

TABLE OF CONTENTS

| Standards | Section |
|---|----------------|
| Standards for All Teachers | |
| Core Standards..... | 1 |
| Diversity | 2 |
| Technology | 3 |
| Standards for Birth through Kindergarten Teachers | 4 |
| Standards for Elementary Teachers | 5 |
| Standards for Middle Grades Teachers | 6 |
| Standards for 9-12 English Teachers..... | 7 |
| Standards for 9-12 Mathematics Teachers..... | 8 |
| Standards for 9-12 Science Teachers..... | 9 |
| Standards for 9-12 Social Studies Teachers..... | 10 |
| Standards for Reading Teachers | 11 |
| Standards for Art Teachers | 12 |
| Standards for Music Teachers | 13 |
| Standards for Theatre Arts Teachers..... | 14 |
| Standards for Physical Education Teachers | 15 |
| Standards for Health Education Teachers | 16 |
| Standards for Dance Teachers | 17 |
| Standards for Second Language Teachers | 18 |
| Standards for English as a Second Language Teachers | 19 |
| Standards for Exceptional Children's Teachers | 20 |
| Standards for Academically/Intellectually Gifted Teachers | 21 |
| Standards for Career-Technical Education Teachers..... | 22 |
| Standards for School Administrators..... | 23 |
| Standards for Curriculum Supervisors/Specialists | 24 |
| Standards for School Media Coordinators | 25 |

| | |
|--|----|
| Standards for Speech Language Pathologists..... | 26 |
| Standards for School Social Workers | 27 |
| Standards for School Counselors | 28 |
| Standards for School Psychologists..... | 29 |
| Standards for Master's Degree Teacher Education Programs | 30 |

INTRODUCTION

Using Title II Teacher Quality Grant funds, panels of teachers, teacher educators, and arts and science faculty were convened throughout the last two years revise the standards for teacher preparation programs. In articulating program standards, the panels considered the North Carolina Standard Course of Study, standards and guidelines of appropriate professional organizations (e.g., NCATE, National Science Teachers Association, National Council of Teachers of Mathematics, National Association for the Education of Young Children, etc.), national standards (INTASC, NBPTS), and the Core Standards for Teachers developed by the NC Professional Teaching Standards Commission. As drafts were developed, they were circulated for comment. The final drafts were distributed to colleges and universities with approved teacher education programs for input.

Sincere appreciation is expressed to panel members who gave graciously of their time and expertise, and to those who provided input.

CORE STANDARDS FOR ALL TEACHERS

Introduction

Articulated by the North Carolina Professional Teaching Standards Commission, and adopted by the State Board of Education in November 1999, the Core Standards reflect what teachers in North Carolina should know and be able to do. They reflect the following beliefs.

Teachers serve as role models of educated citizens. To teachers, the world is a fascinating place. They pass on to their students a high level of interest in and curiosity about all aspects of knowledge. Teachers are dedicated to learning and knowing in the same way an athlete is dedicated to physical fitness or an orchestra conductor is dedicated to music. All teachers have a background in basic subject areas--the arts, humanities, mathematics, and sciences. They have broad understanding of the major cultures, religions, geography, political systems, philosophies and economic systems by which people organize their lives. Teachers know and appreciate the great creative works of world cultures.

Some teachers, often teachers of young children, are generalists. Because they teach everything, generalists have a broad knowledge of every discipline. They are prepared to direct a child's natural curiosity into an interest in learning about science, mathematics, the arts, and social sciences.

Some teachers are specialists in a specific subject. Specialists know their subjects considerably beyond the content they are expected to teach. This allows them to bring richness and depth of understanding to their classrooms, and to work well with students who wish to go beyond the curriculum. They understand how technological advances affect their discipline. Specialists also have a strong background in the subjects related to their specialty area--algebra teachers know calculus and geometry, physical science teachers know biology and chemistry. In addition to knowledge of content, specialist teachers know how professionals in their field think and analyze the world.

Teachers know how their teaching specialty connects to the general curriculum. In order to deepen understanding and make learning more interesting for students, teachers help students understand how different subjects are related to each other. Teachers know the links between the grade or subject they teach and what comes before and after their course or grade.

Students often ask their teachers, "What difference does this make?" "Why does this matter?" Teachers have the answers to these questions. They understand ways in which the subjects they teach have an impact on the world in which we live.

