

Educator Preparation Programs (EPPs) – Statutes, Consequences, and Possible Approaches					
	Concern	Description	NCGA Action Needed?	Statutes	Possible Approach
1	Will COVID-19 impact approval and/or accreditation of EPPs?	State law requires EPPs to be authorized based on approval by State Board or accreditation by CAEP.	No NCGA action needed at this time. While there are EPPs being considered for approval, according to DPI, that approval should not be impacted by COVID-19.	115C-269.5 115C-269.10	None.
2	Will COVID-19 impact the satisfaction of minimum admissions requirements to EPPs?	State law requires students to pass a basic skills test (Praxis Core) and have a minimum GPA of 2.7 to be admitted to an EPP. EPPs must ensure that the overall admitted cohort has a GPA of at least 3.0.	Possibly. NCGA action may be needed, depending on policy decision. Some students may not have been able to complete the Praxis Core this spring. If colleges and universities give pass/fail grades for spring 2020, students would have had one less semester to bring their GPA up.	115C-269.15	Waive Praxis Core requirement for 2020 EPP admissions. For individual GPA requirement (2.7), allow students to be admitted for 2020 with a GPA less than 2.7, provided they have a 2.7 before beginning their clinical internship (student-teaching). Waive the cohort GPA requirement for 2020.
3	Will COVID-19 interfere with required instruction at EPPs?	State law requires EPPs to cover certain topics at some point in the program.	No, this is not likely to be necessary, provided that EPPs are still delivering instruction online.	115C-269.20	None.

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4	Will school closures impact the clinical internship requirement?	State law requires teacher candidates to complete either a 16-week clinical internship (student-teaching) or a year-long residency.	Yes, NCGA action is needed as school closures will prevent teacher candidates from being able to satisfy the 16-week minimum requirement.	115C-269.25(d)(1)	Waive minimum requirement if EPP ensures the students meet the requirements on certificate of teacher capacity. Students should continue to work with LEAs to engage in remote learning as practicable.
5	Will school closures decrease the number of qualified clinical educators to supervise interns?	State law requires clinical educators to be rated as at least proficient on their most recent teacher evaluation.	No NCGA action needed at this time, regardless of whether evaluations are completed for the 2019-2020 school year, since it is based on the most recent evaluation.	115C-269.25(e)	None.
6	Will school closures affect teacher candidates' ability to complete their required pedagogy assessment?	State law requires teacher candidates to complete a pedagogy assessment (edTPA/PPAT) prior to completing the EPP. This is a portfolio-based assessment that the teacher candidate completes during the clinical internship.	Yes, NCGA action is needed for teacher candidates who will not be able to complete edTPA/PPAT due to school closures.	115C-269.25(g)	Make the edTPA/PPAT a requirement during first year of licensure instead of a graduation requirement for this cohort of teacher candidates.
7	Will COVID-19 impact the collection of EPP performance data?	State law requires the collection of data for three high stakes EPP performance measures, including the proficiency and growth of students taught by EPP completers. State law also requires EPPs to report on other performance indicators that are not directly tied to sanctions.	Yes, NCGA action is likely needed, as at least one performance measure will be unavailable due to school closures and other impacts of COVID-19.	115C-269.35	Waive high stakes performance measures. Require other performance indicators to be reported as practicable.

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8	Will COVID-19 impact which EPPs are sanctioned based on data from the 2019-2020 school year?	<p>State law requires EPPs that do not meet performance standards to be assigned an accountability status of either “Warned,” “Probation”, or “Revoked.”</p> <p>Additionally, the State Board can require EPPs that do not meet performance standards to participate in various improvement activities.</p> <p>These sanction requirements were enacted in 2017 and are being gradually phased in over time.</p>	<p>Possibly. NCGA action may be needed depending on the policy decision of whether the State Board should be allowed to require improvement activities for low-performing EPPs. Some measures and indicators required by law may be unavailable or impacted by COVID-19.</p> <p>NCGA action would not be needed to address the accountability statuses because these will not be phased in until 2021-2022.</p>	115C-269.45	<p>Hold EPPs harmless for any indicators from 115C-269.35 that are waived.</p> <p>State Board would not be able to impose a sanction on an EPP (such as requiring the EPP to obtain technical assistance) based on an indicator for which the EPP is held harmless.</p>
9	Will COVID-19 impact EPP report cards?	<p>State law requires the State Board to issue publicly available annual EPP report cards based on performance reports submitted by the EPP to the State Board.</p>	<p>Possibly. NCGA may be needed depending on policy decision as to whether the 2019-2020 EPP data should be publicly reported or just shared with the State Board.</p> <p>State Board would receive the performance data under 115C-269.35 but it would not be summarized and publicly available on DPI’s website or dashboard.</p>	115C-269.50	<p>Waive EPP report card requirement for publication – keep reporting requirements to NCGA.</p>