION (K-3)	28	28
OCCUPATIONAL EDUCATION	25	21
ELEM-PRIMARY-GRAMMAR	20	16
THEATER ARTS	19	14
SPEECH	8	8
MEDIA	6	6
BIBLE	2	2
TOTAL	1393	927
Number of English Teachers = 6,180	(22.5%)	(15.0%)

³Teacher Supply and Demand in North Carolina 1978-1979, 1979-1980, State Department of Public Instruction, 1980, p. i; also pp. 17 and 18.

certificates were teaching English in grades 9-12.

Many educators with certification in one of the sub-fields of English were nevertheless teaching English classes out-of-field. Nineteen teachers certified in theater arts taught outside their area. Teachers with speech certificates were teaching basic English classes and some drama classes and accounted for eight of the out-of-field teachers. Six media teachers were teaching the basic English classes.



Social Studies

Given the previous results showing that social studies instructors head the list of out-of-field teachers in almost every subject, one might suspect that out-of-field teaching in social studies would be virtually nonexistent. This is not the case. One out of every six teachers in social studies classes did not hold an appropriate degree. The ranks of the out-of-field teachers in this instance are dominated by English teachers (196) and by physical education/health teachers (165).

Sixty of the out-of-field teachers were certified in science while 38 were certified in the fine arts. Teachers holding foreign language certificates added another 32 to the out-of-field total; teachers certified in special education added 29; math teachers, 23; sociology, 22; occupational education, 21; and business, 20.

Like science, social studies is a subject with a number of sub-fields: political science, history, sociology, economics, geography, and anthropology. Officials in DPI's Division of Social Studies do not have a classification system for determining what subjects a person holding a particular social studies certificate is qualified to teach and declined to devise one when the Center requested them to do so. Consequently, the Center developed its own classification system, seen in Chart 2.2,

TABLE 2.6

<u>CERTIFICATION</u>	<u>SOCIAL STUDIES (7-12)</u>	
	<u>OOFT</u>	<u>50% OOFT</u>
ENGLISH	196	66
PHYSICAL EDUCATION/HEALTH	165	109
SCIENCE	60	31
FINE ARTS	38	18
HISTORY	36	24
FOREIGN LANGUAGE	32	12
SPECIAL EDUCATION	29	29
MATH	23	7
SOCIOLOGY	22	22
OCCUPATIONAL EDUCATION	21	13
BUSINESS	20	13
GEOGRAPHY	13	13
POLITICAL SCIENCE	9	9
EARLY CHILDHOOD EDUCATION	9	9
ELEM-PRIMARY-GRAMMAR	8	6
ECONOMICS	7	7
BIBLE	4	4
ANTHROPOLOGY	2	1
TOTAL	694	393
	(16.6%)	(9.4%)

Number of Social Studies Teachers = 4,193

and asked officials of the Southern Association to review it. These officials agreed with all the determinations except for one: they felt history certificate holders should not be classified as out-of-field in international relations. The Center used Chart 2.2 as the basis for determining whether social studies certificate holders were out-of-field in particular social studies courses. Thirty-six history teachers were teaching out-of-field in courses such as economics and sociology.

Thirteen teachers holding a geography certificate were teaching outside their specialized area (and were in most cases teaching social studies in the seventh and eighth grade). Nine individuals with political science certificates taught out-of-field, primarily in history courses. Seven teachers with economics certifications were also out-of-field.

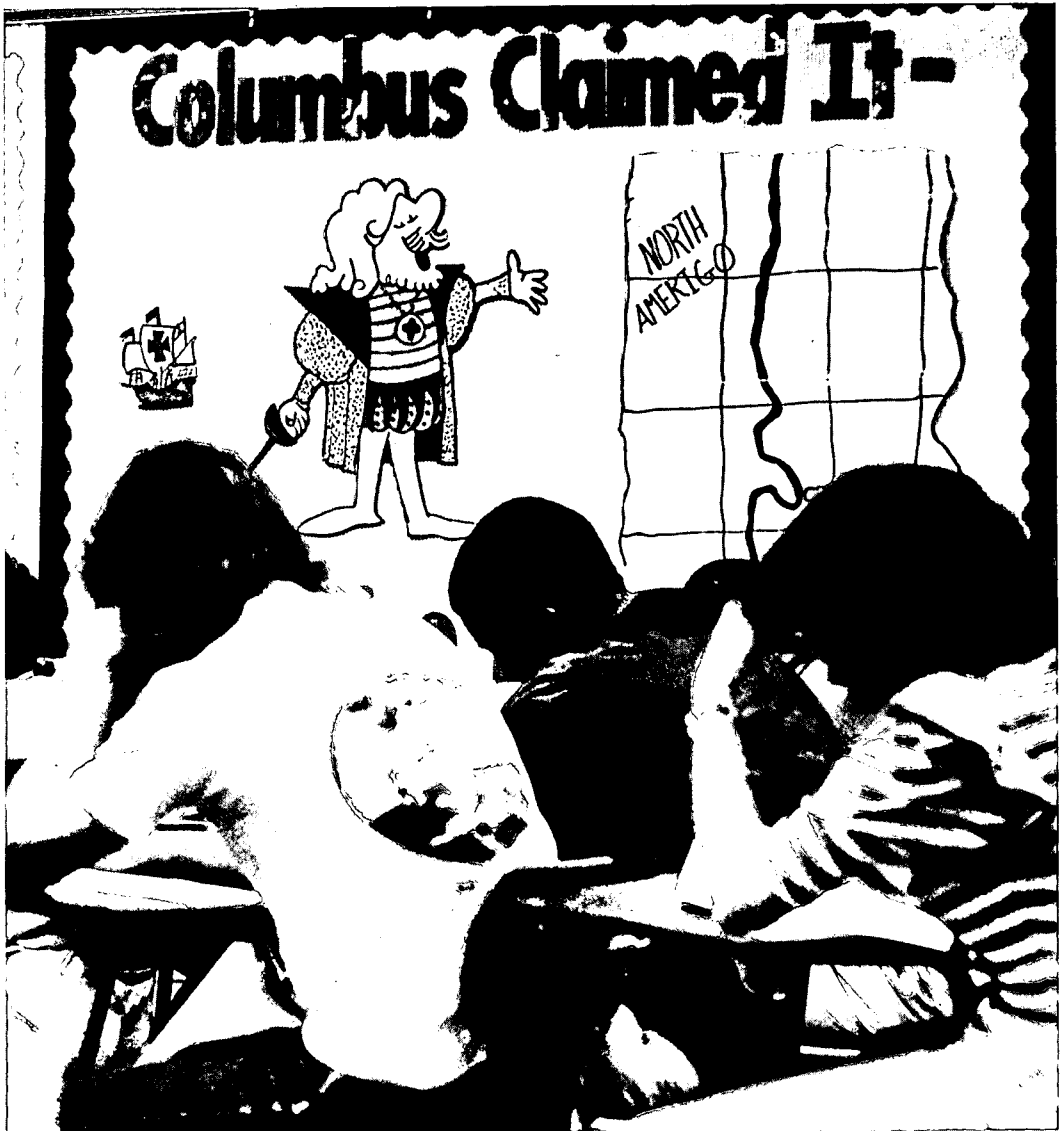


Chart 2.2

TEACHER CERTIFICATION AND SUBJECT QUALIFICATIONS SOCIAL STUDIES

QUALIFIED
TO TEACH:

CERTIFICATION:

<u>SUBJECT</u>	Social Studies	History	Political Science	Eco- nomics	Soci- ology	Anthro- pology	Geo- graphy
Social Studies	X	X	X				
Civics	X	X	X				
Economics	X			X			
Sociology	X				X		
Psychology	X				X		
Humanities	X	X					
Interna- tional Relations	X		X				
Social Problems	X	X			X		
World History	X	X					
World Culture	X	X			X	X	
World Geography	X						X
U.S. History	X	X					
U.S./North Carolina History	X	X					
Local/North Carolina History	X	X					
U.S. Studies	X	X	X				
Government- Law	X		X				
Consumer Economics	X			X			
Minority Studies	X	X	X		X		
Geography	X						X
Current Affairs	X	X	X		X		
Bible History	X	X					
Advanced U.S. History	X	X					
Advanced European History	X	X					
Anthropology	X					X	

Physical Education

Physical education, like English, is an area of oversupply.⁴ However, 426 of the 2,745 teachers in this area did not possess physical education certificates (15.8 percent). Almost half of the out-of-field teachers were certified in social studies (208). Science teachers composed the next major group with 72 out-of-field teachers. Together with math (33), these two areas of undersupply contributed over 100 of the out-of-field physical education teachers.⁵ It is ironic that teachers certified in these two areas of teacher undersupply would be assigned to so many classes in physical education, an area of teacher oversupply. If they were assigned to the subjects in which they held certificates, the out-of-field teaching rate in both math and science would be reduced. Fifty-five English teachers, 14 business teachers, and 13 occupational education teachers also taught physical education classes.

TABLE 2.7

<u>CERTIFICATION</u>	<u>PHYSICAL EDUCATION (7-12)</u>	
	<u>OOFT</u>	<u>50% OOFT</u>
SOCIAL STUDIES	208	114
SCIENCE	72	55
ENGLISH	55	26
MATH	33	4
BUSINESS	14	11
OCCUPATIONAL EDUCATION	13	9
FINE ARTS	8	7
READING	6	5
FOREIGN LANGUAGE	4	3
HEALTH	4	2
GRAMMAR SCHOOL	3	2
DRIVER EDUCATION	2	2
EARLY CHILDHOOD EDUCATION (K-3)	2	2
SPECIAL EDUCATION	<u>1</u>	<u>1</u>
TOTAL	425	243
	(15.8%)	(8.8%)
Number of Physical Education Teachers = 2,745		

⁴*Ibid.*

⁵The undersupply of math and science teachers is also noted in *Teacher Supply and Demand*, p. 17.



Foreign Languages

Foreign language teaching had the lowest percentage of out-of-field teaching of all the areas surveyed.* Only 8.8 percent of the instructors in foreign languages did not hold a certificate in foreign languages. Not unexpectedly, those instructors possessing English certificates (55) were the leading group of educators teaching out-of-field. They accounted for over two-thirds of the out-of-field group.

In addition to English teachers, noncertified individuals teaching foreign languages included instructors trained in social studies (12), math (6), science (3), and occupational education (2). One educator trained in fine arts, one in business, and one in special education also taught foreign language classes.

TABLE 2.8

<u>CERTIFICATION</u>	<u>FOREIGN LANGUAGES (7-12)</u>	
	<u>OOFT</u>	<u>50% OOFT</u>
ENGLISH	55	18
SOCIAL STUDIES	12	1
MATH	6	1
SCIENCE	3	2
OCCUPATIONAL EDUCATION	2	0
FINE ARTS	1	0
BUSINESS	1	1
SPECIAL EDUCATION	<u>1</u>	<u>1</u>
TOTAL	81	24
	(8.8%)	(3.2%)

Number of Foreign Language Teachers = 919

*The analysis for foreign languages focused at the senior high level (9-12).



Conclusions

Although out-of-field teaching is most prevalent in grades 7-9, it occurs frequently in grades 10-12 as well. For the eight subjects analyzed, the lowest percentage of out-of-field assignments in grades 7-12 was in foreign languages, the highest in reading. Despite the low rate of out-of-field teaching in foreign languages, the data revealed a disturbing practice. Most of the out-of-field foreign language instructors were teaching in first year language courses, that is, Spanish I, French I, etc. A poor foundation may increase a student's difficulties in mastering a foreign language. "The danger in this (having a large number of out-of-field teachers in first year language courses) is to the ultimate achievement level of the student," says J. Arthur Taylor. "If the basic introduction to a foreign language is off-base as far as the use of language, pronunciation, and accent, at some later point students have to relearn what they've learned wrong."

The high rate of out-of-field teaching in reading may be partially explained by the low number of college programs that offer reading degrees. North Carolina did not issue a reading certificate before 1978. Today, of the 44 North Carolina colleges with approved programs, only 18 offer degrees in reading. Of those 18, only 12 offer bachelor's degrees.

These numbers highlight a serious problem in North Carolina: the lack of responsiveness from the college programs to the needs of the public schools. Frequently, university personnel aggravate the teacher supply and demand situation by failing to steer prospective teachers into areas of shortage such as math and science. Often, as in the case of reading, there is a problem with out-of-field teaching in a subject partly because there is a limited availability of college programs in that area. In addition to graduating too few new teachers each year with certifications in these areas, this low number reduces an already employed teacher's opportunity to take courses that might improve his or her ability to teach a particular subject. Teachers who wish to pursue master's degrees or additional certifications in particular subjects are often constrained by the availability of programs near the locality in which they live and work. For example, a person teaching in Wilmington and wishing to obtain a master's degree in reading must travel either to Chapel Hill, Durham, or Raleigh, journeys of several hours each way. Such long distances may discourage a teacher from taking courses that might be helpful.

In addition to a lack of responsiveness on the part of colleges and universities, the training teachers receive in college courses is often not relevant to classroom teaching. Some college education professors have not taught in elementary and secondary schools for over 20 years and have lost touch with the reality of the classroom. Consequently, their instruction may have little value for teachers.

In analyzing the PPAR data, it seemed apparent that remedial courses were taught by out-of-field teachers more frequently than were college preparation courses, particularly in math. This finding needs to be examined by additional research, for it may indicate that there is an implicit caste system operating in the public schools: the brightest students receive the best teachers while the slower

students must make do with less qualified teachers. This system may help perpetuate the lower achievement levels of the weaker students.

The Center's analysis of the PPAR data revealed that teachers with social studies certifications were assigned out-of-field more than teachers with any other certification. This is at least partly attributable to the oversupply of social studies teachers.⁶ However, even teachers with certificates in areas where shortages exist (math, science, reading, special education⁷) were frequently assigned to teach out-of-field. This is an especially troubling finding, since it further decreases the pool of qualified individuals teaching in these areas of undersupply.

The magnitude of the out-of-field teaching problem becomes more apparent when examining assignments in specific school units. For example, a certified Spanish teacher taught four algebra I classes and one consumer economics class in Burlington. Teachers certified in reading were used to teach remedial math classes in Asheville. In Beaufort, a reading instructor reported teaching eight language arts-math classes. In Mecklenburg County, a certified English teacher taught five remedial math classes. In Wayne County, a certified French teacher was responsible for five math-science courses. In Johnston County, 16 of 19 instructors teaching out-of-field in science held physical education certificates.

Math teachers were assigned to a variety of out-of-field courses. In Bladen County, a certified math teacher taught two life science courses and four language arts courses. Pamlico County employed a certified math instructor to teach two physical education/health courses and two life science courses. In Johnston County, a certified math teacher taught six language arts classes, while in Rowan County a certified math teacher taught two language arts classes and three social studies classes.

Some of those out-of-field assignments may have occurred because a school system lacked the necessary personnel to properly staff a course. However, there were numerous cases where certified personnel were available, but were nevertheless assigned out-of-field. In one school in Cabarrus, a certified math instructor taught four eighth grade science courses and one social studies course, a certified science teacher taught four social studies courses and one math course, and a certified social studies teacher taught five language arts courses.

One school in the Cumberland Local Education Agency (LEA) could have avoided several out-of-field assignments by assigning teachers to their areas of certification. A certified math teacher taught six life science courses, a science teacher and a general science teacher both taught six math classes, and a biology teacher taught six earth science classes. These four out-of-field situations could have been reduced to one had the math teacher been assigned to six of the math classes, the biology teacher to the life science classes, and the science teacher to the earth science courses.

An out-of-field situation in Buncombe County could have been corrected (by state standards) if the assignments would have been made to the proper certificate

⁶*Teacher Supply and Demand, op. cit.*

⁷*Ibid.*, p. 17

holders. A social studies teacher was teaching four life science classes; a science teacher was teaching four language arts courses; a language arts instructor was teaching three civics classes and one reading development class. Changing the assignments could have eliminated out-of-field teaching in these courses (since state officials assert that language arts teachers are qualified to teach reading courses).

Although out-of-field teaching did not occur as frequently in social studies, English, and physical education courses, these areas still were staffed with a high number of out-of-field instructors. In Rowan County, for example, a certified math teacher taught two language arts courses and three social studies classes. A teacher certified in science taught three social studies courses in Macon County, as well as a language arts class and a combined language arts-social studies course. A certified physical education instructor taught two language arts classes, two math classes, and a social studies course in Goldsboro. In Edgecombe County, where the reading competency score for ninth grade students was 7.8 (compared to the state average of 9.8) a certified reading teacher was teaching six physical education/health classes.

These examples illustrate the problem of out-of-field teaching in the state. This problem will probably be exacerbated by federal budget cuts, which may force school superintendents and principals to reduce the number of school employees. Such cutbacks in personnel may severely restrict a principal's pool of certificate holders. Since tenure will protect many individuals, the teachers most likely to be laid off will be those who have been hired in the past few years. This may limit the supply of employed certified reading and health teachers since the state has issued these certificates for less than ten years. Laying off teachers who do not have tenure may also reduce the supply of certificate holders in other areas of shortage such as math and science. One LEA may be left with an oversupply of teachers certified in English and a need for social studies teachers, while another LEA in a different part of the state may suffer from the opposite situation.

Even without the added burden of budgetary and personnel cutbacks, out-of-field teaching is a serious problem in North Carolina. It is a problem that has not been adequately addressed by a governor who has made education a primary focus of his administration. Governor Hunt's emphasis on education has centered on reducing class size and improving the primary reading program. Unfortunately, it makes little sense to put a number of new teachers in smaller reading classes if these teachers do not have an adequate background in reading.

Currently, the rate of out-of-field teaching in reading is astronomical and that in foreign languages—even though better than in any other subject analyzed—is still poor, especially since most of the out-of-field foreign language teachers are concentrated in first year language courses. If the state is to continue to insist that teacher certification has any significance at all, it must develop some effective means of policing out-of-field teaching assignments.

SUMMARY TABLE 2.9:

Out-of-Field Teaching (OOFT) in N.C. (1980-81)

Definition: Any person teaching a subject without a certification in that area.

Decision rule: According to state policy, anyone holding an elementary, primary, or grammar certificate is qualified to teach any subject in grades 1-8, and was considered to be in field if they did not teach in grades 9-12.

CERTIFICATE AREA	SUBJECT THEY ARE TEACHING (7-12)							
	Reading	Math	Science	Health	English	Soc. Stud.	For. P.E.	Lang. Totals
Reading		60	11		54		6	131
Math	34		117	36	47	23	33	296
Science	62	429	343*	85	90	60	72	1144
Health							4	4
Engl./Lang. Arts	436	197	59	42		196	55	1040
Soc. Studies	222	434	238	137	475	89*	208	1815
Phys. Ed.				37	57			94
For. Lang.	19	15	1	4	166	32	4	241
P.E./Health	45	201	280			165		691
Special Ed.	67	174	32	2	304	29	1	610
Business Ed.	16	130	16	16	48	20	14	261
Occupa. Ed.	8	64	47	18	25	21	13	198
Fine Arts	17	41	12	12	44	38	8	173
K-3	74	46			28	9	2	159
Elem, Prim., Grammar	20	43	13	1	20	8	3	108
All Others	3	2	1	5	35	4	2	52
Total Out-of-Field	1023	1836	1170	395	1393	694	425	7017
Number in Field	678	3077	2676	1276	4787	3499	2320	838
% Out-of-Field	60.1	37.3	30.4	23.8	22.5	16.6	15.8	8.8

*Certified in a science (or social studies) specialty, but not teaching in the specialty.

SUMMARY TABLE 2.10:

50% Out-of-Field Teaching (50% OOFT) in N.C. (1980-81)

Definition: Any person teaching more than half of their classes in subject in which they are not certified. (This was the standard used by DPI before 1968)

CERTIFICATE AREA	SUBJECT THEY ARE TEACHING (7-12)							
	Reading	Math	Science	Health	English	Soc. Stud.	For. P.E.	Lang. Totals
Reading		42	8		41		5	96
Math	8		31	18	25	7	4	94
Science	37	234	192*	35	64	31	55	650
Health							2	2
Engl./Lang. Arts	260	122	44	14		66	26	550
Soc. Studies	153	339	167	87	261	76*	114	1198
Phys. Ed.				17	41			58
For. Lang.	18	11	1	1	57	12	3	103
P.E./Health	30	86	112			109		337
Special Ed.	67	174	32	2	304	29	1	610
Business Ed.	16	89	16	11	24	13	11	181
Occupa. Ed.	6	41	39	11	21	13	9	140
Fine Arts	10	22	10	5	15	18	7	87
K-3	74	46			28	9	2	159
Elem., Prim.,								
Grammar	18	39	12		16	6	2	93
All Others	3	2	1	5	30	4	2	47
Total 50% Out- of-Field	700	1247	665	206	927	393	243	4405
Number in Field	1001	3666	3181	1465	5253	3800	2502	895
% Out-of-Field	41.2	25.3	17.3	11.5	15.0	9.4	8.8	3.2

*Certified in a science (or social studies) specialty, but not teaching in the specialty.

CHAPTER THREE: Comments on Regulations Proposed by the N.C. Department of Public Instruction to the State Board of Education

In an attempt to address the issue of out-of-field teaching, the Department of Public Instruction has proposed new regulations. (See Appendix B for a copy of the proposed regulations.) The Department first proposed new rules called "Provisional Certification Regulations" in August 1981. After a series of workshops with local school officials across the state, the Department revised the rules three times—on December 9 and December 15, 1981, and on January 11, 1982. Each revision marked an improvement in the proposed rules. If adopted by the State Board of Education, the latest proposed regulations (January 11, 1982) would go into effect on July 1, 1983. In general, they require that any person teaching a subject have either a certification, a provisional certification, an endorsement, or a provisional endorsement in that subject. Any person teaching a subject for more than 50 percent of the day must have a certificate or a provisional certificate; any person teaching a subject less than 50 percent of the day must have an endorsement or a provisional endorsement.

Evaluation of the August 1981 Proposed Regulations

The August 1981 regulations were DPI's first legitimate attempt since 1968 to curb out-of-field teaching, and as such, they were an important and much needed attempt to address a serious educational problem. (A copy of the August rules is reproduced in Appendix B-III.) They indicate that officials within DPI were aware of the gravity of the out-of-field teaching problem and were seeking to find a solution to it. However, the regulations had a number of shortcomings. First, the regulations as written were not complete. Although they required provisional certifications, endorsements, and provisional endorsements, they did not define these terms. It seemed likely that, to receive either a certification or endorsement, a teacher would have to take a number of college courses. It also seemed probable that an endorsement would require fewer courses than a certification. However, without any explanation of how this system of certifications and endorsements would work, it was difficult to evaluate its merits.

Second, the regulations contained no provision to allow principals the leeway needed to meet short-term, emergency personnel situations. For example, a principal would have had difficulty legally replacing a member of the faculty who became ill or died during the school year. The replacement probably would have had to file for provisional certifications or endorsements in the teaching areas of the deceased teacher and—in addition to teaching several new classes a day—begun working towards certifications or endorsements in these areas.

Third, principals and superintendents could have stuck to the letter of the regulations and still never addressed a school's need for a person qualified in a particular subject. They could have done so by rotating teachers into particular

teaching slots each year. For example, a principal could have assigned a math teacher to three science classes one year, requiring the math teacher to file for a provisional certificate in science. The following year, s/he could have assigned a social studies teacher to the same three science classes, requiring the teacher to file for a provisional certificate. The next year, s/he could have assigned an English teacher to the classes—without ever assigning a science teacher to the classes and without ever allowing one individual to build up experience and limited expertise in the science area. This could have led to a situation that is worse than the present one in the schools, since many out-of-field teachers today have at least accumulated some experience in their out-of-field areas through years of teaching those subjects.

In a related vein, superintendents and principals could have played scheduling games with class assignments. For example, a principal could have assigned three certified social studies instructors to teach four social studies and two math courses each. All three would have been required to work towards endorsement in math. However, if two of the teachers were assigned to all 12 of the social studies classes and the other teacher was assigned to all six of the math classes, only the latter person would have had to work towards an additional degree—in this case, a certification in math. By juggling class assignments in this way, principals could have used endorsements in lieu of certifications.

Similarly, these regulations may have led to ridiculous situations in which year after year, one teacher would be assigned to different subject areas, forcing him/her to continually work towards endorsements and certifications that s/he rarely would use again. For example, one year a person certified in English may have been assigned to teach four English, one social studies, and one science class. S/he would have had to work toward endorsements in social studies and science. (This would probably necessitate taking several courses a semester.) The following year, the person might have been assigned to teach two English and four health courses and would have had to work towards a certification in health. The next year, s/he may have been assigned to teach five English classes and one math course and would have had to work towards a math endorsement. This could have continued *ad nauseam*.

Criticism and Praise for the Latest Regulations

As stated above, the North Carolina Department of Public Instruction (DPI) first developed regulations concerning out-of-field teaching in August 1981 and proposed adoption of the rules to the State Board of Education at the Board's October 1981 meeting. During the next ten months, the Department of Public Instruction (DPI) conducted a number of workshops with school personnel administrators, school principals, and each of eight regional superintendent councils to explore the proposed changes with employers. J. Arthur Taylor, Director of the Division of Certification in DPI, reports that the overall reaction among different interest groups has been positive towards the proposed changes and that the main concern of those consulted is that "they will be given a time line they can live with."

As a result of these meetings, the proposed regulations have been revised and broadened to address criticisms both by the Center and school personnel. (See Appendix B-VIII for a copy of the 1/11/82 proposal.) Taylor says that DPI still

proposes to have a “total in-field requirement.” That is, the regulations require that any person teaching a subject have either a certificate, a provisional certificate, an endorsement, or a provisional endorsement in that subject. The type of certificate or endorsement required depends on the percentage of time a teacher spends on a particular subject during the day.

One of the Center’s major criticisms of the August 1981 proposal was that the distinction between the Department’s system of *certificates or provisional certificates* (required when a person teaches a subject more than 50 percent of the day) and *endorsements or provisional endorsements* (required when a person teaches a subject less than 50 percent of the day) contains inconsistent logic. By establishing a system of endorsements and certifications, the regulations operate on the premise that some training is necessary in order to properly teach a subject, but that less training is needed to teach a course once or twice a day than to teach it four or five times a day. This reasoning is flawed. The public has a right to expect that whoever is teaching a subject—whether s/he is teaching that subject one time or six times a day—has the qualifications necessary to educate students in that area. There is no reason to believe that a person certified in English who teaches two classes of health a day requires any less training than a counterpart who teaches four classes of health a day. Not only is this illogical, it is an injustice to the students who may receive unequal educations from unequally trained teachers.



Taylor admits that ideally a person teaching a subject less than half-a-day should be as fully certified as a person teaching a subject more than a half-day. However, given the nature of the school system, taking into consideration factors such as geography, population, and school organization, full certification of every teacher for every subject is not feasible, says Taylor. DPI approaches the problem by adopting the philosophy that it is better to require lower levels of expertise than no level at all, and that endorsements will help minimize the problem of out-of-field teaching by establishing a minimal level of expertise required for teaching a particular subject.

As part of the proposal concerning endorsements, a further revision is the use of a *state* as opposed to a *college* assessment procedure for determining whether an instructor should be granted an endorsement. In contrast to a rigid system based solely on a set number of college credits, the state will establish a flexible system for judging a person's qualifications. The new proposal is important because it takes into account a person's teaching experience. DPI proposes the establishment of an in-service committee composed of (1) the principal, (2) a peer teacher, (3) the supervisor of the person seeking an endorsement. This professional evaluation committee would look at such factors as the instructor's credits, experience, in-service activities, and his or her students' success. J. Arthur Taylor says that "this is the only realistic, legitimate way to get at those persons with years of experience." The only other alternative would be a grandfather clause, whereby the new regulations would not apply to those persons already teaching. Taylor says that DPI would be "strongly opposed" to a grandfather clause.

In addition to the four types of certification proposed earlier, DPI has added a "temporary" out-of-field certificate, valid for one year and granted by the local superintendent only if there is no fully certified teacher available. To avoid the possibility that a round robin effect will be created by continually shifting different teachers every year to the temporary position, Taylor says that neither the same *teacher* nor the same *subject* may be designated as temporary beyond one year. This allows school personnel administrators a period of one year to find a qualified or properly certified person for each position designated as temporary.

Another concern raised by the Center and the teachers themselves is that there may be excessive shifting of instructors, thereby leading to an added burden on teachers to continually obtain endorsements. Taylor agrees that this is a valid concern but suggests that it will not happen because the teachers' wishes or complaints will be a great deterrent against such a problem. If the problem does arise, DPI will certainly address it, Taylor says.

Perhaps the worst characteristic of the proposed regulations is that, like the system used before 1968, they still put the blame for out-of-field teaching on the wrong person—the *teacher*. If teachers do not take the necessary steps to gain endorsements or certifications, they may lose their jobs. Yet, there is no penalty on the *school system* for assigning the teacher out-of-field. In addition, the state is not proposing to help defray the teachers' expenses in pursuing these new degrees. It will be up to the teacher to cover the tuition, transportation, and child care costs accumulated in this regard.

One final revision in DPI's initial proposals is the establishment of a yearly state study to look at the utilization of personnel in a detailed manner. The results would be made public so that public reaction will be focused on those schools who are not conforming to the new certification standards. This is an excellent addition to earlier rules and should be adopted by the State Board of Education.

There are a few other proposals that merit praise. First, the proposal which would replace the existing three grade levels for certification (K-3, 4-9, and 7-12) with four levels (K-4, 4-6, 6-9, and 9-12) is laudable because it narrows the scope of a teacher's responsibilities. A provision that teachers in grades 6-9 would not be legitimized to teach all subjects in those grades would also be advisable.

Second, there is merit to the proposal before the Board which would replace the present grades 7-12 certification in mathematics with separate certifications for grades 7-9 and 9-12. This would allow colleges to offer a program in math breadth rather than post-calculus depth, which presently scares off some math teacher candidates. This proposal could help alleviate the math teacher shortage that exists in North Carolina, because there are some prospective teachers who would consider teaching math at a grade 7-9 level, but who do not want to take a chance on being assigned to senior high school math classes.

In summary, the North Carolina Department of Public Instruction's Division of Certification has done an excellent job of refining the provisions so that an in-field philosophy can be implemented in North Carolina's schools to the satisfaction of superintendents, principals, and teachers, and to the benefit of the students. After a year's delay, it is time for the North Carolina State Board of education to accept the Department's proposed rules and move towards a field-centered emphasis in certification procedures. Such an emphasis reflects an awareness that the best possible collegiate level education program is of little use if teachers are placed outside their area of interest and training. It is the Board's responsibility to promote certification standards that will ensure that public school children will be provided with the best possible education. It is time for the Board to exert its leadership by implementing the Department of Public Instruction's recommendations as an initial step towards the assurance of that goal in North Carolina.

CHAPTER FOUR: Incidence of Out-of-Field Teaching in Local School Districts in North Carolina—Through the Looking Glass of the Center and the Superintendents

"When I use a word," Humpty Dumpty said, in rather a scornful tone, "it means just what I choose it to mean—neither more nor less."

"The question is," said Alice, "whether you can make words mean so many different things."

"The question is," said Humpty Dumpty, "which is to be the master—that's all."¹

What does the phrase "out-of-field teaching" mean? Confusion over the question erupted into controversy in November 1981 when the North Carolina Center for Public Policy Research released its second teacher certification report showing that out-of-field teaching is a problem in almost all of North Carolina's 144 school districts.² In addition to television and radio coverage, the report and the ensuing debate between the Center and state and local education officials were covered by fifty-six different newspapers in over one hundred articles and twenty-four editorials or columns.

The primary purposes of the Center's studies were (1) to find out whether teachers in North Carolina were teaching in subjects in which they were certified and (2) to bring to the public's attention the fact that the state does not monitor out-of-field teaching at the local level.

The question of whether out-of-field teaching was occurring was answered by N.C. teachers when they filled out the PPAR (Professional Personnel Activity Report) forms for the 1980-81 school year. (See Appendix C for a sample PPAR form.) Because these forms contain each teacher's daily class schedule, they provided the data base from which the Center—with the Department of Public Instruction's cooperation—matched what subjects a teacher was actually teaching against what s/he was certified to teach. The Center found that the state does not now monitor out-of-field teaching at the local level and that there has been no effort to police this practice since 1968.

September Center Report on Statewide Out-of-Field Teaching

The Center's first report on whether out-of-field teaching was occurring was given in *statewide* terms in the figures reported in Chapter Two. That is, for the eight subjects examined in grades 7-12, parents might find a teacher who was out-of-field

¹Lewis Carroll, "Through the Looking Glass," in *The Complete Works of Lewis Carroll* (Modern Library edition, 1936), p. 214.

²There are now 143 school districts, as New Bern City and Craven County Schools were consolidated in 1981-82. The Center's data is based on the 144 school districts operating in the 1980-81 school year.

anywhere from 8.8 percent (in foreign languages) to 60.1 percent (in reading) of the time.

When these findings were released in September 1981, news coverage of this first report was statewide and generally favorable. The following excerpts are typical of the September coverage on the statewide data.

Brevard's *Transylvania Times*
(9/7/81)

"We understand that the right person with the right qualifications isn't always at the right place at the right time. However, to give someone a teaching position just because she or he happens to live in the area is no good. In the majority of cases, it is really unfair to the teachers and especially to the students who aren't learning what they should about a given subject because the teacher is out of his or her field or specialty.

"It's time for a change."

Hendersonville *Times News*
(9/8/81)

"Local School systems in North Carolina should be living by the unwritten rule that teachers stay in their own field."

Raeford *News Journal*
(9/17/81)

"A Hoke County school teacher has complained that she has been taken from a state-paid job, teaching English, which she has been certified to teach, and assigned to a federal paid position, teaching reading, for which she is not certified.

"Just how many other Hoke County teachers have been pulled from assignments for which they are certified on the basis of their education for teaching a specific subject and assigned to duties—teaching or otherwise—out of field, as professionals in education say, isn't known publicly.

"The situation, however, according to a published report of a study made by the North Carolina Center for Public Policy Research, isn't unique to Hoke County."

Raleigh *Times*
(9/12/81)

"This state may have had in the now-distant past some excuse for such laxity about who teaches what. With enrollments stabilizing, thousands of teachers needing work, and better education an essential for success, it has no excuse today for not invoking some rules. Soon."

Superintendents across the state tended not to question the report's validity so much as to say that out-of-field teaching was not a problem in their particular school districts. Typical of those responses were the following:

Greensboro Record
(9/9/81)

"For now, local residents have little reason to worry about these statistics. City schools Supt. Dr. Kenneth Newbold says that no more than 10 teachers now teach outside their specialty in Greensboro, and each of those teachers now is working toward full certification. County officials say the same is true of their system."

Raleigh Times
(9/5/81)

"William P. Freitag, Wake assistant superintendent for personnel, said, 'It really doesn't go on in Wake County,' because Wake has about 5,000 applicants a year for several hundred vacant teaching positions. Consequently, the county can hire teachers certified in areas where there are vacancies, he said."

'I speculate it goes on in rural counties which don't get that many applicants,' Freitag said.

Freitag said he endorsed the study's recommendation to require teachers to be certified in their areas of instruction. But, he said, 'I wouldn't want it so rigid that a person qualified but not certified couldn't teach a course.' "

Rocky Mount Telegram
(9/14/81)

" 'Because of the local commitment to funding educational services, we have the flexibility to offer numerous elective courses and at the same time provide for teachers to teach in their areas of certification,' explained Dr. Larry Coble, superintendent of the Rocky Mount City Schools. 'Specifically, our local dollars allow us to hire more teachers—therefore eliminating the necessity to have teachers teach out-of-field.' "

The teachers' point of view was perhaps best summarized by John I. Wilson, then president of the N.C. Association of Educators. As he put it in an Associated Press wire story, "The teachers don't like (out-of-field duty), but when it is a question of getting a position, you usually take the assignment."*

November Center Report on Out-of-Field Teaching, By Local School District

The September release of statewide figures for out-of-field teaching in those eight subjects also prompted further research, because many reporters asked this pertinent follow-up question: "But what are the figures in my county, in my school district?" At their urging, the Center took the same data and re-analyzed it by local

*As quoted in the Associated Press wire story on 9/6/81, as for example in the *Winston-Salem Journal*.

school district—all 144 of them. Table 4.1 shows the findings for out-of-field teaching by local school district in North Carolina.

Table 4.1 Out-of-Field Teaching in North Carolina,
By Local School District

CODE	LOCAL SCHOOL UNIT	READING			MATH			SCIENCE			HEALTH			ENGLISH			SOCIAL STUDIES			PHYSICAL ED.			FOREIGN LANG.			
		Percent Teachers Out of Field	Total Teachers Out of Field	Total Teachers	Percent Teachers Out of Field	Total Teachers Out of Field	Total Teachers	Percent Teachers Out of Field	Total Teachers Out of Field	Total Teachers	Percent Teachers Out of Field	Total Teachers Out of Field	Total Teachers	Percent Teachers Out of Field	Total Teachers Out of Field	Total Teachers	Percent Teachers Out of Field	Total Teachers Out of Field	Total Teachers	Percent Teachers Out of Field	Total Teachers Out of Field	Total Teachers				
010	Alamance County	53.6	28	15	32.1	56	18	40.8	19	4	21.1	73	11	15.1	50	7	14.0	50	25	1	4.0	11	0	0		
011	Burlington City	100.0	5	5	40.0	25	10	39.1	0	0	0	46	5	10.9	38	3	7.9	38	15	1	6.7	8	0	0		
020	Alexander County	60.0	5	3	62.5	24	15	29.4	10	4	40.0	22	6	27.3	17	3	17.7	17	15	5	29.4	2	0	0		
030	Alleghany County	100.0	3	3	57.1	7	4	28.6	1	0	0	10	4	40.0	9	3	33.3	9	5	0	0	1	0	0		
040	Anson County	80.0	10	8	54.2	24	13	68.8	11	1	9.1	28	8	28.6	16	5	31.3	16	5	31.3	17	1	0	33.3		
050	Ashe County	10.0	10	1	48.0	25	12	38.9	5	2	40.0	27	9	33.3	17	6	35.3	17	6	35.3	15	8	53.3	3	0	0
060	Avery County	82.4	17	14	50.0	11	4	36.4	6	2	33.3	15	3	20.0	14	9	64.3	14	9	64.3	10	4	40.0	2	0	0
070	Beaufort County	60.0	15	9	51.9	20	7	35.0	5	0	0	35	10	28.6	18	3	16.7	18	3	16.7	11	2	18.2	5	4	80.0
071	Washington City	100.0	7	7	35.3	12	1	8.3	5	0	0	18	1	5.6	13	1	7.7	13	9	1	11.1	3	0	0	0	
080	Bertie County	88.8	16	11	44.0	16	6	37.5	8	1	12.5	26	4	15.4	18	2	11.1	18	25	9	9.1	1	0	0	0	
090	Bladen County	48.6	35	17	48.5	23	7	30.4	12	1	8.3	44	13	29.6	29	7	24.1	29	25	9	36.0	6	1	16.7	0	
100	Brunswick County	20.0	5	1	20.0	35	13	37.1	29	9	31.0	7	0	0	43	8	18.6	33	3	9.1	17	1	5.9	4	9	0
110	Buncombe County	76.7	90	69	29.0	86	32	37.2	45	13	28.9	131	27	20.6	90	12	13.3	90	12	33.3	63	24	38.1	15	0	0
111	Ashville City	77.8	18	14	30.4	23	7	17.7	6	1	16.7	25	8	32.0	19	5	26.3	19	5	26.3	12	0	0	0	0	0
120	Burke County	79.2	24	19	37.5	35	7	20.0	26	0	0	62	16	25.8	46	15	32.6	46	15	32.6	36	0	0	0	0	0
130	Cabarrus County	100.0	3	3	29.4	25	7	28.0	12	1	8.3	42	10	23.8	31	5	16.1	31	5	16.1	17	1	4	0	0	0
131	Concord City	0	2	0	41.7	11	1	9.1	3	0	0	15	3	20.0	13	2	15.4	13	2	15.4	10	4	40.0	2	0	0
132	Kannapolis City	0	0	0	47.4	13	7	53.9	15	5	33.3	21	6	28.6	17	2	11.8	17	2	11.8	10	0	0	0	0	0
140	Caldwell County	74.3	35	26	45.5	66	30	35.2	30	14	46.7	77	10	13.0	51	6	11.8	51	6	11.8	89	49	55.1	7	0	0
150	Canden County	75.0	4	3	16.7	4	1	25.0	1	0	0	10	3	30.0	5	0	0	5	0	0	0	1	0	0	0	0
160	Carters County	44.4	9	4	42.4	28	5	17.9	14	6	42.9	42	9	21.4	26	4	15.4	26	4	15.4	21	6	28.6	5	0	0
170	Caswell County	60.0	10	6	41.2	17	7	23.5	3	1	33.3	27	7	25.9	17	2	11.8	17	2	11.8	13	1	7.7	3	0	0
180	Catawba County	77.8	27	21	37.0	54	20	57.5	21	7	33.3	69	17	24.6	46	7	15.2	46	7	15.2	33	10	30.3	7	1	14.3

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181	Hickory City	9	9	100.0	19	7	36.8	15	5	33.3	3	1	33.3	19	2	10.5	15	2	13.3	8	0	0	4	0	0
182	Newton City	2	1	50.0	6	0	0	6	3	50.0	4	0	0	13	5	38.5	5	1	20.0	8	0	0	3	0	0
190	Chatham County	13	6	46.2	34	14	41.2	20	10	50.0	12	4	33.3	37	10	27.0	22	6	27.3	22	7	31.9	5	0	0
200	Cherokee County	7	7	100.0	17	10	58.8	17	4	23.5	11	4	36.4	21	10	47.6	17	8	47.1	17	6	35.3	3	0	0
210	Chowan County	3	2	66.7	16	9	56.3	8	3	37.5	3	0	0	16	3	18.8	10	3	30.0	6	0	0	1	0	0
220	Clay County	2	2	100.0	5	3	60.0	7	2	28.6	3	0	0	5	1	20.0	6	4	66.7	3	1	33.3	1	1	100.0
230	Cleveland County	3	2	66.7	37	15	40.5	35	6	17.1	14	4	28.6	49	8	16.3	32	7	21.9	21	2	9.5	4	0	0
231	Kings Mountain City	1	0	0	21	7	33.3	18	3	16.7	9	5	55.6	29	4	13.8	20	1	5.0	7	0	0	2	0	0
232	Shelby City	4	4	100.0	19	5	26.3	19	4	21.1	0	0	0	26	4	15.4	15	4	26.7	7	0	0	6	3	50.0
240	Columbus County	26	8	30.8	43	24	55.8	31	10	32.3	18	2	11.1	59	15	25.4	31	8	25.8	23	3	13.0	7	3	42.9
241	Whiteville City	6	1	16.7	14	4	28.6	11	1	9.1	2	0	0	16	3	18.8	18	9	50.0	20	10	50.0	2	1	50.0
250	Craven County	7	3	42.9	31	11	35.5	20	5	25.0	0	0	0	33	9	27.3	22	2	9.1	14	1	7.1	3	0	0
251	New Bern City	1	0	0	31	16	51.6	28	12	42.9	30	18	60.0	32	12	37.5	24	8	33.3	34	21	61.8	5	0	0
260	Cumberland County	9	1	11.1	121	21	17.4	97	27	27.8	50	3	6.0	188	32	17.0	135	17	12.6	80	2	2.5	42	2	4.8
261	Fayetteville City	10	8	80.0	50	15	30.0	29	6	20.7	9	7	77.8	58	17	29.3	37	4	10.8	19	3	15.8	16	0	0
270	Currituck County	3	3	100.0	10	4	40.0	8	5	62.5	1	0	0	12	3	25.0	6	1	16.7	4	1	25.0	1	0	0
280	Dare County	3	1	33.3	16	12	75.0	10	7	70.0	6	2	33.3	16	6	37.5	10	2	20.0	8	1	12.5	2	0	0
290	Navidad County	18	15	83.3	59	27	45.8	49	19	38.8	19	0	0	85	18	21.2	51	9	17.7	34	1	2.9	9	2	22.2
291	Lexington City	4	0	0	14	9	64.3	13	4	30.8	10	8	80.0	19	8	42.1	12	2	16.7	8	1	12.5	3	0	0
292	Thomasville City	8	6	75.0	14	8	57.1	10	4	40.0	2	0	0	17	5	29.4	10	1	10.0	7	0	0	3	0	0
300	Davie County	3	0	0	24	8	33.3	20	6	30.0	0	0	0	29	6	20.7	21	2	9.5	7	0	0	3	0	0
310	Duplin County	17	8	47.1	42	19	45.2	28	10	35.7	13	3	23.1	43	5	11.6	37	9	24.3	26	8	30.8	8	0	0
320	Durham County	32	16	50.0	71	16	22.5	56	9	16.1	12	2	16.7	97	16	16.5	61	5	8.2	31	1	3.2	22	2	9.1
321	Durham City	16	11	68.8	44	20	45.5	29	11	37.9	10	2	20.0	46	6	13.0	37	9	24.3	22	0	0	9	0	0