Teachers in elementary schools know how young children think, and teachers in secondary schools understand adolescents. Even within age and grade levels, however, there is a wide scope of expected skills and behaviors. Teachers design their instruction for the range of students that they teach. Teachers recognize when students think and act outside of the expected range and when to refer such students to specialists for evaluation.

There is no single way to teach all of the students all of the time. Teachers choose the methods and techniques that are successful in helping a specific class or a specific student learn on a specific day. This may be direct, teacher-centered instruction, it may be small group projects, or it may be student-directed discovery. What is appropriate for one class may not work for another. To teach all students successfully, teachers must have command of a wide range of techniques.

Teachers express their thoughts and ideas in ways that are clearly understood by their students. Teachers also understand that communication is a two-way process. They are expert listeners and interpreters of what students mean. Teachers are skilled at distinguishing the difference between a student's expression of deep anger or mild annoyance, between expressions of true fear or of brief anxiety, and between a student who is momentarily frustrated and one who is seriously discouraged.

Teachers are skilled at using technology to teach. They know when and how to use current educational

technology, and they understand the most appropriate type and level of technology to use to maximize student learning.

Teachers develop short and long-range plans for their instruction. These plans reflect understanding of how students learn, and allow for students who learn at a faster or slower pace than others to be successful and engaged in learning. Teachers understand that plans are general guidelines and must be constantly monitored and modified to enhance the learning that is occurring in the classroom.

Teachers make teaching decisions based on what individual and groups of students know and understand. Gathering and interpreting data about what students know and are able to do is the basis for making good teaching decisions. Teachers use formal tests, responses to quizzes, evaluation of class assignments, student performances and projects, and standardized achievement tests to understand what students know. Teachers also evaluate informal measures of student understanding, such as the questions asked in class and the level of student enthusiasm.

Students need to know how to use their knowledge. Teachers help students evaluate information, consider alternatives, and make wise choices. For example, teachers encourage students to synthesize knowledge, draw conclusions, and ask questions. Teachers encourage their students to think creatively and critically.

Surveys of employers identify teamwork and the ability to work with others as highly important workplace skills. Our neighborhoods and communities also require these skills for a high quality of life. There is no better place to teach teamwork and cooperation than in schools, where children from diverse backgrounds gather daily. Teachers take advantage of this opportunity to teach students how to live and work together productively and in a positive manner.

Successful adults in the 21st century will have both the skills and the desire to continue learning and growing long after they leave formal education. They will hold high personal standards for achievement, appreciate and enjoy learning, and have confidence in their abilities. Skilled teachers lay the groundwork for these skills and attitudes during the years students are in school. They observe and nurture hidden talents and skills, and encourage young people to make decisions and follow a path that will use these talents. Teachers know and teach the importance of cooperation and working together in order for students to be successful both in school and in their adult lives.

Teachers know the North Carolina Standard Course of Study and local curriculum framework. They are familiar with the content standards developed by professional organizations in their specialty areas. Teachers develop and apply strategies to make this curriculum significant to the students they teach. Teachers are skilled at meeting the requirements of the entire curriculum, while recognizing and focusing on those concepts in the curriculum which are fundamental to student understanding. Among the basic components of the curriculum are reading, communicating orally, and using mathematics. Teachers know how to develop literacy, communication, and mathematical skills appropriate to their specialty areas. They know how to assess a student's level of competence in these fundamentals, to recognize problems and to help the student find assistance and resources when necessary.

Teachers show their commitment to this belief by their daily conduct. They do not allow subtle or overt intolerance or bigotry in their classrooms or schools, and they actively select materials and develop lessons that counteract stereotypes.

Teachers maintain high expectations for children of all backgrounds. Teachers avoid stereotypes or jumping to conclusions about individual children based on race and ethnicity, gender, language, family economic level, or any of the other ways in which our society defines groups.

Teachers have and actively seek knowledge of others through reading, personal interaction, and direct experience. They strive to understand how an individual child's culture and background influence his or her school performance. In schools and communities where population diversity is limited, teachers find ways to acquaint children with the wide variety of people who make up our society and world.

Teachers make inclusion of special needs students in the regular classroom a positive experience for

each student in the class. Teachers collaborate with the range of support specialists to help them meet the needs of all students.

Teachers recognize that educating children is a shared responsibility involving the school, parents, and the larger community. Teachers reach out beyond the school to promote trust and understanding, and build partnerships with all segments of the school community. Teachers overcome obstacles that stand in the way of effective family and community involvement in the education of their children.

Teachers exercise leadership by taking personal responsibility for the progress of all students. They organize and motivate their students to act in ways that meet the needs of both the individual student and the class as a whole. In their classrooms, teachers maximize efficiency, maintain discipline and morale, promote teamwork, plan, communicate, focus on results, evaluate progress, and make constant adjustments.

Teachers assume additional responsibility in the schools. They help develop school goals and strategies, mentor new teachers, improve the effectiveness of their departments or grade levels, and work with their school improvement committees to improve student achievement. Teachers frequently lead extra-curricular activities, such as coaching, sponsoring student clubs, editing the yearbook, directing the school musical, or organizing field trips.

Teachers are informed about policy issues, and they initiate or assist in implementing initiatives to improve the education of children. They contribute to discussions of education and social policy affecting children. Teachers are respected members of the community who play key roles in helping improve communication and collaboration between the members of the community and educators in the school and the school system.

Teachers understand that many factors beyond their control affect the classroom and school environment, and they find ways for students to learn despite everything that happens. They realize that everything that happens in the community, between individual students, with families, or with colleagues has an impact in the classroom. Teachers work to minimize disruptions in student learning and take advantage of unexpected events to teach students. They are resourceful and flexible in meeting the demands of their profession and are skilled at facilitating consensus and mediating conflict. Teachers are enthusiastic about teaching even when faced with obstacles and frustrations.

Teachers keep the needs of students at the center of their professional thoughts and actions. They live up to universal ethical principles of honesty, truthfulness, integrity, fair treatment, and respect for others. Teachers meet ethical standards for competent practice, for example, by only accepting a teaching assignment for which they are qualified and adhering to the confidentiality procedures for student testing. Teachers maintain a clear distinction between personal values and professional ethics. Teachers have opinions and beliefs, but they do not impose their personal religious, political, or social values on students. Teachers recognize that families are the primary shapers of children's values, and they treat any conflict between school and family values with great caution and care.

Teachers believe in the teaching profession. They advocate for teacher professionalism, for school conditions that encourage teaching and learning, and for decision-making structures that take advantage of the expertise of teachers. Teachers promote professional growth and assist their colleagues in improving their teaching skills. They support and assist new teachers, either formally as mentors or informally as colleagues. They strive to create learning communities in their schools and participate in their professional organizations. Teachers encourage talented students to consider becoming teachers, and they work with teacher cadet and internship programs.

Teachers think systematically about what happens in their classrooms and schools, why it happens, and what can be done to improve student achievement. They search in their own practice for reasons why a student has difficulty with comprehending a reading passage, or why one class has great success in learning a math concept. Teachers collect and use data on student performance to analyze and improve school and classroom effectiveness.

Teachers value and learn from the expertise of other educators. They offer and accept support,

encouragement, and advice. Teachers assume responsibility for the effectiveness of their colleagues and of the entire school. Teachers observe and learn from professionals in other schools and communities. They collect the best ideas and practices to use in their own schools.

Teachers study educational literature and can interpret research and apply it in their classrooms and schools. They discuss research-based books and articles, either in study groups or more informally. Teachers conduct action research in their classrooms and schools to determine the most effective teaching strategies.

Teachers recognize that life-long learning is an integral part of their profession. They know they can always be more effective. Teachers are constantly looking for new and better ways to teach.

Teachers find young people interesting and enjoy interacting with them. Teachers understand that young people make mistakes and act in ways that are difficult to understand, but that such behavior is part of growing up. Teachers find pleasure and satisfaction in helping children develop into responsible adults.

Teachers know about each child's interests, hobbies, and activities. Teachers find out what is special about each student and use this knowledge to help students grow and develop self-confidence and a sense of self-worth.

Teachers teach students to respect themselves, other students, and adults in the school. They establish a respectful, caring classroom atmosphere where every student feels worthy and valued. Even when it is necessary to correct student behavior, it is done in ways that maintain the dignity of the student.

Teachers encourage students to set and achieve high standards for themselves by praising their accomplishments and celebrating their successes.

Standards and Indicators

Core Standard 1: Teachers know the content they teach.

Indicator 1: Teachers have a broad knowledge of content.

Indicator 2: Teachers know the content appropriate to their teaching specialty.

Indicator 3: Teachers understand the ways in which their teaching area connects to the broad curriculum.