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330	Edgecombe County	12	6	50.0	33	11	33.3	22	4	18.2	10	1	10.0	42	12	28.6	24	7	29.2	13	1	7.7	2	1	50.0
331	Tarboro City	6	2	33.3	8	3	37.5	14	3	21.4	1	0	0	18	3	16.7	13	0	0	14	0	0	2	0	0
340	Forsyth County	36	18	50.0	159	42	26.4	100	22	22.0	55	28	50.9	237	35	14.8	160	24	15.0	70	2	2.9	48	10	20.8
350	Franklin County	11	3	27.3	22	11	50.0	19	8	42.1	12	1	8.3	29	4	13.8	19	4	21.1	15	1	6.7	5	0	0
351	Franklin County	2	2	100.0	5	1	20.0	4	1	25.0	2	1	50.0	7	1	14.3	4	1	25.0	4	1	25.0	1	0	0
360	Gaston County	18	14	77.8	150	60	40.0	121	45	37.2	35	3	8.6	185	35	18.9	135	23	17.0	70	8	11.4	24	3	12.5
370	Gates County	5	3	60.0	8	1	12.5	7	1	14.3	4	0	0	7	0	0	7	1	14.3	5	0	0	1	0	0
380	Graham County	3	3	100.0	8	3	37.5	5	3	60.0	4	0	0	6	2	33.3	8	2	25.0	6	0	0	1	0	0
390	Granville County	26	5	19.2	27	5	18.5	22	8	36.4	14	9	64.3	37	6	16.2	32	9	28.1	27	10	37.0	1	1	100.0
400	Greene County	10	3	30.0	15	3	20.0	9	2	22.2	4	0	0	15	2	13.3	8	0	0	4	0	0	2	0	0
410	Guilford County	10	5	50.0	93	19	20.4	83	19	22.9	35	6	17.1	136	23	16.9	77	9	11.7	67	1	1.5	23	3	13.0
411	Greensboro City	42	19	45.2	93	19	20.4	66	11	16.7	38	5	13.2	108	14	13.0	71	6	8.5	59	3	5.1	35	2	5.7
412	High Point City	4	1	25.0	37	12	32.4	33	13	39.4	1	1	100.0	49	7	14.3	32	6	18.8	23	1	4.4	7	0	0
420	Halifax County	13	6	46.2	36	15	41.7	23	13	56.5	13	5	38.5	41	13	31.7	32	3	9.4	19	7	36.8	3	1	33.3
421	Roanoke Rapids City	2	1	50.0	17	7	41.2	11	4	36.4	1	0	0	19	7	36.8	10	2	20.0	4	0	0	2	0	0
422	Weldon City	4	0	0	10	3	30.0	7	3	42.9	0	0	0	10	2	20.0	7	3	42.9	4	0	0	1	0	0
430	Harnett County	22	14	63.6	36	16	44.4	27	10	37.0	13	1	7.7	60	12	20.0	42	8	19.1	35	12	34.3	8	1	12.5
440	Haywood County	14	8	57.1	35	10	28.6	34	15	44.1	11	3	27.3	51	11	21.6	33	4	12.1	23	1	4.4	8	1	12.5
450	Henderson County	7	3	42.9	28	5	17.9	29	10	34.5	13	0	0	40	4	10.0	29	2	6.9	21	1	4.8	6	0	0
451	Hendersonville City	2	0	0	6	1	16.7	6	2	33.3	3	0	0	9	1	11.1	6	1	16.7	6	1	16.7	3	1	33.3
460	Hertford County	18	12	66.7	34	15	44.1	22	7	31.8	4	1	25.0	31	5	16.1	22	6	27.3	5	1	20.0	4	0	0
470	Irke County	6	1	16.7	14	5	35.7	13	7	53.9	9	0	0	29	7	24.1	14	3	21.4	13	0	0	2	0	0
480	Ilyde County	6	5	83.3	12	9	75.0	7	3	42.9	3	2	66.7	12	5	41.7	11	7	63.6	4	2	50.0	2	1	50.0
490	Jedrell County	2	1	50.0	46	22	47.8	40	15	37.5	16	4	25.0	60	20	33.3	40	4	10.0	28	5	17.9	7	2	28.6

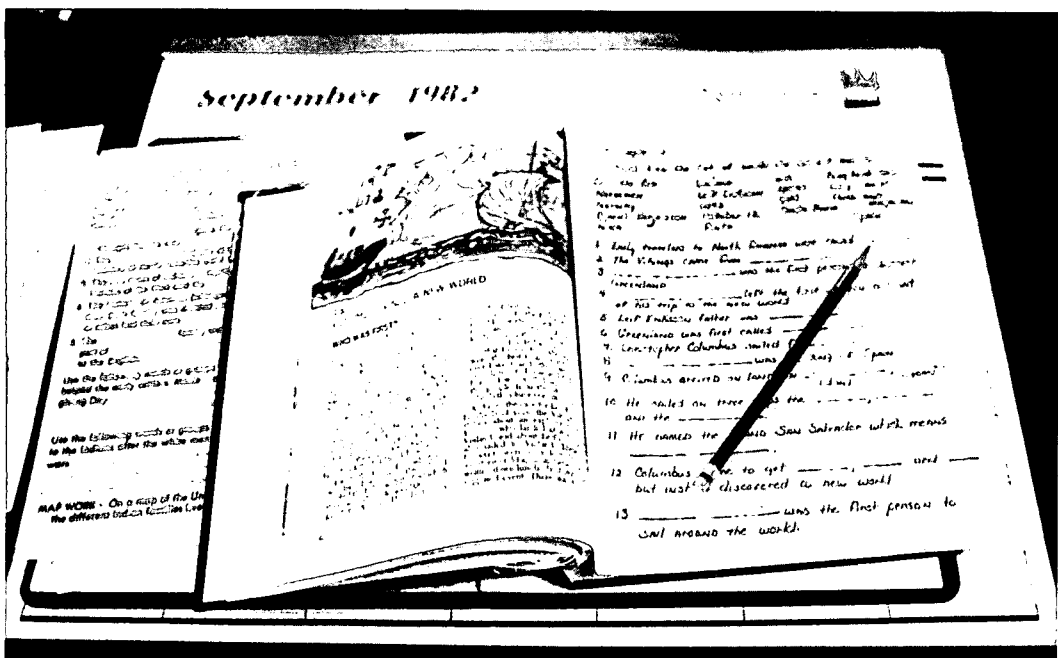
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491	Mooreville City	0	0	0	10	3	30.0	9	4	44.4	3	0	0	14	2	14.3	11	2	18.2	5	0	0	2	1	50.0
492	Statesville City	4	0	0	14	3	21.4	14	4	28.6	4	1	25.0	21	2	9.5	14	2	14.3	8	0	0	5	1	20.0
500	Jackson County	11	8	72.7	19	9	47.4	11	2	18.2	4	1	25.0	16	2	12.5	12	2	16.7	9	2	22.2	3	0	0
510	Johnston County	26	12	46.2	59	27	45.8	56	25	44.6	33	5	15.2	93	32	34.4	53	15	28.3	71	9	12.7	8	1	12.5
520	Jones County	3	2	66.7	8	6	75.0	6	3	50.0	6	4	66.7	11	2	18.2	5	1	20.0	7	4	57.1	1	0	0
530	Lee County	6	4	66.7	32	12	37.5	22	5	22.7	14	0	0	46	7	15.2	20	2	10.0	19	0	0	7	1	14.3
540	Lenoir County	7	2	28.6	23	7	30.4	22	6	27.3	12	1	8.3	33	3	9.1	25	4	16.0	18	2	11.1	4	1	25.0
541	Kinston City	5	0	0	20	6	30.0	17	4	23.5	6	0	0	32	9	28.1	19	2	10.5	9	0	0	5	0	0
550	Lincoln County	6	4	66.7	34	8	23.5	30	5	16.7	8	0	0	42	12	28.6	34	4	11.8	15	2	13.3	6	0	0
560	Macon County	7	3	42.9	14	2	14.3	14	5	35.7	4	1	25.0	23	7	30.4	14	7	50.0	8	2	25.0	3	1	33.3
570	Madison County	3	2	66.7	16	8	50.0	12	4	33.3	5	3	60.0	20	7	35.0	10	2	20.0	11	3	27.3	1	0	0
580	Martin County	9	4	44.4	33	15	45.5	27	12	44.4	15	2	13.3	38	1	2.6	32	2	6.3	19	4	21.1	3	0	0
590	McDowell County	8	5	62.5	30	13	43.3	26	6	23.1	4	1	25.0	34	6	17.7	28	5	17.9	13	1	7.7	3	0	0
600	Mecklenburg County	106	70	66.0	278	72	25.9	202	54	26.7	75	29	38.7	342	109	31.9	220	24	10.9	136	13	9.6	75	2	2.7
610	Mitchell County	3	1	33.3	10	7	70.0	12	7	58.3	5	2	40.0	16	5	31.3	12	2	16.7	8	2	25.0	1	0	0
620	Montgomery County	4	1	25.0	24	15	62.5	14	8	57.1	8	3	37.5	23	8	34.8	14	2	14.3	8	4	50.0	4	0	0
630	Moore County	6	1	16.7	36	14	38.9	35	14	40.0	18	1	5.6	46	13	28.3	34	11	32.4	26	2	7.7	9	0	0
640	Nash County	15	10	66.7	55	23	41.8	39	18	46.2	16	0	0	61	13	21.3	40	8	20.0	22	1	4.6	7	0	0
641	Rocky Mount City	3	2	66.7	26	4	15.4	18	6	33.3	4	0	0	30	2	6.7	20	1	5.0	10	0	0	6	1	16.7
650	New Hanover County	13	9	69.2	87	26	29.9	69	25	36.2	21	1	4.8	119	30	25.2	85	17	20.0	35	2	5.7	26	3	11.5
660	Northampton County	12	7	58.3	22	11	50.0	20	10	50.0	7	1	14.3	31	11	35.5	19	3	15.8	9	0	0	4	1	25.0
670	Onslow County	13	0	0	73	31	42.5	62	33	53.2	19	2	10.5	86	21	24.4	56	12	21.4	34	2	5.9	12	0	0
680	Orange County	5	1	20.0	24	10	41.7	15	2	13.3	4	0	0	31	7	22.6	14	5	35.7	9	2	22.2	4	1	25.0
681	Chapel Hill City	5	3	60.0	29	8	27.6	22	5	22.7	7	0	0	38	14	36.8	22	5	22.7	8	0	0	7	1	14.3
690	Pamlico County	6	4	66.7	21	7	33.3	7	1	14.3	4	1	25.0	12	4	33.3	8	2	25.0	5	3	60.0	11	0	0

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700	Pequotank County	80.0	8	10	43.5	23	10	44.4	4	0	0	0	30	20.0	6	17	5.9	1	17	11	0	0	4	25.0	4
710	Pender County	70.8	17	24	62.2	37	23	42.1	5	1	20.0	32	8	25.0	32	28	32.1	9	28	10	3	30.0	3	33.3	3
720	Perquimans County	0	0	2	50.0	6	3	16.7	2	0	0	8	1	12.5	8	6	0	0	6	5	0	0	1	100.0	1
730	Person County	75.0	4	5	47.6	21	10	40.0	6	0	0	30	5	16.7	30	18	1	1	18	10	0	0	3	0	3
740	Pitt County	70.6	17	24	55.3	85	47	41.2	27	3	11.1	88	27	30.7	88	46	17	17	46	33	3	9.1	6	0	6
741	Greenville City	44.4	8	18	17.9	28	5	21.1	6	2	33.3	33	8	24.2	33	22	5	22.7	22	8	1	12.5	7	0	7
750	Polk County	100.0	6	6	57.1	7	4	44.4	2	0	0	14	7	50.0	14	7	2	28.6	7	5	2	40.0	2	0	2
751	Tryon City	80.0	5	6	33.3	3	1	33.3	1	0	0	4	0	0	4	4	1	25.0	4	1	0	0	1	0	1
760	Randolph County	66.7	6	9	32.8	50	14	28.0	30	4	13.3	83	27	32.5	83	62	16	25.8	62	35	2	5.7	6	0	6
761	Asheboro City	33.3	3	9	40.0	16	4	25.0	6	2	33.3	36	9	25.0	36	20	2	10.0	20	7	0	0	4	0	4
770	Richmond County	69.2	13	19	39.5	28	13	46.4	11	1	9.1	46	6	13.0	46	37	10	27.0	37	25	6	24.0	5	1	20.0
780	Robeson County	67.6	37	55	47.5	55	28	63.6	28	11	39.3	77	3	3.9	77	47	9	19.2	47	49	21	42.9	10	2	20.0
781	Fairmont City	20.0	5	25	40.0	10	4	30.0	15	11	73.3	25	13	52.0	25	13	5	55.6	15	15	11	73.3	2	1	50.0
782	Lumberton City	0	0	0	36.8	14	7	7.1	8	3	37.5	22	3	13.6	22	3	8	25.0	12	12	3	25.0	4	0	4
784	Red Springs City	72.7	11	15	50.0	6	0	0	5	0	0	7	1	14.3	7	1	9	66.7	9	5	0	0	1	0	1
785	St. Pauls City	42.9	7	16	40.0	8	4	57.1	4	0	0	7	2	28.6	7	2	1	50.0	2	4	0	0	1	0	1
790	Rockingham County	75.0	4	5	60.0	19	12	63.2	11	5	45.5	31	12	38.7	31	18	4	22.2	18	13	3	23.1	3	0	3
791	Eden City	100.0	4	4	41.2	12	4	33.3	7	1	14.3	17	8	47.1	17	13	0	0	13	10	1	10.0	3	0	3
792	Madison-Mayodan City	20.0	5	25	33.3	8	2	25.0	2	0	0	17	5	29.4	17	11	4	36.4	11	6	0	0	2	0	2
793	Reidsville City	70.0	30	43	38.9	12	6	50.0	5	0	0	21	7	33.3	21	14	3	21.4	14	10	1	10.0	4	0	4
800	Rowan County	80.0	10	12	44.6	52	18	34.6	15	1	6.7	76	21	27.6	76	45	7	15.6	45	33	3	9.1	8	0	8
801	Salisbury City	40.0	5	12	30.0	9	3	33.3	7	5	71.4	15	4	26.7	15	9	0	0	9	4	0	0	4	0	4
810	Rutherford County	93.9	33	35	30.0	15	3	36.6	12	5	41.7	52	8	15.4	52	44	6	13.6	44	30	8	26.7	8	1	12.5
820	Sampson County	60.0	20	33	43.2	37	16	50.0	28	13	46.4	38	9	23.7	38	26	5	19.2	26	33	14	42.4	4	1	25.0

CODE	LOCAL SCHOOL UNIT	READING			MATH			SCIENCE			HEALTH			ENGLISH			SOCIAL STUDIES			PHYSICAL ED.			FOREIGN LANG.		
		Total Teachers	Total Teachers Out of Field	Percent Teachers Out of Field	Total Teachers	Total Teachers Out of Field	Percent Teachers Out of Field	Total Teachers	Total Teachers Out of Field	Percent Teachers Out of Field	Total Teachers	Total Teachers Out of Field	Percent Teachers Out of Field	Total Teachers	Total Teachers Out of Field	Percent Teachers Out of Field	Total Teachers	Total Teachers Out of Field	Percent Teachers Out of Field	Total Teachers	Total Teachers Out of Field	Percent Teachers Out of Field	Total Teachers	Total Teachers Out of Field	Percent Teachers Out of Field
821	Clinton City	9	8	88.9	13	2	15.4	12	1	8.3	8	6	75.0	16	4	25.0	11	1	9.1	7	0	0	3	1	33.3
830	Scotland County	11	7	63.6	26	6	23.1	18	4	22.2	8	1	12.5	32	4	12.5	22	2	9.1	15	0	0	2	0	0
840	Stanly County	5	4	80.0	28	13	46.4	25	12	48.0	8	2	25.0	36	11	30.6	25	2	8.0	18	5	27.8	3	0	0
841	Albemarle City	1	0	0	12	4	33.3	10	3	30.0	4	1	25.0	11	0	0	9	0	0	6	1	16.7	2	0	0
850	Stokes County	5	4	80.0	30	18	60.0	23	14	60.9	10	3	30.0	45	14	31.1	21	2	9.5	18	0	0	5	0	0
860	Surry County	8	3	37.5	35	16	45.7	35	18	51.4	8	1	12.5	49	18	36.7	33	12	36.4	22	3	13.6	5	1	20.0
861	Elkin City	6	5	83.3	6	3	50.0	4	2	50.0	2	0	0	9	4	44.4	5	2	40.0	3	0	0	2	0	0
862	Mount Airy City	2	1	50.0	10	3	30.0	7	3	42.9	3	0	0	9	1	11.1	8	2	25.0	7	0	0	1	0	0
870	Swain County	3	0	0	7	3	42.9	7	1	14.3	2	0	0	10	1	10.0	8	2	25.0	6	2	33.3	1	0	0
880	Transylvania County	5	5	100.0	17	7	41.2	10	1	10.0	4	0	0	15	2	13.3	12	2	16.7	12	2	16.7	4	1	25.0
890	Tyrrell County	1	0	0	7	2	28.6	2	1	50.0	1	0	0	6	3	50.0	3	0	0	1	0	0	1	0	0
900	Union County	9	7	77.8	49	22	44.9	44	15	34.1	22	5	22.7	76	16	21.1	49	7	14.3	25	2	8.0	7	0	0
901	Monroe City	11	10	90.9	17	10	58.8	15	6	40.0	9	6	66.7	20	7	35.0	12	1	8.3	8	3	37.5	3	0	0
910	Vance County	10	5	50.0	31	14	45.2	25	9	36.0	10	4	40.0	49	9	18.4	34	2	5.9	16	1	6.3	5	0	0
920	Wake County	41	9	22.0	238	65	27.3	190	56	29.5	97	36	37.1	262	52	19.9	208	17	8.2	110	3	2.7	63	9	14.3
930	Warren County	10	7	70.0	21	11	52.4	13	2	15.4	10	2	20.0	22	9	40.9	13	2	15.4	10	2	20.0	2	0	0
940	Washington County	5	4	80.0	19	9	47.4	13	6	46.2	8	2	25.0	19	5	26.3	13	2	15.4	9	2	22.2	1	0	0
950	Watauga County	19	11	57.9	17	8	47.1	14	2	14.3	7	3	42.9	25	13	52.0	13	3	23.1	11	1	9.1	4	0	0
960	Wayne County	19	13	68.4	59	21	35.6	49	16	32.7	31	8	25.8	75	15	20.0	65	14	21.5	28	4	14.3	10	2	20.0
962	Goldboro City	13	4	30.8	25	10	40.0	16	3	18.8	3	0	0	28	5	17.9	20	3	15.0	11	2	18.2	4	0	0
970	Wilkes County	15	4	26.7	43	21	48.8	40	18	45.0	23	8	34.8	65	15	23.1	44	5	11.4	32	13	40.6	8	0	0
980	Wilson County	11	7	63.6	58	12	20.7	50	9	18.0	19	3	15.8	82	10	12.2	59	6	10.2	32	14	43.8	8	0	0
990	Yadkin County	13	6	46.2	21	5	23.8	21	9	42.9	14	4	28.6	36	12	33.3	23	6	26.1	18	3	16.7	6	0	0
995	Yancey County	2	2	100.0	16	10	62.5	15	7	46.7	8	3	37.5	19	7	36.8	14	7	50.0	11	1	9.1	2	0	0

In analyzing the data for each local school district, the Center found that 15 local school units had no reading teacher who was certified to teach reading during the last school year. In social studies classes—a subject for which there is a surplus of certified teachers in North Carolina—there were nine local school units that had more than half of the teachers teaching out-of-field. Thirty-two units had more than half of their math teachers without the proper certification.

In commenting on the findings, the Executive Director of the North Carolina Center, Ran Coble said, "In August, local school officials said out-of-field teaching may be a statewide problem but it wasn't happening in their own school district. The latest findings show that out-of-field teaching is a problem in almost all of North Carolina's 144 school districts. We think that the State Board of Education ought to tighten up the state's policies in this area."



The response from local superintendents was swift and hardhitting. Some denied a problem existed. Catawba County Schools Superintendent Charles H. Tuttle told the *Hickory Record*, "I don't know of anybody out of field." Others questioned the Center's intrusion into their education bailiwick. Hickory Schools Superintendent Joseph H. Wishon said, "I don't have any knowledge that these people have any experience, knowledge or prowess in interpreting the certification status of school personnel or interpreting professional personnel reports." One superintendent created a straw man by alleging the Center was "a body that advocates state control. They are research people not education people." And when local superintendents called the state superintendent's office, they sometimes were given incorrect information. For example, Lee County Schools personnel director Carson Oldham told the *Sanford Herald* that he had contacted the N.C. Department

of Public Instruction about the report and state officials there were unable to explain where the figures came from or how they were compiled. The fact is that the Department had cooperated fully in the study, had helped match the individual teacher certifications with subjects taught on the PPAR forms, but was now ducking for cover.

Sometimes it was not the superintendents who were sloppy, but a few members of the press. The *Kannapolis Daily Independent's* editorial page stated, "The report does not say where the figures came from" [the report clearly stated it was local PPAR forms and DPI's certification records] and that the paper had delved into the Kannapolis situation and "found that in grades one through nine [a reading of the title page of the Center's report would show that only grades 7-12 were covered] teachers were clearly working in their fields."

On the other hand, the Center was heartened by the comments of many superintendents who recognized that out-of-field teaching was a problem and were honestly interested in addressing the problem. School superintendents J. Frank Yeager in Durham County and Kenneth Brinson in Goldsboro City Schools were concerned about the out-of-field figures reported for their schools but wanted to correct the problem, as were Barbara Newman, assistant superintendent for personnel in Onslow County and Dr. David Rogers, associate superintendent of Person County Schools. And, most of the press coverage was responsible in its probing questions and its fairness to both the Center and the local schools. Paul Vancil of the *Durham Morning Herald*, Sherry Johnson of the *Raleigh News & Observer*, and the *Roxboro Courier Times* deserve special commendation for airing the public policy questions.

Because the report was so controversial, the Center went back and studied the praise and criticism leveled by DPI and the local superintendents. The next few pages will attempt to clear up misunderstandings, clarify areas that are not matters of being right or wrong but legitimate public policy disputes, and raise a few questions for the future.

Misunderstandings About the Center's Report

There were four areas where the local superintendents simply misunderstood the data on out-of-field teaching:

- (1) What school year was being covered;
- (2) What grades were being covered;
- (3) Where the data came from; and
- (4) How the number of persons teaching certain subjects was determined.

Because the Center's reports were released during the 1981-82 school year, some superintendents assumed the data was for that school year, and not the previous 1980-81 school year, as was actually the case.

Second, the Center looked at out-of-field teaching in eight subject areas in grades 7-12 only. Teacher certification in grades 1-6 was not examined.

Third, some superintendents assumed there was an independent survey by the Center and that we created a new data base. In actuality, the report was based on what local principals and superintendents turned into the state Department of Public Instruction—the PPAR forms. No changes were made in those forms, so

what the principals and superintendents reported was what was used. One has to assume that generally speaking, teachers will accurately report what subjects they are teaching. (For the Center's evaluation of the PPAR form and for suggestions for how it could be improved, see pp. 6-7 and 61). One also assumes the validity of the other major data base for the Center's study—DPI's records on what subjects each teacher in North Carolina is certified to teach. With the Department's full cooperation, these two records—PPAR forms for what a teacher was teaching and certification records for what they were certified to be teaching—were compared to produce data on out-of-field teaching. If the charge is that the data is not accurate, a good reporter might well want to ask why local principals or superintendents would turn inaccurate data into the state.

Fourth, and perhaps most important in clearing up any misunderstandings, is the distinction between the concept of the "number of teachers teaching a subject" versus the "number of warm bodies who serve as teachers." Typical in this area were the published responses of Dr. Robert Nelson in Alamance County and Carlton Prince, Whiteville's Assistant Superintendent. Dr. Nelson said he heard that the report listed 65 reading teachers and "We don't even have 65 reading teachers." The Whiteville paper reported that "the survey lists 10 of Whiteville's physical education teachers as being uncertified. 'We don't have but five physical education teachers and they are all certified,' said Prince in exasperation." The reason for this confusion was that the Center counted the number of teachers who taught English (or any of the other 7 subjects checked) *at any time during the day*, not the number of *warm bodies* teaching in the school. If a teacher taught four classes of history, and two of English, s/he was counted as being both a history teacher and an English teacher. And in turn, the Center would check DPI's certification records to see if that same teacher was certified in both history and English. The superintendent might think of this sample teacher only as "a history teacher" but to the parents of the students in those two English classes, s/he was also an English teacher.

Disagreements Over Public Policy Questions

The four areas above are examples of failures of communication between the superintendents and the Center. There are other areas where neither the superintendents nor the Center was necessarily right or wrong; instead they were areas where there were basic disagreements over what the state's policies should be with regard to teacher certification and out-of-field teaching. In these areas, the Center's institutional purpose is to analyze existing government practices and to start a public discussion that will lead to improved policies.

In this case there is no state policy, since there are no rules or statutes on out-of-field teaching. Thus, the Center's role is to ask what the policy should be, while recognizing that there can be legitimate disagreements with local superintendents over the standards and definitions of out-of-field teaching. Such differences that should be discussed include:

- (1) The question of whether the Southern Association of Colleges and Schools' standards on out-of-field teaching are acceptable;
- (2) Whether accreditation is an adequate protection;

(3) How to identify out-of-field teaching in particularly sophisticated areas like team-taught courses; and

(4) The difference in figures on out-of-field teaching that can be obtained by asking the question in terms of warm bodies, subject areas, or classes.

The response of many superintendents to the Center's report was typified by Asheville School Superintendent Donald D. Jones. He told the *Asheville Citizen*, "According to Southern Association standards, we don't have any teacher teaching out-of-field." Superintendents in Haywood County, Cabarrus, Sampson, and Henderson Counties gave similar replies. They were being quite honest, because under the guidelines of the Southern Association of Colleges and Schools, teachers who taught at least a "major part" of their classes in their area of certification were not considered out-of-field. As discussed in Chapter One above, "major part" of the day had been defined as "more than 50 percent of the day" in the state rules that existed before 1968.

The difference this standard can make can best be illustrated by the following example. A teacher who is certified to teach history (social studies) and is teaching four classes of history and two of English is, as far as these superintendents and the Southern Association are concerned, teaching in his/her field. The Center believes parents and students would not accept this standard and are more likely to argue that this sample teacher is in-field in history and out-of-field in English. Parents and students are also likely to ask that that teacher be certified in both history and English. The Center's standard is more stringent, but it is recommended because we think parents and students in North Carolina expect teachers to be trained to teach the subjects they are actually teaching. Still, this is an area where there are legitimate arguments for either standard. More importantly, to adopt either standard into State Board of Education rules would be an improvement over the current "no rules" situation.

It is interesting to note that even if the Southern Association's definition of "out-of-field" teaching is used, there is still a significant problem in North Carolina. Table 4.2 below shows that this definition would produce lower figures on the percentage of teachers out-of-field, but that 11.5 percent of the health teachers, 15 percent of the English teachers, 17.3 percent of the science teachers, 25.3 percent of the math teachers, and 41.2 percent of the reading teachers would not be certified to teach those subjects.

Table 4.2 Out-of-Field Teaching in Grades 7-12 in N.C. Schools By Subject, Using the Southern Association's Definition of Out-of-Field

Subject	Total Number of Teachers	50% OOF*
1. Reading	1701	41.2 %
2. Math	4913	25.3
3. Science	3846	17.3
4. Health	1671	11.5
5. English	6180	15.0
6. Social Studies	4193	9.4
7. Physical Education	2745	8.8
8. Foreign Languages	919	3.2

*50% OOF = persons who are teaching more than 50% of their classes in subjects in which they are not certified. This was the standard used by the North Carolina Department of Public Instruction (DPI) before 1968 to determine whether a teacher was excessively out-of-field. Since 1968, DPI has ceased monitoring schools to determine the rate of out-of-field teaching.

The question of accreditation is a second and related public policy dispute, because the same Southern Association accredits 927 elementary and 483 secondary schools in North Carolina and monitors the rate of out-of-field teaching (using the "major part of the day" standard) in these schools. Thus, many superintendents defended their systems as Columbus County Superintendent R. Mitchel Tyler did. He said his schools were accredited and thus insured against out-of-field teaching problems. Again, the Center believes that this is not an adequate guarantee to parents and students. First, most states outside the South have stricter standards than the Association. Second, there is no penalty to a school for being non-accredited.

The third area where there are legitimate disagreements over public policy is where superintendents differed on what certifications would be appropriate for particular subjects. In other words, the superintendent might agree with the Center's overall standard of what constitutes out-of-field teaching, but disagree within a certain subject. Two examples can demonstrate this discussion. Robeson County Superintendent Purnell Swett maintained that teachers certified in language arts would be in-field when teaching reading. The Center disagreed because state guidelines for teacher education programs recommend that teachers receiving a language arts certificate at the intermediate level concentrate only 15 percent of their total program in the area of reading. Still, this is a close call, and Swett has correctly pointed out that a language arts certification does carry some training in reading.

Team teaching or blocking is a second example, as Durham County Superintendent J. Frank Yeager pointed out. Under a practice called blocking, teachers sometimes teach in two subject areas while holding a certificate in only one area. This practice was more frequent in special education classes or reading classes in Durham. For example, a teacher certified in special education might teach reading to a group of mentally retarded students. Depending on whether the teachers accurately reported what subjects they taught, again some legitimate differences could arise between the Center and the superintendents as to whether some of these team teachers were out-of-field.

Finally, the Durham system also came up with another equally legitimate way of asking the question as to how much out-of-field teaching was occurring. Unlike some of his fellow superintendents, Frank Yeager was not satisfied with accreditation of Southern Association standards. However, he was not satisfied with the Center's standard either. So he came up with a third way of measuring out-of-field teaching.

The first way is the aforementioned "warm body" definition of a teacher (i.e., you only count a teacher once) combined with the Southern Association standard (Is s/he teaching where certified for a major part of the day?) If the teacher is found to be teaching subjects where s/he is certified more than 50 percent of the day, then s/he is in-field.

The second way is the Center's definition of a teacher, i.e., the number of *subjects* s/he teaches determines how many times s/he is counted. That is, using the continuing example of a certified history teacher who teaches four classes of history and two of English, the Center's methodology would say this is both a history teacher and an English teacher. The Center's standard—that you must be certified to teach every subject you're teaching—would then argue that the person is in-field in history, out-of-field in English.

The third method developed by Durham County will produce lower percentages of out-of-field teaching but is an equally valid way of asking the question. Their method concentrated not on number of *subjects* taught but number of *classes*. Durham would thus count that teacher four times as in-field in history and twice as out-of-field in English. Because the denominator in the Durham method is the number of classes instead of number of subjects, it will be much larger, and it will therefore produce a smaller *percentage* of out-of-field teachers when it is divided into its numerator of *number* of out-of-field teachers. Going back to the same example, the Southern Association method will answer that the sample teacher is totally in-field. The Center's method will answer that the teacher is in-field in history and out-of-field in English. The Durham County method will answer that the teacher is in-field in history, and out-of-field in English, but usually at lower percentages than the Center's method. The first method denies there is a problem with out-of-field teaching, while the second and third methods say there is a problem, but differ as to its extent.

The Durham system's method produced a higher out-of-field percentage in foreign languages in Durham County Schools, about the same in social studies, and lower figures in reading, math, science, and English. They did not publish figures for the other two subjects—health and physical education.

At this point, we refer the reader to Appendix J (pp. 180) and some of the news coverage of the Durham County Schools vs. Center debate. We also want to leave the reader with the question posed by Center Director Ran Coble at the end of Paul Vancil's analysis of the issue in the January 7, 1982 edition of the *Durham Morning Herald*:

"The question to ask school superintendents—if they disagree with our figures and they come up with their own—is: would they have come up with those figures if we hadn't brought the issue to the public's attention?"

CHAPTER FIVE: Teacher Certification and Out-of-Field Teaching Policies in the Fifty States

One premise underlying the teacher certification statutes and rules of thirty-five states is that quality education requires competent teachers specifically prepared for their teaching position. To fulfill this goal the majority of states, including ten southern states, have laws and/or regulations prohibiting out-of-field teaching. Although North Carolina has made some strides in this area, the state's failure to implement laws or regulations addressing the problem of out-of-field teaching places North Carolina far behind national education policy.

Survey of Certification and Out-of-Field Teaching Policies

North Carolina, like every other state, requires that a person be certified before teaching in the public schools. However, the state does not require that an individual be certified in a particular subject in order to teach it.¹ As a result, principals and superintendents have routinely assigned teachers outside their certificate areas and in many cases, have left teachers in those out-of-field assignments permanently. To determine whether North Carolina was typical in its acceptance of out-of-field teaching, the North Carolina Center for Public Policy Research conducted a survey of all fifty states during the summer of 1982. The written survey asked the following four questions:

(1) "Does your state have a *law* requiring teachers to be certified?";

(2) "Does your state have *rules* and *regulations* regarding teacher certification?";

(3) "Does your state have a *law* requiring teachers to teach only in the fields in which they are certified?";

(4) "Does your state have *rules* and *regulations* requiring teachers to teach only in fields in which they are certified?"

All fifty states responded. Thirty-five of fifty states have rules and/or laws addressing out-of-field teaching. Seventeen states have both rules and laws. Eighteen states have rules only. The majority of states in every major section of the country have some provision addressing out-of-field teaching. Only fifteen states, including North Carolina, have no provisions prohibiting out-of-field teaching.

¹16 North Carolina Administrative Code, section 2H .0200, only defines out-of-field teaching.

Table 5.1: Summary of Responses to Survey on Certification and Out-of-Field Teaching Policies

A. TOTAL # OF STATES WHICH RESPONDED TO SURVEY:	50
B. STATES WITH PROVISIONS PROHIBITING OUT-OF-FIELD TEACHING	
1. Total # of states with both rules and laws prohibiting out-of-field teaching:	17
2. Total # of states with rules but not statutes prohibiting out-of-field teaching:	18
3. Total # of states with statutes but not rules prohibiting out-of-field teaching:	0
4. Total # of states with provisions in statutes or rules prohibiting out-of-field teaching:	35
C. TOTAL # OF STATES WITH <i>NO PROVISIONS</i> IN STATUTES OR RULES PROHIBITING OUT-OF-FIELD TEACHING:	15

South

Ten southern states—Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, Oklahoma, South Carolina, Tennessee, and West Virginia—have laws or regulations requiring teachers to teach in their certified subject area. Out of the 15 southern states, only five—Alabama, Maryland, North Carolina, Texas and Virginia—have *no* provision prohibiting out-of-field teaching.

Northeast

In the northeast, six of the ten states—Connecticut, Delaware, Massachusetts, New York, Pennsylvania, and Vermont—have provisions requiring teachers to hold a certificate that is valid for the positions to which s/he is assigned. Only Maine, New Hampshire, New Jersey, and Rhode Island have no provisions.

North Central

Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin all have either rules and/or laws requiring teachers to hold valid certificates authorizing them to teach the subject matter for which the teacher is employed. Missouri is the only state in the twelve states of the north central section of America with no provision concerning out-of-field teaching.

West

Of the thirteen western states, California, Idaho, Montana, Nevada, New Mexico, Oregon, Washington, and Wyoming have provisions limiting teachers to positions and subjects for which they are certified. Alaska, Arizona, Colorado, Hawaii, and Utah have no provisions addressing out-of-field teaching.

The above statistics are based upon the survey filled out by each individual state department of education and the Center's check behind the survey to evaluate each state's statutes and regulations. For a more in-depth view of specific state provisions, see Appendix G-II.

Table 5.2: OUT-OF-FIELD TEACHING POLICIES IN THE 50 STATES

<u>Region</u>	<u>No Provisions</u>	<u>Has Both Rules and Laws Prohibiting Out-of-Field Teaching</u>	<u>Has Rules Prohibiting Out-of-Field Teaching</u>
SOUTH (15 states)	Alabama Maryland North Carolina Texas Virginia	Arkansas Louisiana Oklahoma West Virginia	Florida Georgia Kentucky Mississippi South Carolina Tennessee
NORTHEAST (10 states)	Maine New Hampshire New Jersey Rhode Island	Connecticut Massachusetts Pennsylvania	Delaware New York Vermont
NORTH CENTRAL (12 states)	Missouri	Kansas Michigan Minnesota North Dakota Ohio South Dakota Wisconsin	Illinois Indiana Iowa Nebraska
WEST (13 states)	Alaska Arizona Colorado Hawaii Utah	Idaho Nevada Oregon	California Montana New Mexico Washington Wyoming
TOTALS: (50 states)	15	17	18

Exemplary State Policies

Several states have exemplary statutes and regulations. Pennsylvania adheres to the proposition that quality staffing underlies quality instruction, and the best means for achieving quality education is to have well-trained instructors teaching in the fields in which they are certified. As a result, Pennsylvania does not permit districts to assign teachers outside their fields unless an emergency situation, defined as “genuine need,” as opposed to “local desire,” arises.

Pennsylvania’s provisions are commendable for their completeness. The general certification regulations prohibit the assignment of any professional employee outside the subjects for which the certificate is endorsed unless an emergency certificate is issued. An emergency certificate will be issued only upon

the condition that the applicant voluntarily pursues regular certification in the field for which the emergency certificate is requested. This provision seeks to minimize the time in which a teacher may teach out-of-field.

In schools where a teacher must teach two different courses (i.e., a split assignment), the assignment will go first to a teacher who is certified in all of the different areas for the split. If one teacher is not available, the assignment will be given on a part-time basis to two teachers, each certified in one of the areas of the split. As a last resort, an emergency "split" will be given to a qualified teacher certified in a related field or to a teacher who has a reasonable concentration of collegiate-level courses in the second area. Substitute teachers must also be certified in the area for which they will temporarily teach.

Finally, in an area such as reading where there is a shortage of certified personnel, Pennsylvania seeks to minimize possible harm done to students by out-of-field teaching by reserving the more advanced areas of remedial and diagnostic reading for those certified as reading specialists. The less specialized areas, such as developmental and corrective reading, are temporarily available to teachers certified in reading or elementary education until the shortage can be alleviated.

In terms of administration, the Pennsylvania experience is important because it demonstrates that prohibiting out-of-field teaching is not an unreachable ideal but an accessible reality which can be implemented to the satisfaction of various interest groups. Wallace M. Maurer, Bureau Administrator of the Pennsylvania Bureau of Certification states that there has been no operational difficulty in administering the state's statutory and regulatory provisions. "In a state marked by its teacher organization, collective bargaining, and negotiated teacher contractual agreements, our policy has been acceptable to the state board association, the chief school officer's association, the respective state teachers' organizations (NEA and AFT), and the Advisory Professional Standards and Practices Commission."

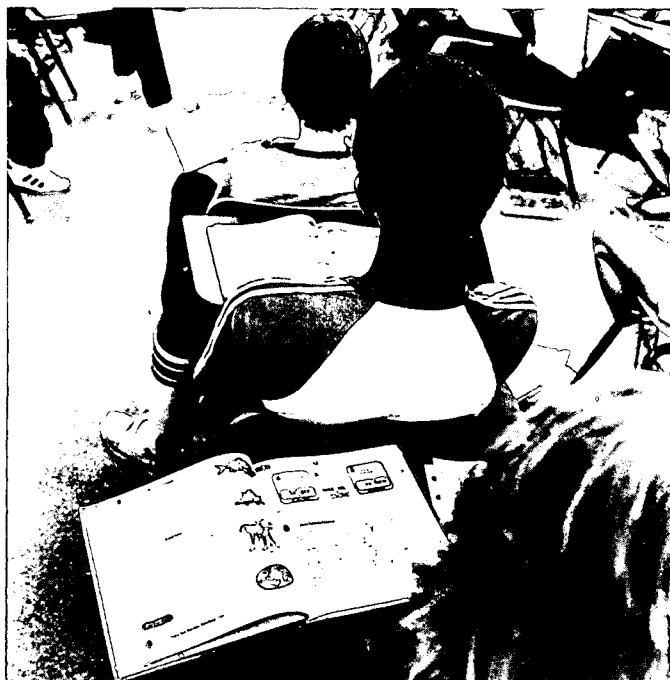
Other states whose provisions are notable for their clarity include Louisiana, Oklahoma, and West Virginia. Louisiana state law requires that the certification process reflect the "ability and proficiency of the teacher to educate at the grade level and in the subject(s) to which the teacher is assigned." Louisiana regulations allow temporary certificates to be issued to a person not certified in a particular subject but only upon the condition that the superintendent certifies that there is no properly certified or qualified teacher available. If the teacher expects to continue in the position for longer than one year, s/he must earn six hours of credit in the subject area. This type of provision provides flexibility for emergency situations while limiting the out-of-field teaching to a maximum length of one year.

Oklahoma's statutes require a teacher to hold a valid certificate authorizing the instructor to teach the grades or subject matter for which the person is employed. In addition to the state's straightforward approach to out-of-field teaching, Oklahoma's certification statutes are important because they place the blame for out-of-field teaching on the members of the local board of education who allow a teacher to teach out-of-field, as opposed to the instructor who may have little control over his/her assignment.

The West Virginia Board of Education has established a number of program

objectives which seek to "provide a basis for identifying the specified competencies needed by teachers." Included in the list of objectives is the expressed need for a field-centered orientation. This goal is supported by West Virginia's statutes which require certification authorizing the instructor to teach in specialized areas and grade levels.

For emergency staffing needs, West Virginia allows *substitute* teachers to teach out-of-field if there is no properly certified person available. However, such out-of-field teaching cannot be used towards the establishment or conversion of a Professional Certificate. The state also allows the issuance of permits which license teachers who have not fully met the Professional Certificate requirements to teach in specially approved areas when there is a shortage of fully qualified personnel. Persons employed on permits however, must enroll in an approved teacher education program in pursuit of professional certification. Permits are available only upon a temporary basis. The third and final mechanism for dealing with emergency staffing problems are out-of-field authorizations which may be issued upon the recommendation of the county superintendent to an instructor who holds a valid Professional Certificate. Out-of-field authorizations are limited to special education areas such as behavioral disorder, hearing impaired, gifted, and physically handicapped. The authorizations are valid for one year only and for renewal the teacher must enroll in an approved education program in the area of the out-of-field authorization. These special authorizations and permits seek to maximize the school district's ability to deal with emergency shortages of qualified personnel while minimizing the problem of out-of-field teaching through fixed time limits and by requiring further education in the specialized area.



Louisiana, Oklahoma, and West Virginia are important for their straightforward support of in-field teaching; their ability to adapt to temporary emergency staffing problems; and for their awareness of the importance of in-field teaching as witnessed by both the state boards of education through the adoption of regulations and the state legislative bodies through passage of laws supporting in-field teaching.

Whether State Teacher Salary Levels or Unionization Policies Are Related to Whether a State Will Prohibit Out-of-Field Teaching

The results of the Center's follow-up survey of state policies on out-of-field teaching were quite surprising. The fact that so many states (35) prohibited out-of-field teaching in either their statutes or their rules, and the fact that ten of the fifteen southern states had such prohibitions, clearly put North Carolina behind the rest of the country.

At that point, two possible explanations for the difference surfaced. A reviewer of the new unpublished material posited that either teacher salary levels or the presence of unionized teachers would predict whether a state was able to implement a policy prohibiting out-of-field teaching. With that new question in mind, the results in Table 5.2 above were tested against two questions:

- (1) Is there any statistical correlation between a state's average teaching salary* and the existence of rules or laws prohibiting out-of-field teaching?
- (2) Is there any correlation between whether teachers in a state are unionized (have a mandatory collective bargaining agreement)** and the existence of rules or laws prohibiting out-of-field teaching?

The answer to both questions was no. There was almost no relationship between out-of-field teaching policies and teacher salary levels and a very weak relationship between out-of-field policies and collective bargaining laws. There were also no significant differences between regions of the country regarding these tests. The full explanations of these statistical correlations can be found in Appendix I.

In summary, North Carolina is one of only 15 states in the U.S. without either a statute or administrative regulations prohibiting out-of-field teaching. In addition, the presence of a prohibition against out-of-field teaching in thirty-five states seems unrelated to teacher salary levels and only weakly related to the presence of mandatory collective bargaining laws.

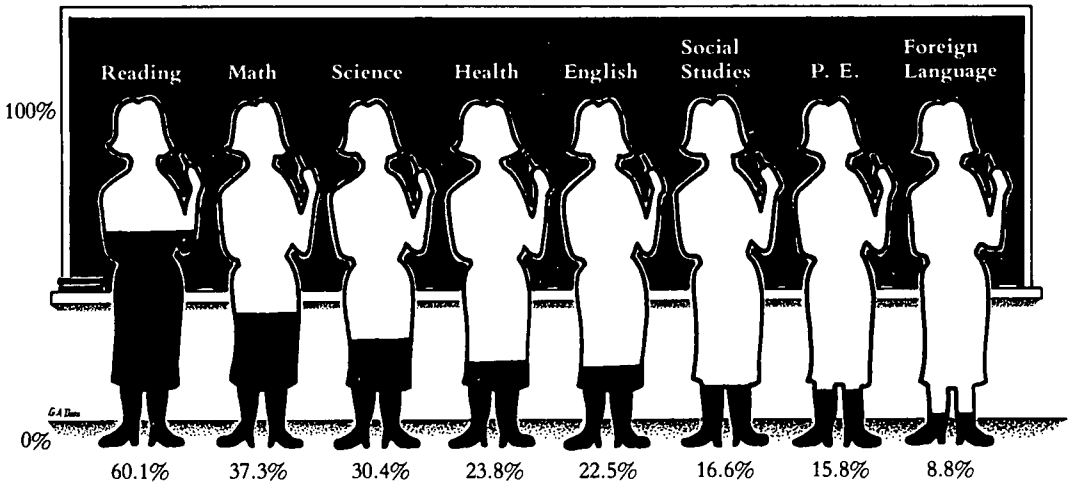
*"Average annual salary of instructional staff in public elementary and secondary day schools" as reported in *The Book of the States*, 1982-83, Vol. 24, Council of State Governments (Lexington, Kentucky), p. 438.

***Ibid.*, "Mandatory collective bargaining laws covering elementary/secondary public school personnel," p. 443.

CONCLUSIONS

North Carolina does not require superintendents and principals to use teachers' certifications as guidelines for making class assignments. This has allowed a high rate of out-of-field teaching to prevail in the state's public schools. The results of the Center's analysis show that out-of-field teaching in grades 7-12 is depressingly common:

**Percent of N. C. Teachers
Out-of-Field in grades 7-12**



- 1) Over 60 percent of those individuals teaching *reading* classes did not hold reading certificates.
- 2) Over 37 percent of those instructors teaching *math* did not possess a math certificate. Most of the out-of-field math teachers were certified in science or social studies.
- 3) Three out of every 10 *science* teachers lacked the proper certification for the classes they were teaching. Out-of-field teaching was most prevalent in grades 7-9.
- 4) Teachers without *health* education certifications accounted for more than one out of every five health instructors. If joint health education-physical education classes are omitted and the focus is only on health, sex education, and family education classes, then 67.7 percent of the teachers were out-of-field.
- 5) Although there is a reported surplus of *English* teachers, more than one out of every five instructors teaching English was not certified in English.
- 6) Overall, persons certified in *social studies* taught out-of-field more often than any other group. (Persons holding social studies certificates were the primary out-of-field teachers in four areas: math, English, physical education, and health. They were second in the remaining areas: science, foreign languages, and reading.) Despite this, there was a high level of out-of-field teaching in social studies classes. One out of six social studies instructors did not hold the proper certification.

- 7) *Physical education* is another area of reported oversupply, yet 15.8 percent of physical education instructors lacked the proper certification.
- 8) Approximately 9 percent of *foreign language* instructors were out-of-field. This was the lowest percentage of any subject area surveyed. These findings are summarized in the Table below.

Out-of-Field Teaching in Grades 7-12 in N.C. Schools, by Subject

<u>Subject</u>	<u>Total Number of Teachers</u>	<u>OOFT¹</u>	<u>50% OOFT²</u>
1. Reading	1701	60.1%	41.2%
2. Math	4913	37.3	25.3
3. Science	3846	30.4	17.3
4. Health	1671	23.8	11.5
5. English	6180	22.5	15.0
6. Social Studies	4193	16.6	9.4
7. Physical Education	2745	15.8	8.8
8. Foreign Languages	919	8.8	3.2

¹OOFT = any person teaching a subject without a certification in that area

²50% OOFT = persons who are teaching more than 50% of their classes in subjects in which they are not certified. This was the standard used by the North Carolina Department of Public Instruction (DPI) before 1968 to determine whether a teacher was excessively out-of-field. Since 1968, DPI has ceased monitoring schools to determine the rate of out-of-field teaching.

Without any changes in state policy, the rate of out-of-field teaching will continue at unacceptable levels. The Reagan Administration budget cuts may even increase the incidence of out-of-field teaching, as non-tenured faculty may be laid off due to reduced budgets. In an effort to address the issue of out-of-field teaching, the Department of Public Instruction has proposed new regulations.