Indicator 4: Teachers know relevant applications of the content they teach.

Core Standard 2: Teachers know how to teach students.

Indicator 1: Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of the students they teach.

Indicator 2: Teachers use a variety of methods to teach students.

Indicator 3: Teachers are expert communicators.

Indicator 4: Teachers are able to use communication skills to circumvent or manage conflict as it arises in the classroom.

Indicator 5: Teachers have strong and current technology skills.

Indicator 6: Teachers plan instruction that is appropriate for the students they teach.

Indicator 7: Teachers use a variety of methods to assess what students have learned.

Indicator 8: Teachers teach communication, thinking, and problem solving skills.

Indicator 9: Teachers help students develop skills of teamwork, leadership, and cooperation in their classrooms and schools. They understand the importance of building a positive classroom climate through emphasizing constructive communication.

Indicator 10: Teachers instill a love of learning and self-confidence based on achievement.

Indicator 11: Teachers align their instruction with the required curriculum.

Core Standard 3: Teachers are successful in teaching a diverse population of students.

Indicator 1: Teachers demonstrate their belief that diversity in the classroom, in the school, and in the society is a strength.

Indicator 2: Teachers treat students as individuals.

Indicator 3: Teachers know and respect the influence of race, ethnicity, gender, religion and other

aspects of culture on a child's development and personality. They understand how an individual's belief system affects behavior.

Indicator 4: Teachers adapt their teaching for the benefit of students with special needs.

Indicator 5: Teachers work collaboratively with the families and significant adults in the lives of their students.

Core Standard 4: Teachers are leaders.

Indicator 1: Teachers lead in their classrooms.

Indicator 2: Teachers lead in the school.

Indicator 3: Teachers lead in advocating for schools and children.

Indicator 4: Teachers function effectively in a complex, dynamic environment.

Indicator 5: Teachers meet high ethical standards of practice.

Indicator 6: Teachers support the teaching profession.

Core Standard 5: Teachers are reflective about their practice.

Indicator 1: Teachers analyze the results of teaching.

Indicator 2: Teachers collaborate with their colleagues.

Indicator 3: Teachers use research in their classrooms.

Indicator 4: Teachers continue to grow professionally.

Core Standard 6: Teachers respect and care about students.

Indicator 1: Teachers enjoy spending time in the company of children and young adults.

Indicator 2: Teachers learn all they can about each of their students.

Indicator 3: Teachers maintain the dignity of each student.

Indicator 4: Teachers express pride in their students' accomplishments.

DIVERSITY STANDARDS

Introduction

Effective beginning teachers are successful in teaching a diverse population of students. They affirm that diversity truly exists and believe that education is fundamentally a cultural process that ultimately contributes to the academic success or failure of students. Diversity includes exceptionalities, race, ethnicity, religious backgrounds, gender, language (linguistic differences) socio-economic levels, and any of the other ways in which our society defines human differences (age, geography, sexual orientation, and national origins).

Beginning teachers of diverse students have a keen sense of equity, a strong commitment to their profession, knowledge of their students' cultures and needs, and the ability to translate cultural knowledge into pedagogical strategies. These are the teachers who hold high expectations for all students and legitimize their students' backgrounds as part of the school's curriculum.

The ultimate goal of these diversity standards is to develop in every child's teacher the knowledge, skills, and dispositions to ensure success for all students. Embracing and implementing these standards will have profound implications on the education of all our children.

Given the increased diversity of students, the standards in this document are intended to both stand alone and be infused across content areas in grades P-12. Concepts of accessibility, integration, cultural relevance and mutual respect are central to all avenues of learning. To implement these concepts, effective beginning teachers use multiple and unbiased teaching strategies, instructional materials and assessment procedures. In addition, teachers foster an inclusive and safe environment (cognitively, socially, emotionally and physically) in which all students grow as individuals and as a community of learners.

In order for children to be successful learners, effective beginning teachers must welcome and accept all students in their classrooms. These teachers must have knowledge of the diverse backgrounds, cultures and learning styles of their students. In doing so, they are able to apply sound pedagogical practices that will enhance their selection of goals, methods, and materials for diverse learners.

One method by which effective beginning teachers develop and refine their practice is through a culturally responsive professional development program, which invites the entire school community to meet the needs of individual learners. Since teaching is learning, beginning teachers engage in ongoing self-reflection of instructional and social practice. Their analyses result in adapted plans to enhance the learning experiences of P-12 students. With such reflections effective beginning teachers evolve as leaders in the advancement of academic excellence and educational equity. Teachers as leaders sustain and maintain the value of a community of diverse leaders.

Standards and Indicators

Standard 1: Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.

Indicator 1: Teachers select, evaluate and incorporate unbiased instructional materials

Indicator 2: Teachers use multiple strategies to address the needs of individual learners.

Indicator 3: Teachers create a safe, inclusive and caring environment in which all students can learn.

Indicator 4: Teachers use a variety of assessment procedures/instruments.

Standard 2: Teachers understand how students' cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.

Indicator 1: Teachers seek and apply good matches among instructional goals, methods, and materials, and students' skills and abilities

Indicator 2: Teachers assist students in developing multiple learning strategies to address discipline specific content, communication, critical thinking, and problem solving skills

Indicator 3: Teachers modify instruction and assessment to meet the needs of individual student.

Standard 3: Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.

Indicator 1: Teachers develop strategies to communicate with the families of their students, help them understand and value the educational process and encourage their participation in a variety of school activities.

Indicator 2: Teachers recognize and value the family's role in education and offer them suggestions on how to help their children complete school-related tasks.

Indicator 3: Teachers make links with the learners' other environments on behalf of students, by working with in-school personnel, and community professionals and agencies.

Indicator 4: Teachers talk with and listen to the student, are sensitive and responsive to clues of distress or conflict, investigate situations, and seek outside help as needed and appropriate to remedy problems.

Standard 4: Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.

Indicator 1: Teachers become knowledgeable of diverse cultures and encourage families to share the richness of their backgrounds.

Indicator 2: Teachers provide opportunities for students and their families to share their diversities.

Indicator 3: Teachers promote appreciation and respect for diversity by rejecting the use of stereotypes.

Indicator 4: Teachers provide P-12 students with the skills necessary for evaluating their beliefs, attitudes, and behaviors to enable them to understand how their attitudes affect their behaviors.

Standard 5: Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.

Indicator 1: Teachers become strong advocates for educational equity.

Indicator 2: Teachers continually refine practices that address the individual needs of diverse learners.

Indicator 3: Teachers are proactive and deliberate in promoting and fostering respect among students.

Standard 6: Teachers of diverse students are reflective practitioners who are committed to educational equity.

Indicator 1: Teachers identify own biases and reflect on them in terms of practice.

Indicator 2: Teachers provide equity and access to learning in classroom.

Technology Standards

Introduction

The panel that reviewed the technology standards concluded that the International Society for Technology in Education (ISTE) standards for beginning teachers, without modification, represented the knowledge, skills, and dispositions that we should expect beginning teachers to possess and recommended that they be adopted for use in North Carolina. The wording of the standards has not been changed. We have, however, modified the formatting to match that used in the other standards.

Adapted with permission from National Educational Technology Standards for Teachers (NETS*T), copyright © 2000, International Society for Technology in Education (ISTE), 800.336.5191 (U.S. & Canada) or 541.302.3777 (International), iste@iste.org, www.iste.org. All rights reserved.

Standards and Indicators

*Adapted with permission from National Educational Technology Standards for Teachers (NETS*T), copyright 8 2000, International Society for Technology in Education (ISTE), 800.336.5191 (U.S. & Canada) or 541.302.3777 (International), iste@iste.org, www.iste.org. All rights reserved.*

Standard 1: Teachers demonstrate a sound understanding of technology operations and concepts.

Indicator 1: Teachers demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students).

Indicator 2: Teachers demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

Standard 2: Teachers plan and design effective learning environments and experiences supported by technology.

Indicator 1: Teachers design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.

Indicator 2: Teachers apply current research on teaching and learning with technology when planning learning environments and experiences.

Indicator 3: Teachers identify and locate technology resources and evaluate them for accuracy and suitability.

Indicator 4: Teachers plan for the management of technology resources within the context of learning activities.

Indicator 5: Teachers plan strategies to manage student learning in a technology-enhanced environment.

Standard 3: Teachers implement curriculum plans, that include methods and strategies for applying technology to maximize student learning.

Indicator 1: Teachers facilitate technology-enhanced experiences that address content standards and student technology standards.

Indicator 2: Teachers use technology to support learner-centered strategies that address the diverse needs of students.