The Department of Public Instruction first proposed rules in the fall of 1981 and revised the rules three times. The latest revisions are entitled "In-Field Assignment Policies" and have been pending before the State Board of Education since January 11, 1982. The proposed rules represent a constructive attempt to remedy a pressing problem, and it is time for the State Board of Education to adopt these rules.

North Carolina is one of only fifteen states in the country without either a state statute or administrative rules prohibiting out-of-field teaching. Thirty-five states have statutes or rules prohibiting out-of-field teaching, including 10 southern states. Thus, if the State Board of Education fails to act on the "In-Field Assignment Policies" proposed by the Department of Public Instruction, the N.C. General Assembly should consider enacting legislation to remedy the out-of-field teaching problem (see p. 62 for draft legislation).

Out-of-field teaching is but one part of the overall problem of teacher quality (an issue currently being studied by the Department of Public Instruction in their Quality Assurance Program). To assume that eliminating all out-of-field teaching would solve the teacher quality problem is to oversimplify a complex issue. A certificate does not guarantee that a person will be a good teacher. It does, however,

guarantee that a person has displayed certain minimal competencies identified by the state as being important for teaching well in the public schools. By doing so, certification establishes the education standards of the state.

If these educational standards are to have any meaning, the state must use its power to certify teachers in a positive, active manner and ensure that its educational standards are upheld. To do this, the state must adopt out-of-field teaching policies that are both fair and consistent. Either the proposed regulations should be adopted by the State Board of Education or the N.C. General Assembly should enact legislation to prohibit out-of-field teaching.

RECOMMENDATIONS

The North Carolina Center for Public Policy Research recommends the following policies to decrease the rate of out-of-field teaching in North Carolina, to make post-graduate teacher training programs more meaningful, and to improve the Professional Personnel Activity Report:

Decrease the rate of out-of-field teaching:

1) The N.C. General Assembly should enact legislation to prohibit out-of-field teaching in North Carolina (see draft bill on adjacent pages) OR, in the alternative, the N.C. State Board of Education should adopt the rules on "In-Field Assignment Policies" proposed by the Department of Public Instruction on January 11, 1982.

2) Legislation or administrative rules should incorporate the following principles:

a) Teachers should be certified or provisionally certified in all subjects they teach.

b) When a teacher is assigned to an area in which s/he does not have a certificate, the teacher and the local superintendent should jointly file for a provisional certification. The application must be sent to the Division of Certification.

c)(1) While holding a provisional certification, a teacher should complete the equivalent of six college credit hours a year in course matter related to the subject in which s/he has been assigned until the minimum requirements for certification in that subject have been met. A minimum of 24 semester hours, including at least one teaching methods course in that subject, should be required for a certification.

(2) If no college within 60 miles of a teacher's workplace has an approved program in his/her area of provisional certification, the teacher should work with the superintendent, officials in the Division of Certification, and representatives from colleges with approved programs in the subject area to design an in-service/home study program that will meet the minimum guidelines outlined in c(1).

d) If necessary, superintendents and teachers should jointly file for an emergency certification from the Division of Certification. This should be granted only if the Division decides the school system has an emergency personnel problem that cannot be met in any other way. The request for an emergency certificate should not be approved if the LEA (Local Education Agency) has a teacher already certified in the field of "emergency" who is teaching out-of-field (in effect, contributing to the emergency). Emergency certifications are temporary and should expire at the end of the school year in which they are issued. They should not be reissued in consecutive years to the same teacher or to a different instructor teaching the same course schedule that was covered by the previous emergency certification.

e) The current DPI provision allowing occupational education certificate holders (16 NCAC 2H .0217) to teach out-of-field should be deleted from the administrative code so that occupational education certificate holders will abide by the rules outlined above.

f) If a school system is in violation of these guidelines, the state should take the following actions:

(1) First year - issue a warning to the superintendent and school principal.
(2) Second year (if the school is still in violation) - issue a reprimand to the superintendent and principal. These reprimands should be included in the administrators' personnel files.

(3) Third year - withhold state money from the local school system based on the following formula: every child in a class taught by an out-of-field teacher would not be counted in the school's overall average daily membership figures for the purpose of obtaining state money under the State Public School Fund.

g)(1) The state should increase its appropriations for staff development; LEAs should be required to use the increased appropriations to help defray the costs to the teacher of pursuing an additional certification.

(2) If additional staff development monies are not appropriated, the teacher should be granted administrative leave with pay so that he or she can complete the necessary coursework to obtain certification. Such administrative leave should not be counted against the annual leave, sick leave, or vacation days due that teacher, and the school system should be responsible for securing substitute teachers for those days.

Make post-graduate teacher training programs more meaningful:

1) College teacher education programs should work more closely with nearby LEAs to develop more effective teacher training programs and to improve job counseling of prospective teachers. In addition, colleges and LEAs should develop two-way in-service programs in which professors come to the schools to give in-service classes for teachers and also to spend time in the teachers' classrooms so that they become more familiar with the needs of the instructor in teaching particular subjects.

Improve the Professional Personnel Activity Report:

1) The PPAR should be modified with the following changes:

a) The form should include a section for teachers to list their areas of certification.

b) The certification codes for seventh and eighth grade science courses should be separated (currently they are coded by the same number, even though seventh grade science is life science and eighth grade science is earth science.).

c) The form should have a section in which teachers in team-teaching situations (e.g. a language arts-math course) identify which subject they are teaching.

d) The form should ask teachers whether or not they have tenure.

2) DPI should use the PPAR form to annually monitor the rate of out-of-field teaching, and the results of that monitoring effort should be published and made available to the public.

A Bill to Be Entitled
AN ACT TO PROHIBIT OUT-OF-FIELD TEACHING IN NORTH
CAROLINA

Whereas, studies by the Governor's Advisory Committee on Science and Mathematics Education, the Division of Science within the Department of Public Instruction, and the North Carolina Center for Public Policy Research have shown that teachers in grades 7-12 of North Carolina's schools are teaching subjects in which they are not certified; and

Whereas, thirty-five states in the United States have statutes or administrative regulations prohibiting out-of-field teaching and North Carolina is one of only fifteen states without such protections; and

Whereas, the Department of Public Instruction proposed rules for adoption by the State Board of Education in September 1981 that would address the out-of-field teaching problem and the Board has failed to act in the last fourteen months; Now, therefore,

The General Assembly of North Carolina enacts:

Section 1. Chapter 115C of the General Statutes is amended by adding new sections to read as follows:

§ 115C-297.1. **Teachers Required to Teach Subjects in Which Certified—**

(a) Superintendents of local school administrative units shall assign teachers at the levels and in the subjects for which the certificates of the teachers are endorsed.

(b) The State Superintendent of Public Instruction may permit a district to assign a teacher to part-time duties for which he or she is not properly certified or endorsed without penalty, provided all of the following conditions are met:

(1) Such duties may comprise no more than 1/5 of the teacher's full-time daily class schedule;

(2) Such misassigned persons must have a minimum of six semester hours of college credit in each subject area in which service is rendered;

(3) Such persons misassigned must comprise no more than five percent of the total number of district's certified full-time teachers, or five teachers, whichever is greater;

(4) The district must demonstrate that it has made a good faith effort to employ properly certified teachers for those duties and that a good faith effort is being made to remedy each specific assignment problem; and

(5) No teacher may be allowed to teach at a grade level or in a subject for which he or she is not certified for more than one school year.

(c) The State Board of Education shall have the authority to promulgate rules and regulations to enforce this provision.

§ 115C-297.2. **Local Superintendents to Report to State Department.—**Each superintendent of local school administrative units shall have a duty to report by December 1 of each school year to the State Superintendent the number of teachers who are teaching subjects in which they have no certification. The State Superintendent shall collect this data in an annual statewide report and make it available to the public.

§ 115C-297.3. **Penalty for Violation of In-Field Assignment Provision.—**Local school districts which are found to have more than five percent or five teachers, whichever is greater, teaching subjects in which they are not certified shall be placed on probation for one year by the State Board of Education. School districts which violate this provision for two consecutive years shall have their allotments from the State Public School Fund reduced in the following manner: Every child in a class taught by a misassigned teacher will not be counted in the district's overall average daily membership figures for the purpose of obtaining state money under the State Public School Fund."

Section 2. **Severability.**—If any provision of this act or the application thereof to any person or circumstances is held invalid, the invalidity does not affect other provisions or applications of the act which can be given effect without the invalid provision or application, and to this end the provisions of this act are severable.

Section 3. This act shall become effective August 1, 1983.

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Appendix A

Subject Areas and Classes Analyzed for This Report

English

Remediation Language Arts, Language Arts, Language Arts-Social Studies, Language Arts-Math, Language Arts-Science, English 9th Grade, English 10th Grade, English 11th Grade, English 12th Grade, Drama I, Drama II, Journalism I, Journalism II, Special Interest English (Comp.) (Lit.) (Reading) (Lang.) (Other), Speech I, Speech II, Debate, Library Science, Bible as Literature

Math

Remediation Mathematics, Mathematics, Language Arts-Math, Social Studies-Math, Social Studies-Math-Science, Math-Physical Education, General Math I, General Math II, General Math III, General Math IV, Algebra I, Intro. Algebra (Part I), Intro. Algebra (Part II), Geometry, Applied Vocational Math, Algebra II, Algebra II with Computer Prog., Advanced Math, Trigonometry, Advanced Algebra, Advanced Algebra with Trig., Engineering Concepts Curr. Prog., Special Interest Math, Analytic Geometry, Probability and Statistics, Consumer Math, Calculus

Science

Remediation Science, Life Science, Earth Science, Language Arts-Science, Math-Science-Physical Education, Science-Physical Education, Social Studies-Math-Science, Physical Science, Biology, Advanced Biology, Chemistry, Advanced Chemistry, Physics, Advanced Physics, Applied Science, Marine Science, Special Interest Science, Environmental (Ecology), Anatomy and Physiology, Aviation Science

Social Studies

Remediation Social Studies, Social Studies, Language Arts-Social Studies, Social Studies-Math, Social Studies-Math-Science, Civics, Economics, Sociology, Psychology, Humanities, International Relations, Social Problems, World History, World Geography, World Cultures, U.S. History, N.C./U.S. History, Local/State History, U.S. Studies, Government/Law, Consumer Economics, Minority Studies, Geography, Current Affairs, Bible History, Adv. Placement U.S. History, Adv. Placement European History, Anthropology

Foreign Languages

French I, French II, French III, French IV, French V, Spanish I, Spanish II, Spanish III, Spanish IV, Spanish V, German I, German II, German III, German IV, Russian I, Russian II, Latin I, Latin II, Latin III, Latin IV, Other Foreign Languages

Reading

Reading-Improvement, Reading-Development, Reading-Remedial

Physical Education

Physical Education, Math-Science-Physical Education, Math-Physical Education, Science-Physical Education, Health-Physical Education, Physical Education I, Physical Education II, Physical Education III, Physical Education IV

Health

Health, Health-Physical Education, Health I, Health II, Health-Physical Education (H.S.), Family Life, Sex Education

Appendix B
North Carolina Teacher Certification Policies

I. North Carolina Teacher Certification Statute

ARTICLE 20.

Teachers.

§ 115C-295. Minimum age and certificate prerequisites.

(a) All teachers employed in the public schools of the State or in schools receiving public funds, shall be required either to hold or be qualified to hold a certificate in compliance with the provision of the law or in accordance with the regulations of the State Board of Education: Provided, that nothing herein shall prevent the employment of temporary personnel under such rules as the State Board of Education may prescribe: Provided further, that no person shall be employed to teach who is under 18 years of age.

(b) It shall be unlawful for any board of education or school committee to employ or keep in service any teacher who neither holds nor is qualified to hold a certificate in compliance with the provision of the law or in accordance with the regulations of the State Board of Education. (1955, c. 1372, art. 18, ss. 1, 4; 1975, c. 437, s. 7; c. 731, ss. 1, 2; 1981, c. 423, s. 1.)

Appendix B-II.

North Carolina Administrative Procedure Act Rules on Teacher Certification

PUBLIC EDUCATION - PUBLIC INSTRUCTION

T16: 02H .0200

SECTION .0200 - DIVISION OF CERTIFICATION

166

.0201 GENERAL PROVISIONS

168

(a) The primary purpose of certification of teachers and other professional school personnel is to maintain standards of professional competence. In assuming responsibility for all public education, the state also assumes responsibility for the quality of that education. Certification of licensure of the teaching personnel in schools is a measure designed to foster the growth of a quality system of education. Thus, teacher certification is the public's guarantee that those who teach or otherwise serve the schools in a professional capacity are qualified to perform their duties.

176

(b) The responsibility for certification is recognized in all states as a state function. In North Carolina this responsibility is delegated by the State Constitution and by law to the State Board of Education, whose rules and regulations governing certification are administered by the division of certification of the State Department of Public Instruction.

181

History Note: Authority G.S. 115-11(14); 115-151.1 to -151.10; 115-152; 115-153; 115-155; 115-156; 115-256;
N. C. Constitution Article IX, Section 5;
Eff. February 1, 1976;
Readopted Eff. February 3, 1978.

188

.0202 ORGANIZATION

190

The division of certification is organized into three basic sections: the evaluation section, the stenographic section and the clerical section. The director and assistant director exercise overall direction of the functions of the division. The work falls into two major categories: that which deals with certification (licensing) of professionals and the other dealing with certification of budgets for the expenditure of state funds for the public schools.

196

History Note: Authority G.S. 115-11(14); 115-151.1 to -151.10; 115-152; 115-153; 115-155; 115-156; 115-256;
N. C. Constitution Article IX, Section 5;
Eff. February 1, 1976;
Readopted Eff. February 3, 1978.

203

.0203 GENERAL INFORMATION REGARDING CERTIFICATION

205

(a) Personnel Required to Hold Certificates. All teachers, principals, and other professional personnel employed in the

208

schools of the state are required to hold a North Carolina certificate.

(h) Procedures in Applying for a Certificate 209

(1) Responsibility for Making Application for Certificate. 212

The applicant has the responsibility for applying for a certificate, maintaining its validity, and filing it with the employing local board of education. The educational institution is responsible for furnishing a complete official transcript of the applicant's credits, an institutional recommendation, and other supporting documents when requested by the applicant: 215

(A) Persons Prepared in North Carolina. A person 218

prepared in a North Carolina approved institution must file a formal application for the certificate desired with the division of certification, State Department of Public Instruction, on a form furnished by the department and available through college registrars and school superintendents. In addition to an official transcript(s), each applicant must present a recommendation by a designated official of the approved institution where preparation was completed. The form used in the filing process is identified as Application Form I. Instructions for the completion of the application are printed on the inside of the form and should be carefully followed. Complete documentation of the preparation programs(s) must be collected and filed as directed. All transcripts and/or other documents must be official if they are to be accepted. 228

(B) Persons Prepared Outside of North Carolina. A 229

graduate of an accredited teacher education institution outside North Carolina shall file application and other records with the state department in the same way as graduates of North Carolina institutions. After the records are evaluated, the applicant will receive a decision on his eligibility for a certificate. 233

(C) Persons Prepared in Foreign Institutions. An 234

applicant for certification whose preparation for teaching was completed in a foreign institution will be required to follow the same documentation process as other applicants. The division of certification will evaluate the documented application and notify the individual of the action to be taken. 237

- (2) Time for Submitting Application. An application for the issuance of a certificate may be submitted to the state department at any date following completion of the work; however, certification will be based upon requirements in effect at the time of the submission of the application.
- (3) State Evaluation and Certification Actions. The division of certification, State Department of Public Instruction, is responsible for the evaluation of each application, including the transcript and the college recommendation, under procedures authorized by the State Board of Education. The division notifies the applicant of actions taken.
- (c) Procedures and Policies Regarding Various Certificate Actions
- (1) Requirements for Upgrading, Renewing, and Adding New Fields to Certificates
- (A) Certificates should not be sent to the division of certification of the State Department of Public Instruction for the purpose of upgrading, renewing, and adding new fields or endorsements. A new certificate carrying all endorsements -- old and new -- will be issued upon qualification and evidenced by documentation filed by the individual. The applicant is responsible for having this official evidence of credit sent to the division of certification.
- (B) In the past certificates have been issued on the basis of requirements lower than a bachelor's degree. These certificates may be raised to certificates of higher grade by securing appropriate credit in adequate amounts. To raise "C" to "B" requires credit for 30 semester hours. To raise "B" to "A" requires a bachelor's degree from an institution approved for teacher education and the completion of an appropriate approved program.
- (C) Secondary class "A" teacher's certificates may be changed to class "A" early childhood or intermediate certificate by completing a program appropriate for the latter certificates. The class "A" early childhood or intermediate certificate may be changed to a secondary class "A" by completing the appropriate program. New subjects may be added to a secondary certificate by securing the credit required for the subject field(s) to be added. The same requirements will

- apply in changing graduate certificates from one
teaching field to another or in adding new subject
fields. 268
- (2) Policy on Dating Certificates. All North Carolina 269
certificates bear the date of July 1, the effective 270
year depending upon the date the requirements were 271
established; but no college credit earned after
September 1 of a given year by an employed teacher may 272
be reflected in a certificate used that year.
Certificates will be dated for the five-year period 273
following the date the qualifications for certification
are established with the division of certification. 274
- (3) Procedures for Securing Duplicate Certificate and 275
Changing Name on Certificate Held. When an individual 276
holding a certificate wishes to change the name on the
certificate, or loses the certificate, application for 277
a form upon which to request a new certificate should 278
be made to the division of certification of the State
Department of Public Instruction. Instructions on the 279
form should be followed so that the appropriate action 280
will be taken.
- (4) Procedure for Reinstating Expired Certificates. 281
Certificates which have expired are invalid until 282
reinstated. Reinstatement is made on the basis of a
minimum of nine units of appropriate credit earned 283
during the five-year period immediately preceding the
date of application for reinstatement of the 284
certificate. Reinstated certificates date five years 285
from the completion of the units of credit used for
reinstatement.
- (d) Definition of Teaching Outside Certificate Field 286
- (1) Any teaching assignment outside the certificate field 288
is recognized as being out-of-field. Excessive 289
assigning of teachers in out-of-field situations will 290
affect the accreditation status of the school.
Teachers with out-of-field assignments should be 291
required to complete credit periodically toward meeting
the requirements for the certificate in the area of the 292
out-of-field assignment.
- (2) A teacher does not receive a salary penalty for 293
teaching out-of-field as has been true in the past. 294
The penalty is on the school system if excessive
assigning of teachers out-of-field is allowed to take 295
place. Some certificates are issued which are limited
to teaching in the area(s) listed on the certificate. 296
- (e) Certification Fees. Effective July 1, 1981, the fee 297
required to process an application for initial certification is 298

	the applicant holds, or is qualified to hold,	476
	an out-of-state certificate.	
(iv)	The reciprocity certificate (provisional)	477
	shall be valid for one year. After the	478
	completion of a year of successful teaching	
	experience in North Carolina, the provisional	479
	limitation will be removed.	
(v)	The reciprocity certificate shall be subject	480
	to the renewal requirements of North	481
	Carolina.	
(vi)	The applicant must hold, or be qualified to	482
	hold, the highest grade current certificate	483
	in the state in which the teacher education	
	program at the bachelor's degree level was	484
	completed.	
(2)	North Carolina Certification Procedures Under	485
	Reciprocity	486
(A)	secure and complete an application for North	488
	Carolina certification;	489
(B)	have preparing institution(s) complete	490
	recommendation form(s);	491
(C)	file copy of out-of-state certificate, if issued;	492
	If out-of-state certificate has not been issued,	493
	the application will be processed using	
	transcripts and recommendations only;	494
(D)	secure complete documentation of all college	495
	transcripts and verification of all teaching	496
	experience outside of the North Carolina public	497
	schools;	
(E)	file the completed application and documentation	498
	as a package with the Division of Certification,	499
	State Department of Public Instruction, Raleigh,	
	North Carolina 27611.	500
History Note:	Authority G.S. 115-11(14); 115-151.1 to -151.10;	503
	115-152; 115-153; 115-155; 115-156; 115-256;	504
	N. C. Constitution Article IX, Section 5;	505
	Eff. February 1, 1976;	506
	Readopted Eff. February 3, 1978.	507
.0206	CERTIFICATION PATTERNS	509
(a)	Certificates indicate grade level(s), content area(s), and	511
	preparation levels for which the professional is or has been	512
	prepared:	
(1)	Types of Certificates	513
(A)	Teacher. The certificate entitles the holder to	515
	teach in some designated area of specialization.	516

- Four levels of preparation are provided as follows: bachelor's degree, master's degree, 517 sixth-year and doctorate.
- (B) Administrator. This certificate is designated as 518 administrator and authorizes the holder to serve 519 in general and program administration roles such as superintendent, assistant (or associate) 520 superintendent, principal and assistant principal. There are three levels of preparation: master's 521 degree, sixth-year, and doctorate. Initial certification as a superintendent is restricted to 522 the sixth-year or doctorate levels.
- (C) Education Specialist. This certificate authorizes 523 the holder to serve in roles of specialized 524 assistance to the learner, the teacher, the administrator and/or the education program in 525 general. Roles in this category include the curriculum-instructional specialist, counselor, 526 media specialist and school psychologist. Three levels of preparation are provided: master's 527 degree, sixth-year and doctorate.
- (2) Levels of Certificates. The levels of certificates 528 recognize different levels and degrees of career 529 development and competence. It is assumed that one will move from level to level as he demonstrates that 530 he meets established performance criteria:
- (A) Initial Certificate. This certificate allows one 532 to begin practicing his profession on an 533 independent basis. It is changed to a career type of certificate by meeting certain established 534 criteria. (validation of successful experience as in compliance with General Statutes 115-142) 535
- (B) Career or Continuing Certificate. This 536 certificate authorizes professional school service 537 on a continuing or career basis and assumes continued professional development. There are 538 three categories of certificates in this classification:
- (i) teacher (class "A" undergraduate and class 540 "G" graduate): 541
 - (I) early childhood education, 543
 - (II) intermediate education, 544
 - (III) secondary specializations, 545
 - (IV) special areas, 546
 - (V) occupational; 547
 - (ii) administrator; 548
 - (iii) educational specialist: 549

(I) counselor,	550
(II) curriculum-instructional specialist,	551
(III) media specialist and/or coordinator,	552
(IV) school psychologist,	553
(V) supervisor of student teachers.	554
3) Certificate Endorsements. Endorsements may be added to initial or continuing certificates to reflect changes in teaching qualifications. The determination of endorsement program requirements for individuals should be done by North Carolina institutions with approved programs in the endorsement areas involved. Certificates will be issued upon the recommendation of the institution providing the program.	556 557 558 559 560
b) Conditioned Certificates. The conditioned class "A" certificate is issued to a person who holds a standard baccalaureate degree, who has satisfied the student teaching requirement, and whose shortages for the certificate do not exceed six semester hours. The certificate is valid for one year, after which it takes the status of an expired certificate until the conditions have been removed.	561 562 563 564 565
History Note: Authority G.S. 115-11(14); 115-151.1 to -151.10; 115-152; 115-153; 115-155; 115-156; 115-256; 115-142; N.C. Constitution, Article IX, Section 5; Eff. February 1, 1976; Readopted Eff. February 3, 1978; Amended Eff. September 21, 1981.	568 569 570 571 572 573 574
.0207 CERTIFICATE RENEWAL RULES AND REGULATIONS	576
a) Certificate renewal is required to assure that professional personnel periodically update their professional knowledge and technical competency. Certificates are valid for a period of five years from the effective date of initial issuance and require renewal within each five-year period. Renewal credit shall be directly applicable to the certificate field(s) and/or professional responsibilities.	578 579 580 581 582
b) Effective July 1, 1975, the first and subsequent renewal or reinstatement of a certificate shall be based on nine units of renewal credit. A unit of credit is defined to equal one quarter hour or two-thirds of one semester hour of senior college or university credit, or one CED (continuing education unit), or one school year of teaching experience:	583 584 585 586
1) Employed Personnel	587
A) The following types of staff development activities may carry renewal credit for all	589 590

Appendix B-III.

North Carolina Department of Public Instruction's August 1981 Proposals

The following is a reproduction of the regulations proposed by the N.C. Department of Public Instruction for adoption by the State Board of Education at their October, 1981 meeting.

PROVISIONAL CERTIFICATION REGULATIONS

Provisional certification was established to provide for pressing employment needs in emerging areas or area of shortages in which a supply of certified individuals was not available. An employer determined that the individual to be assigned or employed had qualifications that would enable him/her to fulfill minimal job responsibilities with some additional staff development and/or formalized professional/academic training.

This constituted the basis for the State Board of Education's approving the issuance of *provisional certification* in the specified areas of *Exceptional Children; Vocational Education; Counseling; Supervision; and Administration*, except for superintendents.

Superintendents, speech pathologists and school psychologists are excluded from provisional certification based on job specifications which require adequate preparation to perform at any level.

EXAMPLE: An individual assigned to teach in the *specified areas* may not continue in employment unless he/she accumulates 6 semester hours of prescribed credit or its equivalent each year until all qualifications are satisfied.

EXAMPLE: An individual assigned to teach in any other area in which he/she does not hold certification (Elementary Education, Art, Secondary Math, Science, etc.) may continue to be employed *without any obligation* to pursue certification in that area.

The only prohibiting factors to wholesale employment and assignment of a person outside his/her area of certification are (1) policies of LEAs and (2) accreditation standards of Southern Association—both of which are *voluntary*.

The adoption of "provisional regulations extended to personnel filling all positions except superintendents, school psychologists, speech pathologists" will provide for pressing employment needs and extenuating circumstances (RIF); and will not interrupt freedom LEAs now have to determine initial personnel assignments.

Individuals who have been assigned outside their area of certification but are considered competent in the performance of duties could then request evaluation by a process similar to that used for school psychologists. In this instance, a group of

qualified persons, approved by Teacher Education Area, would observe and assess the performance based on established criteria. Upon the group's recommendation, certification would be granted. If not granted, deficiencies would be outlined and the person would pursue the provisional certification route. Failure to complete all certification requirements or to present evidence of the equivalent of 6 semester hours each year would constitute grounds for loss of position.

Therefore, it is recommended that the amendments (d) and (e) to 16 NCAC 2H .0221 be approved.

Teacher Education Area
Division of Standards and Certification

IMPACT STATEMENT:

The impact will be improved quality of preparation by professional personnel now teaching in out-of-field assignment as they will pursue greater competency in their assigned fields.

The public's perception of a qualified cadre of professional personnel should be enhanced.

EDK/JAT/sw
6/29/81

.0203 GENERAL INFORMATION REGARDING CERTIFICATION**(d) Definition of Teaching Outside Certificate Field**

- (1) Any teaching assignment outside the certificate field is recognized as being out-of-field. Excessive assigning of teachers in out-of-field situations will affect the accreditation status of the school. Teachers with out-of-field assignments should be required to complete credit periodically toward meeting the requirements for the certificate in the area of the out-of-field assignment. All professional assignments are restricted to areas in which the individual holds the corresponding certification, provisional certification, endorsement or provisional endorsement. Assignments of half-time or more will be restricted to individuals holding full certification or provisional certification. Assignments of less than half-time may be made to individuals holding endorsements or provisional endorsements.
- (2) A teacher does not receive a salary penalty for teaching out-of-field as has been true in the past. The penalty is on the school system if excessive assigning of teachers out-of-field is allowed to take place. Some certificates are issued which are limited to teaching in the area(s) listed on the certificate.

History Note: Authority G.S. 115-11(14); 115-151.1 to -151.10; 115-152; 115-153; 115-155; 115-156; 115-256; N.C. Constitution Article IX, Section 5; Eff. February 1, 1976; Readopted Eff. February 3, 1978; Amended Eff. July 1, 1981; Amended Eff.

.0206 CERTIFICATION PATTERNS**(a)****(1) Types of Certificates**

- (B) Administrator. This certificate is designated as administrator and authorizes the holder to serve in general and program administration roles such as superintendent, assistant (or associate) superintendent, principal and assistant principal. There are three levels of preparation: master's degree, sixth-year, and doctorate. Initial certification as a superintendent is restricted to the sixth-year or doctorate levels (effective July 1, 1973).

History Note: Authority G.S. 115-11(14); 115-151.1 to -151.10; 115-152; 115-153; 115-155; 115-156; 115-256; 115-142; N.C. Constitution, Article IX, Section 5;
Eff. February 1, 1976;
Readopted Eff. February 3, 1978;
Amended Eff.

.0221 ~~CERTIFICATION OF PRINCIPAL, COUNSELOR AND SUPERVISOR~~
PROVISIONAL CERTIFICATION

(a) ~~Provisional~~ Principal. A teacher who holds a regular class "A" or "G" certificate may serve as the principal of a classified school, provided the superintendent certifies that there is no satisfactory person available who holds a principal's certificate; provided further that for a person to continue to serve as the principal of a classified school, he/she must enroll in a graduate program leading toward the principal's certificate and earn not less than six semester hours of credit each year toward meeting the requirements for the certificate. Proof of ~~his~~ such work toward the principal's certificate would be established by the registrar of the institution where the individual was pursuing the program of studies leading to the principal's certificate.

(b) ~~Provisional~~ Counselor. A person ~~employed as full-time counselor~~ who ~~has~~ has 18 semester hours of graduate credit in guidance or counseling (not more than six semester hours recognized in related areas) and who holds the regular class "A" or class "G" certificate in some other area shall be approved for full-time service, provided that ~~such person~~ he/she shall be enrolled in a graduate program leading toward the counselor's certificate and shall, as a condition for continuing employment, earn not less than six semester hours of graduate credit each year toward qualifying for the certificate. Continued approval would be based on the individual having established official transcripts indicating the completion of the graduate credit.

(c) ~~Provisional~~ Supervisor. The holder of a regular class "A" or class "G" teacher's certificate who will be continuing in a supervisory position held prior to 1966-67 may be employed as a provisional supervisor. A person entering supervision for the first time who does not hold the supervisor's certificate, but holds the graduate teacher's certificate in the area of assignment and who has a minimum of five years of successful teaching experience in the area of assignment may be employed to serve as a provisional supervisor, provided he/she enrolls in a graduate program leading toward the supervisor's certificate and earns not less than six semester hours of graduate credit toward qualifying for the supervisor's certificate. Continued approval to serve as a provisional supervisor will be granted upon

receipt of an official transcript showing the completion of the required graduate credit.

(d) Teacher. An individual who holds a North Carolina certificate and is assigned half-time or more in an out-of-field area may apply for and be issued a provisional certificate in that area of assignment. The employing unit superintendent and the individual will file jointly the application. The individual must earn six semester hours of appropriate credit each year toward meeting full certification requirements. Failure to complete all requirements will result in forfeiture of the provisional certification and continued employment is thereby prohibited.

(e) Teacher Certification Endorsements. An individual who holds a North Carolina certificate and is assigned less than half-time in an out-of-field area may apply for and be issued a provisional endorsement to that certificate in the area of assignment. The employing unit superintendent and the individual will file jointly the application. The individual must earn six semester hours of appropriate credit each year toward meeting full endorsement requirements. Failure to complete all requirements will result in forfeiture of the endorsement and continued assignment in an out-of-field area is thereby prohibited.

History Note: Authority G.S. 115-11(14); 115-151(1) to (10); 115-152; 115-153; 115-155; 115-156; 115-256; N.C. Constitution, Article IX, Section 5; Eff. February 1, 1978; Readopted Eff. February 3, 1978; Amended Eff.

OUT-OF-FIELD REGULATIONS

Local school units find it necessary to assign personnel to areas in which they are not certified. In the specified areas of Exceptional Children, Vocational Education, Driver Education, Counseling, Supervision, and Administration except superintendents, State Board policies require regular or provisional certification for employment.

Based on the nature of responsibilities of the position, superintendents, school psychologists and speech pathologists are excluded and are required to hold the appropriate certificates as prerequisite for employment.

With the provisional certification regulations available to specific groups, it is time to extend same to personnel in other certificate areas.

Teacher Education Area
Division of Standards and Certification

IMPACT STATEMENT:

Out-of-field regulations would no longer be necessary for staffing the schools since Provisional Certification . . . is available.

EDK/JAT/sw
6/30/81

CERTIFICATION PATTERNS

In 1963 the State Board of Education took action to restrict initial certification as a superintendent to the sixth year or doctorate levels to be effective July 1, 1968. In 1968 the Board extended the effective implementation date to July 1, 1973.

The policy was implemented effective July 1, 1973 but was omitted when APA was established. To correct this omission, it is recommended that the State Board submit 2H .0206 (a) (1) (B) to APA procedures on August 28, 1981.

Teacher Education Area
Division of Standards and Certification

IMPACT STATEMENT:

Appendix B-IV.

December 9, 1981 Revisions of Proposed Regulations

FOR DISCUSSION ONLY

Division of Certification
Department of Public Instruction
Raleigh, NC 27611

SUGGESTED IN-FIELD ASSIGNMENT POLICY

STATEMENT OF POLICY

Any teaching assignment outside the certificate field is recognized as being out-of-field. All professional assignments are restricted to areas in which the individual holds the corresponding certification, provisional certification, endorsement or provisional endorsement. Assignments of half-time or more will be restricted to individuals holding full certification or provisional certification. Assignments of less than half-time may be made to individuals holding endorsements or provisional endorsements.

RATIONALE FOR PROPOSED POLICY

- ... The policy would go far toward assuring accountability for in-field teaching and thereby enhance the public's perception of professional personnel.
- ... The policy would provide equity by applying in-field requirements to all areas rather than just to exceptional children, vocational education, counseling, supervision, school psychology, school social work, and driver education.

DEFINITIONS

- ... Certification is based on meeting the state requirements of an approved program or equivalent. Certification qualifies the holder to teach the subject or field as much as full-time.
- ... Provisional certification designates a status that allows the holder to teach a subject or field pending meeting all requirements for certification. The holder must complete the requirements at a rate of not less than six semester hours or equivalent each year. Requisites are current employment and hold or qualify to hold certification in another subject or field.
- ... An endorsement is based on completion of designated competencies (approximately a minor) in the subject or field. An endorsement qualifies the holder to teach the subject or field less than half-time. A requisite is hold or qualify to hold certification in another subject or field.
- ... Provisional endorsement designates a status that allows the holder to teach a subject or field less than half-time pending completion of requirements for an endorsement. Requisites are current employment and hold or qualify to hold certification in another subject or field.

. PROCESS FOR ADDING CERTIFICATION AREAS

- ... Certification is secured through completion of an approved program.
- ... If a teacher is employed and teaching half-time or more out-of-field, a joint application of teacher and employer for provisional certification would be required (no fee required). The teacher would then qualify for full certification through completion of an approved program or equivalent.
- ... The provisional status would be removed by the State upon completion of requirements and payment of the processing fee of \$15.

. PROCESS FOR ADDING ENDORSEMENTS

- ... An endorsement is secured through completion of designated competencies (approximately a minor) in the subject or field.
- ... If a teacher is employed and teaching out-of-field less than half-time, the following steps would be required:
 - .. The employing superintendent would identify the teacher and designate such assignment as temporary or continuing. A temporary assignment for one year or less would be allowed without securing an endorsement.
 - .. If the assignment is to continue into the second year, steps would be required to secure an endorsement.
 - .. The steps would be as follows:
 - A. The superintendent and the teacher would file a joint application for a provisional endorsement (no fee required).
 - B. The superintendent would appoint a committee composed of a peer teacher in the same area, principal, and a supervisor of instruction.
 - C. The committee would evaluate the competence of the teacher in accordance with established standards.
 - D. The committee would establish competence through documentation of acceptable measures such as:
 - (1) demonstrated performance
 - (2) previous evaluation of performance
 - (3) relevant content-related in-service experience
 - (4) relevant work experience
 - (5) appropriate formal course work
 - (6) independent study based on demonstrated learning
 - E. If documentation justifies granting a clear endorsement, the committee would verify such to the State Certification Office through the employing superintendent.

- F. If further competencies need to be acquired, a professional growth plan would be developed, and the teacher would proceed to satisfy competency requirements at a minimum rate of six semester hours or the equivalent each year.
- G. When the required competencies are satisfied through the professional growth plan, the committee would verify such to the State Certification Office through the employing superintendent.
- H. The provisional status would be removed by the State upon payment of the processing fee of \$15.

JV/sw
12/9/81

Appendix B-V.

December 15, 1981 Revisions of Proposed Regulations

ATTACHMENT # 4

Division of Certification
Department of Public Instruction
Raleigh, NC 27611

RECOMMENDED IN-FIELD ASSIGNMENT POLICY

STATEMENT OF POLICY

Any teaching assignment outside the certificate field is recognized as being out-of-field. All professional assignments are restricted to areas in which the individual holds the corresponding certification, provisional certification, endorsement or provisional endorsement. Assignments of half-time or more will be restricted to individuals holding full certification or provisional certification. Assignments of less than half-time may be made to individuals holding endorsements or provisional endorsements.

RATIONALE FOR PROPOSED POLICY

- ... The policy would go far toward assuring accountability for in-field teaching and thereby enhance the public's perception of professional personnel.
- ... The policy would provide equity by applying in-field requirements to all areas rather than just to exceptional children, vocational education, counseling, supervision, school psychology, school social work, and driver education.

DEFINITIONS

- ... Certification is based on meeting the state requirements of an approved program or equivalent. Certification qualifies the holder to teach the subject or field as much as full-time.
- ... Provisional certification designates a status that allows the holder to teach a subject or field pending meeting all requirements for certification. The holder must complete the requirements at a rate of not less than six semester hours or equivalent each year. Requisites are current employment and hold or qualify to hold certification in another subject or field.
- ... An endorsement is based on completion of designated competencies (approximately a minor) in the subject or field. An endorsement qualifies the holder to teach the subject or field less than half-time. A requisite is hold or qualify to hold certification in another subject or field.
- ... Provisional endorsement designates a status that allows the holder to teach a subject or field less than half-time pending completion of requirements for an endorsement. Requisites are current employment and hold or qualify to hold certification in another subject or field.

. PROCESS FOR ADDING CERTIFICATION AREAS

- ... Certification is secured through completion of an approved program.
- ... If a teacher is employed and teaching half-time or more out-of-field, a joint application of teacher and employer for provisional certification would be required (no fee required). The teacher would then qualify for full certification through completion of an approved program or equivalent.
- ... The provisional status would be removed by the State upon completion of requirements and payment of the processing fee of \$15.

. PROCESS FOR ADDING ENDORSEMENTS

- ... An endorsement is secured through completion of designated competencies (approximately a minor) in the subject or field.
- ... If a teacher is employed and teaching out-of-field less than half-time, the following steps would be required:
 - .. The employing superintendent would identify the teacher and designate such assignment as temporary or continuing. A temporary assignment for one year or less would be allowed without securing an endorsement.
 - .. If the assignment is to continue into the second year, steps would be required to secure an endorsement.
 - .. The steps would be as follows:
 - a. The superintendent and the teacher would file a joint application for a provisional endorsement (no fee required).
 - b. The superintendent would appoint a committee composed of a peer teacher in the same area, principal, and a supervisor of instruction. When feasible higher education should also be represented on each committee.
 - c. The committee would evaluate the competence of the teacher in accordance with established standards.
 - d. The committee would establish competence through documentation of acceptable measures such as:
 - (1) demonstrated performance
 - (2) previous evaluation of performance
 - (3) relevant content-related in-service experience
 - (4) relevant work experience
 - (5) appropriate formal course work
 - (6) independent study based on demonstrated learning

- e. If documentation justifies granting a clear endorsement, the committee would verify such to the State Certification Office through the employing superintendent.
- f. If further competencies are required, a professional growth plan would be developed, and the teacher would proceed to satisfy competency requirements at a minimum rate of six semester hours or the equivalent each year.
- g. When the required competencies are satisfied through the professional growth plan, the committee would verify such to the State Certification Office through the employing superintendent.
- h. The provisional status would be removed by the State upon payment of the processing fee of \$15.

. *FINANCIAL ASSISTANCE TO COMPLY WITH IN-FIELD REQUIREMENTS*

There are two sources of financial assistance that could be made available to teachers needing to comply with in-field requirements. These are:

- .. staff development funds available to school administrative units; and
- .. summer school scholarship loans available to in-service teachers through the Scholarship Loan Fund for Prospective Teachers.

JV/sw
12/15/81

Appendix B-VI. Certification Structures

ATTACHMENT 2

STATE DEPARTMENT OF PUBLIC INSTRUCTION
Division of Standards and Staff Development

CERTIFICATION STRUCTURES

The attached sheet was presented to the State Board of Education in April, 1981 for information. The structure of certification has been presented to and reaction received from the public schools and institutions of higher education. The new structure for planning and approving teacher education programs and the issuance of Certificates will be as follows:

Early Childhood Education	Grades K-4
Elementary Education	Grades 4-6
Middle Grades	Grades 6-9
Secondary Subjects	Grades 9-12
Special Subject Areas (i.e. Art, Music, Physical Education, etc.)	Grades K-12

It is recommended that the State Board adopt in principle the proposed structure to be incorporated into the revised Standards and Guidelines for final adoption in late Spring of 1982.

JAT/le
12/81

Appendix B-VII.

State Board of Education Meeting Notes

The following notes are from the January 7, 1982, meeting of the State Board of Education as recorded in SBE Highlights.

In-Field Assignment Policy

The Board received the latest staff paper used to solicit comments from the field on recommended in-field assignment policy. The policy statement reads that any teaching assignment outside the certificate field is recognized as being out-of-field. All professional assignments are restricted to areas in which the individual holds the corresponding certification, provisional certification, endorsement or provisional endorsement. Assignments of half-time or more will be restricted to individuals holding full certification or provisional certification. Assignments of less than half-time may be made to individuals holding endorsements or provisional endorsements.

Appendix B-VIII.

January 11, 1982 Revisions of Proposed Regulations

ATTACHMENT # _____

IN-FIELD ASSIGNMENT POLICIES

Local school units find it necessary to assign personnel to areas in which they are not certified. Current regulations require certification in the areas of Exceptional Children, Vocational Education, Driver Education, Counseling, Supervision, and Administration. Provisional certification is provided in these areas except for the positions of superintendent, school psychologist, and speech pathologist which are excluded based on nature of responsibilities and/or specialized preparation required.

The adoption of the proposed regulations will require in-field certification for all assignments. Endorsements will be required for assignments less than half-time. Provisional certification and provisional endorsements will be provided as a means of complying in all areas except for the three excluded positions. These will provide for pressing employment needs and extenuating circumstances while assuring accountability for in-field assignments.

The proposed regulations reflect adjustments made as the result of the Public Hearing in August and subsequent comment received in follow-up meetings with representatives of all affected parties. The major concerns raised were addressed by (1) adding specific criteria and procedures for endorsements and provisional endorsements and (2) exempting temporary assignments out-of-field half-time or less for one year or less.

It is, therefore, recommended that amendments to 16 NCAC 2H.0203, 2H.0206, 2H.0221, and 2H.1704 be adopted with implementation to be effective July 1, 1983. The amendments to 2H.0206 and 2H.1704 are made necessary because of a new definition of the term, "endorsement."

Teacher Education Area
Division of Certification

IMPACT STATEMENT:

Parents will have assurance that their children are taught by qualified personnel or by personnel who are involved in steps to become appropriately certified for all assignments. There will be a process to document any existing qualifications, to require any additional preparation needed to be qualified, and to recognize these qualifications through appropriate certification actions. This will assure the public of accountability for any continuing out-of-field assignments made to meet pressing employment needs. The financial impact of additional preparation on affected personnel can be minimized through use of available staff development funds.

JV/11
1/11/82

(d) Definition of Teaching Outside Certificate Field

- History Note: Authority G.S. 115-11(14); 115-151.1 to -151.10;
115-152; 115-153; 115-155; 115-156; 115-256;
N. C. Constitution Article IX, Section 5;
Eff. February 1, 1976;
Readopted Eff. February 3, 1978;
Amended Eff. July 1, 1981
Amended Eff.

.0206 CERTIFICATION PATTERNS

(a)

- (3) *certification areas/endorsements//endorsements may be added to/initial or continuing certificates to reflect changes in teaching qualifications. Certificate areas may be added through the recommendation of a North Carolina institution with approved programs in the areas involved or through the appropriate reciprocity plan.*

Additional certificate areas. Certificate areas may be added to initial or continuing certificates to reflect changes in teaching qualifications. Certificate areas may be added through the recommendation of a North Carolina institution with approved programs in the areas involved or through the appropriate reciprocity plan.

History Note: Statutory Authority G.S. 115-11(14); 115-151.1 to -115.10; 115-152; 115-153; 115-155; 115-156; 115-256; 115-142; N.C. Constitution, Article IX, Section 5; Eff. February 1, 1976; Readopted Eff. February 3, 1978; Amended Eff. September 21, 1981. Amended Eff.

.0221 CERTIFICATION OF PRINCIPAL, COUNSELOR AND SUPERVISOR
PROVISIONAL CERTIFICATION AND ENDORSEMENTS

(a) PROVISIONAL Principal. A teacher who holds a regular class "A" or "G" certificate may serve as the principal of a classified school; ~~provided that~~ provided that for a person to continue to serve as the principal of a classified school, he/she must enroll in a graduate program leading toward the principal's certificate and earn not less than six semester hours of credit toward meeting the requirements for the certificate. Proof of ~~his~~ such work toward the principal's certificate would be established by the registrar of the institution where the individual was pursuing the program of studies leading to the principal's certificate.

(b) PROVISIONAL Counselor. A ~~person~~ person employed as full-time counselor who ~~have~~ has 18 semester hours of graduate credit in guidance or counseling (not more than six semester hours recognized in related areas) and who holds the regular class "A" or class "G" certificate in some other area shall be approved for full-time service, provided that ~~such person~~ he/she shall be enrolled in a graduate program leading toward the counselor's certificate and shall, as a condition for continuing employment, earn not less than six semester hours of graduate credit each year toward qualifying for the certificate. Continued approval would be based on the individual having established official transcripts indicating the completion of the graduate credit.

(c) PROVISIONAL Supervisor. The holder of a regular class "A" or class "G" teacher's certificate who will be continuing in a supervisory position held prior to 1966-67 may be employed as a provisional supervisor. A person entering supervision for the first time who does not hold the supervisor's certificate, but holds the graduate teacher's certificate in the area of assignment and who has a minimum of five years of successful teaching experience in the area of assignment may be employed to serve as a provisional supervisor, provided he/she enrolls in a graduate program leading toward the supervisor's certificate and earns not less than six semester hours of graduate credit toward qualifying for the supervisor's certificate. Continued approval to serve as a provisional supervisor will be granted upon receipt of an official transcript showing the completion of the required graduate credit.

(d) Teacher-Certification(s). An individual who holds a North Carolina certificate and is assigned half-time or more in an out-of-field area may apply for and be issued a provisional certificate in that area of assignment. The employing unit superintendent and the individual will file jointly the application. The individual must earn six semester hours of appropriate credit each year toward meeting full certification requirements. Failure to complete all requirements will result in forfeiture of the provisional certification and continued employment is thereby prohibited.