Indicator 3: Teachers apply technology to develop students' higher order skills and creativity.

Indicator 4: Teachers manage student learning activities in a technology-enhanced environment.

Standard 4: Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

Indicator 1: Teachers apply technology in assessing student learning of subject matter using a variety of assessment techniques.

Indicator 2: Teachers use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

Indicator 3: Teachers apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

Standard 5: Teachers use technology to enhance their productivity and professional practice.

Indicator 1: Teachers use technology resources to engage in ongoing professional development and lifelong learning.

Indicator 2: Teachers continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.

Indicator 3: Teachers apply technology to increase productivity.

Indicator 4: Teachers use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

Standard 6: Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

Indicator 1: Teachers model and teach legal and ethical practice related to technology use.

Indicator 2: Teachers apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

Indicator 3: Teachers identify and use technology resources that affirm diversity.

Indicator 4: Teachers promote safe and healthy use of technology resources.

Indicator 5: Teachers facilitate equitable access to technology resources for all students.

STANDARDS FOR BIRTH - KINDERGARTEN TEACHERS

Introduction

Scientific breakthroughs have provided the fields of early education (Child Development, Early Childhood Education, Early Childhood Special Education, and Early Intervention) an extraordinary understanding of how young children with and without disabilities develop and learn. Recent research has demonstrated that young children know more, know it sooner, and need opportunities to continue to be active learners. Advances in neuroscience and reauthorization of legislation provide greater support than ever for early education. Therefore, it is important to be mindful of:

- ❖ changes in the knowledge bases of the fields of early education;
- ❖ changes in early care and education for infants, toddlers, preschoolers, and kindergartners (*hereafter referred to in this document as "ALL young children with and without disabilities, including those at-risk"*);
- ❖ increased diversity of environments in which birth-kindergarten professionals are engaged such as natural learning environments, public school classrooms, child care centers, community agencies, homes, hospitals, crisis nurseries, and shelters (*hereafter referred to in this document as "settings"*);
- ❖ changes in early childhood demographics including family, linguistic, geographic, socioeconomic, and cultural diversity;
- ❖ the value of essential roles family members play in their child's development and learning; and
- ❖ increased numbers of young children at-risk for and with disabilities who are served in early education programs.

These interrelated elements impact all aspects of high quality early education practices.

Specialized knowledge and skills are required of professionals who work with children from birth through kindergarten due to the complexities of development that exist in young children during those years and to the diversity of settings in which birth-kindergarten professionals work. With the passage of recent legislation, the number of pre-kindergarten children served through the public school system has grown dramatically. In addition, young children with disabilities are optimally served in inclusive settings. Research on these settings supports the philosophy that these environments are best for ALL children. Likewise, the participation of family members is integral to each child's development.

Developmental domains are integrated and inseparable from one another. For example, a preschool child who is mastering certain physical skills may experience a temporary lag in verbal skills. A child with a hearing impairment may experience social challenges due to differences in communication modes. Individuals who work with young children with and without disabilities must have a thorough knowledge of the development of the whole child within the context of the family and of possible variations in that development.

When teachers are competent to facilitate the learning and interaction of ALL young children with and without disabilities, including those at-risk, both the growth and development of children are optimized. Competent teachers create respectful environments where they model and affirm acceptance of differences and work in partnership with family members.

NOTE: The NAEYC Standards for Early Childhood Professional Preparation: Initial Level was used as a reference in preparation for this document.

"Content" in the birth-kindergarten field is inseparable from current research in all areas of child development, curriculum, and learning. This content is built on knowledge of children's cognitive, physical, social, emotional, language, and aesthetic development. Also integral to "content" is the knowledge of how play/active learning processes, and motivation are central to young children's learning. It also includes an understanding of the variations in development and their influence upon learning. Lastly,

“Content” includes knowledge of observation and assessment as necessary to understand children’s current development as well as to support emerging skill development and program evaluation.

An additional part of “content” is the knowledge of how to build a caring community of learners through positive partnerships with children, families and communities. Therefore, birth-kindergarten professionals have an understanding of family development and family systems theory, acknowledging and valuing the profound influence families have on the development of their children.