(e) Teacher-Endorsement(s). An individual who holds a N. C. certificate and is assigned less than half-time in an out-of-field area, with the expectation that the assignment will continue beyond one year, may apply for and be issued a provisional endorsement to that certificate in each such area of assignment.

The application for a provisional endorsement shall be filed jointly by employing superintendent and the individual. The process for adding endorsements is given in (f) below.

(f) Teacher - Process for Adding Endorsements. If an employed teacher is given any out-of-field assignments less than half-time, the employing superintendent shall designate the assignment(s) as temporary or continuing. A temporary assignment for one year or less will not require an endorsement. If any assignment is to continue beyond one year, the following steps are required.

- (1) The superintendent and the teacher shall file a joint application for a provisional endorsement in each out-of-field area assignment.
- (2) The superintendent shall appoint a committee composed of a peer teacher in the same area(s), a principal, a supervisor of instruction, and, where feasible, a representative of higher education.
- (3) The committee shall evaluate the competence of the teacher on the basis of designated competencies or their equivalency.
- (4) The committee may establish competence through documentation of acceptable measures which may include:
 - (a) demonstrated performance
 - (b) previous evaluation of performance
 - (c) relevant content-related in-service experience
 - (d) relevant work experience
 - (e) appropriate formal course work
 - (f) independent study based on demonstrated learning
- (5) If documentation justifies granting a clear endorsement, the committee may verify such to the State certification office through the employing superintendent.
- (6) If further competencies need to be acquired, a professional growth plan shall be developed, and the teacher shall proceed to satisfy the competency requirements at a minimum annual rate of not less than the equivalent of six semester hours of formal course work.
- (7) When the remaining competencies are satisfied through the professional growth plan, the committee shall verify such to the State certification office through the employing superintendent.

(g) Exclusions. The positions of superintendent, speech-language impaired and school psychologist are excluded from provisional certification based on the nature of the responsibilities and/or specialized preparation for these positions.

History Note: Authority G.S. 115-11(14); 115-151(1) to (10);
115-152; 115-153; 115-155; 115-156; 115-256;
115-142; N.C. Constitution, Article IX, Section 5;
Eff. February 1, 1976;
Readopted Eff. February 3, 1978;
Amended Eff. September 21, 1978;
Amended Eff.

NORTH CAROLINA ADMINISTRATIVE CODE

.1704 CERTIFICATE/ENDORSEMENTS

Endorsements may be added to the certificate of a teacher who is employed by a public school system in North Carolina. The certificate of a teacher who is employed by a public school system in North Carolina may be added through the recommendation of a North Carolina institution with approved programs in the area involved or through the appropriate reciprocity plan.

ADDITIONAL CERTIFICATE AREAS

Certificate areas may be added to initial or continuing certificates to reflect changes in teaching qualifications. Certificate areas may be added through the recommendation of a North Carolina institution with approved programs in the area involved or through the appropriate reciprocity plan.

History Note: Statutory Authority G.S. 115-152; 115-153; 115-156; 115-160.5;
Eff. February 1, 1976
Readopted Eff. February 3, 1978
Amended Eff.

PROFESSIONAL PERSONNEL ACTIVITY REPORT

SS-1001 (7/80)

Please read the instructions on the opposite page before attempting to complete this report.

ADMINISTRATIVE UNIT

--	--	--

NUMBER

SCHOOL

--	--	--

(PLEASE USE SCHOOL NUMBER WHERE YOU RECEIVE YOUR CHECK)

SOCIAL SECURITY NUMBER

		-	-			
--	--	---	---	--	--	--

(PLEASE CHECK YOUR S.S. CARD FOR ACCURACY)

(LAST NAME)

(FIRST NAME)

(MIDDLE NAME)

ETHNIC ORIGIN

- 1 WHITE
2 BLACK
3 HISPANIC
4 AMER. INDIAN
5 ASIAN

SEX

- 1 FEMALE
- 2 MALE

ITV

ARE YOU CURRENTLY USING OR DO YOU PLAN TO USE INSTRUCTIONAL TELEVISION (ITV) IN YOUR CLASSES THIS YEAR?

☐ 1 NO

☐ 2 YES

- 1 NO
2 YES

EXPERIENCE STATUS

- 1 EMPLOYED IN THIS ADMINISTRATIVE UNIT LAST YEAR.
2 NOW ENTERING FIRST YEAR OF EMPLOYMENT IN EDUCATION.
3 RETURNED AFTER ABSENCE FROM PUBLIC EDUCATION.
4 EMPLOYED LAST YEAR IN ANOTHER N.C. ADMIN. UNIT.
5 EMPLOYED LAST YEAR IN EDUCATION IN ANOTHER STATE.

SOURCE OF FUNDS
FOR THIS POSITION

☐ ☐ ☐ ☐

— ENTER CODES —

BOXES ARE PROVIDED FOR UP TO FOUR SOURCES OF FUNDS.
PLEASE ENTER APPROPRIATE CODE NUMBER(S) USING LEFTMOST
BOX FIRST AND PROCEEDING FROM LEFT TO RIGHT IF YOU
HAVE MULTIPLE SOURCES. SEE INSTRUCTIONS FOR CODES.

TYPE OF ASSIGNMENT and CLASS SCHEDULE

CHOOSE THE ONE TYPE OF ASSIGNMENT THAT MOST CLOSELY DESCRIBES YOUR CURRENT ACTIVITIES AND ENTER THE CODE NUMBER IN THE BOX PROVIDED. THEN COMPLETE THE CLASS SCHEDULE COLUMNS INDICATED FOR YOUR TYPE OF ASSIGNMENT. REVIEW DEFINITIONS IN INSTRUCTIONS BEFORE COMPLETING. NOTE: ALL EXTENDED DAY TEACHERS USE COLS H & I

- 1 SELF-CONTAINED (COMPLETE COLS. A THRU E)
2 TEAM TEACHING (COMPLETE COLS. A THRU F)
3 ITINERANT/RESOURCE (COMPLETE COLS. A THRU H, EXCEPT F. ONE LINE PER SUBJECT PER SCHOOL)
4 DEPARTMENTALIZED OR BLOCKED (COMPLETE COLS. A THRU E)
5 NON-TEACHING (COMPLETE COLS. A, B, AND C. SEE CODE SHEET ON REVERSE, SEC. 2B, NON-TEACHING ACTIVITIES.)

[illegible]

SIGNATURE OF INDIVIDUAL COMPLETING REPORT

DATE _____

REVIEWED BY _____
(PRINCIPAL'S INITIALS)

SUGGESTED INTERNAL PROCEDURE

All professional personnel working at the school level and administrative staff with specific teaching assignments must complete a Professional Personnel Activity Report.

We are aware that each school has unique characteristics that make the implementation of a fixed procedure often impractical and inefficient; however, the following steps are suggested as a possible checklist for handling the forms in your school.

1. The principal reads this "Professional Personnel Activity Report" handbook and "Reminders" list to gain an understanding as to how the form is to be completed so he can answer staff members' general questions. In addition, he becomes familiar enough with the organization of the handbook so he can assist the staff members in finding answers to specific questions. It is important that the principal be aware that he or she is in the best position to pass these instructions along to staff members and insure that the best possible results are obtained.
2. The principal devotes a portion of a faculty meeting to the distribution and explanation of the PPAR report form approximately one week prior to the end of the first month of school. The "Reminders" list should also be shared with your staff.
3. The principal collects the completed forms the last day of the first month of school and begins reviewing them.
4. The principal completes the review of the reports for his school within three days and forwards them to his local superintendent.

NOTE: We are depending heavily on the principal to see that every item applicable on each report will be complete. Your cooperation in this effort will be greatly appreciated.

5. The principal sees that the roster of teacher aides and library aides is completed and forwards it to his local superintendent with the completed PPAR forms.

THE PPAR REPORT FORM

The following is an element-by-element description of each item that is to be completed by the members of the school's professional staff. These descriptions are intentionally elaborate and sometimes redundant to compensate for the possibility of varying interpretations.

Please note that only one report should be completed by each person regardless of the number of schools a person works in. Teachers serving more than one school should use the school number of the school to which he or she is assigned for pay purposes or 000 to designate assignment out of the central office.

Administrative Unit - The state-assigned number that is used as the first three digits of the school code in the North Carolina Education Directory will be used. The name may be abbreviated if necessary but should be recognizable.

School - The state-assigned number that is used as the last three digits of the school code in the North Carolina Education Directory will be used. If this number is not known, contact the local superintendent. The name should be clear enough to distinguish it from other schools in the system. If the staff member is itinerant or resource and assigned out of the superintendent's office rather than a school, three zeroes will be entered in the number box.

Staff Member's Name - The name must be recorded with the last name first and both the first name and the middle name. The name of the person assigned to the position as of the last day of the first month will be entered.

Social Security Number - This item must be complete and accurately recorded since it is the only link the state agency now has to the staff members' certification information. If this number is not entered or is entered incorrectly, the certification of the individual cannot be validated.

Ethnic Origin - The appropriate code number should be entered in the box provided, using the Federal definitions as follows:

- 1 - White (not of Hispanic origin), a person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- 2 - Black (not of Hispanic origin), a person having origins in any of the Black racial groups of Africa.
- 3 - Hispanic, a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin -- regardless of race.
- 4 - American Indian or Alaskan Native, a person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
- 5 - Asian or Pacific Islander, a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Sub-Continent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Phillipine Islands, and Samoa.

Sex - Employees must enter 1 or 2 in the box provided as appropriate.

Instructional Television - Enter the appropriate code number. This information is requested to obtain an accurate count of the teachers using the ITV program.

Experience Status - The single box is provided to record the number that most closely describes how the staff member spent the past school year. If none of the statements specifically describes the situation, the one that is most closely related should be chosen.

Source of Funds - There are four boxes to record codes for the source of funds used to pay the costs of the position being described on the report. The instruction page of the PPAR lists the codes to be used. The codes of vocational education teachers are on the supplemental sheet and should be used accordingly. In most cases, the position is funded from only one source (excluding the local supplement), so only the first of the four boxes will be used. There are a few unique cases where a vocational education teacher might be funded from four sources. When this happens, use all four boxes from left to right.

Type of Assignment - The single box is provided to record the number to the left of the assignment type that most closely reflects the nature of the work being performed by the staff member. The instructions page of the report form has a set of definitions for the types of assignments. If an individual's assignment does not clearly fit one of the definitions, judgments will have to be made by the staff member and the principal as to which type best describes the assignment. As stated in the definitions, a mixed assignment where multiple types of work are being performed will require the departmentalized or blocked type to be used.

Class Schedule - The large section in the lower part of the report form is used to describe in detail the significant factors related to the particular assignment during the teacher's pupil contact portion of the day, not the entire teacher work day. (Vocational education teachers should show all significant non-class oriented activities for the entire teacher workday.) This section is divided into columns covering several facets of an assignment. The type of assignment list identified which columns of the section are to be completed by individuals in that particular type of assignment. It is important that all columns requested for the type of assignment be completed. The following will describe each of the columns in greater detail:

- A. Grade Level Code - All personnel must complete this column for each subject area entered except for those subject areas considered to be non-teaching classroom activities such as study hall, planning, etc. (Subject area codes 9980-9984 only.) The reverse side of the code sheet lists the codes that will be used in this column. Please be certain that the method for recording combination grades is understood as stated on the code sheet. Combination grades are shown by using the last two positions of the grade level code of the lowest grade as the first two positions of the combination grade and the last two positions of the grade level code of the highest grade as the last two positions of the combination grade. (For example a kindergarten through second grade class would be shown OK02, and a tenth through twelfth grade class would be shown 1012.)

Teachers of EXCEPTIONAL CHILDREN are asked to use the special program category codes provided in lieu of the regular grade level.

codes. It is important that teachers in the exceptional children programs be identified. If there is some question as to whether a particular class is considered to be in the exceptional children category, please check with the local supervisory personnel responsible to make sure.

Teachers in the EXTENDED DAY program are asked to use the special grade codes provided in lieu of the regular grade codes. Also they are asked not to use a span grade code but to use the code of the grade that the majority of their students in that class belong.

Teachers in the ENRICHMENT TEACHER program, those teachers who instruct teachers in a classroom situation, are asked to use the special grade code (9298) provided for them. (Please note that enrichment teachers are not teachers of gifted and talented students.)

- B. Minutes Per Day - All personnel completing the report forms are asked to indicate the number of scheduled minutes for each class or activity described. In situations where the amount of time varies from day to day an average should be used.

General Note: In preparing this schedule, staff members (with the exception of itinerant and resource teachers) are asked to show a typical day rather than attempting to record all schedule variations such as even-odd or every-other-day schedule shifts. Teachers in self-contained situations should not break their daily schedule into subject area segments since self-contained is understood to contain a full program as established by the curriculum guidelines.

- C. Subject Area Code - All personnel completing the form are asked to use this column to identify what they are doing in their assignment. Section 2 of the code sheet on the reverse side of the form gives the list of the codes to be used in this column. If a code cannot be found for a particular course or activity, use the code for the closest comparable course. If this is not possible, record the course or activity name and it will be coded in the state agency. Please use only one code per class session or non-teaching activity. Attention is called to the self-contained codes shown under Section 2A, Regular Courses. Even though in most cases the grade level is of more significance than the subject area in a self-contained situation, it is necessary that these codes be used. Vocational education courses are all listed on the supplement sheet.

The use of the non-teaching activity codes in Section 2B to complete a teacher's normal pupil day schedule will assist in giving a better picture of the staff members' programs.

If possible, teachers who meet more than one class during the day should list the classes in the sequence in which they meet them.

- D. Number of Students - All teaching personnel must enter the average daily membership for the first month of school for the classes they meet. Computed averages should be rounded to the nearest whole number. It is not necessary to complete this column for entries describing student-oriented non-teaching activities such as study hall. If the class is being taught in a team teaching situation, the total ADM will be entered; do not divide the ADM for the class by the number of teachers in the team.

Itinerant teachers and resource teachers are asked to enter the total of the ADM's for all class rolls or rosters in the same school for the same subject. For example, if during the first month of school Mrs. Smith, an itinerant music teacher, met ten different classes with a total of 300 students in Sunny Valley Elementary, she would enter 300 as the number of students (Column D) and 10 as the number of classes (Column G).

- E. Length of Course - All teaching personnel are asked to enter the appropriate code to show the length of the term for the course or class. This is the period the class will be met before re-scheduling.
- F. No. in Team - Only the teaching personnel working in a team teaching situation need to complete this column. A self-contained team teacher would be treated the same as an ordinary self-contained situation with the addition of the number in the team. Departmentalized or blocked teachers and itinerant teachers who work in a team teaching situation for all or part of their program will use this column for those classes where they are working with other teachers.

Sections G, H, and I are completed by itinerant, resource, and extended day teachers only. Itinerant and resource teachers use Sections G and H; extended day teachers use Sections H and I. Each line of the class schedule for itinerant and resource teachers may be used to combine the statistics for the same subject in the same school when more than one class in a particular subject is met.

- G. Number of Classes - Multiple classes of the same subject in a school may be shown on one line, with the number of individual classes taught shown in this column.* If more than one subject is taught within a single school, show this situation by entering a line for each subject taught.

* When multiple class sessions of the same subject are shown on one line of the class schedule, show the total ADM for all sessions in Column D. If multiple classes of the same subject span more than one grade, indicate the grade span in Column A.

- H. Visited School Number - Enter the school number where each class is taught.
- I. Extended Day - Enter an "X" on the same line as the extended day class.

Signature of Individual Completing Report - In most cases this will be the individual whose name is listed on the top of the report form. If, because of absence or other reasons, this person was not able to complete the form, the person who completed it would sign the form.

Reviewed By - The principal of the school or the individual who is administratively responsible for the staff members must review the form to insure the information is correct to the best of his knowledge and indicate his approval by initialing the form. Please check to see that social security numbers are recorded on all forms.

THE CODE SHEET(S)

The reverse side of the report form is the Code Sheet to be used with the Professional Personnel Activity Report. These codes are necessary to compact the requested information into a concise format for the computer processing which will be accomplished when the information reaches Raleigh. The following brief descriptions are offered to clarify the intended uses of the codes found in the two sections:

Section 1 Grade Level Codes - These codes will be used in Column A, and their use is largely self-explanatory with two exceptions:

1. In those cases where the level of students in a particular class covers more than one grade, a combination grade is shown by using the last two positions of the lower grade code as the first two positions of the combination code and the last two positions of the higher grade code as the last two positions of the combination code.
2. Teachers of exceptional children and teachers of extended day classes are asked to use the special codes provided to identify the program category rather than the grade level code. Exceptional children teachers who reach their students on a resource teacher basis should describe their assignment as resource. In such instances, if the average group they work with is four students and they see ten groups of students, the total group size (40) would be entered in the Number of Students (Column D) and the number of groups (10) would be entered in the Number of Classes (Column G). The school number that was used in the top of the form would be repeated in Column H.

Section 2 Subject Area Codes - These codes will be used in Column C of the report. Please note that the codes attached to the report form are for regular (non-vocational education) subjects and non-teaching activities. The codes for vocational education teachers are on a separate sheet entitled Vocational Education Supplemental Code Sheet/Professional Personnel Activity Report. This sheet is provided for use by the individual whose position is funded in whole or in part by vocational education funds or who is teaching a vocational education course. It is very important that these codes be used properly as eligibility audits will be performed using this information. *Any differences between the regular instructions and the supplemental instructions for the vocational education teachers should be viewed as exceptions applicable only to the vocational education teachers.*

The Vocational Education Local Director/Planner has been given some additional instruction during the V. E. Workshops. They should be in a position to help the V. E. teachers with their course code and fund source questions if some arise.

These supplemental code sheets should be given only to those staff members who are funded by or teaching at least one course in the vocational education program. Staff members not associated with the vocational education program have no need of the supplemental sheet and should not use any of the codes on it. If a subject or one of comparable content cannot be found in these lists, the name of the subject may be written in Column C and will be coded by the state agency. In the case of unknown codes in the vocational education area, the V. E. Director/Planner should be contacted for the proper code. The subjects are arranged by general subject areas.

NOTE: All business and office course numbers are listed on the vocational Education Supplemental Code Sheet.

Additional reference to these codes and their use can be found under the description of the "Subject Area Code" column on page 4 of this book.

Example A

SS-1001-80

ADMINISTRATIVE UNIT 525 HANCOCK CITY SCHOOL 402 CLUSTIS ELEM.
NUMBER NAME
(PLEASE USE SCHOOL NUMBER WHERE YOU RECEIVE YOUR CHECK)
BYRD ELIZABETH ANN SOCIAL SECURITY 275-3271849
(LAST NAME) (FIRST NAME) (MIDDLE NAME) NUMBER
(PLEASE CHECK YOUR S.S. CARD FOR ACCURACY)

ETHNIC ORIGIN <div style="border: 1px solid black; padding: 5px; display: inline-block;">1</div> <ul style="list-style-type: none"> 1 WHITE 2 BLACK 3 HISPANIC 4 AMER. INDIAN 5 ASIAN 	SEX <div style="border: 1px solid black; padding: 5px; display: inline-block;">1</div> <ul style="list-style-type: none"> 1 FEMALE 2 MALE 	ITV ARE YOU CURRENTLY USING OR DO YOU PLAN TO USE INSTRUCTIONAL TELEVISION (ITV) IN YOUR CLASSES THIS YEAR? <div style="border: 1px solid black; padding: 5px; display: inline-block;">1</div> <ul style="list-style-type: none"> 1 NO 2 YES 	
EXPERIENCE STATUS <div style="border: 1px solid black; padding: 5px; display: inline-block;">4</div> <ul style="list-style-type: none"> 1 EMPLOYED IN THIS ADMINISTRATIVE UNIT LAST YEAR. 2 NOW ENTERING FIRST YEAR OF EMPLOYMENT IN EDUCATION. 3 RETURNED AFTER ABSENCE FROM PUBLIC EDUCATION. 4 EMPLOYED LAST YEAR IN ANOTHER M.C. ADMIN. UNIT. 5 EMPLOYED LAST YEAR IN EDUCATION IN ANOTHER STATE. 			SOURCE OF FUNDS FOR THIS POSITION <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; padding: 5px; display: inline-block;">2</div> <div style="border: 1px solid black; padding: 5px; display: inline-block;">3</div> <div style="border: 1px solid black; padding: 5px; display: inline-block;"></div> <div style="border: 1px solid black; padding: 5px; display: inline-block;"></div> </div> <div style="border: 1px solid black; padding: 5px; display: inline-block;"></div> <p>ENTER CODES</p>

TYPE OF ASSIGNMENT and CLASS SCHEDULE

CHOOSE THE ONE TYPE OF ASSIGNMENT THAT MOST CLOSELY DESCRIBES YOUR CURRENT ACTIVITIES AND ENTER THE CODE NUMBER IN THE BOX PROVIDED. THEN COMPLETE THE CLASS SCHEDULE COLUMNS INDICATED FOR YOUR TYPE OF ASSIGNMENT. REVIEW DEFINITIONS IN INSTRUCTIONS BEFORE COMPLETING. NOTE: ALL EXTENDED DAY TEACHERS USE COLS. H & I.

1 SELF-CONTAINED (COMPLETE COLS. A THRU E)
2 TEAM TEACHING (COMPLETE COLS. A THRU F)
3 ITINERANT/RESOURCE (COMPLETE COLS. A THRU H, EXCEPT F. ONE LINE PER SUBJECT PER SCHOOL)
4 DEPARTMENTALIZED OR BLOCKED (COMPLETE COLS. A THRU E)
5 NON-TEACHING (COMPLETE COLS. A, D, AND C. SEE CODE SHEET ON REVERSE, SEC. 20, NON-TEACHING ACTIVITIES.)

[illegible]

REVIEWED BY JBA
(PRINCIPAL'S INITIALS)

Roberta Carter is a high school English teacher who spends a little more than two hours per day working as a counselor with grades eleven and twelve only. The position is funded from state funds. Her first period class is with ninth graders, her second period class is with eleventh graders, and her fourth period has tenth, eleventh, and twelfth graders. She has a planning period during third period.

106

[illegible][illegible]

Example 15 A departmentalized teacher who has two classes in a team teaching situation.

TYPE OF ASSIGNMENT and CLASS SCHEDULE		CHOOSE THE ONE TYPE OF ASSIGNMENT THAT MOST CLOSELY DESCRIBES YOUR CURRENT ACTIVITIES AND ENTER THE CODE NUMBER IN THE BOX PROVIDED. THEN COMPLETE THE CLASS SCHEDULE COLUMNS INDICATED FOR YOUR TYPE OF ASSIGNMENT. REVIEW DEFINITIONS IN INSTRUCTIONS BEFORE COMPLETING. NOTE: ALL EXTENDED DAY TEACHERS USE COLS H & I							
<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 10px;">4</div> 1 SELF-CONTAINED (COMPLETE COLS. A THRU E) 2 TEAM TEACHING (COMPLETE COLS. A THRU F) 3 ITINERANT/RESOURCE (COMPLETE COLS. A THRU H, EXCEPT F. ONE LINE PER SUBJECT PER SCHOOL) 4 DEPARTMENTALIZED OR BLOCKED (COMPLETE COLS. A THRU E) 5 NON-TEACHING (COMPLETE COLS. A, B, AND C. SEE CODE SHEET ON REVERSE, SEC. 28, NON-TEACHING ACTIVITIES.)									
A GRADE LEVEL CODE	B MINUTES PER DAY	C SUBJECT AREA CODE (OR NON-TEACHING ACTIVITY) ONE CODE PER CLASS SESSION ONLY	D NUMBER OF STUDENTS	E LENGTH OF COURSE	F NO. IN TEAM	G NO. OF CLASSES	H VISITED SCHOOL NO.	I EXTENDED DAY CLASSES	
SEE CODE SHEET (SECTION 1), NOTE CODES FOR EXCP. CHILDREN PROG. CATEGORY & EXTENDED DAY	LIST PERIODS IN ORDER AND SHOW SCHEDULE OMITTING ACTIVITIES LESS THAN 20 MINUTES	SEE CODE SHEET (SECTION 2); ENTER CODE OF SUBJECT AREA OR NON-TEACHING ACTIVITY. IF YOU ARE TEACHING A VOC. EDUC. COURSE, ASK FOR A SUPPLEMENTAL CODE SHEET	AVERAGE DAILY MEMBERSHIP AT END OF FIRST MONTH	SHOW NO. OF WEEKS IF LESS THAN QUARTER. Q = QUARTER S = SEMESTER Y = YEAR	TOTAL NO. IN TEAM COUNTING YOURSELF	CLASS ROLLS OR ROSTERS PER SUBJECT PER SCHOOL NOTE: H TO BE COMPLETED BY ITINERANT/RESOURCE TEACHER ONLY. H TO BE COMPLETED BY EXTENDED DAY.	IF VISITED SCHOOL NO. NOT KNOWN, ASK PRINCIPAL(S)	PLACE AN "X" IN BOX IF COURSE IS EXTENDED DAY CLASS	
0007	60	0092	50	S	2				
0008	60	0091	25	S					
0007	60	0092	25	S					
0708	60	0167	50	S	2				
0008	60	0167	25	S					
	60	9980							

Example 16 A librarian who works in two schools.

TYPE OF ASSIGNMENT and CLASS SCHEDULE		CHOOSE THE ONE TYPE OF ASSIGNMENT THAT MOST CLOSELY DESCRIBES YOUR CURRENT ACTIVITIES AND ENTER THE CODE NUMBER IN THE BOX PROVIDED. THEN COMPLETE THE CLASS SCHEDULE COLUMNS INDICATED FOR YOUR TYPE OF ASSIGNMENT. REVIEW DEFINITIONS IN INSTRUCTIONS BEFORE COMPLETING. NOTE: ALL EXTENDED DAY TEACHERS USE COLS H & I							
<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 10px;">5</div> 1 SELF-CONTAINED (COMPLETE COLS. A THRU E) 2 TEAM TEACHING (COMPLETE COLS. A THRU F) 3 ITINERANT/RESOURCE (COMPLETE COLS. A THRU H, EXCEPT F. ONE LINE PER SUBJECT PER SCHOOL) 4 DEPARTMENTALIZED OR BLOCKED (COMPLETE COLS. A THRU E) 5 NON-TEACHING (COMPLETE COLS. A, B, AND C. SEE CODE SHEET ON REVERSE, SEC. 28, NON-TEACHING ACTIVITIES.)									
A GRADE LEVEL CODE	B MINUTES PER DAY	C SUBJECT AREA CODE (OR NON-TEACHING ACTIVITY) ONE CODE PER CLASS SESSION ONLY	D NUMBER OF STUDENTS	E LENGTH OF COURSE	F NO. IN TEAM	G NO. OF CLASSES	H VISITED SCHOOL NO.	I EXTENDED DAY CLASSES	
SEE CODE SHEET (SECTION 1), NOTE CODES FOR EXCP. CHILDREN PROG. CATEGORY & EXTENDED DAY	LIST PERIODS IN ORDER AND SHOW SCHEDULE OMITTING ACTIVITIES LESS THAN 20 MINUTES	SEE CODE SHEET (SECTION 2); ENTER CODE OF SUBJECT AREA OR NON-TEACHING ACTIVITY. IF YOU ARE TEACHING A VOC. EDUC. COURSE, ASK FOR A SUPPLEMENTAL CODE SHEET	AVERAGE DAILY MEMBERSHIP AT END OF FIRST MONTH	SHOW NO. OF WEEKS IF LESS THAN QUARTER. Q = QUARTER S = SEMESTER Y = YEAR	TOTAL NO. IN TEAM COUNTING YOURSELF	CLASS ROLLS OR ROSTERS PER SUBJECT PER SCHOOL NOTE: H TO BE COMPLETED BY ITINERANT/RESOURCE TEACHER ONLY. H TO BE COMPLETED BY EXTENDED DAY.	IF VISITED SCHOOL NO. NOT KNOWN, ASK PRINCIPAL(S)	PLACE AN "X" IN BOX IF COURSE IS EXTENDED DAY CLASS	
0912	180	9992					304		
0708	180	9992					308		

Appendix D

North Carolina School Units and Regional Centers

9/2/82

North Carolina Department of Public Instruction Education Building, Raleigh, NC 27611 (919) 733-3813

Superintendents

Unit and Courier Code	Superintendent	Telephone and Address	ZIP
ALAMANCE COUNTY - 281	ROBERT A. NELSON	919/226-8465 BOX 358, GRAHAM	27253
BURLINGTON CITY - 282	JAMES E. SURRATT	919/226-1151 BOX 938, BURLINGTON	27215
ALEXANDER COUNTY - 601	E. WAYNE TROGDON	704/632-3252 100 HAPPY PLAINS, TAYLORSVILLE	28681
ALLEGHANY COUNTY -	JOHN F. WOODRUFF	919/372-4345 BOX 698, SPARTA	28675
ANSON COUNTY - 302	ARTHUR C. SUMMERS	704/694-4167 BOX 719, WADESBORO	28170
ASHE COUNTY -	ROGER JACKSON	919/246-7175 BOX 604 IVEY ST., JEFFERSON	28640
AVERY COUNTY -	JERRY FEE	704/733-2191 BOX 397 VALE RD., NEWLAND	28657
BEAUFORT COUNTY - 173	CLIFTON TOLER	919/946-8131 BOX 1867 321 SMAW RD., WASHINGTON	27889
WASHINGTON CITY - 173	KENNETH F. ENGLAND	919/946-6533 308 EAST 7TH ST., WASHINGTON	27889
BERTIE COUNTY - 1091	GREGORY T. TODD	919/794-3173 BOX 10, WINDSOR	27983
BLADEN COUNTY - 426	W. J. HAIR	919/862-4136 BOX 37, ELIZABETHTOWN	28337
BRUNSWICK COUNTY - 420	BEN BROOKS	919/457-5241 STAR ROUTE HWY. 133, SOUTHPORT	28461
BUNCOMBE COUNTY - 681	N. ANDREW MILLER	704/274-7955 P.O. BOX 15055, ASHEVILLE	28813
ASHEVILLE CITY - 681	DONALD D. JONES	704/255-5304 BOX 7347 CITY HALL, ASHEVILLE	28807
BURKE COUNTY - 612	JAMES D. WILSON	704/433-4300 DRAWER 989 PARKER RD., MORGANTON	28655
CABARRUS COUNTY - 502	JOSEPH N. FRIES	704/786-6191 660 HWY. 29 N. BOX 388, CONCORD	28025
CONCORD CITY - 503	W. M. IRVIN	704/782-2181 70 CORBAN AV. BOX 148, CONCORD	28025
KANNAPOLIS CITY - 501-A	GRIER A. BRADSHAW	704/938-1131 BOX 430, KANNAPOLIS	28081
CALDWELL COUNTY - 801	KENNETH ROBERTS	704/754-5381 P.O. BOX 1590, LENOIR	28645
CAMDEN COUNTY - 1042	TRAVIS W. TWIFORD	919/355-0831 CAMDEN	27921
CARTERET COUNTY - 1113	T. L. LEE	919/728-4583 DRAWER 600 402 BROAD, BEAUFORT	28516
CASWELL COUNTY - 2213	W. WILLARD WOODARD	919/694-4116 P.O. BOX 160, YANCEYVILLE	27379
CATAWBA COUNTY - 621	EMMETT M. FLOYD	704/464-8333 BOX 1000, NEWTON	28658
HICKORY CITY - 631	D. STUART THOMPSON	704/322-2855 432 4TH S.W., HICKORY	28601
NEWTON CITY - 621	N. S. CRANFORD	704/464-3191 BOX 149, NEWTON	28658
CHATHAM COUNTY - 321	PERRY W. HARKISON	919/542-3626 BOX 128, PITTSBORO	27312
CHEROKEE COUNTY -	JOHN JORDAN	704/837-2722 P.O. BOX 710, MURPHY	28906
CHOWAN COUNTY - 1062	JOHN B. DUNN	919/482-4436 BOX 206 E. KING ST., EDENTON	27932
CLAY COUNTY -	DOUGLAS S. PENLAND	704/389-8513 BOX 178, HAYESVILLE	28904
CLEVELAND COUNTY - 641	JERRY BLAKE	704/487-8581 130 SOUTH POST ROAD, SHELBY	28904
KINGS MTN CITY - 641-A	WILLIAM F. DAVIS	704/739-4589 500 W. PARKER ST., KINGS MOUNTAIN	28086
SHELBY CITY - 641	JOHNNY E. PRESSON	704/487-6367 315 PATTON DRIVE, SHELBY	28150
COLUMBUS COUNTY - 422	R. MITCHELL TYLER	919/642-5168 BOX 729, HWY 74-76 W., WHITEVILLE	28472
WHITEVILLE CITY - 421	JERRY D. PASCHAL	919/642-4116 P.O. DRAWER 609, WHITEVILLE	28472
CRAVEN COUNTY - 132	BEN D. QUINN	919/638-2133 222 BROAD ST., NEW BERN	28560
CUMBERLAND COUNTY - 104-A	JACK BRITT	919/484-0135 P.O. BOX 2357, FAYETTEVILLE	28302
FAYETTEVILLE CITY - 101	FLETCHER WOMBLE	919/484-7111 P.O. BOX 35326, FAYETTEVILLE	28303
CURRITUCK COUNTY -	JEANNE E. MEIGGS	919/232-2223 P.O. BOX 40, HWY 168, CURRITUCK	27929
DARE COUNTY -	STEPHEN G. BASNIGHT	919/473-2143 BOX 640, CROATOAN, MANTEO	27954
DAVIDSON COUNTY - 253	E. LAWSON BROWN	704/249-8182 DRAWER 1229 LEXINGTON	27292
LEXINGTON CITY - 254	RICHARD L. THOMPSON	704/246-2221 BOX 1068, LEXINGTON	27292
THOMASVILLE CITY -	A. UERWOOD HUNEYCUTT	919/475-1386 400 TURNER ST., THOMASVILLE	27360
DAVIE COUNTY - 531	JOSEPH R. SINCLAIR	704/634-5921 220 CHERRY ST., MOCKSVILLE	27028
DUPLIN COUNTY - 1100	LEONARD S. GUY	919/296-1521 BOX 128 HWY 11, KENANSVILLE	28349
DURHAM COUNTY - 203	J. FRANK YEAGER	919/683-2591 P.O. BOX 3823, DURHAM	27702
DURHAM CITY - 203	CLEVELAND HAMMONDS	919/688-2361 P.O. BOX 2246, DURHAM	27702
EDGECOMBE COUNTY - 752	LEE R. HALL	919/823-6151 412 PEARL ST., TARBORO	27886
TARBORO CITY - 751	PHILIP L. BEAMAN	919/823-3658 308 ST. PATRICK ST., TARBORO	27886
FORSYTH COUNTY - 226	*JAMES E. DEW	919/727-2292 BOX 2513, WINSTON-SALEM	27102
FRANKLIN COUNTY - 700	WARREN W. SMITH	919/496-4159 BOX 449, LOUISBURG	27549
FRANKLINTON CITY -	STANLEY MORGAN	919/494-2185 BOX 456, FRANKLINTON	27525
GASTON COUNTY - 651	ZANE E. EARGLE	704/864-9971 BOX 1397, GASTONIA	28052
GATES COUNTY - 1021	JOHN E. R. PERRY	919/357-1113 P.O. BOX 125, GATESVILLE	27938
GRAHAM COUNTY -	MODEAL WALSH	704/479-3413 P.O. BOX 605, ROBBINSVILLE	28771
GRANVILLE COUNTY - 712	L. C. ADCOCK	919/693-4613 BOX 927, OXFORD	27565
GREENE COUNTY -	GEORGE S. TAYLOR	919/747-3425 301 KINGOLD, BOX 308, SNOW HILL	28580
GUILFORD COUNTY - 211	ROBERT BOGGS	919/379-1660 DRAWER B-2, GREENSBORO	27402
GREENSBORO CITY - 213	KENNETH R. NEWBOLD	919/378-9981 DRAWER V, EUGENE ST., GREENSBORO	27402
HIGH POINT CITY	*JERRY SHAVER	919/885-5161 P.O. BOX 789, HIGH POINT	27261
HALIFAX COUNTY - 744	JAMES A. CLARKE	919/583-5111 P.O. BOX 468, HALIFAX	27839
ROANOKE RAPIDS CITY - 740-A	KUBERT CLARKY	919/535-3111 536 HAMILTON ST., ROANOKE RAPIDS	27870
WELDON CITY - 741-A	M. L. FISHER JR.	919/536-4821 BOX 31, WELDON	27890
HARNETT COUNTY - 371	ROBERT A. GRAY	919/893-8151 700 MAIN ST., LILLINGTON	27546
HAYWOOD COUNTY - 914	CHARLES MCCONNELL	704/456-8613 304 MONTGOMERY ST., WAYNESVILLE	28786
HENDERSON COUNTY - 678	GLENN C. MARLOW	704/692-8251 BOX 1700, HENDERSONVILLE	28739
HENDERSONVILLE CITY - 679	BILLY G. BATES	704/693-4064 BOX 679, HENDERSONVILLE	28739
HEMTFORD COUNTY - 1013	C. DAVID GREENE	919/358-1761 BOX 158, WINTON	27986
HOKE COUNTY - 361	RAZ AUTRY	919/875-4106 310 WOULEY ST., RAEFORD	28376
HYDE COUNTY -	DAVID SCOTT COBLE	919/926-3281 BOX 217, SWAN QUARTER	27885

IREDELL COUNTY - 232
 MOORESVILLE CITY - 521
 STATESVILLE - 232
 JACKSON COUNTY - 920
 JOHNSTON COUNTY - 161
 JONES COUNTY - 1118
 SANFORD/LEE - 331
 LENOIR COUNTY - 122
 KINSTON CITY - 122
 LINCOLN COUNTY - 661
 MACON COUNTY -
 MADISON COUNTY -
 MARTIN COUNTY - 1084-A
 MCDOWELL COUNTY - 691
 MECKLENBURG COUNTY - 520-A
 MITCHELL COUNTY -
 MONTGOMERY COUNTY - 397
 MOORE COUNTY - 342
 NASH COUNTY - 771
 ROCKY MOUNT CITY - 760
 NEW HANOVER - 418
 NORTHAMPTON COUNTY - 1001
 ONSLOW COUNTY - 1104
 ORANGE COUNTY - 291
 CHAPEL HILL-CARRBORO
 PAMLICO COUNTY - 1117
 PASQUOTANK COUNTY - 1036
 PENDER COUNTY - 408
 PERQUIMANS COUNTY - 1055
 PERSIMMONS COUNTY - 2203
 PIIT COUNTY - 148
 GREENVILLE CITY - 143
 POLK COUNTY - 678
 TRYON CITY -
 RANDOLPH COUNTY - 266
 ASHEBORO CITY - 262
 RICHMOND COUNTY - 381
 ROBESON COUNTY - 433
 FAIRMONT CITY -
 LUMBERTON CITY -
 RED SPRINGS CITY -
 SAINT PAULS CITY -
 ROCKINGHAM COUNTY - 2223
 EDEN CITY -
 MADISON MAYODAN CITY
 REIDSVILLE CITY - 2222
 ROWAN COUNTY - 243
 SALISBURY CITY - 243
 RUTHERFORD COUNTY - 671
 SAMPSON COUNTY - 403
 CLINTON CITY - 402
 SCOTLAND COUNTY - 355
 STANLEY COUNTY - 393
 ALBEMARLE CITY - 393
 STOKES COUNTY -
 SURRY COUNTY -
 ELKIN CITY -
 MOUNT AIRY CITY -
 SWAIN COUNTY
 TRANSYLVANIA COUNTY
 TYRRELL COUNTY -
 UNION COUNTY - 383
 MONROE CITY - 383
 VANCE COUNTY - 722
 WAKE COUNTY - INTEROFFICE
 WARREN COUNTY - 730
 WASHINGTON COUNTY - 1072
 WATAUGA COUNTY - 830
 WAYNE COUNTY - 115
 GOLDSBORO CITY - 113
 WILKES COUNTY - 811
 WILSON COUNTY - 152
 YADKIN COUNTY - 821
 YANCEY COUNTY

DON WILLIAMS
 CHARLES RECKENWALD
 BENJAMIN B. CARSON
 EARL F. HOOPER
 JAMES H. ELLERBE
 EARL WATSON
 WILLIAM R. JOHNSON
 YOUNG ALLEN
 DUANE O. MOORE
 BENNY COXTON
 LONNIE H. CRAWFORD
 ROBERT L. EDWARDS
 R. EUGENE ROGERS
 RONALD SEIFRED
 JAY ROBINSON
 DOUGLAS M. GREENE
 LARRY T. IVEY
 K. E. LEE
 CECIL E. STROUD
 LARRY COBLE
 RICHARD F. FLYNN
 WILLIS B. MCLEOD
 EVERETT L. WATERS
 R. MIKE SIMMONS
 PAMELA MAYER
 GEORGE R. BRINSON
 BOB GORDON
 M. D. JAMES
 PAT HARRELL
 RONNIE G. BUGNAR
 EDDIE WEST
 DELMA BLINSON
 JAMES BENFIELD
 VERNON L. DUSENBURY
 JOHN R. LAWRENCE
 LEE C. PHOENIX
 CHARLES P. HARRILL
 PURNELL SWETT
 LEON MCLEAN
 L. GILBERT CARROLL
 JOHN C. RAY
 R. DONALD KENNEDY
 RICHARD H. SCHULTZ
 WILLIAM C. PRESSLEY
 CHARLES J. SLEMENDA
 JAMES H. HARDY
 C. WADE MUBLEY
 MARCUS SMITH
 DOUG PEARSON
 GEORGE D. THIGPEN
 JAMES R. SIMEON
 JOHN T. JONES
 JIMMIE E. MARTIN
 WILLIAM L. BROWN
 KENT S. MOSELEY
 CHARLES C. GRAHAM
 DAVID W. THRIFT
 ROBERT E. CHILTON
 JAMES F. CAUSBY
 HARRY C. CORBIN
 D. E. DAVIS
 B. PAUL HAMMACK
 THOMAS H. BATCHELOR
 HILTON C. LEWIS
 WALTER MARKS
 MICHAEL F. WILLIAMS
 ROBERT J. ALLIGOOD
 LESTER J. PROPOST
 JOHN WOOTEN
 KEN BRINSON
 C. WAYNE BRADBURN
 W. O. FIELDS
 PAUL E. WELBORN
 EDGAR F. HUNTER

704/873-7268 BOX 709, STATESVILLE
 704/664-5553 BOX 119, MOORESVILLE
 704/872-8931 BOX 549, STATESVILLE
 704/586-2311 P.O. BOX 277, SYLVA
 919/934-6031 BOX 1336, SMITHFIELD
 919/448-2531 P.O. BOX 187, TRENTON
 919/776-0521 P.O. BOX 1010, SANFORD
 919/523-8071 DRAWER 729, KINSTON
 919/527-6161 307 W. ATLANTIC AVE., KINSTON
 704/735-8284 BOX 400, LINCOLNTON
 704/524-3314 BOX 1029, FRANKLIN
 704/649-2424 BOX 308, MARSHALL
 919/792-1575 P.O. BOX 268, WILLIAMSTON
 704/652-4535 BOX 130, MARION
 704/379-7135 BOX 30035, CHARLOTTE
 704/688-4432 BOX 27, BAKERSVILLE
 919/576-6511 P.O. BOX 427, PAGE ST., TROY
 919/947-2976 P.O. BOX 1180, CARTHAGE
 919/459-7021 930 EASTERN, BOX 627, NASHVILLE
 919/442-7152 P.O. BOX 1260, ROCKY MOUNT
 919/763-5431 BOX 390, WILMINGTON
 919/534-2561 BOX 158, JACKSON
 919/455-2211 BOX 99, JACKSONVILLE
 919/732-8126 200 E. KING ST., HILLSBORO
 919/967-8211 MERRITT MILL RD., CHAPEL HILL
 919/745-4171 507 ANDERSON DR., BAYBORO
 919/335-2981 P.O. BOX 2247, ELIZABETH CITY
 919/259-2187 BOX 1239, BURGAW
 919/426-5741 P.O. BOX 337, HERTFORD
 919/599-2191 DRAWER 1078, ROXBORO
 919/752-6106 BOX 776, GREENVILLE
 919/152-4192 P.O. BOX 431, GREENVILLE
 704/894-8249 P.O. BOX 697, COLUMBUS
 704/859-6636 P.O. BOX 6636, TRYON
 919/629-3151 2222 S FAYETTEVILLE ST., ASHEBORO
 919/625-5104 BOX 1103, ASHEBORO
 919/582-5860 P.O. BOX 1259, HAMLET
 919/738-4845 BOX 1328, LUMBERTON
 919/628-7767 106 TRINITY ST., FAIRMONT
 919/738-4291 2802 ROWLAND, BOX 910, LUMBERTON
 919/843-2111 304 W. SECOND AVE., RED SPRINGS
 919/865-4104 BOX 287, ST. PAULS
 919/342-3630 BOX 8, WENTWORTH
 919/623-8408 BOX 70, EDEN
 919/548-6075 BOX 507, MADISON
 919/342-4201 920 JOHNSON, BOX 1050, REIDSVILLE
 704/636-6750 BOX 1348, SALISBURY
 704/636-7500 P.O. BOX 2349, SALISBURY
 704/287-2211 219 FAIRGROUND ROAD, SPINDALE
 919/592-1401 BOX 439, CLINTON
 919/592-3132 BOX 646, CLINTON
 919/276-1138 BOX 189, LAURINBURG
 704/982-2124 P.O. DRAWER 1399, ALBEMARLE
 704/982-1148 DRAWER 220, ALBEMARLE
 919/593-8146 DANBURY
 919/386-8211 BOX 364, DOBSON
 919/835-3135 241 CHURCH ST., BOX 190, ELKIN
 919/786-8355 DRAWER 710, MOUNT AIRY
 704/488-3129 P.O. BOX U, BRYSON CITY
 704/883-8271 EDUCATION CENTER, BREVARD
 919/796-1121 BOX 328, COLUMBIA
 704/289-5511 DRAWER 499, MONROE
 704/289-5511 UNION COUNTY COURTHOUSE, MONROE
 919/492-2127 128 CHURCH ST., HENDERSON
 919/755-6901 601 DEVEREUX ST., RALEIGH
 919/257-3184 P.O. BOX 110, WARRENTON
 919/793-5171 BOX 747, PLYMOUTH
 704/264-1790 BOX 112, BOONE
 919/736-1104 BOX 66, GOLDSBORO
 919/734-0561 DRAWER 1797, GOLDSBORO
 919/667-1121 201 W. MAIN ST., WILKESBORO
 919/243-2900 P.O. BOX 2048, WILSON
 919/679-2037 BOX 98, YADKINVILLE
 704/682-6101 621 W. MAIN ST., BURNSVILLE

28677
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 27893
 27055
 28714

*ACTING SUPERINTENDENT
 **INTERIM SUPERINTENDENT

Regional Education Centers

NORTHEAST CENTER - 1082
 SOUTHEAST CENTER - 1106
 CENTRAL CENTER - 791
 SOUTH CENTRAL CENTER - 342
 NORTH CENTRAL CENTER - 213
 SOUTHWEST CENTER - 393
 NORTHWEST CENTER - 811
 WESTERN CENTER -

F. L. BRITT
 CARLTON FLEETWOOD
 SAM SHUGART
 GLADYS BRITT
 FRED CUNDIFF
 ***BOB BYRD
 CHARLES BENTLEY
 BETTY WALLACE

919/792-5166 P.O. BOX 1028, WILLIAMSTON
 919/455-8100 612 COLLEGE ST., JACKSONVILLE
 919/266-9282 BOX 549, KNIGHTDALE
 919/947-5871 BOX 786, CARTHAGE
 919/379-5764 P.O. BOX 21889, GREENSBORO
 704/983-2126 619 WALL STREET, ALBEMARLE
 919/667-2191 303 E. ST., N. WILKESBORO
 704/648-6960 102 OLD CLYDE RD., CANTON

27892
 28540
 27545
 28327
 27420
 28001
 28659
 28716

***ACTING REGIONAL DIRECTOR

NORTH CAROLINA SCHOOL ADMINISTRATIVE UNITS, 1979-80

CODE	UNIT NAME	CODE	UNIT NAME	CODE	UNIT NAME	CODE	UNIT NAME
010	Alamance	270	Currituck	530	Lee	790	Rockingham
011	Burlington					791	Eden
020	Alexander	280	Dare	540	Lenoir	792	Madison-Mayodan
030	Alleghany	290	Davidson	541	Kinston	793	Reidsville
		291	Lexington			800	Rowan
040	Anson	292	Thomasville	550	Lincoln	801	Salisbury
050	Ashe	300	Davie	560	Macon	810	Rutherford
060	Avery	310	Duplin	570	Madison	820	Sampson
070	Beaufort	320	Durham	580	Martin	821	Clinton
071	Washington	321	Durham City	590	McDowell	830	Scotland
080	Bertie	330	Edgecombe	600	Mecklenburg	840	Stanly
		331	Tarboro	610	Mitchell	841	Albemarle
090	Bladen	340	Forsyth	620	Montgomery	850	Stokes
100	Brunswick	350	Franklin	630	Moore	860	Surry
110	Buncombe	351	Franklinton	640	Nash	861	Elkin
111	Asheville	360	Gaston	641	Rocky Mount	862	Mount Airy
120	Burke	370	Gates	650	New Hanover	870	Swain
130	Cabarrus	380	Graham	660	Northampton	880	Transylvania
131	Concord	390	Granville	670	Onslow	890	Tyrrell
132	Kannapolis	400	Greene	680	Orange	900	Union
140	Caldwell	410	Guilford	681	Chapel Hill	901	Monroe
150	Camden	411	Greensboro	690	Pamlico	910	Vance
160	Carteret	412	High Point	700	Pasquotank	920	Wake
170	Caswell	420	Halifax	710	Pender	930	Warren
180	Catawba	421	Roanoke Rapids	720	Perquimans	940	Washington
181	Hickory	422	Weldon	730	Person	950	Watauga
182	Newton	430	Harnett	740	Pitt	960	Wayne
190	Chatham	440	Haywood	741	Greenville	962	Goldsboro
200	Cherokee	450	Henderson	750	Polk	970	Wilkes
210	Chowan	451	Hendersonville	751	Tryon	980	Wilson
220	Clay	460	Hertford	760	Randolph	990	Yadkin
230	Cleveland	470	Hoke	761	Asheboro	995	Yancey
231	Kings Mountain	480	Hyde	770	Richmond		
232	Shelby	490	Iredell	780	Robeson		
240	Columbus	491	Mooreville	781	Fairmont		
241	Whiteville	492	Statesville	782	Lumberton		
250	Craven	500	Jackson	784	Red Springs		
251	New Bern	510	Johnston	785	St. Pauls		
260	Cumberland	520	Jones				
261	Fayetteville						

TOTAL UNITS IN NORTH CAROLINA - 144
PARTIAL COUNTY UNITS - 31

TOTAL COUNTY UNITS - 69
TOTAL CITY UNITS - 44

August, 1979

Appendix E

State Board of Education

1. Dr. Ben Battle*	Drawer 39 Cullowhee, NC 28723	(704)227-7314
2. Mr. Harlan Boyles	State Treasurer Raleigh, NC 27611	(919) 733-3951
3. Dr. James Chavis	Pembroke State University Pembroke, NC 28372	(919) 521-4214
4. Rev. C. R. Edwards	312 Moore Street Fayetteville, NC 28301	(919) 483-6505
5. Lt. Gov. Jimmy Green	Legislative Building Raleigh, NC 27611	(919) 733-7351
6. Mr. Larry Harding	927 Linda Lane Charlotte, NC 28211	(704) 374-3854
7. Mrs. Theda Moore	P. O. Box 1086 North Wilkesboro, NC 28659	(919) 838-3569
8. Dr. Prezell Robinson	St. Augustine's College Raleigh, NC 27611	(919) 832-1555
9. Mr. C. Dick Spangler	P. O. Box 36007 Charlotte, NC 28236	(704) 372-4500
10. Mrs. Betty Speir	P. O. Box 340 Bethel, NC 27812	(919) 825-8752
11. Dr. Barbara Tapscott	Burlington Schools Box 938 Burlington, NC 27215	(919) 226-1151
12. Dr. John Tart	P. O. Box 2350 Smithfield, NC 27577	(919) 934-8051
13. Mrs. Norma Turnage	224 Englewood Drive Rocky Mount, NC 27801	(919) 442-2666
Dr. Craig Phillips Superintendent of Public Instruction (elected by the people)	318 Education Building Raleigh, NC 27611	(919) 733-3813

* Chairman of Teacher Education Committee which handles
teacher certification matters

Appendix F.

Southern Association of Colleges and Schools— Accreditation Standards

SCI-1
Jan. 1980

NORTH CAROLINA SECONDARY COMMITTEE
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS



REGIONAL ACCREDITATION

PURPOSES AND PROCESSES

"A Conceptual Overview"

The Southern Association of Colleges and Schools is one of six regional accrediting agencies. It is a non-governmental, non-profit professional association serving schools and colleges, public and nonpublic in eleven Southeastern states and American schools in Central and South America. Along with validating quality, the essential mission of the Association is improvement of education in member institutions through a systematic, continuous process of self-study, evaluation and planning. Inherent in this process is the real meaning of accreditation.

An accurate, meaningful perception of accreditation is in positive terms and always in the present tense. Accreditation denotes that the school "is doing something" rather than denoting that it is being recognized for having done something. More precisely, accreditation means that the school is avowedly committed to quality and to a continuing quest for improvement in programs and services. Membership in the Southern Association provides the climate and procedures for nurturing this commitment and translating it into actions.

Regional accreditation is voluntary; thus the act of seeking accreditation is distinguishing. It implies a dedication to good schools and to superior educational opportunity on the part of school personnel, the community and the administrative leadership. Continuing membership and accreditation reflects this dedication and gives form and thrust to positive actions deriving from the school's commitments to quality and to improvement. The evaluation/accreditation processes center around these commitments and include two components: (1) the annual application of the Standards for Accreditation, and (2) the periodic self-study and evaluation using approved evaluative criteria.

Standards for Accreditation embody requirements and are indexes to quality. They are, by design, measures of quality over and above average. They cover all facets of the school and its operation. Upon initial accreditation a school must be in compliance with all standards. Thereafter compliance with standards is monitored annually through a standardized reporting process, which also serves as a quality control mechanism. The classification of member schools each year indicates status with respect to standards. The "All Clear" classification denotes no current deficiencies. Failure to conform satisfactorily to the standards or failure to show reasonable progress since the last report can cause the school to be advised, warned, placed on probation, or dropped from membership.

In addition to the application of standards, a second component of the accreditation process is that of the periodic school self-study and evaluation occurring at ten-year intervals. This activity relates to both the school's commitment to quality and its commitment to improvement. The school's program and services are the focus of attention. Qualitative dimensions are addressed in that "scope and quality appropriate to an accredited school" is the basic index. Planned improvement is a fundamental objective. The self-study/evaluation process yields two separate professional reports of findings and recommendations. Follow-up and interim review activities within each ten-year cycle assure a continuing, viable blueprint for improvement.

The self-study is done by the faculty under the direction of a faculty committee and with the assistance of a qualified consultant. The appropriate evaluative criteria are used. The faculty's findings and recommendation are shared with a select visiting committee which, in turn, makes an on-site visit to the school for observation and discussion. Following this visit the school receives a written report of the committee's impressions and suggestions for consideration in planning improvements.

Regional accreditation is the Hallmark of quality and an open acknowledgement of a commitment to improvement. Implicit in the self-study/evaluation concept is the value placed upon community control and responsibility and upon shared local leadership and initiative. The processes of accreditation are a resource to this end. Informative materials, instruments and an efficient, systematized procedure are made available. The intangibles are equally as important: motivation and challenge; confidence deriving from a sense of direction and purpose; and pride in accomplishment.

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4.5.0 Instructional Personnel

- 4.5.1 All instructional personnel shall have received a bachelor's degree from an institution approved by a regional accrediting agency. Teachers in special areas, such as vocational-technical education, special education, and military science, who are certified or licensed by the state in which they are employed are considered to be in compliance with this standard.
- 4.5.2 All instructional personnel shall have completed at least 12 semester hours of credit in professional education either as a part of the bachelor's degree or in addition thereto. Instructional personnel without teaching experience shall have two years to complete the 12 semester hours of professional education.
- 4.5.3 Instructional personnel shall have a certificate or college major in the field of work for which they are responsible for the major portion of the school day.
- 4.5.4 Instructional personnel may work in areas other than their major field of study, or areas for which they are certified, for less than a major portion of the school day, provided they have earned at least 12 semester hours in each of such areas.
- 4.5.5 Teachers who have training and experience that might be considered to be equivalent to the hours in professional education may request the State Committee to accept such experience and training in lieu of no more than six semester hours. Such a request must be submitted by the chief administrator (e.g., principal, headmaster) of the school to the Chairman of the State Committee and must be accompanied by justification for the request.
- 4.5.6 Teachers shall earn at least six semester hours of credit, or the equivalency as approved by the State Committee, during each five-year period of employment until thirty semester hours of graduate credit are earned above the baccalaureate degree or until sixty years of age is reached, whichever comes first. The six semester hours of credit or the equivalency shall be designed to increase the competency of the teachers in the subjects which they teach.
- 4.5.7 Paraprofessionals employed to assist teachers in the classroom with instructional activities shall have a high school diploma or the equivalent. Other paraprofessionals shall be qualified to perform in the specific area of their responsibility.
- 4.5.8 Paraprofessionals shall be employed under a written plan that includes a job description and provisions for continual in-service training.
- 4.5.9 The work of a paraprofessional who is involved in instruction shall be directly supervised by a professionally qualified teacher. Paraprofessionals should not be used as substitute teachers.
- 4.5.10 Paraprofessionals who assist teachers in the classroom with instruction may be counted in the student/professional staff ratio so that two full-time paraprofessionals shall be equal to one full-time teacher. The total number of paraprofessionals counted in the student/professional staff ratio shall not exceed 10 percent of the total number of classroom teachers. (For example, a school with 50 classroom teachers may have up to 5 paraprofessionals who can be counted toward the student/professional staff ratio: $50 \times .10 = 5$, or the equivalent of $2\frac{1}{2}$ additional professionals.)

Appendix G

I. Summary Table of Out-of-Field Teaching Policies in the Fifty States

State	No Out-of-Field Provisions	Out-of-Field Rules	Out-of-Field Rules and Laws
1. Alabama	X		
2. Alaska	X		
3. Arizona	X		
4. Arkansas			X
5. California		X	
6. Colorado	X		
7. Connecticut			X
8. Delaware		X	
9. Florida		X	
10. Georgia		X	
11. Hawaii	X		
12. Idaho			X
13. Illinois		X	
14. Indiana		X	
15. Iowa		X	
16. Kansas			X
17. Kentucky		X	
18. Louisiana			X
19. Maine	X		
20. Maryland	X		
21. Massachusetts			X
22. Michigan			X
23. Minnesota			X
24. Mississippi		X	
25. Missouri	X		
26. Montana		X	
27. Nebraska		X	
28. Nevada			X
29. New Hampshire	X		
30. New Jersey	X		
31. New Mexico		X	
32. New York		X	
33. North Carolina	X		
34. North Dakota			X
35. Ohio			X
36. Oklahoma			X

<u>State</u>	<u>No Out-of-Field Provisions</u>	<u>Out-of-Field Rules</u>	<u>Out-of-Field Rules and Laws</u>
37. Oregon			X
38. Pennsylvania			X
39. Rhode Island	X		
40. South Carolina		X	
41. South Dakota			X
42. Tennessee		X	
43. Texas	X		
44. Utah	X		
45. Vermont		X	
46. Virginia	X		
47. Washington		X	
48. West Virginia			X
49. Wisconsin			X
50. Wyoming		X	

Appendix G-II

Appendix G-II contains miscellaneous provisions concerning teacher certification and out-of-field teaching from each state's statutes and regulations. The appendix illustrates the wide range of approaches to out-of-field teaching, from no provisions addressing the problem to strong prohibitions against out-of-field teaching. The provisions compiled represent very small portions of each state's total body of laws, rules, and regulations concerning teacher certification. For further information, see Appendix H for contact persons from those states which responded to the Center's questionnaire.

ALABAMA
STATE DEPARTMENT OF EDUCATION

§ 16-23-1. Certain public school employees must hold certificate.

No person shall be employed in the public schools of the state as county superintendent of education, city superintendent of schools, assistant superintendent, supervisor, principal, teacher or attendance officer unless such person shall hold a certificate issued by the state superintendent of education. (School Code 1927, § 339; Code 1940, T. 52, § 322.)

Cross reference. — See note to Constitution 1901, § 3, and see note to § 16-23-3.

Collateral references. — 78 C.J.S., Schools & School Districts, §§ 159, 160.

State of Alabama
Department of Education
State Office Building
Montgomery, Alabama 36130

Wayne Teague
State Superintendent of Education

M E M O R A N D U M

September 16, 1977

TO: City and County Superintendents

FROM: Wayne Teague *Wayne Teague*
State Superintendent of Education

RE: Proper Certification of Teachers

Questions Pertaining to Proper Certification
of Teachers by September 1, 1979

1. What is meant by "properly certified" by September 1, 1979? Properly certified means having a valid professional certificate with endorsements in areas in which the teacher is assigned a majority of the time.
2. Is a teacher properly certified if teaching in a minor area? Yes, a teacher will be properly certified if teaching in a minor field and is endorsed in that teaching field. State regulations do not require a person to teach in the major field. (For Southern Association accreditation requirements, the standards should be reviewed.)

ALASKA
STATE DEPARTMENT OF EDUCATION

Chapter 20. Teachers and School Officials.

Article 1. Teacher Certification.

Section

10. Teacher certificate required
30. Causes for revocation and suspension

Sec. 14.20.010. Teacher certificate required. A person may not be employed as a teacher in the public schools of the state unless he possesses a valid teacher certificate except that a person who has made application to the department for a teacher certificate or renewal of a teacher certificate which has not been acted upon by the department may be employed as a teacher in the public schools of the state until the department has taken action on the application, but in no case may employment without a certificate last longer than three months. (§ 37-5-3 ACLA 1949; am § 9 ch 98 SLA 1966; am § 1 ch 165 SLA 1976)

Effect of amendments. — The 1976 amendment added the language beginning "except that a person who has made application" to the end of the section.

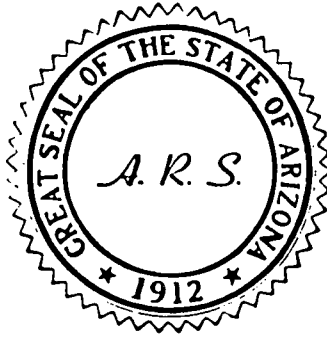
Sec. 14.20.030. Causes for revocation and suspension. The commissioner or the Professional Teaching Practices Commission may revoke or suspend a certificate only for the following reasons:

(1) incompetency, which is defined as the inability or the unintentional or intentional failure to perform the teacher's customary teaching duties in a satisfactory manner;

DIGEST OF REQUIREMENTS FOR TEACHER CERTIFICATION IN ALASKA

Title of Certificate	Minimum Requirements	Endorsements ⁶	Renewal Requirements
Type A Regular Certificate Valid for five years \$30 application fee ⁵	Plan 1: (a) Completed an approved teacher education program, ¹ (b) has a bachelor's degree, (c) has a recommendation (endorsement) from the preparing institution, and (d) has recency credit. ² Plan 2: (a) Completed a comparable program ⁷ in another state, (b) is recommended by the preparing institution, (c) has recency credit. ²	Examples: Elementary Secondary (in academic major) Special education (in academic major) K-12 (in academic major) School librarian Guidance counselor Speech therapist Vocational ³	Six semester hours of renewal credit ⁴ earned during the life of the expiring certificate.

ARIZONA
STATE BOARD OF EDUCATION



§ 15-502. Employment of school district personnel; limitation

B. A teacher shall not be employed if the teacher has not received a certificate for teaching, granted by the proper authorities. If a teacher has filed an application and completed all of the requirements for a certificate but time does not allow a teacher to receive a certificate before the commencement of employment, the certificate shall be deemed to have been received on the date of application if the certificate is issued within three months of the date of commencing employment, and such teacher shall upon receipt of the certificate and filing such certificate with the county school superintendent be paid as though the certificate was in full force and effect during the period when salary entitlement was earned. Any contract issued to a teacher who has completed certificate requirements but has not received a certificate shall be specifically contingent upon receipt of such a certificate.

ARKANSAS
STATE BOARD OF EDUCATION

80-1209. License requisite to employment — Registration — Only licensed teachers compensated. — No teacher shall be employed in any common school of the State who is not licensed to teach in the State of Arkansas, by a license issued by the State Board of Education. No license shall be valid in any county until it has been registered in the office of the county superintendent [school supervisor] of that county.

Any person who shall teach in a public school in this State without a legal certificate of qualification to teach shall not be entitled to receive for such services any compensation from the school funds. [Acts 1931, No. 169, § 164, p. 476; Pope's Dig., § 11606.]

Compiler's Notes. This section, as set out above, contains only those parts of Acts 1931, No. 169, § 164 which are deemed still in effect. The entire section as enacted read: "No teacher shall be employed in any common school of the State who is not licensed to teach

in the State of Arkansas, by a license issued by the State Board of Education, and no county superintendent [school supervisor], county board of education, or other officer or body, except the State Board of Education is authorized to issue licenses to teachers to

80-4606

EDUCATION

REGULATION 4. Qualifications and Assignment of Personnel

a. Instructional Staff

All beginning teachers shall hold high school certificates based on a Bachelor's Degree. All in-service teachers who do not have high school certificates based on a Bachelor's Degree, except as specified in Policies 13 and 14, shall earn annually an average of six [6] semester hours of appropriate credit.

Each teacher shall teach the major part of the school day in his certified field. The Accreditation Committee may approve for one [1] year the assignment of a teacher out of his certified field for not more than two [2] periods if there is a certified teacher whose major teaching assignment is in the field, and if it can be shown to be the best arrangement, provided the teacher has at least six [6] semester hours in the assigned field for each such period taught, including a course in the particular subject.

STATE OF CALIFORNIA

COMMISSION FOR TEACHER PREPARATION AND LICENSING



THE TEACHING CREDENTIAL (Ryan Act - All applications initially received after 9-15-76.)

There are two types of basic teaching credentials: (Adult, Vocational and junior college credentials and basic teaching credentials.)

- a. Single Subject Instruction (Primarily for Secondary Schools). This authorizes one to teach a single specified subject matter category. A teacher authorized for single subject instruction may be assigned, with his consent, to teach this subject at any grade level -- preschool, kindergarten, grades 1 through 12, or in classes for adults. In practice, most teachers with single subject authorization teach in junior and senior high schools.
- b. Multiple Subject Instruction (Primarily for Elementary Schools). This authorizes the holder to teach multiple subject matter instruction in a self-contained classroom. Instruction in this situation occurs most frequently in elementary and early childhood education. A teacher authorized for multiple subject instruction may be assigned, with his consent, to teach in any self-contained classroom -- preschool, kindergarten, grades 1 through 12, or in classes for adults.

SINGLE SUBJECT TEACHING CREDENTIAL

A teacher with a single subject teaching credential is generally assigned to teach the specific subject(s) named on the credential in departmentalized classes in the junior and senior high schools of California

SUPPLEMENTARY AUTHORIZATIONS
For Single Subject Teaching Credentials

The holder of a Single Subject Teaching Credential may have one or more of the subjects commonly taught in the public schools of California (listed below) added to their credential document as a supplementary authorization by verifying the completion of the following requirements. Supplementary authorizations will not be issued in any subject that falls within the statutory single subject category of the applicant's Single Subject Credential.

REQUIREMENTS:

1. 20 semester hours (or 10 upper division semester hours) of nonremedial college course work in a specific subject from list (A) or in the required distribution of courses for an "Introductory" subject from list (B). The applicant must have received a "PASS" or a "C" or better grade in each course to be considered. The course work must have been completed through a regionally accredited institution of higher education or in an institution approved by the Commission.
2. A course in the methods of teaching reading or the passage (with a minimum score of 680) of the National Teachers Examination entitled "Introduction to the Teaching of Reading." This requirement does not apply to applicants for supplementary authorizations in the statutory single subject categories of art, home economics, industrial arts, music, or physical education. Subjects which do not require reading are identified by a "+" in the list below.

SUPPLEMENTARY AUTHORIZATIONS
for Multiple Subject Teaching Credentials

Subjects may be added to an existing Multiple Subject Teaching credential according to California Administrative Code, Title 5, Section 80057.5 as follows:

REQUIREMENTS

The holder of a valid Multiple Subject Teaching credential may have one or more subjects commonly taught in grades 6, 7, 8, and 9 in departmentalized classes and listed below as a supplementary authorization, when the candidate or a Commission approved institution verifies completion of 20 semester hours or 10 semester hours of upper division non-remedial collegiate course work in each subject to be listed with a minimum distribution as specified below. A scholarship record of grade C or better in any course used to meet the provisions of this section shall be required. The course work shall be completed through regionally accredited institutions or institutions specially approved by the Commission.

AUTHORIZATION

A subject listed on a Multiple Subject Teaching credential as a supplementary authorization shall authorize the teaching of courses related to that subject in departmentalized classes in grades 6, 7, 8, and 9.

COLORADO

STATE BOARD OF EDUCATION

22-63-103. Employment - certificate required. A board of a school district shall not enter into a contract with any person as a teacher, except in a junior college district or in an adult education program, unless such person holds or is entitled to hold a teacher's certificate or letter of authorization issued in the manner prescribed by law.

- 1.03 (2) Approved Program. Colorado Certificates, Types A, B, D, or E may be issued upon satisfactory completion of a Colorado approved program or a program comparable to a Colorado approved program.
- 1.03 (2) (a) A Colorado approved program shall mean a planned, sequential course of study in teacher education, administration, or special services developed by an accepted institution in accordance with Colorado State Board of Education standards. Such program shall be approved initially and reviewed periodically by the Colorado State Board of Education to assure compliance with the standards and to insure that the candidate can demonstrate thorough knowledge of the subject matter to be taught and has the competencies essential to maintain and improve the quality of instruction in the public schools of the State.



CONNECTICUT

DEPARTMENT OF EDUCATION



General Conditions for All Certificates

Sec. 10-145a-1. Personnel required to hold certificates

No person shall be eligible to hold the position of superintendent, principal, supervisor, teacher or other public school position for which certificates may be issued, unless the person holds a Connecticut certificate appropriate for such position.

Secondary Certificates

Sec. 10-145a-16. Validity of certificates

Secondary certificates are valid for all endorsed subjects, unless the certificate otherwise specifies, in grades seven through twelve. A secondary certificate may be endorsed for one or more elementary levels; and it may be endorsed for the teaching of a special subject. When departmentalized instruction is offered in grades below the seventh, a certificate may be considered valid for such instruction in grades five through six in the endorsed subjects only.

Sec. 10-145a-17. Provisional secondary certificate

Example of Required Certification for a Representative Course:

History and social studies

History	18	Minimum
History and social studies	30	Semester
Endorsement for history covers the teaching of any history subject only and not the teaching of social studies. The second endorsement covers the teaching of any history subject and of any area of social studies.		Hours

Special endorsement

From time to time, as programs are designed to meet special needs in the several towns of Connecticut, subjects may be introduced into the high school curriculum which are not included in the list of subjects for which requirements are established in this section; or teachers may be needed who have specialized in an academic area which is included only as an implied part of another area. For such purposes, a secondary endorsement may be granted to a teacher, otherwise qualified for secondary teaching, who presents not less than eighteen semester hours' credit in the subject field for which certification is required.

Sec. 10-145a-18. Temporary authorization for minor assignments

Because of complications in schedule and the need for flexibility, many teachers are unable to present major preparation in more than one field. Temporary authorization to teach a subject other than his or her major assignment as a minor assignment may be granted under the following conditions:

If applying for coverage in one of the general instructional areas, on request of the superintendent of schools, the holder of the secondary certificate will be issued, upon presentation of at least six semester hours in the subject, a temporary permit for one year in one subject of not more than two instructional periods per diem.

STATE OF DELAWARE



STATE DEPARTMENT OF PUBLIC INSTRUCTION

§ 1092. Employee qualifications

Every employee of a reorganized school district must meet standards for qualification as adopted by the State Board of Education, and be certified or otherwise licensed in accordance with these standards in order to be placed on the official payroll of the reorganized school district.

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OPN.
AC 62

TYPES OF CERTIFICATES

Professional Status

"Teachers who fully meet the initial requirements for certification by the certifying boards to which this chapter applies, and who have served for a period of three years under the authority of the certifying board in the type of position for which the certificate is appropriate, shall be issued a 'Professional Status' certificate. Such Professional Status certificate shall be issued to cover a term of five years." (Delaware Code, Title 14, §1202)

Regular Standard

An initial Standard Certificate is issued normally for a period of ten years to an applicant who has met all the requirements of the General Regulations and the specific requirements for the certificate. (Exception: Intern Certificate which is issued for one year. See Specific Requirements; see also General Regulations K.)

State of Florida
Department of Education



'231.02 Qualifications of personnel.—To be eligible for appointment in any position in any district school system a person shall be of good moral character and shall, when required by law, hold a certificate or license issued under regulations of the State Board of Education or the Department of Health and Rehabilitative Services.

History.—s. 502, ch. 19355, 1939; CGL 1940 Supp. 892(106); s. 14, ch. 23726, 1947; ss. 19, 33, ch. 69-106; s. 1, ch. 69-300; s. 3, ch. 76-168; s. 1, ch. 77-457; s. 1, ch. 79-12; s. 11, ch. 80-190; ss. 2, 3, ch. 81-318.

*Note.—Repealed effective October 1, 1982, by s. 2, ch. 81-318, and scheduled for review pursuant to s. 11.61 in advance of that date.

'231.17 Certificates granted on application to those meeting prescribed requirements.—

(1) The Department of Education shall issue a certificate covering the appropriate subject or field to any person possessing the qualifications for such a certificate as prescribed herein and by rules of the state board, who pays the required fee, makes application in writing on the form prescribed by the department, submits satisfactory evidence that he possesses said qualifications, and meets the other requirements of law.

6A-1.503 Definition of qualified instructional personnel. A qualified instructional person is an instructional staff member who meets one of the following conditions:

(1) Holds a valid Florida teacher's certificate with appropriate coverage as provided for in subsection (16) of section 6A-4.02, or

(2) Is a selected non-certificated person employed under the provisions of section 6A-1.502, or

(3) Holds a valid rank III or higher Florida teacher's certificate with coverage other than that deemed appropriate by subsection (1), has met all occupational experience requirements prescribed as a prerequisite to appropriate certification, and has been approved by the school board to teach out-of-field. All evidence of such qualifications and approval must be reflected in the individual's official personnel record; provided, however, that such approval may be granted by the school board only under one of the following conditions:

(a) The individual is in the first year of employment in the specific area and has not, during any preceding year in the district, been granted approval by either the school board or the department to be employed out-of-field in an area for which specific certification is otherwise required, or

(b) The individual has earned, during a period of twelve months immediately preceding September 1 of the school year, at least six semester hours of credit or equivalent toward the appropriate certification required by subsection (1), or in lieu thereof has provided a doctor's statement certifying to his medical inability to earn such credit during the prescribed time.

Specific Authority 229.083(1) FS.

- (16) Certification coverage. A teacher's certificate shall authorize an individual to teach or render service in any subject or field specifically named thereon. If certification in a subject or field is not provided for by specific name in current rules, the Commissioner is authorized to designate a related specifically named certification subject or field which shall authorize an individual to teach or render service in each subject or field not provided for in current rules. The Commissioner shall publish the certification subjects or fields which authorize an individual to teach or render service in specific subject or fields as required by law and State Board of Education rules in a publication titled "Course Code Directory" which is hereby incorporated by this rule and made a part of the rules of the State Board of Education. Copies of the directory may be obtained from the Educational Products Distribution Section, Department of Education, Tallahassee, Florida 32301 at a cost to be established by the Commissioner but which shall not exceed actual cost.

32-655a Certification and classification

(a) Certification and classification of professional school personnel; revocation of certificates; definitions: The State Board of Education shall provide, by regulation, for certifying and classifying all teachers and other certificated professional personnel employed in the public schools of this State, and no such personnel shall be employed in the public schools of this State unless they shall hold a certificate issued by the State Board certifying to his or her qualifications and classification in accordance with such regulations. The State Board shall establish such number of classifications of teachers and other certificated professional personnel as the board may, in its discretion, find reasonably necessary or desirable in the operation of the public schools: Provided, however, that such classification shall be based only upon academic, technical and professional training and experience, and competency of such personnel. The State Board is authorized to provide, by regulation, for revoking or denying certificates for good cause, after investigation is had and notice and hearing is provided the certificate holder. The State Board shall, by regulation, define the term "certificated professional personnel," as used in this Chapter, and shall designate and define the various classifications of professional personnel employed in the public schools of this State that shall be required to be certificated under the provisions of this section. Without limiting the generality of the foregoing, the term "certificated professional personnel" shall be deemed to include principals, instructional supervisors, visiting teachers, school librarians, guidance counselors and county or regional librarians.

**Qualification and Duties
Teaching-In-Field**

The Georgia Board of Education recognizes that teaching-in-field is both desirable and necessary for the effective and efficient operation of local school systems. Recognizing that the children and youth of Georgia are entitled to a high quality educational program, and that it is more likely to be achieved through teaching-in-field, the state board shall assure that all teachers are certificated and have the appropriate competencies to teach their particular subject areas. The State Superintendent of Schools shall develop procedures which assure that all professional personnel employed in the school systems in Georgia are in an in-field classification.

Further, professional personnel shall be considered, for state payment purposes, as being in-field only if they are in any of the following categories.

A teacher holding a valid certificate who teaches the majority of the school day on the grade level(s) and in the field(s) for which the teacher is certified. (These teachers may be used for the minor part of the school day in other grade levels or subject areas providing they have at least 10 quarter hours of coursework in each subject taught.)

All professional personnel employed in CPP classified positions and who hold valid certificates for the position held.

PERFORMANCE-BASED CERTIFICATION

These measurements include the Teacher Certification Tests (TCT) developed and offered in Georgia as criterion-referenced tests of content knowledge in the fields of preparation, and on-the-job assessments of performance according to identified and measurable teaching competencies.

- A. A Teacher Certification Test (TCT) is required of all applicants who have completed initial teacher preparation programs at the bachelor's degree level on or after September 1, 1978. A test is required at the master's degree level in the fields of Administration and Supervision, School Counseling, Reading Specialist and Media Specialist.
- B. On-the-job assessments are required of teachers who completed initial professional preparation at the bachelor's degree level on or after May 1, 1980. Assessments are under development and may be required in the fields of Administration and Supervision and Speech and Language Pathology.

While the TCT is required both to establish and to add fields, on-the-job assessment requirements must be satisfied only once by teachers.

HAWAII
STATE DEPARTMENT OF EDUCATION

§297-2 Teachers; qualifications; certificates. No person shall serve as a teacher in any school without first having obtained a certificate from the department of education, which certificate shall be issued without cost to the teacher, in such form as the department determines. The department shall establish types of certificates in the educational field and the requirements to qualify for those certificates. [L 1920, c 36, §1; RL 1925, §302; am L 1931, c 212, §1; RL 1935, §717; RL 1945, §1746; am L 1949, c 68, §2; RL 1955, §38-6; am L 1965, c 175, §20; HRS §297-2; am L 1970, c 7, §2]



Idaho Code, Section 33-1201. Certificate Required. — Every person who is employed to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian shall be required to have and to hold a certificate issued under authority of the state board of education, valid for the service being rendered; except that the state board of education may authorize endorsement for use in Idaho, for not more than five years, certificates valid in other states when the qualifications therefor are not lower than those required for an Idaho certificate.

Section 301.3.15 of the State Board of Education Policy Manual states that a person employed by a school district in a position requiring a certificate must hold a valid certificate of the specific type and bearing the specific certificate endorsement required for the service being rendered.

Any person not meeting such requirements shall be deemed to be misassigned and non-certificated within the meaning of Idaho Code Section 33-1002(6) (d) and Section 33-1201. The State Superintendent of Public Instruction shall withhold funds as required by law in the event a district is determined to have misassigned teachers in violation of the provisions of this policy.

The State Superintendent may permit a district to assign a teacher to part-time duties for which he is not properly certificated or endorsed without penalty, provided all the following conditions are met:

- (a) Such duties may comprise no more than 2/5 of the teacher's full-time annual work load;
- (b) Such misassigned persons must have a minimum of six semester hours of college credit in each subject area in which service is rendered.
- (c) Such persons misassigned must comprise no more than 5% of the total number of the district's certificated, full-time teachers, or 5 teachers, whichever is greater.
- (d) The district must demonstrate in a written report that it has made a good faith effort to employ properly certificated educators for those duties and that a conscientious effort is being made to remedy each specific misassignment problem.

ENDORSEMENT OF OUT-OF-STATE CERTIFICATES

A certificate issued by another state and currently valid may be endorsed for use in Idaho for the period of its validity not in excess of five years, providing the certificate to be endorsed has been issued for teaching the same field in which the holder will teach in Idaho.

ILLINOIS
STATE DEPARTMENT OF EDUCATION

§ 21-1. Qualification of teachers

No one shall be certificated to teach or supervise in the public schools of the State of Illinois who is not of good character, good health, a citizen of the United States and at least 19 years of age.

No one shall teach or supervise in the public schools nor receive for teaching or supervising any part of any public school fund, who does not hold a certificate of qualification granted by the Superintendent of Public Instruction or by the State Teacher Certification Board and a county superintendent of schools as hereinafter provided.

CHAPTER VII

STAFF QUALIFICATIONS

7-2 Minimum Requirements for Teachers of Junior High and Departmentalized Upper Elementary Grades

- 7-2.2 By September 1, 1978, all teachers (except those employed prior to September 1, 1973) assigned departmentalized responsibility shall meet the 18-semester-hour requirement. This regulation applies only to the subject area which comprises more than 50% of the instructional periods assigned to a teacher.

Article IX

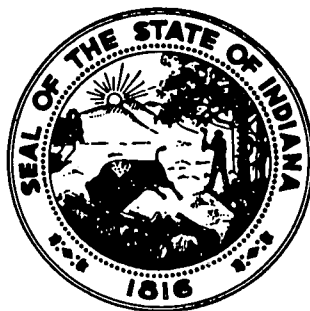
MAJORS, MINORS, AND SEPARATE FIELDS
FOR THE ILLINOIS HIGH SCHOOL CERTIFICATE

Rule 9.01 Principles and Definitions

A major for teacher certification purposes consists of at least 32 semester hours, and must prepare the individual to teach at least one of the subject included in the major. If the current requirements of the Superintendent of Public Instruction do not mention the subject, then the requirements for a similar area will be applied.

A minor teacher certification purposes must prepare the individual to teach at least one of the subjects included in the field. If the current requirements of the Superintendent of Public Instruction do not mention the subject, then the requirements for a similar area will be applied.

INDIANA STATE BOARD OF EDUCATION



20-6.1-3-1. Licensing authority. — The commission on teacher training and licensing is responsible for the licensing of teachers. The commission shall issue licenses through the state superintendent. A division of teacher training and licensing is established in the state superintendent's office. [IC 20-6.1-3-1, as added by Acts 1976, P.L. 100, § 1, p. 409.]

Example of Required Certification for a Representative Course:

SOCIAL STUDIES (Major — 52 semester hours)

- I. Candidates for this teaching pattern must select one primary and at least two supporting areas.

Teaching Areas	Social Studies Major	
	Primary	Supporting
Anthropology	18	12
Economics	18	12
Geography	18	12
Government	18	12
Psychology	18	12
Sociology	18	12
United States History	18	12
World Civilization	18	12

Electives: Ten semester hours of diversified social studies not taken from the candidate's primary or supporting areas.

- II. Coverage: The holder of the Social Studies Major is eligible to teach the portion of the Indiana social studies curriculum for which primary and supporting area requirements have been met in grades 9-12 when the basic preparation level is Secondary Education.

FOREIGN LANGUAGE (Major — 36 semester hours) (Minor — 24 semester hours)

Candidates must present competence equivalent to two years of high school foreign language and only work above that level may apply toward licensing. If they do not have such, six additional semester hours in beginning courses are required. Credit earned by examination and recorded on the college transcripts may be used toward fulfillment of these requirements.

- I. Course work shall include:

	MAJOR	MINOR
A. Language — Conversation, composition and the study of the oral and written structure of the language	X	X
B. Literature — Classical and contemporary	X	X
C. Culture and civilization — Knowledge of formal culture (civilization) and knowledge of the "life-way" of the people in the cultures being studied	X	X
D. Electives	X	

- II. Coverage: The holder of the Foreign Language Major or Minor is eligible to teach the specified language in grades 9-12 when the basic preparation level is Secondary Education.

IOWA

STATE BOARD OF EDUCATION

16.6 Requirements for all teachers. In order to receive approval to teach, an applicant must hold a valid certificate, must have met the requirements for the proper endorsement, and have completed at least one major area of concentration of at least thirty semester hours in a teaching area which is recognized by the state board of public instruction provided that elementary education shall be regarded as an acceptable area of concentration.

16.5 Approval for secondary teachers. Any applicant completing an approved four-year secondary teacher education program, including supervised student teaching at the secondary level, and a bachelor's degree from a recognized institution, will be approved to teach in grades nine through twelve only those areas for which approval is listed on the certificate. However, an applicant may teach any subject in grades seven and eight except art, music, industrial arts, and physical education without specific approval listed on the certificate. In order to teach art, music, industrial arts, and physical education in grades seven and eight specific approval must be listed on the certificate.



Kansas State Department of Education

72-1381. Special teachers' certificates. The state board of education, upon being satisfied as to the general qualifications of an applicant to teach, may in its discretion issue a special certificate and specify on the face of such certificate the subject or subjects that the holder of the certificate is authorized to teach. It shall be unlawful for the holder of a certificate on the face of which is specified the subjects to teach any subjects not so specified.

History: L. 1945, ch. 282, § 36; L. 1969 ch. 317, § 1; April 25.

91-1-30. Elementary, middle level, junior high, and secondary endorsement.

- (a) (1) Except as otherwise expressly provided in these regulations, an initial certificate shall be valid for three (3) years.
- (2) Applicants for an initial certificate shall have completed credit in the area of exceptional children.
- (3) The secondary endorsement(s) shall be extended to grades five (5) and six (6), if the applicant's preparation includes: course work in child and adolescent psychology, teaching experience in one of the grades from five (5) through nine (9) in an elementary, middle, or junior high school, and fifteen (15) semester hours in each field or subject to be taught. The teaching experience may be student teaching. Teachers of grades seven (7), eight (8) or nine (9) in an accredited junior high school or a six year high school shall have a minimum of fifteen (15) semester hours of credit in each field or subject to be taught.

Kentucky Department of Education



161.020 Certification Authority. (1) No person shall be eligible to hold the position of superintendent, principal, teacher, supervisor, director of pupil personnel, or other public school position for which certificates may be issued, or receive salary for services rendered in such position, unless he holds a certificate of legal qualifications for such position.

Example of Required Certification for a Representative Course:

BIOLOGY I 2517

Suggested Grade Level: 9-12

Credit: 1

Teacher Certification for Biology I 2517:

High school certification with one of the following specializations:

- A 50 area: Science
- B 50 major: Science
- B 51 major: Biology
- B 54 major: Biology - Health
- C 51 minor: Biology

Description: This course may be offered in grades 9-12. It is recommended that the instructor have a major in biology, divided in such a way that a minimum of 6 hours will be in botany and 6 hours in zoology.

Standard VIII - SCHOOL STAFF AND ADMINISTRATION

The coordination of instruction, organization, supervision, administration and finance is essential to the overall effectiveness of the school program. Evidence shall indicate that each staff member is selected on the basis of the established qualifications for the position. Each district shall conduct an annual evaluation of all certified personnel to insure their continued effectiveness. Provisions should be made for the flexibility in staffing based on the school's objectives and assessed needs of the pupils.

The following are indicators that this standard is being accomplished:

Compliance Indicators

- ____ 1. All professional personnel hold appropriate certificates for positions and/or assignments. (Each vocational staff member has the required work experience specific to the program being taught.)
- ____ 2. All teachers are teaching in their major or minor field or specific area of concentration.

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION



R.S. 17:7

(6) (a) Prescribe the qualifications and provide for the certification of teachers in accordance with applicable law, which qualifications and requirements shall be such as to insure that certification shall be a reliable indicator of the current minimum ability and proficiency of the teacher to educate at the grade level and in the subject(s) to which the teacher is assigned. These qualifications and requirements shall be established and shall be effective on and after April 1, 1978.

STANDARD CERTIFICATES

Notations will be placed on each certificate of Type C, B, or A to show specific authorization of the level(s) and the field(s) in which employment is authorized. A certificate authorizes employment only at the level(s) and in the field(s) shown by endorsement thereon. Only those authorizations listed in this bulletin may be placed on a valid Louisiana certificate.

TEMPORARY CERTIFICATE
(Valid for one year)

Policies and criteria governing the issuance of temporary certificates shall be:

1. That a temporary certificate, valid for one school session only, authorizing the employment of a specified teacher in a position for which he is not regularly certified, be issued to the employing superintendent upon his recommendation and application if criteria herein outlined are met and provided that the application is supported by the following statement from the employing superintendent:

"I hereby certify that there is no certified, qualified, competent, and suitable person available for this position and that the applicant named above is the best qualified person open for employment in the position hereinabove described."

2. That temporary certificates be issued only for persons who have a baccalaureate degree.

3. That authority to reemploy a teacher on a temporary certificate be based upon a minimum of 6 semester hours of credit earned in residence or by extension and applicable to the completion of an approved teacher education program for the type of position for which he is temporarily certified.

4. That an appropriate NTE score be submitted with the application if this is the initial certificate requested for public school instruction in Louisiana.

MAINE
STATE DEPARTMENT OF EDUCATION

§ 1753. Certificate necessary for employment

No persons shall be employed to teach in any school under the supervision and control of any school officials of any administrative unit of this State who do not hold a state certificate as provided for in this Title. The State Board of Education is authorized to formulate all rules and regulations necessary for the carrying out of this section and sections 1751 and 1752. The rules and regulations shall be adopted in accordance with the provisions of section 21.

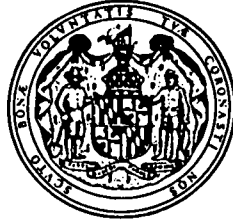
Secondary Teacher

- a. **Authorization:** To teach in grades 7-12 inclusive, general secondary subjects.

Special subjects and area will be included when the study is taken in a program approved under the provisions of this regulation for the preparation of teachers in a special subject or area.

The major and minor teaching subjects, or the teaching area, shall be named on the certificate. If, after initial certification, a teacher qualifies for an additional teaching subject or area it shall be added to his current certificate. Note: Although subjects studied are named thereon, the certificate is a "blanket" credential legally authorizing the teaching of any general (academic) subject. It is expected, nevertheless, that except for emergencies teachers will be assigned to subjects where they have competence.

Maryland State Department of Education
Division of Certification and Accreditation



13.06.01 DIVISION OF CERTIFICATION AND ACCREDITATION

13.06.01.01 GENERAL CERTIFICATION REGULATIONS

A. Teachers in Public Schools

Every public school teacher in the local school systems in Maryland is required to hold a Maryland State Teacher's Certificate.

B. Administrators and Supervisors in Public Schools

Every person employed in the public school systems of Maryland in an administrative or supervisory capacity directly related to the instructional program is required to hold a certificate appropriate to his position, as provided herein. Other assistants in administration and supervision may be issued certificates as provided herein.

C. Teachers and Administrators in Approved Schools Operated by State Agencies

Teachers, supervisors, and administrators in schools (nursery school-secondary) operated by State agencies shall be eligible for certification on the same basis as persons employed in the public schools.

D. Teachers and Administrators in Nonpublic Schools

Teachers, supervisors, and administrators employed in nonpublic schools in the State of Maryland shall be eligible for certification on the same basis as persons employed in the public schools.

E. Certification as Minimum Standard

These requirements establish minimum standards for State certification only. An employing local school system may, as a condition of employment, establish standards higher than those established for certification.

THE COMMONWEALTH OF MASSACHUSETTS

H 1891G

No person shall be eligible for employment by a school committee as a teacher, principal, supervisor, director, guidance counselor and director, school psychologist, school librarian, audio-visual media specialist, unified media specialist, school business administrator, superintendent of schools or assistant superintendent of schools unless he has been granted by the board a certificate with respect to the type of position for which he seeks employment; provided, however, that nothing herein shall be construed to prevent a school committee from prescribing additional qualifications; and provided further, that a school committee may upon its request be exempt by the board for any one school year from the requirement in this section to employ certified personnel when compliance therewith would in the opinion of the board constitute a great hardship in securing teachers for the schools of a town.

603 CMR: DEPARTMENT OF EDUCATION

7.02 General Provisions

Legal Employment. To be eligible for employment by a school committee as a teacher, principal, supervisor, director, guidance counsellor or director, school psychologist, school librarian, audio-visual media specialist, unified media specialist, school business administrator, superintendent or assistant superintendent of schools, a person must have been granted by the Board a certificate, appropriate for the role or be serving under an exemption from the provisions of M.G.L. C. 71, S. 38G or M.G.L. C. 71A for that role. However, a person holding a teacher's certificate may be employed for a maximum of twenty percent of his or her time in a role and/or at a level for which he or she does not hold a certificate.

Additional Certificates.

(a) New Field. A person holding a classroom teaching certificate may qualify for any additional classroom teaching certificate which is issued at the same level by successfully completing the field of knowledge requirement in the new field.

MICHIGAN STATE BOARD OF EDUCATION

R 390.1105. Persons required to hold certificates or permits.

Rule 5. (1) A person employed in an elementary or secondary school with instructional responsibilities shall hold a certificate, permit or vocational authorization valid for the positions to which he is assigned.