“Students” in the birth-kindergarten field are young children (infants, toddlers, preschoolers, and kindergartners) with and without disabilities, including those at-risk. Learning characteristics of children birth-kindergarten are uniquely different from elementary aged children. Therefore, they must have nurturing professionals who are specifically prepared to work with this population and who understand the importance of warm, reciprocal, and sensitive interactions. The close attachments formed between children and their teachers/caregivers, the expectations and beliefs that adults have about children’s capacities, and the warmth, consistency, and responsiveness of adult-child interactions are powerful influences on positive developmental and educational outcomes.

Birth-kindergarten professionals use their relationships with and understanding of young children, their understanding of specific teaching/learning strategies appropriate for young children, and their understanding of integrating curriculum, to design, implement, evaluate, and adapt learning experiences to promote positive development and learning for ALL children with and without disabilities, including those at-risk.

Birth-kindergarten professionals have an understanding of and appreciation for relevant child and family characteristics such as varying ability levels, socioeconomic conditions, family structures, relationships, stresses and supports, linguistics, ethnicity, culture and geographic locale.

Birth-kindergarten professionals identify and involve themselves as members of early education professional organizations. They uphold high ethical and legal standards that are family-centered and supportive of environments where ALL young children with and without disabilities, including those at-risk, learn. In collaboration with families, they establish individual goals and objectives for children, work as team members with other disciplines and community agencies concerned with children’s welfare and, when appropriate, assume advocacy roles.

Birth-kindergarten professionals engage in critical analysis and reflective thinking in collaboration with families and community resource professionals. This enables them to evaluate their knowledge and practice in terms of theory, research, and their own experiences in and out of the classroom to better adapt and accommodate the individual needs of ALL young children with and without disabilities, including those at-risk.

Birth-kindergarten professionals respect and nurture positive, consistent attachment relationships with children and their families as a foundation for professional practices that support healthy development of ALL young children with and without disabilities, including those at-risk.

Standards and Indicators

Standard 1: Birth-Kindergarten professionals promote child development and learning for ALL young children with and without disabilities, including those at-risk.

Birth-Kindergarten professionals:

- Indicator 1: Know theories and principles of human development, growth and learning, including the findings of relevant research.
- Indicator 2: Know the philosophical, historical, and legal issues in the fields of child development, early childhood education, early childhood special education, and early intervention.
- Indicator 3: Understand health and safety issues as they relate to group care settings.
- Indicator 4: Know the etiology, identifying characteristics, range and complexity of different disabilities (e.g. mild, moderate, severe, profound) and risk factors and their influences on development.
- Indicator 5: Understand how the interaction between biological and environmental factors influences children's development and learning.
- Indicator 6: Understand that learning approaches are integrated and that interconnectedness among cognitive, social, emotional, linguistic, and physical development influence growth, development and learning for ALL children.
- Indicator 7: Know the health, medical, and physical requirements of ALL young children and the influence on development.
- Indicator 8: Know the social and emotional needs, especially the importance of consistent, positive relationships, for the healthy development of ALL young children.
- Indicator 9: Know the range of appropriate technological applications available to children and families.
- Indicator 10: Understand the relationship between differing environmental or situational contexts and children's actions.

Standard 2: Birth-Kindergarten professionals understand assessment processes including their goals, benefits and uses.

Birth-Kindergarten professionals:

- Indicator 1: Are aware of a variety of appropriate assessment tools and procedures and their purposes, including on-going observation, data collection and analysis.
- Indicator 2: Are knowledgeable of informal and formal assessment procedures and the need for collaboration with families and other professionals.
- Indicator 3: Are knowledgeable of health appraisal procedures and referral processes.

Indicator 4: Understand that appropriate assessment is an embedded (rather than pull-out) process that supports children's development and learning.

Standard 3: Birth-Kindergarten professionals build family and community partnerships.

Birth-Kindergarten professionals:

Indicator 1: Understand that families are the first and most important teachers and key decision makers for their children.

Indicator 2: Understand the characteristics of each child's family and community while developing programs in partnership that support development and learning.

Indicator 3: Understand family systems theory, family structures, functioning styles, and stages of family and adult development.

Indicator 4: Understand the role of family as a partner in promoting the child's development, sharing information, making decisions, and implementing and evaluating program plans for their child.

Indicator 5: Are aware of resources, range of services, and program options available to families and procedures for guiding families in choice making or decision-making.

Indicator 6: Understand the characteristics of effective team functioning and various team models such as multidisciplinary, interdisciplinary, and transdisciplinary, especially as they impact interagency relationships and service coordination.