(2) A teacher aide, classroom assistant, secretary to instructional personnel or other paraprofessional person legally employed in a non-instructional capacity need not be certificated as a teacher.

(3) A student enrolled for student teaching or internship credit at an approved teacher education institution need not hold a teaching certificate but shall be certified by such teacher education institution to the state board as enrolled for student teaching. The certificate shall include the initial and final dates of the assignment and the name of the school to which the student is assigned. Upon filing such certificate with the state board, persons assigned school duties by a board of education shall be considered as lawfully exercising such duties.

(4) A full-time teacher of a day school program reimbursed from vocational education funds (agriculture, business, homemaking, trade and industrial), shall meet the minimum qualifications for endorsement or authorization in the particular vocational education field as specified by the state board.

(5) A teacher in a reimbursed program in special education, shall meet the minimum qualifications for certification when required by law in the particular special education field as specified by the state board.

(6) A previously issued certificate retains its original designation and validity. A permanent certificate continues as a permanent certificate.

HISTORY: Add. 1967; Am. 1973.

R 390.1122. General education and substantive fields.

Rule 22. (1) An applicant for a provisional certificate shall demonstrate that he has an acquaintance with the substance, concepts, and methods of the principal areas of human knowledge, and skills essential to communication and inquiry in modern society. He shall present evidence that he has completed not less than 40 semester hours in a program of general or liberal education.

(2) An applicant shall present evidence of completion of a program providing for depth in any substantive field he proposes to teach. At the secondary level, such specialization is ordinarily initiated by completing a major in a specific field or in closely allied fields. At the elementary level, responsibility for introducing pupils to many areas of human knowledge or inquiry shall not deprive the prospective teacher of the opportunity to develop a degree of specialization in a particular substantive field. Therefore, the applicant shall present evidence that he has begun to master a substantive field and is able because of his teaching skills to stimulate students to seek more knowledge and understanding.

HISTORY: Add. 1967.

R 390.1127. State secondary provisional certificates.

Rule 27. (1) A state secondary provisional certificate may be issued to an applicant who presents evidence that he has completed the following requirements:

(a) A major of at least 30 semester hours or a group major of 36 semester hours.

(b) A minor of 20 semester hours or a group minor of 24 semester hours.

(2) A state secondary provisional certificate is valid for teaching all subjects in grades 7 and 8, and in subject matter areas in grades 9 to 12 in which the applicant has completed a major or minor. It is valid for 6 years.

HISTORY: Add. 1967; Am. 1973.

STATE OF MINNESOTA
DEPARTMENT OF EDUCATION



125.04 Qualified teacher defined

A qualified teacher is one holding a valid license, as herein-after provided, to perform the particular service for which he is employed in a public school.

Laws 1959, Ex.Sess., c. 71, art. VI, § 4. Amended by Laws 1973, c. 749, § 1; eff. July 1, 1973; Laws 1976, c. 222, §§ 11, 208, eff. July 1, 1976.

Historical Note

Where two English teaching positions are discontinued and one position to teach in math is available for one of two teachers, the other to go on involuntary leave of absence, the teacher with seniority who has completed the requirements for math certification but had not received the certificate may not be retained by virtue of his seniority over the other teacher who is certified in math. Op.Atty.Gen., 172-d, Nov. 20, 1975.

Acts of state commissioner of education in ordering issuance of teachers' certificates to persons whom he knew lacked statutory qualifications and including school districts employing such teachers among districts entitled to state aid, contrary to statute, constituted sufficient ground for his removal by state board of education. State ex rel. Rockwell v. State

Renewal units are increments of credits which may be granted by local continuing education/relicensure committees for experiences that are likely to aid applicants in maintaining and improving professional capabilities in fields for which licensure in education is being requested.

An applicant who seeks renewal of a continuing license for two or more areas must allocate at least 30 renewal units to each of the licensure areas for a total of no fewer than 120 units with priority given to work in areas where the candidate is employed during the licensure period. An area may be a single licensure field, or may be a combination of similar licensure fields. For example, for purposes of allocating renewal units, two special education licensure fields would be considered as one licensure area.

Secondary school teachers who teach on minor preparation are authorized to teach half-time or less of their academic teaching load in the minor field for a period of seven years. Any secondary school teacher initially licensed to teach after September 1, 1966, with minor preparation in science, mathematics, English, social studies, modern foreign languages, non-vocational agriculture, non-vocational home economics and industrial arts shall within seven years after initial licensure acquire the minimum established by the State Board of Teaching for major preparation in order to continue to be licensed to teach in the subject area. Teachers with a minor in health and/or physical education must within seven years after September 1, 1973, meet the above requirement. Teachers with a minor in art, music, business education, speech, speech theatre-arts, journalism, theatre arts must within seven years after July 1, 1978, meet the above requirement. Please consult with a college and plan a program that will lead to the completion of a major and the college recommendation for an endorsement.

STATE OF MISSISSIPPI
STATE DEPARTMENT OF EDUCATION
DIVISION OF INSTRUCTION



Section 27, Chapter 20, General Laws of Mississippi, Extraordinary Session, 1953

The State Board of Education is authorized, empowered, and directed to adopt and promulgate rules and regulations governing the issuance of all teachers' certificates and to administer said rules and regulations. It is the purpose of this section to continue in existence the power and authority previously conferred upon the State Board of Education by Section 6281, Code of 1942, as last amended by Chapter 279, Laws of 1948, and the rules and regulations adopted by the State Board under the said statutes shall remain in full force and effect until changed in the manner provided by law. The rules and regulations adopted by the State Board of Education shall not be changed without giving a minimum notice of one year to all holders of teaching certificates affected by such change. No license or certificate to teach in the public schools of this state which is valid at the time of the passage of this act shall be invalidated hereby, but all such licenses and certificates shall remain valid and in effect during the time and for the purpose for which they were originally issued.

A. LEGAL REQUIREMENTS

1. **Holding a Certificate:** Every teacher, supervisor, administrator, or other professional staff employed in the public schools in Mississippi shall hold an appropriate and valid certificate issued by the Office of Teacher Certification as authorized by the State Board of Education.

AUTHORIZATION TO TEACH:

1. **Secondary Certificates:** These are valid for teaching in grades 7-12 in the area(s) of endorsement. Also, these certificates are valid for teaching in grades five and six in the area(s) of endorsement where these grades are departmentalized. Certificates issued since November 1, 1954, are endorsed to teach specific subjects.
2. **Elementary Certificates:** These certificates are valid for teaching in grades 1-9, K-3, 4-8, or K-8 according to endorsement (except for special subject areas as defined).
3. **Special Subject Certificates (Art, Dance, Guidance, Health & Physical Education, Library, Music, Remedial Reading, School Media Librarian, Special Education, Speech and Hearing Clinician, School Psychologist, School Psychometrist):** These certificates are valid for teaching the subject or serving in the areas for which they are endorsed in grades K-12.
4. **Nursery-Kindergarten Certificates:** These certificates are valid for teaching in nursery and/or kindergarten classes.
5. **Emergency Certificate:** This is a 1-year teacher's credential issued at the request of the employing superintendent and local school board to cover an emergency situation at the local level. This credential is valid for teaching in area of endorsement.

State of Missouri
DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

168.011. Teachers—license required.—

No person shall be employed to teach in any position in a public school until he has received a valid certificate of license entitling him to teach in that position.

168.021. Issuance of teachers' licenses.

—1. Certificates of license to teach in the public schools of the state shall be granted as follows:

(1) By the state board of education, under rules and regulations prescribed by it,

(a) Upon the basis of college credit;

(b) Upon the basis of examination;

(c) To each student completing in a satisfactory manner at least a two-year course in a city training school as provided for in section 178.410, RSMo.

(2) By the Missouri state colleges and state universities, state teachers' colleges, the university of Missouri and Lincoln university to graduates receiving the degree of bachelor of science in education, a life teaching certificate bearing the signature of the commissioner of education and which shall be registered in the state department of elementary and secondary education.

2. Any teacher holding a third class county certificate in the state during the 1972-73 school year shall upon his written request be given an examination by a person designated by the state commissioner of education to determine his eligibility to be granted a certificate of license to teach. The examination shall be comparable to those given by county superintendents to eligible applicants prior to July 1, 1974. Upon successful completion of the examination the applicant shall be issued a certificate by the state board of education entitling the holder to teach in the public schools of the state for a period of one year. A request for such examination must be presented to the commissioner of education on or before March first of the year in which the examination is to be administered. The commissioner of education shall cause the examination to be administered and the certificate issued to those successfully completing it prior to April first of the year in which the application for the examination was received.

MONTANA
OFFICE OF PUBLIC INSTRUCTION



20-4-101. System of teacher and specialist certification — student teacher exception. (1) In order to establish a uniform system of quality education and to ensure the maintenance of professional standards, a system of teacher and specialist certification shall be established and maintained under the provisions of this title and no person shall be permitted to teach in the public schools of the state until he has obtained a teacher certificate or specialist certificate or the district has obtained an emergency authorization of employment from the state.

20-4-106. Classifications of teacher and specialist certificates. (1) The superintendent of public instruction shall issue teacher certificates and the board of public education shall adopt teacher certification policies on the basis of the following classifications of teacher certificates:

(a) The class 1 professional certificate may be issued to an otherwise qualified applicant who has completed a teacher education program which includes a bachelor's degree and a minimum of 1 year of study beyond such degree in a unit of the Montana university system or an equivalent institution. The professional certificate may be endorsed for elementary instruction, secondary instruction, or both and for specified subject fields on the basis of the applicant's academic and professional training and according to the board of public education policy for teacher certification endorsement.

(b) The class 2 standard certificate may be issued to an otherwise qualified applicant who has completed a 4-year teacher education program and who has been awarded a bachelor's degree by a unit of the Montana university system or an equivalent institution. The standard certificate may be endorsed for elementary instruction, secondary instruction, or both and for specified subject fields on the basis of the applicant's academic and professional training and according to the board of public education policy for teacher certification endorsement.

(c) The class 3 administrative and supervisory certificate may be issued to an otherwise qualified applicant who is the holder of a teacher certificate endorsed for teaching in the school or schools in which he would be an administrator or he would supervise. The applicant also shall possess the training and experience required by the policies of the board of public education for an endorsement as superintendent, principal, or supervisor.

300. PERSONNEL

- (2) Teachers holding certificates endorsed for general subject fields (e.g., general science or social sciences) shall have 15 quarter (10 semester) credits of preparation in any specific subject taught within the general area.

303. Teaching Assignments

- (1) Teachers shall be assigned at the levels and in the subjects for which their certificates are endorsed. *Exception:* Teachers assigned in grade 7 or 8 who hold a secondary certificate may teach in subject areas for which they hold no endorsement if they have 15 quarter (10 semester) credits of preparation in the assigned subject area. The 15 credits shall include a methods course in the teaching of that subject area appropriate to the grade levels.
- (3) Teachers in state-approved junior high schools shall hold valid Montana teacher certificates endorsed for appropriate levels and subjects. Certification at the elementary level based on a bachelor's degree entitles the holder to teach in grades kindergarten through nine. Teachers with such certification shall have a minimum of 30 quarter (20 semester) credits in all subjects which they teach at the ninth grade level.

NEBRASKA DEPARTMENT OF EDUCATION

Sec. 79-1233. NEBRASKA CERTIFICATE; SPECIAL TEACHER'S PERMIT; PRE-REQUISITE TO TEACHING. — No person shall be employed to teach in any public, private, denominational, or parochial school in this state who does not hold a valid Nebraska certificate or permit issued by the Commissioner of Education legalizing him to teach the grade or subjects to which elected, except that no Nebraska certificate or permit shall be required of persons teaching exclusively in junior colleges organized as part of the public school system. (2) Public, private, denominational, or parochial schools in the state may employ persons who do not hold a valid Nebraska teaching certificate or permit issued by the Commissioner of Education to serve as aides to a teacher or teachers. Such teacher aides may not assume any teaching responsibilities. A teacher aide may be assigned duties which are nonteaching in nature, if the employing school has assured itself that the aide has been specifically prepared for such duties, including the handling of emergency situations which might arise in the course of his work. (Laws 1949: 1957: 1965; 1969.)

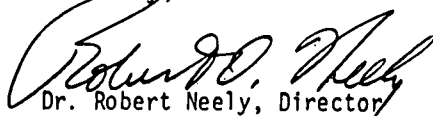
Portion of a letter from Dr. Robert Neely, Director of Teacher Education and Certification, addressing Nebraska's certification rules and laws:

The Nebraska Teaching Certificate is by statute legally valid for teaching K-12, all subjects, irregardless of the area of the endorsement on the certificate. Since the laws in Nebraska are so very flexible in terms of the use of certificates, the approval and accreditation regulations require school districts to use teachers in accordance with the level of approval or accreditation that the school district is seeking. In brief, an approved elementary school must have 90% of its teachers assigned in their endorsed area. Approved secondary schools must have 70% of their teachers in their endorsed area. Accredited elementary schools must have 95% of the teachers assigned in their endorsed area while accredited secondary schools must have 80% of their teachers in their endorsed area.

School districts violating this requirement are subject to assignment of a deviation on their annual approval and accreditation report for each 5% overage of the violation. State law provides that districts having three or more total deviations for any and all reasons will be recommended to the State Board of Education for one year of probation and ultimately disapproval if such deviations are not corrected. School districts that are not approved may not legally operate in the State of Nebraska and for all purposes do not legally exist.

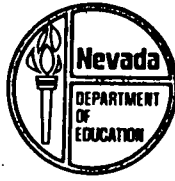
I am enclosing the survey, statutory requirements for certification, Rule 21, Rule 11 and Rule 14. I hope this information will be useful to you.

Sincerely,



Dr. Robert Neely, Director
Teacher Education and Certification

NEVADA DEPARTMENT OF EDUCATION



CERTIFICATION OF EDUCATIONAL PERSONNEL

391.010 Kinds of certificates.

1. There are the following kinds of certificates for teachers and other educational personnel in this state:

- (a) Elementary certificates.
- (b) Secondary certificates.
- (c) Special certificates.

2. An elementary certificate authorizes the holder to teach in any elementary school in the state.

3. A secondary certificate authorizes the holder to teach in his major or minor field of preparation or in both fields in any secondary school. He may teach only in these fields unless an exception is approved in a manner provided by regulations of the state board of education.

4. A special certificate authorizes the holder to teach or perform other educational functions in a school or program as designated in the certificate.

[323:32:1956]— (NRS A 1977, 222; 1979, 1601)

NEW HAMPSHIRE
State Board of Education

189:39 How Chosen. Superintendents shall nominate and school boards elect all teachers employed in the schools in their union, providing such teachers hold a valid educational credential issued by the state board of education.

The local MASTER PLAN shall describe the process by which educational objectives and specific in-service needs are identified. These objectives and needs shall be identified through collaborative study and analysis by teachers, school specialists, students, administrators, school board members and community lay persons. When approved by the local superintendent and local school board, they shall be appended to the MASTER PLAN and forwarded to the State Department of Education. Both objective (test) and subjective (survey) data are appropriate to the identification of educational objectives and in-service needs.

The MASTER PLAN shall recognize individual differences among professional educators. Therefore, the plan shall encourage a choice of activities within the five major staff development components designed for in-service growth and recertification including:

a. Knowledge of Subject or Field of Specialization

This component relates to command of knowledge in the individual's primary teaching or special service assignment.



State of New Jersey
DEPARTMENT OF EDUCATION

18A:26-2. Certificates required. No teaching staff member shall be employed in the public schools by any board of education unless he is the holder of a valid certificate to teach, administer, direct or supervise the teaching, instruction, or educational guidance of, or to render or administer, direct or supervise the rendering of nursing service to, pupils in such public schools and of such other certificate, if any, as may be required by law.

6:11-3.1 Teacher's certificate required

(a) No teacher shall be entitled to any salary unless such teacher shall be the holder of an appropriate teacher's certificate (N.J.S.A. 18A:26-2)

(b) The standard employment contract supplied by the Commissioner of Education states that the teacher "...before entering on the duties of such position will exhibit the certificate to the County Superintendent of Schools and to the Superintendent of the district in which such school is situate, or to the Secretary in the district where there is no Superintendent."

(c) The certificates should always be kept in the possession of the teacher.

6:11-3.2 Employment without certificate prohibited

Any contract or engagement between a board of education and a teacher shall cease and determine and be of no effect against said board whenever said board shall ascertain by notice in writing received from the county or local superintendent, or otherwise, that said teacher is not in possession of a proper teacher's certificate in full force and effect, notwithstanding the term of engagement for which such contract shall have been made may not then have expired (N.J.S.A. 18A:27-2)

6:11-3.27 Designated fields of shortage

The State Board of Examiners is authorized to recommend to the State Board of Education the fields in which substandard certification is needed for a particular school year.

NEW MEXICO
STATE DEPARTMENT OF EDUCATION

22-10-3. Certificate requirement; types of certificates; forfeiture of claim; exception.

A. Any person teaching, supervising an instructional program, counseling or providing special instructional services in a public school or state agency and any person administering in a public school shall hold a valid certificate authorizing the person to perform that function.

B. All certificates issued by the state board shall be standard certificates except that the state board may issue substandard and substitute certificates under certain circumstances. If a local school board or the governing authority of a state agency certifies to the state board that an emergency exists in the hiring of a qualified person, the state board may issue a substandard certificate to a person not meeting the requirements for a standard certificate. The state board may also issue a substitute certificate to a person not meeting the requirements for a standard certificate to enable the person to perform the functions of a substitute teacher pursuant to the regulations of the state board. All substandard and substitute certificates issued shall be effective for only one school year. No person under the age of eighteen years shall hold a valid certificate, whether a standard, substandard or substitute.

PERSONNEL CERTIFICATION AND PREPARATION

- 2.1 Certification Requirements (details provided in Certification Manual)
- 2.1.1 Any person teaching, supervising an instructional program, counseling, or providing special instructional services in a public school or state agency and any person administering in a public school shall hold a valid certificate authorizing the person to perform that function. (Public School Code 22-10-3)
- 2.1.2 Instructors shall hold current valid teaching certificates appropriate for their assignments. Teaching certificates are as follows:
 - a. Elementary Certificate (grades K-8). Any person with a valid Elementary Certificate may be assigned to teach in a self-contained or departmentalized classroom. Elementary certified teachers assigned to departmentalized classrooms in physical education, health, music, or art must be endorsed for these assignments.
 - b. Secondary Certificate (grades 7-12). Any person with a valid Secondary Certificate may teach courses in content areas for which that person is endorsed at the sixth-grade level of an approved junior high or middle school.
 - c. Special Certificate.
- 2.1.3 Certificates for all secondary teachers shall be endorsed for the areas and subjects being taught.
- 2.1.4 The state superintendent has authority from the State Board to modify certification requirements on written request of the school district if acceptable explanations are given. The superintendent will consider teacher experience and documented competency, type of program, and other factors pertaining to the situation.

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT

§ 3004. Regulations governing certification of teachers

The commissioner of education shall prescribe, subject to approval by the regents, regulations governing the examination and certification of teachers employed in all public schools of the state, except that no such regulation affecting the examination, certification, license, probationary periods, appointment, and tenure of position of persons employed in the teaching, examining, and supervising service in a city having a population of four hundred thousand or more shall be prescribed which may cause the discontinuance of the service of such persons who have satisfactorily completed their probationary periods, or the removal of such persons from their positions in a manner other than that provided by section twenty-five hundred twenty-three of this chapter, but no such regulations established by the commissioner or by any school district, or pursuant to the provisions of sections twenty-five hundred fifty-four, twenty-five hundred sixty-six, twenty-five hundred sixty-nine, twenty-five hundred seventy-three or thirty hundred eight of this chapter or otherwise, shall hereafter prohibit, prevent or disqualify any person, who is otherwise qualified, from competing, participating and registering for such examination nor from obtaining a teacher's certificate or from qualifying for a position as a teacher solely by reason of his or her blindness or physical handicap, provided such physical handicap does not interfere with such person's ability to perform teaching duties, nor shall any person who is otherwise qualified be denied enrollment in any teacher training, which provides for certification as a teacher in an institution which conducts classes for blind students, solely by reason of his or her blindness.

As amended L.1971, c. 192, eff. July 1, 1971.

Regulations of the Commissioner do permit the teaching of subjects not included on a certificate for no more than five periods per week. The regulation that permits that is identified as Section 80.2, Subdivision c which states the following: "(c) incidental teaching - a superintendent of schools with the approval of the Commissioner of Education may assign a teacher to teaching a subject not covered by his license for a period not to exceed five classroom hours a week."

NORTH CAROLINA
STATE DEPARTMENT OF EDUCATION

ARTICLE 20.

Teachers.

§ 115C-295. Minimum age and certificate prerequisites.

(a) All teachers employed in the public schools of the State or in schools receiving public funds, shall be required either to hold or be qualified to hold a certificate in compliance with the provision of the law or in accordance with the regulations of the State Board of Education: Provided, that nothing herein shall prevent the employment of temporary personnel under such rules as the State Board of Education may prescribe: Provided further, that no person shall be employed to teach who is under 18 years of age.

(b) It shall be unlawful for any board of education or school committee to employ or keep in service any teacher who neither holds nor is qualified to hold a certificate in compliance with the provision of the law or in accordance with the regulations of the State Board of Education. (1955, c. 1372, art. 18, ss. 1, 4; 1975, c. 437, s. 7; c. 731, ss. 1, 2; 1981, c. 423, s. 1.)

THE STATE OF NORTH DAKOTA
Department of Public Instruction



15-36-11. Certificate required. No person who is not the holder of a valid teacher's certificate shall be permitted or employed to teach in any of the public schools of the state, except that teachers unable to be certificated because they are not citizens of the United States or because they have not declared their intention to become citizens of the United States, but are otherwise qualified to teach in North Dakota, may be employed on a temporary basis if they are approved annually by the superintendent of public instruction. The employment of such teachers in accordance with this section shall not cause any foundation aid payments to be withheld

15-41-25. High schools — Teacher qualification. Not later than July 1, 1961, every teacher in any high school in this state teaching any of the course areas or fields mentioned in section 15-41-24 shall have a valid teacher's certificate and shall have a major or minor in the course areas or fields that he is teaching if such high school is to receive any approval by the department of public instruction. However, a teacher granted a certificate to teach in the disciplines of trade, industrial, technical, and health under chapter 15-20.1 and possessing neither a major nor a minor in the field in which he is employed shall not affect the approval of the employing school district.

Source: S.L. 1959, ch. 145, § 2; 1973, ch. 150, § 6; 1979, ch. 223, § 5.

67-02-07-04. ENDORSEMENTS AND RESTRICTIONS. The North Dakota educator's professional certificate is issued to those who hold a bachelor's degree from an accredited college or university approved as a teacher training institution. This degree must include twenty semester hours or thirty quarter hours in education. The coursework in education must include successful student teaching. This certificate qualifies the holder for regular classroom teaching or for functioning in areas with the proper endorsements and restrictions as assigned. The endorsements are elementary, preschool or kindergarten, and secondary. The restrictions are psychology (master's degree with major in school psychology), speech therapy, mental retardation, deaf education, visually impaired, and reserve officers' training corps. All other special education categories require regular elementary or secondary qualifications.

History: Amended effective November 1, 1980.
Amended effective August 1, 1981.

General Authority
NDCC 15-36-01; 26-32-02

Law Implemented
NDCC 15-36-01

Ohio

STATE BOARD OF EDUCATION



3319.30. Necessity for Certificate

"Except as provided in section 3319.36 of the Revised Code, no person shall receive any compensation for the performance of duties as teacher in any school supported wholly or in part by the state or by federal funds who has not obtained a certificate of qualification for the position as provided for by section 3319.22 of the Revised Code and which certificate shall further certify to the good moral character of the holder thereof.

3319.22. Grades; Types of Certificates

"Teachers' certificates of state-wide validity shall be issued pursuant to sections 3319.22 to 3319.31, inclusive, of the Revised Code, or in accordance with standards, rules, and regulations authorized by law. The grades of certificates shall be designated as 'temporary certificates,' 'provisional certificates,' 'professional certificates,' and 'permanent certificates.' Each of such grades of certificates may be issued in each or any of the following types:

- (A) Kindergarten-primary, valid for teaching in kindergarten, first, second, and third grades;
- (B) Elementary, valid for teaching in grades one to eight, inclusive;
- (C) High school, valid for teaching the subjects named in such certificate in grades seven to twelve, inclusive;
- (D) Special, valid for teaching any subject named in such certificate in all grades of the elementary and high schools, or in such other special fields as are included in public school curricula;

3301-37-04
STANDARD ~~EDS-403-01~~
STAFF PERSONNEL

- (E) Each teacher, supervisor, or administrator in tax supported schools, shall hold a certificate of provisional grade or higher which is properly validated for each subject taught.

HIGH SCHOOL TEACHING CERTIFICATES (GRADES 7 THROUGH 12, INCLUSIVE)

A certificate issued by the State of Ohio for high school teaching fields is valid for teaching that subject or any subject listed as a required course in that area, in grades 7 through 12, inclusive, unless otherwise noted on the certificate or stated in the laws and regulations governing certification.

A certificate may be issued in other teaching fields provided the applicant has completed a minimum of 20 semester hours (30 quarter hours) of appropriate credit.

Oklahoma
State Department of Education

Section 91. Teachers — Contracts.

B. No board of education shall have the authority to enter into any written contract with a teacher who does not hold a valid certificate issued or recognized by the State Board of Education authorizing said teacher to teach the grades or subject matter for which the teacher is employed. Any board of education paying or authorizing the payment of the salary of any teacher not holding a certificate, as required herein, shall be adjudged to be guilty of a fraudulent expenditure of public funds and members voting for such payment shall be held jointly responsible for the return of the amount of any public monies thus expended, upon suit brought by the district attorney or by any interested citizen in the district where such funds have been expended.

AUTHORIZATION OF CERTIFICATES

The professional school-service personnel certificate authorizes the holder to perform only the usual functions indicated by the type of certificate held. No approval credential is necessary unless the holder teaches classes.

The secondary-school certificate authorizes the holder to teach those subjects of junior and senior-high-school level which are included on his approval credential.

The elementary-secondary school certificate authorizes the holder to teach the subject specified by the type of certificate held in Grades 1-12 when a proper approval credential is held and, in addition, conduct classes in other subjects, on the secondary-school level, which are included on the holder's approval credential.

The elementary school certificate authorizes the holder to teach all subjects in Grades Kindergarten through 8 provided the holder has an appropriate approval credential.

The early childhood education certificate authorizes the holder to teach all subjects in nursery and kindergarten.

The special certificate authorizes the holder to teach only the subjects of the area of specialization, at grade level specified on the certificate, which the approved credential includes.

STANDARD CERTIFICATES:

Standard Certificates are valid for five years and are renewable upon completion of three years teaching experience or eight semester hours of college credit during the validity of the certificate. If the applicant does not meet the requirements for renewal of his certificate or if the certificate has expired, the applicant shall meet the current requirements for an original certificate. This will include a minimum of eight semester hours of credit earned during the five years immediately preceding the date of application.

All certificates are endorsed with an approval credential which is a part of the certificate and lists the subject areas in which the teacher is authorized to teach.

SECONDARY SCHOOL:

This certificate authorizes the holder to teach, as a part of his major or minor assignment, those subjects so indicated on the approval credential part of the certificate.

OREGON
STATE DEPARTMENT OF EDUCATION

342.120 TEACHER CERTIFICATION

(8) "Teacher" includes all certificated employes in the public schools or employed by an education service district who have direct responsibility for instruction, coordination of educational programs or supervision or evaluation of teachers and who are compensated for their services from public funds. "Teacher" does not include a school nurse as defined in ORS 342.455.

342.135 Basic, standard and other teaching certificates. (1) A teaching certificate provided for in this section shall qualify its holder to accept any instructional assignment from preprimary through grade 12 for which he has completed the professional requirements established by the rules of the Teacher Standards and Practices Commission.

(2) A basic teaching certificate shall be issued on application to an otherwise qualified person who has completed an approved teacher education program and meets such other requirements as the Teacher Standards and Practices Commission may consider necessary to maintain and improve quality of instruction in the public schools of the state.

(a) Holders of the basic teaching certificate who meet the requirements of the Teacher Standards and Practices Commission to teach in the regular classroom program of the public schools, kindergarten through grade nine, may renew the basic certificate to qualify them to continue in such teaching by verification of successful teaching experience in keeping with Teacher Standards and Practices Commission rules and without requirement of additional educational preparation.

(b) Secondary teachers may teach in the public schools, grades 5 through 12, in those subject fields in which they have met the requirements of the Teacher Standards and Practices Commission.

(3) (a) A standard teaching certificate shall be issued on application to an otherwise qualified person who has completed an approved teacher education program, has taught on a basic teaching certificate for a minimum period of time to be determined by the Teacher Standards and Practices Commission, and is recommended for certification by the approved teacher education institution or the school district, whichever offered the program.

342.173 Effect of employing noncertificated teacher by certain districts. (1) Any school district or education service district which employs as a teacher or administrator any person not properly certificated and assigned in accordance with the terms specified by the person's certificate shall forfeit in state basic school support funds due the district an amount determined by the Teacher Standards and Practices Commission to not exceed the amount of the salary paid to the person for the time during which the person is employed. The forfeiture shall be effective unless such assignments are made with justification satisfactory to the Teacher Standards and Practices Commission.

**Types of Certificates and
Their Use in Public Schools**

**Basic and Standard Teaching Certificates With Authorizations
and Endorsements**
584-36-015

(b) All subject-matter endorsements except elementary are valid for teaching in the subject area in grades five through twelve of departmental elementary, middle, junior high or senior high schools. These subject matter endorsements are also valid for substituting in any departmental assignment in grades five through twelve. Endorsements in art, foreign language, health, home economics, industrial arts, library or educational media, music, physical education or reading are valid for teaching or substituting in the subject area in grades preprimary through grade twelve. Requirements for all basic subject matter endorsements except elementary are stated in OAR 584-38-030 through 584-38-280. All standard subject matter endorsements except elementary are stated in OAR 584-40-030 through 584-40-250.



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION



EVERY SCHOOL A GOOD SCHOOL

CSPG No. 70

Certification Required

1. Appropriate certification is required of all persons who are assigned duties and functions--irrespective of the duration of such service--involving: (1) responsibility for direct interaction with pupils in curricular or co-curricular activities and in pupil personnel services; (2) selection of learning materials and planning of learning experiences and (3) direction of, or participation with, other professional (certificated) staff involved in the activities enumerated herein.
2. Appropriate certification is clarified by Certification and Staffing Policies and Guidelines provided in Section B of this publication. (Example: See CSPG No. 36 Certification for Reading Instruction)
3. No professional employe shall be assigned outside the areas for which the certificate is endorsed unless an emergency certificate has been issued for this purpose.

POLICIES PERTAINING TO STAFFING PRACTICES

When a school district, in scheduling classes and making instructional assignments, finds it necessary to make a "split" subject matter area or teaching field assignment, the following alternative provisions shall be utilized in the order presented:

1. Teachers holding proper certification in multiple areas or subjects, as applicable, may be given the "split" assignment; or
2. Appropriately certificated teachers shall be employed on a part-time basis when available or
3. A qualified teacher (Level I--provisional or Level II--permanent) certified in a related field or having a reasonable concentration of collegiate-level coursework in the second area or subject may be given an emergency "split" assignment, provided that before such duty assignment is commenced:
 - a. The reason and cause are received by the director of the Bureau of Teacher Certification, Department of Education and found acceptable; and
 - b. The teacher, for whom such emergency certificate is requested, has affiliated with an approved or PDE-prescribed preparation program for the area or branch for which the emergency certificate has been requested; and
 - c. The teacher has been issued an emergency certificate for the single teaching area or subject to which emergency assignment is contemplated.

PENNSYLVANIA (con't.)

Required certification for a representative course:

CSEB No. 36
Revised

Certification for Reading
Instruction

1. The teaching of reading (developmental, corrective, or diagnostic/remedial) -- except when developmental reading is taught as an activity within the self-contained classroom of a certificated elementary teacher or a certificated teacher of the visually impaired -- is customarily reserved to persons certificated as "reading teachers" or "reading specialists".
2. Because of the acute shortage of persons appropriately certificated in the area of reading, the following dispensation in staffing reading activity is provided until the crucial shortage is alleviated. These are temporary provisions. Persons intending to continue to seek assignment to reading activity -- except as provided in Section 1 above -- should become certified in reading.
 - a. The kinds of instruction in reading at the elementary, middle and secondary school levels are as follows:
 - (1) Developmental reading consists of those learning activities encompassing instruction in reading conducted within a regular classroom setting for pupils diagnosed at or above normative reading expectation.
 - (2) Corrective reading is the planned treatment using specific instructional techniques prescribed by a reading specialist for those students who have been diagnosed as having mild reading disabilities and which treatment may be performed by a reading specialist or by a teacher of a developmental reading class.
 - (3) Remedial/diagnostic reading is planned treatment using specific prescriptive instructional techniques upon an individual basis or in small groups for those students who have been diagnosed as having severe reading disabilities.
 - b. Any person certificated in reading or as an elementary teacher may be assigned to teach developmental reading at any level. Any person certified for teaching the mentally retarded or emotionally disturbed may teach developmental reading to their respective special classes only. (Note § 1 above, re: long-term intent.)
 - c. Only persons certificated as reading specialists may be assigned to diagnostic functions, in reading.
 - d. The prescriptive instructional techniques directed by a certificated reading specialist may be conducted either by a reading specialist or by the teacher of a developmental reading class at any level. (See § 2b above) in corrective reading classes.

RHODE ISLAND
STATE DEPARTMENT OF EDUCATION

16-11-1. Certification of public school teachers required.—Deductions from state aid for noncompliance.—No person shall be employed to teach, as principal or assistant, in any school supported wholly or in part by public money unless such person shall have a certificate of qualification issued by or under the authority of the state board of education. And in case any city or town shall pay or cause to be paid any of the public money to any person for teaching as aforesaid who did not, at the time of such teaching, hold such certificate, then the department of education shall deduct a sum equal to the amount so paid from the amount of the state's money due, or which may thereafter become due, such city or town before giving his order in favor of such city or town for any of the public money under the provisions of §§16-1-10, 16-1-11, 16-5-1 to 16-5-5, inclusive and 16-5-19 to 16-5-22, inclusive.

REQUIREMENTS FOR MIDDLE SCHOOL ENDORSEMENTS

Secondary Teachers

Holders of secondary school certificates may obtain an endorsement to teach their specific subjects or fields in the middle school (Grades 5-8) by completing six semester hours of approved study. Approved study includes child psychology and either methods of teaching the subject in the elementary/middle school or middle school curriculum or methods of teaching reading.

Persons holding a secondary certificate without an endorsement for middle schools may continue to teach their field in grades 7 and 8 of a middle school.

REQUIREMENTS FOR THE SECONDARY CERTIFICATE

This certificate is valid for teaching in grades seven through twelve except where grades seven and eight are organized on the elementary plan.

PROVISIONAL CERTIFICATE - valid for six years.

- A. Bachelor's Degree from an institution approved by the Board of Regents for Education.
- B. Eighteen semester hours of education courses approved for the preparation of secondary school teachers, including not less than six semester hours of practice teaching.

South Carolina
The State Department of Education



§ 59-25-20. Qualifications of teachers.

No board of school trustees shall hereafter employ any teacher who has not a certificate to teach in the free public schools of the State. This provision, however, shall not affect the employment of any teacher now teaching in any of the schools of the special school districts. The trustees of any such school may also impose any additional examinations and qualifications they may deem proper before or after employing any teacher.

GRADES 7-8

C. Teacher

1. Teacher Qualifications

- a. Bachelor's degree or degree equivalent.
 - b. Certified in the subject area assigned the majority of time.
 - c. A teacher who is certified in elementary education or the appropriate secondary area may teach language arts, mathematics, social studies, and science in grades 7 and/or 8 without the issuance of a permit until July 1, 1981. After this date, all teachers in grades 7 and/or 8 who are teaching the majority of their time in language arts, mathematics, social studies, and science must have the middle school certificate or an out-of-field permit. Teachers teaching a majority of the school day in other subject areas (health, physical education, art, music, industrial arts, etc.) must be certified in that subject area or obtain an out-of-field permit.
- 2.** In an emergency situation, a teacher who is initially employed, or one receiving a new assignment, may be permitted to teach out of his area of certification if he earns at least six semester hours annually. Annually, by October 15, the district superintendent shall request from the Office of Teacher Education and Certification an out-of-field permit for each teacher not properly certified.
- 3.** A school shall not have more than 10 percent of classroom instruction time taught by teachers who are not properly certified. For example: a teacher on permit or assignment in a subject area for which he is not properly certified. The 10 percent is calculated by dividing the total instructional time into the total time of teachers teaching out of their area of certification. Exception: Teachers teaching in exploratory programs less than 50 percent of the time and resource teachers are not counted in computation.

GRADES 9-12

C. Teacher

A teacher is required to hold at least the bachelor's degree, or a degree equivalent, from an approved college or university and be certified to teach the subjects assigned. Trade and industrial teachers shall hold a trade certificate. Exceptions to this standard are:

1. A teacher who is assigned to teach a subject in a majority of class periods in areas for which he is not properly certified must have completed 12 semester hours of credit in the subject area assigned. Annually, by October 15, the district superintendent shall request an out-of-field permit from the Office of Teacher Education and Certification for each teacher not properly certified. The teacher must earn six semester hours toward proper certification each year for renewal of the out-of-field permit.
2. A teacher who is teaching a majority of classes in areas in which he is properly certified may be given teaching assignments in subject areas for which he is not properly certified if the teacher has completed a minimum of six semester hours of college credit in the subject area assigned.
3. Annually, by October 15, the district superintendent shall request an out-of-field permit from the Office of Teacher Education and Certification for each person scheduled to teach at least half time out of his area of certification.
4. A teacher of handicapped pupils in the resource or itinerant model shall be certified, or have a permit in the area of handicapping condition in which the majority of students are classified, or be certified in one area of handicapping condition in which the teacher is teaching, and successfully complete six semester hours annually toward certification in the area in which the majority of students are classified. Pupils participating in self-contained programs shall be of the same category of disability. The teacher must be certified or hold a permit in the area of handicapping condition of the pupils served.

A school shall not have more than 10 percent of classroom instruction time taught by teachers who are not properly certified (for example: a teacher on a permit or assignment in a subject area for which he is not properly certified). The 10 percent is calculated by dividing the total time of teachers teaching out of their area of certification by the total instructional time. Exception: Teachers and resource teachers are not counted in computation.

Out-Of-Field Permits

1.7.1 To be considered, permits must be applied for on or before September 15 or no later than 30 days after date of employment.

1.7.2 Personnel must have a valid South Carolina teaching credential and meet the appropriate requirements below to be eligible for an initial permit:

B. Academic Subjects, Grades 5-12

Twelve Semester Hours of credit in the subject for which the permit is requested.

SOUTH DAKOTA

13-42-1. Certificate required to teach or administer in public schools.
No person shall be allowed to teach or administer in any of the public schools of this state nor draw wages as a teacher, principal, or superintendent who does not have a valid certificate issued by the superintendent of elementary and secondary education authorizing said person to teach or administer in the school or field for which he was employed.

24:02:03:26. Certificates to show major subject area. Teachers' certificates shall be endorsed to show the applicant has earned a major in one or more of the following subject areas: elementary education; secondary education; agriculture; business education; distributive education; foreign language; home economics; industrial arts; language arts; mathematics; science; social science; trades and industries; art; health and physical education; library science; music; or other.

24:03:05:02. Teaching assignment outside major areas of preparation.
Teaching assignments outside of academic majors shall meet the following minimum preparation levels:

(1) Eighteen semester hours shall be the minimum academic preparation for a teacher of the following disciplines: nonvocational business education, foreign language, health and physical education, nonvocational home economics, industrial arts, language arts, mathematics, and music;

(2) Twenty-four semester hours shall be the minimum academic preparation for a teacher of social science, which includes United States history, world history, United States government, economics, sociology, geography and psychology, with at least eight semester hours in each subject taught;

(3) Twenty-one semester hours of science shall be the minimum academic preparation for a teacher of biology, chemistry, physics, or physical science, with at least twelve hours in the science taught. Twenty-one semester hours of science shall be the minimum academic preparation for a teacher of general science, to include at least one course in a physical science and one course in a biological science. Twenty-one semester hours of science shall be the minimum academic preparation for a teacher of earth science, to include at least one course in earth science;

TENNESSEE
STATE BOARD OF EDUCATION

ADMINISTRATIVE RULES

CHAPTER 0520-1-2

**0520-1-2-.12 THE PUBLIC SCHOOL PROGRAM—EMPLOYMENT
STANDARDS FOR CERTIFIED PERSONNEL.**

(1) A Teacher or principal shall hold a valid Tennessee teacher's certificate or permit covering the work which he is to do. (49-1201; 49-1301, Tennessee Code Annotated.)

(2) A kindergarten teacher shall hold a Tennessee certificate valid for K-3 or Elementary (Grades 1-9) with a K-3 endorsement. Teachers not meeting the K-3 endorsement requirement shall provide the superintendent with a written plan for continued study in an approved teacher education program leading to the K-3 endorsement.

(3) The holder of an elementary certificate is eligible to teach any subject in the grades for which he is certified.

(4) The holder of a 7-12 certificate may teach any subject in grades 7-12 for which he has an endorsement.

(5) After the school year 1963-64, no new teacher assignments shall be made in grades 4, 5, and 6 except for teachers holding certification covering these grades.

(6) The holder of a certificate valid for grades 7-12 may teach a maximum of two sections of an additional course not listed on his certificate, if in the judgment of the principal of the school and the superintendent, the certified teacher has had sufficient training to do an acceptable job in the non-certified area. Prior approval of the Commissioner of Education shall be required annually for such assignment. Forms for approval will be provided by the Commissioner of Education. Teachers assigned more than two sections of a course outside the area of certification during the 1975-76 school year may continue teaching the specific course until such time as a new assignment is made by the local school officials.

Texas Education Agency



- STATE BOARD OF EDUCATION
- STATE COMMISSIONER OF EDUCATION
- STATE DEPARTMENT OF EDUCATION

TEXAS EDUCATION AGENCY BULLETIN 753, PROCEDURE NO. 1.0260
GUIDELINES FOR SCHOOL PERSONNEL: CERTIFICATION, ALLOCATIONS, AND RECORDS
SUBJECT: **AREAS OF SPECIALIZATION FOR ASSIGNMENTS**

- (1) All professional personnel must hold valid Texas teacher certificates appropriate for their current assignments, regardless of the original source of funds.

Note: Texas Education Agency Bulletin AD7 82501, Principles, Standards, and Procedures for the Accreditation of School Districts, identifies preparation requirements for the assignment of personnel.

a. Appropriate preparations for teaching grades K-9

- An Elementary Certificate is appropriate for teaching in grades 1-8 (and 9 if in junior high school).

A Kindergarten Endorsement is necessary for teaching at the kindergarten and pre-school levels.
- An Elementary Certificate is appropriate for teaching in departmentalized grades 7 and 8, provided the teacher has completed the required number of semester hours in the subject taught, as specified by accreditation standards.
- If grades 7 and 8 are organized on a "self-contained" basis, the teacher's preparation must be in compliance with the accreditation standards applicable to elementary teachers.

b. Appropriate preparation for teaching in grades 6-12

- A High School Certificate with teaching field(s) in the subject(s) taught is appropriate for teaching in departmentalized grades 6-12.
- An Elementary Certificate may be appropriate for teaching high school age students on a high school campus, provided that the level of instruction is comparable to that which is given in the elementary grades.

.. In this case, course outlines and lesson plans must be maintained in the school district's files for review by the Texas Education Agency.

- c. A teacher who met the preparation requirements in effect for a subject on the date of certificate issuance shall remain eligible to teach that subject without additional preparation.

UTAH STATE OFFICE OF EDUCATION



CERTIFICATES REQUIRED FOR EMPLOYMENT

No person shall teach in public school or be employed as supervisor or superintendent in any school district in this state and receive compensation therefor out of any public funds who at the time of rendering such service or at the time of such employment is not the holder of a certificate issued in accordance with the regulations of the State Board of Education...

(School Laws of the State of Utah, 53-2-21)

SBEU 0370 GENERAL INFORMATION REGARDING CERTIFICATION

2. Basic Professional Certificate

- a. This certificate is the initial certificate issued to a candidate who has completed an approved four-year teacher-preparation program, culminating in a bachelor's degree. A recommendation is required from the institution in which the program has been completed. The recommendation will be given careful consideration by the Utah State Office of Education.
- b. It entitles the holder to teach the subjects or to teach in the departments or grade levels for which prepared, but does not permit service for which special certification is required.
- c. The Basic Professional Certificate and other initial certificates are valid until and unless revoked for cause by the State Board of Education providing the holder verifies appropriate employment in education of at least three years during each succeeding five-year interval. The certificate is actually issued for a five-year period and revalidated and reissued automatically if the required experience requirement is met. Otherwise, the certificate may be renewed and reissued for a five-year period by presenting ninety improvement units earned during the five years immediately preceding the date of application for renewal.

VERMONT
STATE DEPARTMENT OF EDUCATION

§ 1692. Requirement as to certificate; age limit

A person shall not teach in a public school without having a certificate then in force. A certificate shall not be issued to a person under seventeen years of age.

(Series 5000)
School Personnel

5100 STATUTORY AUTHORITY

16 VSA §164(5); 16 VSA §1692; 16 VSA §1695; 16 VSA §1697;
16 VSA §1792(a); 16 VSA §1751; 16 VSA Chapter 59.

5200 CERTIFICATION

5220 Who Needs to be Certified

All persons who teach, administer, or serve as professional educational personnel must be certified on or before the first day of service. It is the responsibility of the applicant to have filed a complete and accurate application for certification appropriate to the teaching assignment. It is the responsibility of the district superintendent of schools to see that each professional employee has an appropriately endorsed certificate on the first day of service.

5230 Requirements for all Candidates for Professional Certification

5234 Possession of competence appropriate to the endorsement(s) being sought. See Section 5440.

5430 Renewal of Professional Continuing Certificate

A Professional Continuing Certificate may be renewed by the Commissioner upon receipt of a report on professional development activities of the previous seven year period. Applicants must also have completed nine (9) credit hours of study or the equivalent in subject areas related to each endorsement.

5440 Endorsements

In order to be valid each certificate (Professional Probationary, Professional Continuing) must have one or more endorsements indicating the achievement of competence related to the duties the holder is to perform. A Master's degree or its equivalent is a prerequisite for endorsement where specified below.

COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION



§ 22.1-299. Certificate required of teachers. — No teacher shall be regularly employed by a school board or paid from public funds unless such teacher holds a certificate or provisional certificate issued by the Board of Education. In accordance with regulations prescribed by the Board, a person not meeting the requirements for a certificate or provisional certificate may be employed and paid from public funds by a school board temporarily as a substitute teacher to meet an emergency. (Code 1950, § 22-204; 1954, c. 638; 1958, c. 300; 1979, c. 532; 1980, c. 559.)

CERTIFICATES ISSUED

Postgraduate Professional

This is a ten-year renewable certificate. It is granted to an applicant who has qualified for the Collegiate Professional Certificate, has taught successfully for three years on the elementary or secondary school level, and has attained a graduate degree from an accredited* college or university. As of July 1, 1979, this will be a five-year certificate.

Collegiate Professional

This certificate is issued initially for a period of five years from the date of qualification and is renewable for a five-year period. It is granted to an applicant who has earned a baccalaureate degree from an accredited college or university and has completed the general requirements (including general education), professional education, and specific endorsement requirements hereinafter set forth.

Collegiate

This certificate may be granted for three years to an applicant who has earned a baccalaureate degree from an accredited college or university, who may not meet the general or professional education requirements but meets one or more of the specific endorsement requirements hereinafter set forth. This certificate is subject to extension for two additional years on the basis of satisfactory progress toward removal of deficiencies.

SPECIFIC ENDORSEMENT REQUIREMENTS FOR HIGH SCHOOL SUBJECTS

Endorsements authorizing an applicant to teach specific subjects in Virginia high schools may be listed on the Postgraduate Professional Certificate, the Collegiate Professional Certificate, and the Collegiate Certificate.

Endorsement requirements for a specific subject field are inclusive of any requirements specified in that field under general education for all teachers. For example, the thirty semester hours required for an endorsement to teach English include the English Composition specified in general education.

WASHINGTON
Public Instruction

RCW 28A.67.010

Qualification -- Certificate or permit required. No person shall be accounted as a qualified teacher within the meaning of the school law who is not the holder of a valid teacher's certificate or permit issued by lawful authority of this state.

WAC 180-79-100 Personnel assignment. (1) Teachers. Local districts shall assign secondary teachers holding initial level certificates to endorsed areas and levels only. Teachers holding initial level elementary endorsement shall be assigned to elementary grades only. Teachers holding continuing level certificates should be assigned to recommended areas and levels or to areas and levels in which they have demonstrated competency during professional service: *Provided*, That teachers holding certificates endorsed for grades K-8 or 7-12 may be assigned to junior high schools and middle schools: *Provided further*, That when it is considered justifiable the superintendent of public instruction may, if requested by the school district superintendent who will provide evidence of the need for such assignment, authorize initially certificated teachers to serve at different grade levels or in different subject matter fields from those recommended.

(2) Educational staff associates. Assignments to serve in educational staff associate roles shall be limited to persons holding valid educational staff associate certificates with appropriate endorsements.

(3) Administrators. Assignment of persons to serve as principals or vice principals shall be limited to persons holding valid administrator certificates with the appropriate endorsement(s): *Provided*, That principals holding certificates endorsed for grades K-8 or 7-12 may be assigned to junior high schools and middle schools.

(4) School districts shall assign beginning teachers who hold provisional certificates issued under rules set forth in chapter 180-80 WAC to the elementary, junior high or senior high school levels and to subject fields in accordance with the beginning teacher's preparation as recommended by the college or university where the individual completed preparation for certification. Such assignment shall obtain during the beginning teacher's first year of teaching: *Provided*, That when it is considered justifiable the superintendent of public instruction may, if requested by the school district superintendent who will provide evidence of the need for such assignment, authorize beginning teachers to teach at different grade levels or in different subject matter fields from those recommended. [Statutory Authority: RCW 28A.04.120(1), (2), and (3). 80-06-130 (Order 9-80), § 180-79-100, filed 6/2/80. Statutory Authority: RCW 28A.04.120, chapters 28A.70, and 28A.93 RCW. 78-09-097 (Order 13-78), § 180-79-100, filed 9/1/78; 78-06-070 (Order 6-78), § 180-79-100, filed 5/26/78.]

State of West Virginia
Department of Education



**§ 18A-3-1. Teacher certification; required; expiration;
qualifications; certification of aliens.**

Any professional educator, as defined in article one [§ 18A-1-1 et seq.] of this chapter, who is employed within the public school system of the State shall hold a valid teaching certificate licensing him to teach in the public schools in the specializations and grade levels as shown on his certificate for the period of his employment. If a teacher is employed in good faith on the anticipation that he is eligible for a certificate and it is later determined that he was not eligible, the state superintendent of schools may authorize payment by the county board of education to the teacher for a time not exceeding three school months or the date of notification of his ineligibility, whichever shall occur first. All certificates shall expire on June thirtieth of the last year of their validity irrespective of the date of issuance. A certificate to teach shall not be granted to any person who is not a citizen of the United States, is not of good moral character and physically, mentally and emotionally qualified to perform the duties of a teacher and who has not attained the age of eighteen years on or before the first day of October of the year in which his certificate is issued; except, that an exchange teacher from a foreign country, or an alien person who meets the requirements to teach and who has filed a declaration of intention to become a naturalized citizen, may be granted a permit to teach within the public schools of the State. (1915, c. 56, § 80; 1919, c. 2, § 96; Code 1923, c. 45, § 96; 1957, c. 69; 1963, c. 52; 1967, c. 62; 1969, c. 140.)

Out-of-Field Authorizations

1. An individual who holds a valid Professional Teaching Certificate may be issued an Out-of-Field Authorization upon the recommendation of the employing county superintendent. The issuance of original out-of-field authorizations for the 1981-82 school year will be limited to the following special education areas: behavioral disorders, gifted, hearing impaired, mental retardation, physically handicapped, specific learning disabilities, and visually impaired. To continue beyond the 1981-82 school year the holder of the out-of-field authorization must a) be admitted to an approved teacher education program in the area of the out-of-field authorization, and b) complete six (6) semester hours of credit in the approved program.

State of Wisconsin
DEPARTMENT OF PUBLIC INSTRUCTION



118.19 Teacher certificates and licenses.

(1) Any person seeking to teach in a public school or in a school or institution operated by a county or the state shall first procure a certificate or license from the department.

118.21 Teacher contracts. (1) The school board shall contract in writing with qualified teachers. The contract, with a copy of the teacher's authority to teach attached, shall be filed with the school district clerk. Such contract, in addition to fixing the teacher's wage, may provide for compensating the teacher for necessary travel expense. A teaching contract with any person not legally authorized to teach the named subject or at the named school shall be void. All teaching contracts shall terminate if, and when, the authority to teach terminates.

WYOMING
STATE DEPARTMENT OF EDUCATION

21-7-303. Certificate required. No person shall teach or supervise in a public school in this state and receive compensation therefor out of any public fund who at the time of rendering such services is not a holder of or a candidate and qualified for a certificate issued or to be issued under the laws of this state and the rules and regulations of the state board of education.

SECTION 3
General Regulations

The general regulations that apply to all certified personnel are drawn from two sources: Wyoming law and policies of the State Board of Education.

A. CERTIFICATION REQUIRED. No person may teach or supervise in a public school in this state, nor may any person receive compensation therefor out of any public fund, who at the time of rendering such services is not a holder of or a candidate and qualified for a certificate issued or to be issued under the laws of this state and the rules and regulations of the State Board of Education. [See W.S. 21-7-303].

B. ASSIGNMENT OF CERTIFIED PERSONNEL. Teachers and supervisors to whom certificates are issued under these regulations must be assigned only to those areas or positions for which their certificates are endorsed.

Types of Certificates and Permits

The State Board of Education has authorized the issuance of the Standard Teaching Certificate, the Professional Teaching Certificate, the Education Specialist Certificate, the Professional Education Specialist Certificate, the Substitute Permit, the Student Teaching Permit, the Internship Permit, the Visiting Foreign Teacher Permit, the Practical Instructors Permit and the School Nurse Permit.

The requirements for the different certificates and permits are outlined in this document. Certificates and permits carry specific endorsements in the teaching or education specialist areas for which the applicant is qualified. Requirements for endorsements are outlined in this document.

21-1-304

(a) In addition to any other duties assigned to it by law, the state board shall:

(iii) Prescribe rules and regulations for administering the laws governing the certification of school administrators, teachers and other personnel to require either examination in specified subjects, or the completion of courses in approved institutions, or both. The board shall provide for certification of teachers of the Arapahoe and Shoshoni languages.

Appendix H

Contact Persons

1. Alabama	Wayne Teague, Superintendent Dept. of Education State Office Building Montgomery, Alabama 36130	(205) 832-3316
2. Alaska	Vince Casey, President State Board of Education 1024 LaTouche Anchorage, Alaska 99501	(907) 264-4342
3. Arizona	Marion Herrara Teacher Certification Unit 1535 W. Jefferson Phoenix, Arizona 85007	(602) 255-4367
4. Arkansas	Austin Z. Hanner Dept. of Education Little Rock, Arkansas 72201	(501) 371-1474
5. California	Richard Mastein 1020 O Street Sacramento, California 95814	(none listed)
6. Colorado	M. D. Spurlia 201 E. Colfax Avenue Denver, Colorado 80203	(303) 866-2071
7. Connecticut	Edwin S. Przybylski Bureau of School Services P. O. Box 2219 Hartford, Connecticut 06115	(203) 566-2670
8. Delaware	Ervin C. Marsh Dept. of Public Instruction Townsend Building, Box 1402 Dover, Delaware 19901	(302) 736-4688
9. Florida	Rodney H. Davis Dept. of Education Tallahassee, Florida 32301	(904) 487-1899
10. Georgia	J. William Leach, Director Division of Staff Development 1858 Twin Towers East Atlanta, Georgia 30334	(404) 656-2559

11. Hawaii	Charles G. Clark, Superintendent Dept. of Education 1390 Miller Street Honolulu, Hawaii 96813	(808) 548-6583
12. Idaho	Darrell K. Loosla Dept. of Education 650 State Street Boise, Idaho 83720	(208) 334-4713
13. Illinois	Donald G. Gill, Superintendent Board of Education 100 N. First Street Springfield, Illinois 62777	(217) 782-2221
14. Indiana	Harold H. Negley, Superintendent Dept. of Public Instruction State House, Room 227 Indianapolis, Indiana 46204	(317) 232-6612
15. Iowa	Robert D. Benton, Superintendent Dept. of Public Instruction Grimes Building Des Moines, Iowa 50319	(515) 281-5294
16. Kansas	Merle R. Bolton, Commissioner Dept. of Education 120 E. 10th Street Topeka, Kansas 66612	(913) 296-3201
17. Kentucky	Sidney Simandle Dept. of Education Capital Plaza Tower Frankfort, Kentucky 40601	(502) 564-4606
18. Louisiana	Jacqueline C. Lewis P. O. Box 44064 Baton Rouge, Louisiana 70804	(504) 342-3490
19. Maine	Steven Hamblin Dept. of Education Station #23 Augusta, Maine 04333	(207) 289-2441
20. Maryland	John J. Jones 200 W. Baltimore Street Baltimore, Maryland 21201	(301) 659-2143
21. Massachusetts	Thomas P. O'Connor 1385 Hancock Street Quincy, Massachusetts 02169	(617) 770-7529

22. Michigan	T. J. Schranler P. O. Box 30008 Lansing, Michigan 48909	(512) 373-3310
23. Minnesota	George B. Droubie Dept. of Education 610 Capitol Square Building St. Paul, Minnesota 55101	(612) 296-2046
24. Mississippi	James J. Hancock P. O. Box 771 Jackson, Mississippi 39205	(601) 354-6869
25. Missouri	R. V. Wilson Dept. of Education Jefferson City, Missouri 65102	(314) 751-3486
26. Montana	Ed Argenbright, Superintendent Public Instruction State Capitol, Room 106 Helena, Montana 59620	(406) 449-3654
27. Nebraska	Hugh Harlin P. O. Box 94987 Lincoln, Nebraska 68509-4987	(402) 471-2444
28. Nevada	Theodore Sanders, Superintendent Dept. of Education 400 W. King Street Carson City, Nevada 89710	(702) 885-5700
29. New Hampshire	Robert L. Brunelle, Commissioner Dept. of Education State House Annex, Room 410 Concord, New Hampshire 03301	(603) 271-3144
30. New Jersey	Leonard B. Williams, Asst. Director Bureau of Teacher Certification 3535 Quakerbridge Road Trenton, New Jersey 08619	(609) 292-7685
31. New Mexico	Jim Pierce Dept. of Education Santa Fe, New Mexico 87503	(505) 827-2789
32. New York	Gordon M. Ambach, Commissioner Dept. of Education Education Building, Room 111 Albany, New York 12234	(518) 474-5844
33. North Carolina	J. Arthur Taylor Dept. of Public Education 114 W. Edenton Street Raleigh, North Carolina 27611	(919) 733-3813

34. North Dakota	Ordean M. Lindemann Dept. of Public Instruction Bismarck, North Dakota 58505	(701) 224-2297
35. Ohio	John Nichelson Dept. of Education, Room 1012 65 S. Front Street Columbus, Ohio 43215	(614) 466-5570
36. Oklahoma	Norman R. Dillard, Adm. 2500 N. Lincoln Oklahoma City, Oklahoma 73105	(405) 521-3337
37. Oregon	Verne A. Duncan, Superintendent Dept. of Education 700 Pringle Parkway, SE Salem, Oregon 97310	(503) 378-3569
38. Pennsylvania	Wallace M. Maurer Dept. of Education, Box 911 333 Market Street, Third Floor Harrisburg, Pennsylvania 17108	(717) 787-2967
39. Rhode Island	Edward Danbruch Dept. of Education 22 Hayes Street Providence, Rhode Island 02908	(401) 277-2675
40. South Carolina	James H. Turner 1015 Rutledge Building Columbia, South Carolina 29201	(803) 758-5081
41. South Dakota	Dick A. Stahl Kneip Office Building Pierre, South Dakota 59501	(605) 773-4662
42. Tennessee	Robert McElrath, Commissioner Dept. of Education 100 Cordell Hull Building Nashville, Tennessee 37219	(615) 741-2731
43. Texas	M. Starks McCullough Texas Education Agency 201 E. 11th Street Austin, Texas 78723	(512) 475-2721
44. Utah	Vere A. McHenry Coordinator, Staff Development 250 E. 500 South Salt Lake City, Utah 84111	(801) 533-5965
45. Vermont	Henry Bissex Vermont Dept. of Education Montpelier, Vermont 05602-2703	(802) 828-3131

46. Virginia	Wayland H. Jones, Director P. O. Box 6Q Richmond, Virginia 23216	(804) 225-2097
47. Washington	Lillian Cady, Director Professional Education SPI-7510 Armstrong Tumwater, Washington 98504	(206) 753-1031
48. West Virginia	Robert E. Gabrys Dept. of Education Building 6-B-304, Capitol Complex Charleston, West Virginia 25071	(304) 348-2696
49. Wisconsin	John Lawrence 125 S. Webster Madison, Wisconsin 53702	(608) 266-6794
50. Wyoming	Lynn Simons, Superintendent Dept. of Education Hathaway Building Cheyenne, Wyoming 82001	(307) 777-7673

Appendix I

To: Ron Coble and Thad Beyle

From: Beth Fuchs

Date: November 9, 1982

RE: Analysis of the relationship between teachers' salary and unionization and state restrictions on out-of-field teaching

Summary: On the basis of the revised data provided by the North Carolina Center for Public Policy Research survey of state certification rules and laws, only a small relationship exists between states with collective bargaining laws and those with prohibitions against out-of-field teaching. The simple correlation (measured by Pearson's r or Somer's d) between the existence of collective bargaining laws and prohibitions against out-of-field teaching is .23. The correlation between state average teachers' salaries and prohibitions against out-of-field teaching is -.16, suggesting that those states in which salaries are higher are less likely to have rules or laws restricting out-of-field teaching. (When Alaska, a major outlier on the salary variable, is excluded from the analysis, the simple correlation drops to -.07.)

Variables: The dependent variable, out-of-field teaching or OUTFIELD, was operationalized in the following manner:

- 0 = state had no rule or law restricting out-of-field teaching
- 1 = state had rules restricting out-of-field teaching
- 2 = state had both rules and laws restricting out-of-field teaching

The source for the data for this variable was the Center's survey of state certification regulations and laws. I used the classification of states provided by revised Table 4.2, "Out-of-field Teaching Policies in the Fifty States" in Chapter 5 of the Center's report. Of the fifty states, 15 (30%) were coded as having neither rules or laws restricting out-of-field teaching, 18 (36%) had rules only, and 17 (34%) were coded as having both rules and laws.

Independent variables: To indicate teacher unionization activity in a state, I used the classification of collective bargaining laws for professional personnel provided in the 1982-1983 Book of the States (Table 6, p. 443). A state's collective bargaining status, operationalized as BARGAIN, was coded as follows:

- 0 = no mandatory collective bargaining laws
- 1 = meet and confer law
- 2 = mandatory collective bargaining law

Of the fifty states, 19 were coded as having no mandatory collective bargaining laws, 3 had meet and confer laws, and 28 had collective bargaining laws.

The measure of a state's average teaching salary, operationalized as SALARY, was taken from the 1982-1983 Book of the States (Table 1, p. 438) and is the average annual salary of instructional staff in public elementary and secondary day schools for 1980-1981. Data for 1982 were not available.

A third independent variable, REGION, was included in the analysis to determine whether any regional patterns exist regarding the extent to which states have adopted restrictions on out-of-field teaching and collective bargaining laws. States were classified in regions using the designations provided in Table 4.2, "Out-of-field Teaching Policies in the Fifty States" in Chapter 5 of the Center's report.

Analysis: I was asked to answer two questions: 1) Is there any correlation between a state's average teaching salary and the existence of rules and laws prohibiting out-of-field teaching? 2) Is there any correlation between whether teachers in a state are unionized (have collective bargaining agreements) and the existence of rules or laws prohibiting out-of-field teaching?

To answer these questions, I used simple correlational and cross-tabular analyses of the three variables OUTFIELD, SALARY and BARGAIN. Scrutiny of the data indicated that on the variable, SALARY, the state of Alaska was an extreme outlier, being \$5,319 more than the next highest state of Massachusetts, and \$12,716 more than the mean of all fifty states (over 4 standard deviations above the mean). To ensure that Alaska was not introducing major bias in the analysis, I ran the correlations both with and without it.

The findings indicate a weak relationship between OUTFIELD and BARGAIN ($r = .23$ with Alaska, $.26$ without Alaska) and almost none between OUTFIELD and SALARY ($r = -.16$ including Alaska, $-.07$ without Alaska).

An alternative measure of the relationship between a categorical variable such as OUTFIELD and a variable such as SALARY is provided by looking at the difference between the means. The average annual salaries of teachers for the three types of states are shown below:

No restrictions	\$17,610	(\$18,456 with Alaska)
Rules only	17,229	
Both rules and laws	17,167	

Thus, states with no restrictions on out-of-field teaching have minimally higher average annual salaries than states with out-of-field restrictions (but these differences are even less than half of a standard deviation).

The findings for OUTFIELD and BARGAIN are more substantial. As noted earlier, the correlation between OUTFIELD and BARGAIN is .23 (.26 without Alaska), indicating a weak but positive relationship. Table 1 below shows that states which have collective bargaining also tend to have rules and laws restricting out-of-field teaching. Of the 19 states that have no collective bargaining laws, 8 (42%) have no laws or rules prohibiting out-of-field teaching, 7 (37%) have rules prohibiting out-of-field teaching, and 4 (21%) have rules and laws. In contrast, of the 28 states with collective bargaining laws, 7 (25%) have no out-of-field restrictions, while 9 (33%) have rules only and 12 (43%) have both rules and laws.

In a search for additional relationships, I examined whether there were any differences among the regions in the extent to which they have adopted out-of-field teaching restrictions. The correlation between region and restrictions on out-of-field teaching is .12. The northcentral region is the only one which stands out, with 7 (58%) of its 12 states having both laws and rules restricting out-of-field teaching (see Table 2). If states having rules and laws are combined with those having rules only, then of the 12 northcentral states, 11 (92%) have some kind of restriction on out-of-field teaching.

I also examined whether there was any association between region and the existence of collective bargaining laws. The correlation was .02 (including Alaska), indicating no relationship between a state's geographical position and its adoption of collective bargaining laws.

TABLE 1: OUT-OF-FIELD TEACHING BY COLLECTIVE BARGAINING LAWS

FREQUENCY PERCENT COL PCT	NO LAWS	MEET AND CCNFER	COLLECTI VE BARGA	TOTAL
NO PROVISIONS	8 16.00 42.11	0 0.00 0.00	7 14.00 25.00	15 30.00
RULES ONLY	7 14.00 36.84	2 4.00 66.67	9 18.00 32.14	18 36.00
BOTH RULES AND L	4 8.00 21.05	1 2.00 33.33	12 24.00 42.86	17 34.00
TOTAL	19 38.00	3 6.00	28 56.00	50 100.00

TABLE 2: OUT-OF-FIELD TEACHING BY REGION

FREQUENCY PERCENT COL PCT	SOUTH	WEST	NORTHEAS T	NORTHCEN TRAL	TOTAL
NO PROVISIONS	5 10.00 33.33	5 10.00 38.46	4 8.00 40.00	1 2.00 8.33	15 30.00
RULES ONLY	6 12.00 40.00	5 10.00 38.46	3 6.00 30.00	4 8.00 33.33	18 36.00
BOTH RULES AND L	4 8.00 26.67	3 6.00 23.08	3 6.00 30.00	7 14.00 58.33	17 34.00
TOTAL	15 30.00	13 26.00	10 20.00	12 24.00	50 100.00

Appendix J.

Selected Press Coverage of Center's Report

OUT-OF-FIELD TEACHING IN N.C. -- Local Data

A. Total Coverage

Newspapers			Radio News Coverage	Television	
# of Papers	Total # of Articles	# of Editorials or Columns		News Coverage	Docu- mentary or Talk Shows
56	133	24	4+	4+	

B. Alphabetical List of Cities and Papers Covering Report

- | | |
|-----------------------------------|--|
| 1. Ahoskie News Herald | 29. Lumberton Robesonian |
| 2. Asheboro Courier Tribune | 30. Monroe Enquirer Journal |
| 3. Asheville Citizen | 31. Morehead City-Carteret County News-Times |
| 4. Burlington Times-News | 32. Morganton News Herald |
| 5. Chapel Hill Newspaper | 33. Mount Airy News |
| 6. Charlotte Observer | 34. New Bern Sun Journal |
| 7. Clinton-Sampson Independent | 35. Newton Observer News Enterprise |
| 8. Concord Tribune | 36. Raleigh News & Observer |
| 9. Durham Morning Herald | 37. Raleigh Times |
| 10. Durham Sun | 38. Reidsville Review |
| 11. Eden News | 39. Roanoke Rapids Herald |
| 12. Elizabeth City Advance | 40. Rockingham-Richmond County Journal |
| 13. Fayetteville Times | 41. Rocky Mount Telegram |
| 14. Forest City Courier | 42. Roxboro Courier Times |
| 15. Goldsboro News Argus | 43. Sanford Herald |
| 16. Greensboro Daily News | 44. Shelby Daily Star |
| 17. Greensboro Record | 45. Smithfield Herald |
| 18. Greenville Reflector | 46. Statesville Record & Landmark |
| 19. Henderson Dispatch | 47. Tabor City Tribune |
| 20. Hendersonville Times News | 48. Tarboro Daily Southerner |
| 21. Hickory Record | 49. Thomasville Times |
| 22. High Point Enterprise | 50. Washington Daily News |
| 23. Jacksonville Daily News | 51. Waynesville Mountaineer |
| 24. Kannapolis Daily Independent | 52. Whiteville News Reporter |
| 25. Kinston Daily Free Press | 53. Wilmington Star |
| 26. Lenoir News Topic | 54. Wilson Daily Times |
| 27. Lexington Dispatch | 55. Winston-Salem Journal |
| 28. Lincolnton-Lincoln Times-News | 56. Winston-Salem Sentinel |

Study Blasts Out-Of-Field Teaching Duty

RALEIGH (AP) — Many North Carolina public schoolteachers lack adequate training in the courses they teach and, as a result, present a danger to the physical and mental development of students," an independent study concludes.

The study by the N.C. Center for Public Policy Research shows, for example, that more than 60 percent of the instructors for grades seven through 12 who teach reading are not certified to teach that subject.

The center found that out-of-field teaching plagues all subject areas in all parts of the state. The report warned the problem could worsen with anticipated federal and state budget cuts that force administrators to limit the number of teachers they may hire.

In North Carolina, all teachers, principals and other professional education personnel employed in the public schools must hold certificates and have them renewed every five years.

A certificate tells the state and local school board what subjects, based on college training, a person is qualified to teach.

There is no strict policy restricting teachers to those areas. Superintendents and principals, faced with a lack of appropriate personnel or applicants, often assign instructors to out-of-field areas.

The center's report recommended the state apply sanctions ranging from warnings to withholding funds in an effort to curtail out-of-field teaching.

"The teachers don't like (out-of-field duty)," said John I. Wilson, president of the North Carolina Association of Educators. "But when it is a question of getting a position, you usually take the assignment."

The research center analyzed teaching assignments in grades 7 through 12 in all state public schools. Out-of-field teaching was noted whenever a person was found teaching a subject for which he did not hold a certificate.

About 37.3 percent of mathematics teachers are teaching out-of-field while 30.4 percent of science teachers were affected; 23.8 percent of the health teachers; 16.6 percent of the social studies teachers; and 8.8 percent of the foreign language teachers.

Although there was low percentage of out-of-field teaching in foreign languages, the report noted a "disturbing practice" in assigning out-of-field teachers to first-year foreign language courses.

"A poor foundation may increase a student's difficulties in mastering a foreign language," the report said.

Out-of-field teaching was found to be common in physical education and English, despite a surplus of teachers in those areas. The study found 22.6 percent of instructors of English and 15.8 percent of physical education instructors lacked the proper certification.

Many teachers spend more than 50 percent of their time teaching outside their specialty, the study found. Those teachers include 41.2 percent of reading teachers and 3.2 percent of foreign language teachers, the report said.

Dedicated to the Upbuilding of Western North Carolina

Asheville, N.C. 28802, Tuesday, Dec. 1, 1981

Teacher Training Often Inadequate, Researchers Say

RALEIGH (AP) — Most of the state's 144 local school systems have a high percentage of teachers without adequate training in many courses they teach, the North Carolina Center for Public Policy Research said in a report Monday.

The report was immediately challenged as misleading by Craig Phillips, state superintendent of public instruction.

The center's report was a follow-up on an August study of "out-of-field teaching," which said a large percentage of teachers were teaching a subject for which he or she did not hold a teaching certificate. The findings were for grades 7 through 12 during the 1980-1981 school year.

The latest report provided a district-by-district breakdown. The center said it found that:

- o 15 local school units had no reading teacher who was certified to teach reading.
- o Nine local school units had more than half their social studies teachers without certificates in social studies.
- o 32 units had more than half their math teachers without proper certi-

fication.

"The latest findings show that out-of-field teaching is a problem in almost all of North Carolina's 144 school districts," said Ran Coble, executive director of the center, a private, non-profit research group based in Raleigh. "We think that the state Board of Education ought to tighten up the state's policies in this area," he said.

Phillips, in an interview, said out-of-field teaching was a problem in some school districts and one that the state board was concerned about. But he said many teachers are qualified to teach a second subject even though they may not have a certificate in that field.

"I think the center in a way did a disservice by just using statistics without clearly stating what those statistics meant," Phillips said.

He said in many cases, a teacher may teach four courses in his or her certified field, then teach one course in a second field in which he or she has had some training.

He said the reading certificate is a particularly high-level degree requiring more than the usual amount of

course study. He said most of the reading taught in grades 7 through 12 is remedial work, and that it is often taught by elementary teachers who may not have the certificate but have expertise teaching reading.

"The vast majority of people who are teaching kids across North Carolina, although a number of them are technically out of their field in terms of their certificates, are still more qualified than one would assume from reading this report," he said.

In its August report, the center said it found 60 percent of the reading teachers statewide were not certified to teach reading. It said 37 percent of the math teachers and 30 percent of the science teachers were teaching out-of-field.

Phillips said state Board of Education policy recommends that teachers have a majority of their classes in the field of their certification. He said the state board plans to consider a proposal to tighten that policy by establishing an "endorsement" designation for teachers who have some training in an area but not enough for a certificate.

Criticizes Report On Training Of Teachers

RALEIGH, N.C. (AP) — State Superintendent of Public Instruction Craig Phillips has criticized a report which indicates that many North Carolina teachers aren't adequately trained in the courses they teach.

The North Carolina Center for Public Policy Research said in a report Monday that "out-of-field teaching," or teaching a subject for which a teacher has no certificate, occurs in nearly all of the state's 144 public school districts.

"We think that the state Board of Education ought to tighten up the state's policies in this area," said Ron Coble, executive director of the center, a private, nonprofit research group based in Raleigh.

Phillips, in an interview, said out-of-field teaching was a problem in some school districts and one that the state board was concerned about. But he said many teachers are qualified to teach a second subject even though they may not have a certificate in that field.

"I think the center in a way did a disservice by just using statistics without clearly stating what those statistics meant," Phillips said.

He said in many cases, a teacher may teach four courses in his or her certified field, then teach one course in a second field in which he or she has had some training.

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The latest report provided a district-by-district

breakdown. The center said it found that:

- 15 local school units had no reading teacher who was certified to teach reading.

- Nine local school units had more than half their social studies teachers without certificates in social studies.

- 32 units had more than half their math teachers without proper certification.

The News and Observer

80 Pages Today

Raleigh, N.C., Tuesday, December 1, 1981

118th Year

Daily 25c.

Report hits out-of-field teaching

By SHERRY JOHNSON

Staff Writer

Most of the school systems in North Carolina have a high percentage of teachers who are not certified for the subjects they teach, a report released Monday says.

The report by the N.C. Center for Public Policy Research Inc. said too many courses are being taught by teachers not trained in the subject.

The latest findings show that out-of-field teaching is a problem in almost all of North Carolina's school districts, said G. Ran-oble, executive director of the center, a private non-profit group that studies state government policies and practices.

"We think the State Board of Education ought to tighten up the state's policies in this area," he

Related story, page 12.

Dr. H. David Bruton of Southern Pines, chairman of the State Board of Education, said the board was aware of the problem and intended to remedy it.

"In general, you ought to get people who've had the right kind of training, and certification is obviously evidence of that," he said.

Certification means that a prospective teacher has graduated from an approved college program and has taken the courses necessary to teach the subject. The certificate is granted to those who qualify by the N.C. Department of Public Instruction.

In 15 of the state's 144 school systems in 1980-81, none of the teachers assigned to teach reading in

grades 7 through 12 was certified in that area, the report said.

(The state now has only 143 systems, after the July merger of the New Bern City and Craven County systems.)

In 32 school systems, more than half of the mathematics teachers in those six grades did not have math certificates.

In nine school systems, more than half of the social studies teachers were not certified for the field, even though social studies is an area with a surplus of certified teachers.

The system-by-system analysis was a follow-up to a report released by the center in August.

That earlier report said that 60 percent of the state's reading teachers were not certified to

See REPORT page 2

Report criticizes out-of-field teaching

(continued from page one)

Percentages for other areas were science, 30.4 percent; not certified, health, 23.8 percent; English, 21.5 percent; social studies, 6.6 percent; physical education, 5.8 percent; and foreign languages, 0.8 percent.

According to the latest report, the percentages of teachers not certified for their subjects in Wake County included: reading, 32 percent; math, 27.3 percent; science, 28.5 percent; health 37.1 percent; English, 19.9 percent; social studies, 8.2 percent; physical education, 2.7 percent; and foreign language, 14.3 percent.

The state board is expected to receive in January or February proposals to require adequate certification in all subject areas, according to Antoinette M. Patterson, a special assistant with the N. C. Department of Public Instruction's teacher education division.

"We are very, very concerned about this situation," she said in a telephone interview. "It is time we began to make some changes. We have proposed new regulations to assure in-field teaching in the future."

Currently, certification for a subject is required only of educators working in highly specialized

areas such as exceptional children, vocational education and counseling. Ms. Patterson said.

In other subjects areas, an employer may assign a teacher to any subject as long as the teacher holds a certificate for some subject.

Asked why out-of-field teaching had become so widespread, Bruntion cited two factors: declining student enrollment and the state's teacher tenure system, which makes it difficult to fire teachers after three years.

As enrollments decline, a superintendent must reduce the number of teachers.

Recently hired teachers often are the first dismissed, and those left may not be certified to teach needed courses, he said.

The answer, Bruton said, is to provide continuing education for career teachers to help them become certified in areas outside their fields.

"I sense the board's moving in that direction," he said.

In an interview with the Associated Press, State Superintendent A. Craig Phillips contended that many teachers were well qualified to teach subjects for which they do not hold certificates.

"The vast majority of people who are teaching kids across North Carolina, although a number of them are technically out of their field in terms of their certifi-

cates, are still more qualified than one would assume from reading this report," Phillips said.

Following are school systems having the highest percentages of teachers not certified for subjects in the eight subjects reviewed in the study, plus the statewide out-of-field average for those subjects:

• Reading 1986 average, of all students, 36 percent with 100 percent of their reading teachers are certified for reading using Burlington City (15), City of New York (12), Washington County (12), New York City (17), Columbia County (2), Hickory 1987, State for (14), Cortland County (2), Frankenburg (12), Graham County (12), Putnam County (1), Essex (1), Warren County (1), Sullivan County (1) and Vance County (1).
• Mathematics 1986 average, 37.3 percent.
• Science 1986 average, 31 percent.
• Social Studies 1986 average, 31 percent.

• Science (state average, 20.4 percent) Clay County 19 percent (1 of 18 teachers)
 • Health (state average, 23.8 percent) Clay County 19 percent (1 teacher)
 • English (state average, 27.5 percent) Clay County 21 percent (13 of 23 teachers)
 • Social studies (state average, 16.6 percent) Clay County 16.7 percent (4 of 24 teachers).
 • Language arts (state average, 16.6 percent) Clay County 16.7 percent (4 of 24 teachers).

• Percent of education (state average, 15.8 percent); P. 40 percent (11 of 15 teachers).

Report on out-of-field teachers brings comment

A county school official has termed as potentially "misleading" a report that indicates a large percentage of reading, math and science teachers who taught in Person County schools last term were teaching out-of-field; that is, in subject areas for which they did not have technical certification.

The report, released last week by the N.C. Center for Public Policy Research, covered North Carolina teachers of eight different subject areas working in grades seven through 12 during the 1980-81 school year.

Seventy-five percent of Person's reading teachers were not certified in that subject. In math, the percentage teaching out-of-field was 47.6 percent. In science, the figure was 40 percent. The state averages (percent of teachers out-of-field) for 144 school units were: reading, 60.1 percent; math, 37.3 percent; and science, 30.4 percent.

The data on which the report was based were furnished by the State Department of Public Instruction.

"The information came from the Professional Personnel Activity Reports filled out by every teacher," said G. Ran Coble, executive director of the private, non-profit group which studies state government policies and practices. "We were also given access to the teacher certification records submitted by each school system," Coble explained, in a telephone interview with *The Courier Times*.

Despite the number teaching out-of-field in reading, math, and science, Coble

said, "Your school system looks better than most in the five other subject areas."

The report showed Person had no health, physical education, or foreign language teachers teaching out-of-field. But 16.7 percent of the English teachers and 5.6 percent of the social studies teachers here were not certified in these

areas. The state averages were: health, 23.8 percent out-of-field; English, 22.5 percent; social studies, 16.6 percent; physical education, 15.8 percent; and foreign languages, 8.8 percent.

State Superintendent of Public Instruction A. Craig Phillips contended last week that many teachers are qualified to teach subjects for which they are not

technically certified. But Dr. H. David Burton, chairman of the State Board of Education, said his board would soon adopt new guidelines aimed at remedying the situation.

"The report may be a little misleading," said Dr. David Rogers, associate superintendent of Person County schools. "When a teacher lists his

or her area of certification, that does not show minors, inservice training, or special kinds of experience. I'm more concerned about qualifications and competencies than certification."

Dr. Rogers said he suspects most of the local teachers identified in the report as teaching out-of-field are at the junior highs where intermediate certificates (for grades four through nine) with a subject area endorsement have only been in effect a few years. But the Person administrator said the state Division of Certification is proposing that when a teacher teaches half-time or more in an area for which he is not certified, he will be required to seek provisional certification by taking six hours of college work each year toward full certification.

Teachers teaching less than half-time in an area for which they are not certified would have to have their transcript credits or competencies assessed by a local committee. If a teacher has 15-18 semester hours or required com-

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petencies the local school unit would recommend and the state would grant a provisional endorsement. If all competencies are not met, a professional growth plan showing how a teacher would acquire these within three years would have to be submitted.

While declining to take a stand on the provisional certification proposals, Rogers did say, "Out-of-field teachers will certainly have priority here in terms of inservice training." The county system receives an annual allocation from the state for inservice training. Rogers said the Person system has paid tuition for many teachers to take college level courses, particularly in reading, math, and special education.

Coble said some school superintendents have questioned the facts contained in the center's report, but he added state school officials generally agree that new rules are needed to resolve the issue of out-of-field teaching. He said prior to 1968 the state did not regard teachers as working out-of-field unless they taught more than 50 percent of their classes in subjects for which they were not certified. He said some superintendents still adhere to that definition.

The researcher gave an example to illustrate his point. Under the old definition, an English teacher teaching three English classes and two science classes per day would not have been considered out-of-field. But under the center's definition, that teacher would have been counted as in-field for English (the subject in which he was certified) and out-of-field for science. "Ours is a count of classes taught, not a head count of teachers," he noted.

What accounts for the large percentage of out-of-field teachers statewide in reading, math, and science? Coble said the state did not offer reading as a subject area for certification until 1971

And he acknowledged that a widespread shortage of math and science teachers may account for the high percentages of out-of-field teachers in those areas. "But we were surprised that the out-of-field percentages in English, social studies, and physical education weren't lower," he added.

Currently, in-field certification is required only for teachers of exceptional children, vocational education teachers, and guidance counselors. In other subject areas, a superintendent or principal may assign a teacher to any subject as long as he holds a certificate in one, usually a related area.

Coble said his staff testified in support of tighter certification requirements at a public hearing in August. He noted that the State Board of Education will consider three basic recommendations for resolving the out-of-field matter at its January or February meeting. He predicted new rules will follow requiring: (1) better reporting procedures by local school units regarding who is teaching what, (2) more careful assignment of teachers in

terms of their area of certification, and (3) that colleges with teacher education programs work more closely with local school systems to identify specific inservice training needs.

While acknowledging that declining enrollments, teacher shortages in some subject areas, and the state's teacher tenure system make it difficult to eliminate out-of-field teaching, Coble said most educators are desirous of this goal. He said the most obvious solution is to offer more inservice training to teachers already on the job. "But many teachers may need salary incentives or leave in order to become certified," he noted.

Out-of-field teaching definition in question

By TERESA DAMIANO

Disagreement over the definition of out-of-field teaching may be the basis for confusion over a report that says many teachers are teaching subjects in which they did not obtain a certificate.

Ran Coble, director for the North Carolina Center for Public Policy Research, said today he is re-checking figures of two school systems, which have complained that the center's figures are inflated.

The report released Monday indicated a high percentage of reading teachers in both Durham city and county schools were teaching outside their fields — 50 percent in the county and 68.8 percent in the city. The state average, according to the center, is 60 percent.

Durham is one of the two systems for which figures are being checked, he said. But the confusion, he believes, lies in three basic questions.

"First, are we and the school sys-

tems comparing figures for the same years; are we and the school systems both counting teachers in grades one through 12 or seven through 12; and do the school systems count the teachers as teaching out of field each time they teach a different subject as we do?" Coble asked.

The center ran the report on the basis that every time one teacher teaches a subject different from which he is certified in, he is counted as teaching out of field, Coble said.

"Phones are ringing off the hook from local school systems who say their figures are completely different than what the report states," said Tom I. Davis, special assistant for public information of the State Department of Public Instruction.

Coble, however, said he received complaints from only two systems, which insist the figures are inaccurate.

"I think it is a significant public

policy question to give figures on each time a teacher teaches out of field rather than the majority of courses taught in field," he said.

The center ran the research with both definitions, Coble said.

Statewide percentages for teachers teaching out of field, counted every time they taught were:

Reading, 60.1; math 37.3; science 30.4; health 23.8; English 22.5; social studies 18.6; physical education 15.8; and foreign languages 8.8.

Percentages of teachers statewide teaching out of field, not counted each time they taught out of field are:

Reading 41.2; math 25.3; science 17.3, health 11.5; English 15.0; social studies 9.4; physical education 8.8; and foreign language 3.2.

In July, *The Durham Sun* quoted personnel officials of the Durham city and county school systems as saying few to no teachers were employed to teach completely out of the areas in which they are certified.

Danny Thomas and Howard McAllister, directors of personnel for the county and city school systems, both said today that their earlier statements were based on the definition of not counting teachers each time they taught out of field.

"They (the center) were not looking at other factors such as minors or other qualifications to teach subjects other than those they were certified in," McAllister said.

Dr. Cleveland Hammonds, superintendent of the Durham city school system, has ordered the review of personnel records response to the report.

Schools say figures wrong

By TERESA DAMIANO

Fewer Durham County teachers instruct in areas they are not certified to teach in than was reported by an independent research group, according to figures released last night.

The figures are the result of a self-study by Durham County school officials.

The North Carolina Center for Public Policy Research, Inc., recently released a statewide study of teacher certification with relationship to subjects they taught.

Results of that study have been challenged by several school systems.

County school officials told the Durham County Board of Education that some teachers were labeled "out-of-field" in the report due to clerical or computer error. In 10 cases, it found that the report erroneously classified special-education teachers.

The computer would read the teacher as being certified in special education but would list the area as teaching reading. That was considered teaching out-of-field. Special-education teachers, however, are

certified to teach reading to special-education students.

A main analysis by the Durham County system looked at the number of class periods being taught by out-of-field teachers.

The system showed that 1,422 class periods were taught by 44 teachers out-of-field in all subject areas. That is 3.1 percent of the teachers in Durham County teaching out-of-field.

Ran Coble, director of the North Carolina Center for Public Policy Research, Inc., said today he will reserve comment on the in-house Durham County study until he sees the results and methodology used.

"I have sent the Durham county superintendent social security numbers of teachers that we had listed as teaching out-of-field for them to compare to their statistics," Coble said.

"He (the superintendent) told me he would wait until he saw our figures before he released his information and I said I'd wait to comment until I saw his figures," Coble said. "I want to keep my part" of the bargain, he added.

Coble said, however, that "it is possible" error occurred on the part of teachers in Durham County who called themselves special-education teachers and listed reading as the course they taught.

The center, which released its report last week, said 50 percent of the reading teachers in Durham County were teaching out-of-field.

"We knew that was wrong because the number of teachers they said we had teaching reading was more than we have," said J. Frank Yeager, superintendent.

Out-Of-Field Teaching

Debate Continues On Controversial Report

An Analysis

By PAUL VANCIL
Herald Staff Writer

The question the researchers asked was important to educators, parents and—especially—students: how many junior high and high school teachers in the state last year were teaching courses they weren't qualified to teach?

In the case of the Durham County schools, a whole bunch—according to the report the North Carolina Center for Public Policy Research issued in early December.

That finding sent county school officials racing to the computer. After much study, they produced their own answer: only a handful of county teachers are teaching courses for which they are not certified.

Hold on there. How can two groups of researchers use the same data but come up with almost entirely different conclusions? Who's right?

"We're both right," says Ran Coble, executive director of the Raleigh-based research center.

IF YOU'RE confused, get in line. Some of the people who did the research are still trying to figure this out.

County school officials account for the differences by saying the center's report was not thorough enough. They say the center's researchers didn't check the accuracy of their basic information and lacked sophistication in a somewhat technical area.

"I gather they did not know what questions to ask," says Dr. Richard Haynes, the system's humanities coordinator, adding that the report damaged the system's image. "It hurts us when somebody comes out and says you've got a lot of unqualified people teaching a lot of your courses. There isn't a school system in the state that tries harder than we do."

Coble acknowledges that the system's figures appear to be right, but he says that does not mean the center's figures are wrong. The differences arise, he says, because the system and the research center asked different questions.

"In a list of, say, 20 questions, we asked 19 and they asked the 20th," Coble says. "It doesn't mean the first 19 weren't valid."

NORTH CAROLINA grants certification to teachers—that is, pronounces them qualified to teach certain subjects—based on their training. If a teacher is assigned to teach a math course but is not certified in math, some consider it reasonable to assume that the teacher is unqualified and the students in that class are not getting quality instruction.

In a time when confidence in public schools is said to be waning, the qualifications of teachers takes on even greater importance for school systems.

The research center's report, which took four months and reviewed every system in North Carolina, sent a shiver through many public school administrators. Many systems looked bad in the report.

Durham County schools looked better than some but were far from a shining example. To find out

what was going on, Superintendent J. Frank Yeager dispatched administrators to review the system's practices. They spent an estimated 100 work hours poring over lists and querying a computer.

What emerged is a lesson in the art of research. It indicates that both the research center and the county school system can be right: It all depends on what questions are asked, how numbers are used, and whether the basic research data is any good to begin with.

The center wanted to know how many teachers in each system taught at least one class out of their certified area. The center's assumption was that in such a class, the students were receiving inadequate instruction.

THE ANSWER would tell systems how many teachers should return to school to become certified in the "out-of-field" subject.

The county system asked the same question but added another: how many classes each day do "out-of-field" teachers teach outside their certification?

Chart Showing Results Of Both Studies

In the chart below, the results of the study by the North Carolina Center for Public Policy Research are under the column marked "Center." The percentages represent the number of Durham County school teachers the center says are teaching "out of field." The percentages in the column marked "System" represent the number of teachers county school officials say are teaching "out of field." The column marked "Classes" shows the percentage of classes county school officials say are taught by "out-of-field" teachers. Both of the last two columns are based on a study conducted by the Durham County school system.

	Center	System	Classes
Reading	50.0%	0%	0%
Math	22.5%	8%	2.8%
Science	16.1%	3.4%	2.5%
English	16.5%	3.7%	2.7%
Social Studies	8.2%	7.6%	4.1%
Foreign Languages	9.1%	13.0%	4.2%

The second question can generate a remarkable difference in statistics.

Example:

School system "X" has eight teachers, each of whom teach five class periods daily. Of the eight teachers, five are certified in math and three are certified in English. The five math-certified teachers each teach four classes of math and one class of English daily. The five thus would be "out-of-field" for one class period—English—each day. The English-certified teachers teach English all day and thus would be "in field" for all classes.

In such a situation, the research center would count eight English teachers—the three teachers certified in English, and the five math-certified teachers who each teach one period of English.

The system would report that 25 percent of the English classes are taught by "out-of-field" teachers—the total of five periods (out of 20) taught by the five math-certified teachers.

The system's complaint would be that the center's report would have left the impression that 62.5 percent of all classes are taught by "out-of-field" teachers. Put another way, it would lead the public to think that roughly 62 out of every 100 English students are taught by unqualified teachers.

IN TRUTH, the county system says, 25 out of every 100 students would be taught English by teachers not certified in the subject. The number still would be cause for concern, but it would not be nearly as high as the report's.

The center's actual report showed that from 8.2 percent to 50 percent of the county system's teachers, depending on the subject, were "out-of-field." But the system's analysis of "out-of-field" class periods showed that from zero to 4.2 percent of the class periods, depending on the subject, were taught by "out-of-field" teachers. (See accompanying chart.)

Haynes considers the number of "out-of-field" class periods to be the key concern. Coble acknowledges that it is "a good question to ask" and that, for the system's purposes, a better one than the center asked.

But Coble emphasizes that the two purposes are different. The center's was to discover how many teachers need re-certification. The system's was to find out how many classes

each day are taught by "out-of-field" teachers and whether reassignment might remedy problems.

"At the local level, where they have to worry about assignments, it's the better way," Coble says. "But in terms of the number of people who have to go back to school [for re-certification], our report is right on the money."

Maybe. Both Coble and Haynes agree that some of the data used for the center's research was faulty.

THE FIGURES on reading teachers in the county system provide a good example. The center reported that 50 percent of the system's reading teachers—16 out of 32—were "out-of-field."

That gave system officials fits. They couldn't even find 32 reading teachers in grades 7-12 last year. They obtained a list of the 16 the center reported "out of field" and found that the problem had more to do with teachers' ability to fill out forms than with their certification.

The center used information contained in "professional personnel activity reports." Every teacher fills out the form, listing the subjects they teach. The activity reports are maintained by the state Department of Public Instruction.

Of the 16 "out-of-field" reading teachers, Haynes says, 13 taught a two-period block of English and language arts. All 13, he says, are certified in either language arts or English. On the activity report, they listed themselves as teaching one period of language arts and one of reading.

(The reading is taught in the English portion of the two-period block through a special "basic skills" program in conjunction with reading specialists, Haynes says.)

IF THE 13 had listed themselves as English teachers rather than reading—which Haynes says is more proper—they would have been considered "in field."

Coble defends the use of the activity reports as the best information available for the study. The problem lies with the "mis-reporting" by teachers, he says. "We have to assume the teachers know what they're teaching," Coble says.

There also were clerical and computer errors in the research information, Haynes says. In addition, he says, the center's researchers misidentified a number of special education teachers who were teaching "in field." (This happened in the case of the three remaining "out-of-field" reading teachers, Haynes says.)

The conflicting studies raise a number of other uncomfortable issues:

- Does Durham County's in-house study call into question the report's figures on the other 143 school systems in the state? The county system was the only one known to have done such a detailed study. But a number of superintendents, including the city schools' Cleveland Hammonds, questioned the report's figures.

- Did the media present the center's report responsibly? Do reporters—most of whom cannot be considered experts on educational matters—really know how to properly analyze such a report and present a fair picture of it? Do headlines announcing that a report says "Many In N.C. Teach Out Of Field" leave a misimpression that no

amount of detail can correct?

- Does a teacher's lack of certification in a subject really mean he is unqualified to teach it? What about a teacher who has taught reading for 25 years but is certified in social studies? Is an experienced "out-of-field" reading teacher automati-

cally less qualified than a first-year teacher with a reading certification? What if a teacher has a college minor in the course he teaches "out of field"? And how good is the certification process itself? What does it prove?

While those questions await answers, county school officials are still smarting from the sting of what they consider a faulty report.

"It makes us look pretty darn irresponsible . . . when in fact the reverse is true," Haynes says. School board member Joy Baldwin says the negative impression "will take a long time to overcome."

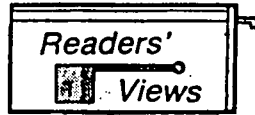
But Coble thinks the questions raised by the report will serve school systems well in the long run. It has focused public attention on a crucial but, in his opinion, neglected issue.

"The question to ask school superintendents—if they disagree with our figures and they come up with their own—is: would they have come up with those figures if we hadn't brought the issue to the public's attention?" Coble says.

Point Of Teaching Study Was Missed

To the Editor:

On Dec. 7, you published an editorial criticizing a report by the North Carolina Center for Public Policy Research on "Out-of-Field Teaching in North Carolina." First, you called the report shoddy, based on differences in our figures and those of Durham county and city schools. Our report was based entirely on Professional Personnel Activity Reports (PPAR) filled out by every teacher in North Carolina and sent to the State Department of Public Instruction by local principals and superintendents. Public Instruction's Division of Certification then matched those records with teacher certification records they maintain and in full cooperation gave us that information. Thus, our reporting is based on data turned in by the local school officials, who now are criticizing the very data they turned in to the state.



SECOND, YOUR editorial stated I was not certain what source was used for the report's figures. If you had checked with your own reporter (who has generally been both accurate and fair in his articles), you would have known that answer was in response to a different question, i.e., what was the source of the differences in our figures and Durham County's? And, as to your point that "some of the people who worked on the study have moved elsewhere," I should think staff turnover would be normal enough at a newspaper to understand that it might also occur at a research center. One of the two researchers was accepted for graduate work at the Woodrow Wilson School of Public and International Affairs and the other is now doing doctoral work at Rutgers after a fine career at UNCH.

Third, you overstated the differences between our report and that of Durham County. We reported on out-of-field teaching in eight subjects in grades 7-12. For two of those eight subjects—social studies and foreign languages—our figures and Durham County's are the same. Durham County chose not to do it manually. For the two subjects where differences were publicized (reading and English), there was misreporting by local teachers as to what they taught, thereby leading to higher out-of-field percentages than may be true. This misreporting was not intentional by the teachers but due to unclear instructions given with the PPAR form. We are working with Superintendent Yeager to account for any differences in the final two subjects, math and science. I would add that Dr. Yeager has been as responsible about his research as we feel we have been about ours, and together we will find out how significant a problem out-of-field teaching is in Durham County.

THE PRIMARY PURPOSE of the center's study was to find out whether teachers in North Carolina were teaching in subjects in which they were certified and to bring to the public's attention the fact that the state does not monitor out-of-field teaching at the local level. The point your editorial missed is that regardless of whose figures are used, out-of-field teaching is a problem in North Carolina. For the parent whose child is in science class being taught by a teacher certified in physical education, the explanation that the percentage of out-of-field teaching is really 10 percent instead of 30 percent is not acceptable. As one of your sister newspapers, the Winston-Salem *Sentinel* put it:

"The problem may be large or small. It is still a problem, and one which deserves serious attention, particularly in the light of a growing surplus of teachers. If the aim is to improve teaching, as it should be, priority should be given to selecting reading teachers to teach reading, math teachers to teach math, and so on."

RAN COBLE
Executive Director
N.C. Center For Public Policy Research Inc.
Raleigh

"Daily News", Dec. 4, 1981
Greensboro, N.C.

Are teachers qualified?

Are North Carolina's school teachers adequately trained to teach the state's school children? The N.C. Center for Public Policy Research says they are not in many cases — a conclusion that should concern all North Carolinians.

The private research group recently issued a report on teachers in grades 7 through 12 in the state's 144 local school systems and found that a high percentage of teachers were teaching out of their field of certification. The survey found, for example, that 32 school systems had uncertified math teachers; that 15 school units did not have reading teachers who were qualified; and that nine units had more than half of their social studies teachers uncertified.

State Superintendent of Public Instruction Craig Phillips was clearly displeased with the report. While admitting that the state board of education was concerned about "out-of-field" teachers, Phillips contended that most teachers are adequately qualified to teach a subject even though they are not formally certified to do so, Greensboro and Guilford County school officials preached a similar theme. Even though

a teacher is certified to teach chorus, a city school spokesman said, the teacher may be qualified to teach science because of a heavy concentration in that subject during the teacher's college years.

Even so, the report's conclusions do not speak well of secondary education in North Carolina — and particularly of education in rural areas where uncertified teachers are said to be the most common. When you recall that millions of dollars have been spent on education in this state and that Gov. Jim Hunt has made public education one of his primary goals, there is room to wonder about educational priorities in Raleigh.

To be sure, there are many fine teachers who are certified in one area but are capable of teaching another subject with equal distinction. But there are undoubtedly other out-of-field teachers who are just treading water to stay afloat. The losers, of course, are the state's school children who deserve a teacher with expertise. It is time that the state board of education stop worrying about the situation and take some firm, tangible steps to rectify it.

"Greensboro Record", Dec. 3, 1981

Greensboro, N.C.

Quality of teaching (Part 2)

The state's Board of Education took a giant step in the right direction Wednesday when it adopted a long-range plan for upgrading the quality of public education in North Carolina by improving the quality of teaching.

The plan has several parts, but this is the focus of it: to better prepare teachers for their profession and establish a quality control program to maintain high standards of performance.

The plan speaks directly to a criticism of the state system contained in a report released Monday by the N.C. Center for Public Research (and commented upon in this space yesterday). That report said a number of teachers in the state's 144 school systems were teaching courses in which they weren't certified.

State Superintendent of Schools Craig Phillips called the report misleading. But the board's adoption of the long-range plan—which was prepared by a 12-member panel over a period of almost four years—confirms the point the Public Research group was making:

Quality of teaching is reflected in performance of students.

And quality of teaching, as the long-range plan indicates, is tied directly to screening of prospective education students, improved teacher education programs in the state's colleges and universities, more on-the-job training before a teacher is certified and a continuing education program for professionals.

Declining student scores on achievement and SAT tests in the mid-1970s raised questions about teaching effectiveness in the state's schools and led to formation of the study panel.

As Dr. David Bruton, chairman of the state board, indicates, there likely will be much criticism of the plan by the public and the various education agencies. The board should weather that criticism and implement the plan.

Critics of the plan should keep in mind that neither it nor the Public Research report is critical of teachers. It is the system that produces our teachers that needs changing.

Improving Teaching

Education is teaching. Improving education means improving teaching which means improving teachers. On that simple premise rests the hopes for better public schools in North Carolina.

The state certifies prospects before they enter the ranks of teachers. The process is designed to assure that the individual is adequately trained for the job, and has the potential to carry out its responsibilities.

It stands to reason that a teacher trained in the subject can do a better job in the classroom than one who is not. If that were not so, certification would be meaningless.

As it happens, the value of certification is undercut by widespread practice in North Carolina public schools. A high percentage of classes actually are taught by teachers uncertified in the subject, according to a report by the N.C. Center for Public Policy Research Inc.

The non-profit center said its survey found that in 15 of the 144 local systems last school year none of the teachers assigned to teach reading in grades 7 through 12 was certified in that area. In 32 systems, more than half the mathematics teachers in those six grades did not have math certificates. Even in social studies, an area with a surplus of certified teachers, there were nine systems with a majority of teachers not certified for the subject.

The center's detailed, system-by-system analysis followed a general report last August which said 60.1 percent of reading teachers were not certified to teach reading, and 37.3 percent of math teachers were not certified to teach math. Out-of-field teaching "is a problem in almost all of North Carolina's school districts," said G. Ran Coble, center executive director. "We think the state Board of Education ought to tighten up the state's policies in this area."

Dr. H. David Bruton, board chairman, said the board intends to do so. "In general, you ought to get people who've had the

right kind of training, and certification is obviously evidence of that," he said.

Dr. A. Craig Phillips, superintendent of public instruction, said the situation is not as alarming as might appear from the report. He indicated it is an over-simplification to assume teachers are not competent to teach subjects other than the one for which they are certified. "The vast majority of people who are teaching kids across North Carolina, although a number of them are technically out of their field in terms of their certificates, are still more qualified than one would assume from reading this report," he said.

The problem may be large or small. It is still a problem, and one which deserves serious attention, particularly in the light of a growing surplus of teachers. If the aim is to improve teaching, as it should be, priority should be given to selecting reading teachers to teach reading, math teachers to teach math, and so on.

Bruton said a couple of factors contribute to the out-of-field teaching trend. First, a decline in school enrollment forces superintendents to reduce the corps of teachers. Second, the tenure system makes it difficult to dismiss a teacher with three years' experience. Last hired, first fired becomes the rule, and those who remain may not be certified for the courses which have vacancies.

One answer, he suggested, would be a program of continuing education which would allow career teachers to gain certification in areas outside their fields. "I sense the board's moving in that direction," he said.

An exceptional teacher may be able to teach several subjects, as Supt. Phillips suggests. Even the best teacher is most effective in the subject he knows most thoroughly. The goal must be set for excellence in public education, not simply competence. With that in mind, the board of education should continue its efforts to promote teacher training and a certification procedure that will raise the quality of teaching in the classroom.

"Durham Sun," Nov. 30, 1981

N.C. teachers teach out of field, report says

RALEIGH (AP) — Most of the 144 local school systems in North Carolina have a high percentage of teachers without adequate training in many courses they teach, the North Carolina Center for Public Policy Research said in a report issued today.

The center's report was a follow-up to its August survey of "out-of-field teaching" in grades 7 through 12, which listed the percentage of teachers who were teaching a subject for which he or she did not hold a teaching certificate. The findings were for the 1980-1981 school year.

"In August, local school officials said out-of-field teaching may be a statewide problem but it wasn't happening in their own school district," said Ran Coble, executive director of the center, a private, non-profit research group based in Raleigh.

"The latest findings show that out-of-field teaching is a problem in almost all of North Carolina's 144 school districts," he added. "We think that the state Board of Education ought to tighten up the state's policies in this area."

"Daily Advance", Dec. 20, 1981
Elizabeth City, N.C.

Many area teachers are not certified in course they teach, statistics show

By JACK CURRIE
Advance Staff Writer

Most of North Carolina's school districts have a high percentage of teachers lacking adequate training for the courses they teach, and the Albemarle seems to follow the statewide pattern.

The North Carolina Center for Public Policy Research, an independent, Raleigh-based study group, analyzed the teaching assignments in grades seven through 12 statewide, and found that 60 percent of the reading instructors were not certified to teach the subject.

Findings show that out-of-field teaching assignments are not confined to reading. Over 37 percent of math teachers and 30 percent of science teachers were also found to be teaching out-of-field.

Statewide figures also show the following percentages of out-of-field assignments in other subject areas:

English, 22.5 percent; social studies, 16.6 percent; foreign languages, 8.8 percent; physical education, 15.8 percent; and health, 23.8 percent.

The Elizabeth City-Pasquotank School system shows a similar pattern, with higher-than-statewide averages in four out of eight subject areas tested.

Locally, the percentage of out-of-field teaching assignments are: reading, 80 percent; math, 43.5 percent; science, 44.4 percent; English, 20 percent; social studies, 5.9 percent; and foreign languages, 25 percent. In both health and physical education, no teachers were teaching out-of-field, the report shows.

SUPERINTENDENT Bob Gordon said the number of out-of-field teaching assignments have increased, in part, due to growth in remedial programs beginning in 1965.

Since that time, the system has channeled increased funds and personnel into remedial programs in reading and math, designed to supplement class instruction, he said.

Gordon said the problem is more difficult for smaller school systems, such as Elizabeth City-Pasquotank.

He emphasized that all teachers in the system are fully certified, including those in the remedial classes.

Researchers did not visit the area while conducting the study, he said: "They didn't talk to me."

Commenting on the results, Ran Coble, executive director of the center, said: "In August (when the study was conducted), local school officials said out-of-field teaching may be a statewide problem, but it wasn't happening in their school district.

"The latest findings," he continued, "show that out-of-field teaching is a problem in almost all of North Carolina's 144 school districts.

"We think that the State Board of Education ought to tighten up the state's policies in this area," Coble concluded.

NEW GUIDELINES are under study, Gordon said. Under the proposed changes, an instructor teaching an out-of-field assignment longer than one year, would have to be endorsed by state officials, or receive additional certification.

Endorsement would entail 16 to 18 additional credit hours of college-

level study, he said.

Gordon said he has strong indications that the new guidelines will be approved. "I'm sure they'll be adopted," he said.

The North Carolina Center for Public Policy Research is a private, non-profit group formed to study state government policy practices. It is funded largely by grants from the Mary Reynolds Babcock and Z. Smith Reynolds Foundations in Winston-Salem.

Past efforts by the center include studies of the tobacco industry and the effect of federal budget cuts on North Carolina.

"Review", Dec. 1, 1981, Reidsville, N.C.

State Board To Tighten Standards For Teachers Working Outside Specialties

RALEIGH, N.C. (UPI) — The State Board of Education's chairman says the board will take action to tighten standards following a report on the pervasiveness of junior high and high school teachers working outside their specialties.

Dr. David Bruton predicted Monday the board will tighten the standards as part of its efforts to adopt a wide range of "quality assurance programs" for teachers.

"The board has been strong from the beginning on improving standards, we've been pushing hard to increase educational requirements, increase National Teachers Examination scores, and increase certification levels.

"There's no question about

the direction of the board," Bruton said.

The North Carolina Center for Public Policy Research Monday released a breakdown of each of the state's 144 school systems listing the number of teachers working outside their specialties, some of them instructing students in subjects they took for minor degree credit in college, said Tom I. Davis, a spokesman for the state Department of Public Education.

Earlier this year, the center said a study of statewide figures revealed large percentages of junior high and high school teachers outside their fields, including 60 percent of the math teachers, 37 percent of reading teachers and 30 percent of science teachers.

Monday's report was a

followup of the earlier study, said Ran Coble, the center's executive director.

"In August, local school officials said out-of-field teaching may be a statewide problem, but it wasn't happening in their own school districts," Coble said. "The latest findings show that out-of-field teaching is a problem in almost all of North Carolina's 144 school districts."

Coble acknowledged the state board has been discussing the problem and said teacher certification policies should be tightened up.

He said a large percentage of reading teachers are not certified most likely because the program has been in effect only 10 years, and many teachers who were certified

before then have not updated their teaching credentials.

Bruton, who declined comment on the report, said the board was aware of the problem of out-of-field teachers.

"It's not new information," he said. "It's well known we have a number, particularly in the science fields, where you ought to be trained. The board is pushing hard in improving the certification of teachers."

But Bruton said the certification question is one part of a "giant puzzle" that makes up the issue of qualifications and standards for public school teachers.

Many teachers are able to teach more than one subject, even though they may hold a single certification, he said.

"Daily Advance", Dec. 22, 1981
Elizabeth City, N.C.

N.C. schools need teachers certified

Nothing is more infuriating to a teacher than having to teach a subject in which he or she does not feel fully qualified. And nothing is more unfair to students or parents who want their children to have a quality education.

Yet that is precisely what is happening in the Albemarle as well as a good portion of the rest of the state. Something should be done soon to rectify the problem. The state should accept its responsibilities in the matter, so that teachers can get on with the task of using their training to its highest potential and assuring that each child in the school system gets the sound education to which he or she is entitled.

The North Carolina Center for Public Policy Research recently analyzed teaching assignments in grades seven through twelve and drew some truly astounding conclusions.

They discovered, for example, that 60 percent of the reading instructors in the state are not certified to teach this essential skill. In addition, over 37 percent of math teachers and 30 percent of science teachers were found to be teaching out of their subject areas.

In the Elizabeth City-

Pasquotank system, the figures are even worse, with fully 80 percent teaching reading who are not certified in the area, 43.5 percent teaching math, and 44.4 percent teaching science.

To correct the situation, officials have proposed that a teacher teaching an out-of-field assignment longer than one year be endorsed by state authorities or receive additional certification.

That endorsement would mean 16 to 18 additional credit hours of college-level study, among other things.

Those measures are a good start and they will go far in correcting the situation. But it should also be borne in mind that the improvement shouldn't be taken at the teacher's expense.

If the state board of education is going to require the new guidelines, it should also be willing to pick up the tab. A school teacher in this state has already shelled out enough money to get his or her college degree and accompanying certification to teach in public schools.

If the board of education can do that, enhanced professionalism among faculty will certainly benefit the school systems across North Carolina and of course the students who attend them.

"Dispatch", Jan. 4, 1982
Henderson, N.C.

Teacher Data Backed Despite Criticisms

RALEIGH (AP) — The executive director of the North Carolina Center for Public Policy Research says the center stands by its report that many public school teachers conduct classes in subjects outside their specialties.

The report has come under fire from school superintendents throughout the state who have labeled it misleading and inaccurate.

G. Ran Coble, executive director for the center, said he received calls from 10 school districts voicing misunderstandings and complaints about the report.

"Some systems probably looked worse because their teachers didn't fill out the forms correctly," Coble said. But "the PPR data, with all their shortcomings, are the only data available from the Department of Public Instruction to analyze the incidence of out-of-field teaching."

The report, issued Nov. 25, said that many public school teachers in grades 7 through 12 were teaching in subjects for which they did not have a teaching certificate. The study included percentages of teachers teaching "out of field" for each of the 144 school districts that existed in 1980-81.

But Durham superintendent J. Frank Yeager, who called the report "extremely misleading

and ... downright wrong," said his system's analysis showed much lower percentages for Durham than the center's report.

"I think they attempted to get at an area where there may be a problem, but their methodology leaves something to be desired," he said.

And Frank Penn, assistant superintendent for Orange County schools, said the analysis failed to come up with figures to match those in the report.

"We don't know what criteria they were using, but based upon the information we have, we disagree with that report quite a bit," he said.

The report said that in Durham County 50 percent of 32 reading teachers were not certified in the subject; math, 22.5 percent of 71 teachers; science, 16.1 percent of 56 teachers; health, 16.7 percent of 71 teachers; English, 16.5 percent of 97 teachers; social studies, 8.2 percent of 61 teachers; physical education, 3.2 percent of 31 teachers; and foreign languages, 9.1 percent of 22 teachers.

Durham officials conducted their study by counting the number of teachers without appropriate certificates and the number of classes taught by out-of-field personnel.

Certification Requirement Considered

RALEIGH (UPI) — The State Board of Education has been asked to consider forcing teachers to get new certification if they spend more than half their school day teaching a subject outside their specialty.

Department of Public Instruction staff members prepared the proposal for the board, which is expected to act on the idea next month.

The proposal has been in the works almost a year, but it follows in the wake of two recent reports by the N.C. Center for Public Policy Research.

The center's first study said that in grades 7 through 12 last school year, 60 percent of the reading teachers, 37 percent of the math teachers and 30 percent of the science teachers were not certified to teach those courses.

To become certified, an individual must complete a college program approved by the state board.

The board's proposed plan would require teachers who spend more than half their time out of their specialty to get a new certificate or a provisional one.

But a teacher who spends less than half his time teaching out of field can teach that out-of-subject area if he had the equivalent of a college minor in the subject area.

Appendix K.

Other Reports Documenting Out-of-Field Teaching in North Carolina

- I. Excerpt of study directed by Dr. Robert Williams, Associate Dean, School of Education, N.C. State University
- II. Excerpt from N.C. Science Teacher Profile, Grades 7-12, Division of Science, N.C. Department of Public Instruction, 1979-80
- III. Excerpt from Improving the Quality of Science and Mathematics Instruction in North Carolina's Public Schools, A Framework for Action, N.C. Board of Science and Technology's Advisory Committee on Science and Mathematics Education (May 1981).
- IV. Norman D. Anderson, Science Education Report: The Preparation of High School Science Teachers in North Carolina (September 1981).

Appendix K-I.

Excerpt of study directed by Dr. Robert Williams,
Associate Dean, School of Education, N.C. State University



Department of Physics
919/761-5337

WAKE FOREST UNIVERSITY

WINSTON-SALEM, NORTH CAROLINA 27109

March 16, 1982

Dr. Ron Coble, Executive Director
North Carolina Center for Public
Policy Research, Inc.
P. O. Box 430
Raleigh, NC 27602

Dear Dr. Coble:

I enclose a copy of my remarks to the Board in addition to the background material which was previously provided to the Board members.

It is not surprising that the statistics are similar to those in your recent report since they were probably gleaned from the same report forms submitted by the school principals. Most of the solutions are also obvious, but need to be forcefully stated over and over again to get attention.

As I recall, your report came out about a year ago when we were first presenting our findings to various educators group meetings throughout the State, and it was encouraging to see general agreement in the two independent studies.

However, Dr. Robert Williams, Associate Dean, School of Education, N. C. State University, who directed our study, devoted considerable time in these sessions with teachers and school administrators explaining some apparent differences in the results and trying to interpret conclusions from what were often very ambiguous raw data.

For additional information on the project you might want to confer with Dr. Williams, and we appreciate your interest.

Sincerely yours,

A handwritten signature in cursive script that reads "G. P. Williams, Jr.".

George P. Williams, Jr.
Chairman

GPW:j
cc:Dr. Williams

AN EQUAL OPPORTUNITY EMPLOYER

A. Data From Science and Mathematics
Teacher Profiles in Grades 7-12, 1980-81
As Compiled by the
North Carolina Department of Public Instruction

SCIENCE

- 29% (1,033 teachers) of the teachers who taught one or more science classes in grades 7-12 during 1980-81 had NO science certification.
- 27% (3,669 classes) of all science classes in grades 7-12 during 1980-81 were taught by inappropriately certified teachers.
- Student membership in science classes in grades 7-12 during 1980-81 decreased by 3.2% (11,540 students) from the previous year while student membership in all classes in grades 7-12 decreased by 2.5%.
- 59% of the science enrollment in grades 7-12 during 1980-81 was at the junior high level (grades 7-9: Earth, Life, and Physical Science); 48% (1,318 teachers) of the science teachers at the junior high levels were inappropriately certified.
- 56% (7,648 classes) of all science classes taught in grades 7-12 during 1980-81 were in Earth, Life, and Physical Science; 41% (3,109 classes) of those Earth, Life, and Physical Science classes were taught by inappropriately certified teachers.
- Approximately 30% of the first-year secondary science teachers drop out during or immediately after their first year of teaching as compared to a 15% drop out rate for all first-year secondary teachers.
- 24% of the science teachers in grades 7-12 during 1980-81 held a master's degree or higher while the national average was better than 50%.

MATHEMATICS

- 40% (1,691 teachers) of the teachers who taught one or more mathematics classes in grades 7-12 during 1980-81 had NO mathematics certification.
- 26% (4,010 classes) of all mathematics classes in grades 7-12 during 1980-81 were taught by inappropriately certified teachers.
- 35% of the mathematics enrollment in grades 7-12 during 1980-81 was in the subject "Junior High Math;" 59% (1,070 teachers) of the teachers assigned to teach "Junior High Math" were inappropriately certified.
- 35% (5,424 classes) of all mathematics classes taught in grades 7-12 during 1980-81 were in the subject "Junior High Math;" 49% (2,674 classes) of those "Junior High Math" classes were taught by inappropriately certified teachers.
- Approximately 18% of the first-year secondary mathematics teachers drop out during or immediately after their first year of teaching as compared to a 15% drop out rate for all first-year secondary teachers.
- 23% of the mathematics teachers in grades 7-12 during 1980-81 held a master's degree or higher while the national average was 50%.

MATHEMATICS TEACHER STUDY HIGHLIGHTS

The three reports cited below are based on activity reports completed by personnel in North Carolina schools in 1979-80, except for items 4-6, which came from Division of Teacher Certification reports in the State Department of Public Instruction.

The July 22, 1980 Report

1. 45% of all persons teaching one or more math classes in grades 7-12 were not certified in math. (The comparable figure for science teachers in 1978-79 was 29%, as reported in an SDPI study.)
2. 69% of those teaching remedial math (presumably to students who are struggling to pass the state competency exam) were not certified in math.
3. 441 teachers not certified in math were teaching a full load of math.
4. The number of new graduates from N. C. colleges and universities who qualify for math teacher certification has recently been less than half of what it was prior to 1973 (from a high of 334 in 1968-69 on only 120 in 1977-78).
5. In most of the last 20 years, the demand for math teachers (as reported by superintendents to SDPI) has been less than the number of new math teachers produced by the colleges and universities. (I believe the demand figures are not a true reflection of the shortage: see item 16.)
6. In no year of the past 20 did more than 58% of the new graduates accept teaching positions in N. C. (the range was from 40-58%).
7. The shortage is a combination of the numbers produced, the hiring rate, and the retention rate--not just production.
8. Examples of questionable teaching assignments, some of which were probably unnecessary:
 - a. a teacher at school 330-350 who was certified in physics, taught remedial mathematics all day, to a total of 48 students;
 - b. a teacher at school 770-348 who was certified in chemistry, taught a full load of 12th grade consumer math and General Math I; and
 - c. school 360-498 had a teacher certified in math who taught general math all day, and a teacher certified in grammar who taught Algebra I classes.

The September 4, 1980 Report

9. Most of the teachers who were certified in math taught only math (at least 80% of them, and possibly 85%; the data did not yield a clear picture).
10. Science courses were clearly the predominant second field of assignment for teachers certified in mathematics.
11. About 2/3 of the middle/junior high teachers of a mathematics combination class (and who did not hold math certification) taught a math-science combination. Many of these teachers were certified in science.
12. Although the calculus teacher at 600-462 was not certified in math, teachers of most college prep math classes were certified in math.
13. Slightly more than 50% of the teachers of math in middle/junior high courses which were not identifiable as college prep were not certified in math.
14. A cursory look indicates that teaching loads in the smaller rural high schools were heavier than in other areas.
15. More questionable teaching assignments:
 - a. school 140-364 had four teachers who were not certified in math teaching one section each of general mathematics, and one teacher who was certified in math with one section of remedial math and four sections of four other subjects;
 - b. at 960-360, a social studies teacher taught two math classes, another social studies teacher taught four math classes, and a math teacher was assigned two social studies classes; and
 - c. at 841-304, a physical education teacher had two sections of different math courses while a math teacher had two sections of Physical Education II.

The January 27, 1981 Report

16. It is likely that when a teacher is teaching math out-of-field, and no visible problems are occurring, superintendents will let that teacher continue to teach math rather than take the initiative to seek a teacher who is certified in math for that position.
17. In the schools, there were 464 persons who were certified in math but teaching no math. 196 were teaching in another field, in which they were also certified. 140 were principals or assistant principals, although 29 of these were not certified as principals. 51 were counselors, all of whom were also certified as counselors. 48 others were teaching full-time in fields for which they were not certified. Of the remaining 29, thirteen were not certified in their field of major responsibility. Altogether there were 90 who were not certified in their field of major responsibility.

Page 3
Mathematics Teacher Study Highlights

18. Industry is not the only place math teachers seek a different employment. In addition to the 220 reported here who held non-teaching positions in schools, there are many former math teachers in school district central offices, state agencies, and institutions of higher education.
19. 202 secondary schools had no teachers certified in math. Eight of these were schools with a 12th grade. On the one hand, 104 of these schools were so small as to have only one person teaching math. On the other hand, 15 of them were large enough to justify a full-time teacher of math.
20. There are many middle/junior highs where a student could attend three years and never be taught math by a teacher who was certified in math.
21. 17% of those certified in math were of a minority race, while only 11% of the teachers of college prep math were of a minority race. Many schools had no minority race teachers who could be identified as college prep math teachers. In such schools, minority students lacked a role model whose presence might have stimulated more of them to take more college prep math courses.

Robert T. Williams
School of Education, NCSU
February, 1981

Appendix K-II.

Excerpt from N.C. Science Teacher Profile, Grades 7-12,
Division of Science, N.C. Department of Public Instruction,
1979-80.

FOREWORD

This publication provides information not previously available in this format. It represents a second attempt, on an annual basis, to provide a statistical profile of secondary science teachers in grades 7-12 in North Carolina schools. Although the information presents many concerns, it can also serve as a basis from which to strive for improvement in teacher qualifications.

This information should stimulate discussion and interaction among the many individuals and groups who are concerned with the improvement of science instruction in the schools of North Carolina and elsewhere. It provides a view of the present and offers a challenge for the future. This should serve in future planning of ways to accomplish excellence in science instruction for our boys and girls.

The data presented should be of special interest and assistance to at least three groups: (1) State Department of Public Instruction personnel, especially those in teacher certification and science education; (2) Higher Education personnel, especially those in teacher education and science education; and (3) Local Education Agency (LEA) personnel, especially those in charge of personnel and the science curriculum. Hopefully, these groups will be able to use this "profile" in many constructive ways.



A. Craig Phillips

November 1980

State Superintendent of Public Instruction

Table IV: Subjects and Certification

Subjects	Teacher Count	Percentage	
		Appropriately Certified	Inappropriately Certified
0092 Life Science	875	51.7	48.3
0092 Earth Science	855	41.6	58.4
3010 Physical Science	1,003	60.7	39.3
3111 Biology	1,207	85.7	14.3
3120 Advanced Biology	265	97.7	2.3
3210 Chemistry	391	86.7	13.3
3220 Advanced Chemistry	87	90.8	9.2
3310 Physics	280	72.0	28.0
3320 Advanced Physics	6	83.3	16.7
3600 Applied Science	33	93.9	6.1
3700 Marine Science	22	77.3	22.7
3990 Special Interest Science	98	85.7	14.3
3991 Environmental (Ecology)	68	72.1	27.9
3992 Anatomy & Physiology	48	91.7	8.3
3993 Aviation Science	7	57.1	42.9
	5,245 ¹	68.0 ²	32.0 ²

¹See footnote #2 on page 7.

²Represents percentages of the teacher count (5,245).

SUBJECTS AND CERTIFICATION PER CLASS

Table V lists the total number of classes per subject taught. It also gives the percentage of classes per subject taught by appropriately certified teachers and the percentage of classes per subject taught by inappropriately certified teachers. The total number of classes taught in 1979-80 in grades 7-12 was 13,993. The display of data presents a clear picture of the relationship between classes taught and the certification of the teacher on a per class basis.

A greater percentage of the upper level classes were taught by appropriately certified teachers, while a lesser percentage of the lower level classes were taught by appropriately certified teachers. Ninety-seven percent of the Advanced Biology classes were taught by appropriately certified teachers; only a little more than 48% of the 8th grade Earth Science classes were taught by appropriately certified teachers.

Fifty-six percent (7,800) of the secondary science classes were at the junior high levels.

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*****
*
* . A greater percentage of the upper level science
*   classes were taught by appropriately certified
*   teachers.
*
* . A lesser percentage of the lower level science
*   classes were taught by appropriately certified
*   teachers.
*
* . 56% of the secondary science classes were at
*   the junior high levels.
*
* . 72.8% of the science classes (7-12) were taught
*   by appropriately certified teachers.
*****
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Appendix K-III.

Excerpt from Improving the Quality of Science and Mathematics Instruction in North Carolina's Public Schools, A Framework for Action, N.C. Board of Science and Technology's Advisory Committee on Science and Mathematics Education (May 1981).

SUMMARY

The North Carolina Board of Science and Technology, through its Committee on Science and Mathematics Education, and working in conjunction with the State Department of Public Instruction, has developed a comprehensive program for improving the interest and proficiency of high school graduates in North Carolina in the fields of science and mathematics. The Board and its Committee believe that, in order to halt the shrinking commitment to excellence in science and mathematics in the classroom, strategies must be targeted toward all components of the education system, both within and outside of the schools. Indeed, while much of the effort must be directed at resolving the problem of an inadequate number of appropriately certified physical science and mathematics teachers, the scope of the problem extends to course content and curricula, teacher training and competency, support services outside the classroom, and the use of new and innovative teaching methods.

Existing data have led the Committee to question the adequacy of science and mathematics instruction. Among the causes for concern are the following:

- College students majoring in education are not pursuing science and mathematics teaching as frequently as they pursue many of the liberal arts teaching fields.

- College graduates with a degree in science or mathematics teaching are accepting jobs for higher salaries outside of teaching;
- Principals assign persons not certified in science or mathematics instruction to teach courses in science and mathematics, in order to fill the void left by an inadequate supply of physical science and mathematics teachers. This phenomenon occurs most frequently at the junior high level;
- Elementary level teachers spend a great deal less time teaching science than one might expect. Indeed, the amount of time devoted to teaching science on the average day at the elementary level is 17.2 minutes.
- Enrollment in science and mathematics courses drops significantly after completion of the 10th grade; thus, in general, most students stop taking science and mathematics courses after completion of curriculum requirements;
- Enrollment in college preparatory courses, especially the science and engineering preparatory courses of chemistry, physics and higher mathematics, accounts for only a small percentage of total secondary science enrollment;
- The demand for high technology baccalaureate graduates in the 14 southern states exceeds the supply, and this trend is expected to continue if present enrollment patterns remain on course.

- C. Incentives to keep college students in physical science and mathematics education majors and to increase their likelihood of selecting teaching as an occupation.
1. Advertise the Scholarship Loan Program to upperclassmen who are beginning to experience financial problems.
- D. Incentives to increase the percentage of physical science and mathematics education graduates who accept a teaching position:
1. Put new physical science and mathematics teachers who are appropriately certified on an advanced entry point (salary step two) on the salary schedule.
 2. Require school districts (after a period of 5-7 years) to give priority to new applicants with proper certification over current teachers who are teaching physical science or mathematics out-of-field and who are not actively seeking certification for the subjects they are teaching. Exceptions must be approved by the local school board and the State Board of Education.
- E. Incentives to retain physical science and mathematics teachers who are appropriately certified in the classroom for at least five years:
1. Annual salary increments should be one (or more) steps on the current scale.

2. Teachers would have the option of signing a 10, 11 or 12-month contract, with the working period being the same as the contract length.
 3. Encourage first-year teachers of physical science and mathematics to sign their contract and begin work immediately upon graduation from college, rather than in August or early September.
 4. Reduce the non-teaching workload of physical science and mathematics teachers, providing more time for laboratories and special units.
 5. Provide for a one-time dollar bonus for completion of the fifth year of teaching in North Carolina.
 6. During or subsequent to the 1985-86 school year, all physical science and mathematics teachers who are teaching predominantly in those fields must be certified in those fields; exceptions must be approved by the local board of education and the State Board of Education.
- F. Incentives to retain physical science and mathematics teachers in the classroom beyond five years:
1. Implement a differential staffing scheme whereby physical science and mathematics teachers may be promoted to a higher teaching category (i.e., "master teacher") with commensurate increase in salary and status, without having to move into an administrative position.

Appendix K-IV.

Science Education Report

THE PREPARATION OF HIGH SCHOOL SCIENCE TEACHERS IN NORTH CAROLINA Baseline Data For The 1980's

by

Norman D. Anderson
Professor of Science Education

September, 1981

Department of Mathematics and Science Education
326 Poe Hall
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Introduction

As we move into the 1980's, much attention is being directed toward the status of science teaching in our schools. It is generally recognized that the quality of science programs is in large measure dependent upon the ability of school systems to attract and retain qualified science teachers. One index of teacher quality is the level of academic preparation.

Prior to 1968 little quantitative data were available about the academic preparation of North Carolina high school science teachers. Because of a need for information for assessment and related planning activities, a series of studies were undertaken at North Carolina State University. The results of these studies are summarized in this paper; the results and implications discussed at the end of this paper are those which were formulated at the conclusion of the studies in 1971. Thus, not only can the results reported serve as baseline data for studies in the 1980's, but comments we made ten years ago can be viewed in their historical perspective.

Scope of the Studies

Schauer (1968), Hobbs (1968), and Hunter (1970) investigated the preparation of biology, chemistry, and physics teachers respectively. These studies had three common purposes: (a) to determine the academic preparation of the science teachers being investigated, (b) to determine the relationship between the level of academic preparation and school size, and (c) to determine the relationship between the level of academic preparation and the amount of supplement to the state salary schedule paid by the employing school district. In addition to these three central purposes, other useful information was obtained about teaching loads, class size, and recency of training.

All three studies involved the science teachers in a stratified random sample of 103 high schools taken from the 629 high schools in North Carolina that were in operation during the 1967-68 school year. Data were obtained on 177 biology teachers, 101 chemistry teachers, and 71 physics teachers from the records of the Department of Teacher Certification of the State Department of Public Instruction.

Royster (1971) investigated the preparation of teachers of advanced high school biology. The purposes of his study were (1) to determine the academic preparation of advanced biology teachers and other factors such as teaching loads and years of experience, and (2) to compare the preparation of teachers of advanced biology with that of teachers of tenth-grade biology. His findings are based on a random sample of 100 teachers of advanced biology selected from the 172 teachers so employed in North Carolina during the 1969-70 school year. He also used the records of the Department of Teacher Certification of the State Department of Public Instruction to obtain his data.

Biology Teachers

North Carolina biology teachers employed during the 1967-68 school year averaged 25.6 semester hours in biology, 10.3 semester hours in chemistry, 6.0 semester hours in mathematics, 4.1 semester hours in physics, and 1.4 semester hours in earth science. As might be expected, there was great diversity among the biology teachers with respect to their preparation in the sciences, with some of the largest deficiencies being in supporting areas. For example, only 34.0 per cent had taken a course in organic chemistry, only 57.6 per cent had a college course in physics, and only 35.1 per cent had a course in the earth sciences.

An analysis of the relationship between academic preparation and school size and between academic preparation and local salary supplement was performed by calculating the contingency coefficients between the various factors. The significance of each contingency coefficient was determined using the chi square test. In order to do these calculations, each biology teacher was placed in one of six categories. As an example of these categories, Level 0 was a high school biology teacher with less than one year of college biology. Level 5, or those biology teachers best prepared, included biology teachers having twenty-four or more semester hours in biology (including at least one course in botany and zoology beyond the introductory course), and one or more years of chemistry, one course in organic and/or biochemistry, six or more semester hours in physics, six or more semester hours in mathematics, and at least one course in biology in the past five years. Nineteen, or slightly more than 10 percent, of the biology teachers were in Levels 4 and 5, whereas fifty teachers, or about 30 percent, were in Levels 0 and 1.

Although the relationships between academic preparation and school size and between academic preparation and amount of salary supplement were positive, they were not significant at the .05 level. This refutes the common belief that the largest schools and the schools that pay the largest supplement to the state salary schedule attract the teachers with the best academic preparations.

Chemistry Teachers

Chemistry teachers employed in North Carolina schools during the 1967-68 school year averaged 17.2 semester hours in chemistry, 20.3 hours in biology 9.7 in mathematics, 6.8 in physics, and 2.4 in science. Almost one-third, or

32.6 per cent of the chemistry teachers had less than nine semester hours of college chemistry, and thus could be considered very poorly prepared. Many of the chemistry teachers also taught biology as part of their teaching assignment and had specialized in biology in their undergraduate programs.

It was found that the relationship between academic preparation of chemistry teachers and size of salary supplement was positive but not significant at the .05 level. However, the relationship between academic preparation and school size was significant at the .05 level. Apparently, many of the larger schools with several sections of chemistry were able to employ a teacher with specialization in chemistry, whereas chemistry in smaller schools often is taught by teachers with other specializations.

Physics Teachers

The physics teachers studied averaged 9.9 semester hours in physics, 18.5 in mathematics, 16.2 in chemistry, 19.2 in biology, and 5.2 in earth science. It was found that 7 per cent of the physics teachers in the sample had never had a college-level physics course; almost 33 per cent of the teachers had less than eight semester hours, or the equivalent of two courses in physics. Small student enrollments prevented most high schools in the sample from having a full-time physics teacher. Eighty percent of the teachers in the sample taught only one physics class per day. It was concluded that physics teachers in North Carolina are not as well prepared as biology and chemistry teachers.

The relationship between school size and the academic preparation of physics teachers was positive but not significant at the .05 level. However, the relationship between academic preparation and size of salary supplement was significant at the .05 level. This is not surprising since it is the

school districts with the largest salary supplement that in general have the most sections of physics per high school. Thus, they are in a position to hire teachers with a specialization in physics to teach physics as a major part of their teaching loads.

Advanced Biology

Advanced biology is the most frequently offered advanced science course in North Carolina high schools, with 165 of 629 high schools offering it in the 1969-70 school year. Royster (1971) found that, in general, the academic preparation of a random sample of 100 of the 172 advanced biology teachers exceeded that of the tenth-grade biology teachers. The average semester hours of credit earned by the advanced biology teachers is 36.0 in biology, 13.3 in chemistry, 5.7 in physics, 6.6 in mathematics, and 1.7 in earth science. The advanced biology teachers had certain of the same weaknesses in preparation as tenth-grade biology teachers; only 56 percent had learned credit in organic chemistry, and only 9 percent had taken a course in biochemistry.

Discussion of the Results and Their Implications - As Viewed in 1971

The findings of these four studies on the academic preparation of North Carolina science teachers do not, of course, serve as a basis for drawing broad conclusions about the quality of the science programs in our state. They do, however, provide valuable data for use in making decisions about future policies and practices with respect to certification, teacher assignments, inservice education, and the nature of school science programs. Specifically, it is felt that the findings support the following suggestions and recommendations:

1. Certification. The guidelines for the approval of teacher education programs currently in use by the State Department of Public Instruction in North Carolina provide for an adequate preparation in science and supporting subjects. However, many science teachers are entering our profession with substandard certificates or are certified in another subject area and teaching "out of field." Steps should be taken as soon as possible to insure that all new science teachers entering teaching are adequately prepared--this means certifying and employing as science teachers only those who have placed a major emphasis on science in their college work.

North Carolina requires that a teacher must earn at least six hours of certificate renewal credit during each five-year period. In light of the poor academic preparation of many North Carolina science teachers, it seems reasonable that they should be required to take part or all of this work in science.

2. Teacher Preparation Programs. The status of the academic preparation and working conditions of North Carolina science teachers suggests several things for both the preservice and inservice education of teachers. At the preservice level, ways must be found to attract more students to teaching careers in the physical sciences. Since many schools teach only one section of high school physics and only one or two sections of chemistry it would appear desirable to prepare teachers to handle combinations such as chemistry-physics and physics-mathematics.

At the inservice level, the two major tasks are that of bringing the academic preparation of those practicing science teachers who are poorly prepared up to some minimum level and that of providing for the continued up-dating of all science teachers. Even though dozens of institutes supported by the National Science Foundation and other groups have been

conducted during the last 15 years, much remains to be done in just upgrading the academic preparation of science teachers. Most of our present inservice programs should be continued, plus additional types be considered. The use of Educational Television and inservice programs conducted by the school systems themselves and staffed by superior high school teachers appear to be two promising possibilities.

3. School Practices. School systems are in a position to do many things to raise the average level of the academic preparation of science teachers and, hopefully, thus improve their science programs. They can begin by employing only qualified science teachers if they are available and assigning only qualified science teachers to teach science classes. They also may need to consider different ways of using a teacher's time. For example, in the case of the physical sciences in which there are small enrollments in many schools, it may be desirable for the science teacher to travel to two or more schools. Not only would students profit from having a well-qualified teacher, but it might be easier to recruit such a teacher if he would have a full load in his major area of interest. There also might be savings in acquiring equipment and materials, since much of it might be used in more than one school.

Small enrollments in certain science courses and poorly qualified teachers appear to be part of a cycle. As part of breaking this cycle, it may be necessary to develop new programs more attractive to students with varied academic backgrounds and interests. This is especially true in the physical sciences where the courses are all elective.

Educational technology may represent another means that can be used to improve science instruction at a time when many teachers are poorly

qualified. The Department of Public Instruction in North Carolina has broadcast a supplementary program in physical science at the ninth-grade level for several years. Perhaps programs also should be considered in other areas and especially in physics and chemistry. Programmed instruction and other types of student self-pacing programs represent other possibilities of reducing the negative effects of poorly prepared science teachers.

4. Implications for Future Research. Since the studies described in this article were undertaken, state and national conditions have changed in a way as to make our findings all the more valuable. With emerging teacher surpluses, some are arguing that the level of academic preparation of science teachers will improve--that school systems will replace poorly prepared teachers with teachers with better academic preparations. The findings of our four studies would serve as a base line and allow us to determine what changes in the academic preparation of science teachers do occur in North Carolina during the next five or 10 years.

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