Standard 4: Birth-Kindergarten professionals prepare for teaching and learning by connecting with ALL young children with and without disabilities including those at-risk and their families.

Birth-Kindergarten professionals:

Indicator 1: Use positive, consistent relationships and supportive interactions as the foundation for their work with families and ALL young children.

Indicator 2: Guide and foster interactions (child-child, child-adult, adult-adult) that facilitate inquiry and discovery.

Indicator 3: Establish principles for guiding ALL young children's behavior, problem solving with children and fostering independence.

Indicator 4: Display warm, nurturing, respectful, and reciprocal interactions with families and ALL young children.

Indicator 5: Use responsive techniques to enhance social interaction among adults and ALL young children to create a caring community of learners.

Standard 5: Birth-Kindergarten professionals prepare for teaching and learning by conducting appropriate, on-going formal and informal assessments.

Birth-Kindergarten professionals:

Indicator 1: Collect and synthesize relevant assessment information that informs practice.

Indicator 2: Share assessment information results with appropriate family members and professionals.

Indicator 3: Link assessment information to practice, including appropriate implementation of Individualized Education Plans (IEPs) and Individualized Family Service Plans (IFSPs).

Indicator 4: Use assessment information, including observation, to plan, implement, and evaluate program(s).

Standard 6: Birth-Kindergarten professionals prepare for teaching and learning by creating an integrated curriculum and responsive environment.

Birth-Kindergarten professionals:

Indicator 1: Use play/active learning processes as a foundation for ALL young children's learning.

Indicator 2: Plan a suitable balance between child-initiated and adult-initiated activities.

Indicator 3: Create and adapt integrated, meaningful, challenging, and engaging developmentally supportive learning experiences.

Indicator 4: Implement and adapt developmental and functional curricula across all domains (including cognitive, physical, social, emotional, and language) in response to ALL young children's strengths, interests, needs and differing ability levels.

Indicator 5: Integrate content from disciplines that set the stage for subsequent academic development to include emergent reading, writing, mathematics the arts (visual art, music, movement, drama, dance), science, and social studies.

Indicator 6: Create and adapt developmentally supportive environments with attention to curriculum, interactions, teaching practices, and learning materials.

Indicator 7: Create, manage, and adapt environments with developmentally appropriate interpersonal, spatial, and temporal organization.

Standard 7: Birth-Kindergarten professionals support the learning of ALL young children with and without disabilities, including those at-risk.

Birth-Kindergarten professionals:

- Indicator 1: Accommodate individual learning styles, needs, and interests of ALL young children.
- Indicator 2: Use strategies and tools that encourage ALL young children's problem solving, thinking skills, and developmental and social competence.
- Indicator 3: Use appropriate technology, including software, multimedia, and assistive technology, to support and enhance the learning of ALL young children.
- Indicator 4: Use a variety of naturally occurring routines and activities, and responsive and incidental teaching techniques to promote emergent skill development.
- Indicator 5: Develop, implement and evaluate IFSPs and IEPs in partnership with families and other professionals.
- Indicator 6: Facilitate effective transitions throughout the day.
- Indicator 7: Use strengths-based practices as a focus for teaching and learning.

Standard 8: Birth-Kindergarten professionals recognize and respect individual differences in program planning and implementation.

Birth-Kindergarten professionals:

- Indicator 1: Create an environment that is reflective of the children in the classroom setting that honors diversity.
- Indicator 2: Integrate cultural diversity and an anti-bias perspective throughout all instructional activities.
- Indicator 3: Are sensitive to and meet the individual needs of children and families with differing backgrounds, i.e. linguistic, culture, geographic, ethnic, and socioeconomic.
- Indicator 4: Are sensitive to, and meet the needs of children with different ability levels including those with disabilities and their families.
- Indicator 5: Integrate IEP or IFSP goals throughout the daily routines and activities in a developmentally appropriate way.

Standard 9: Birth-Kindergarten professionals demonstrate respectful, reciprocal relationships with families and communities.

Birth-Kindergarten professionals:

- Indicator 1: Support families as the primary developmental context for their children's learning and development.
- Indicator 2: Respect cultural preferences and socioeconomic influences when identifying family resources, concerns, and priorities.

Indicator 3: Respect diverse cultural values and family structures.

Indicator 4: Communicate effectively with families from diverse backgrounds.

| |
|--|
| Standard 10: Birth-Kindergarten professionals function professionally. |
|--|

Birth-Kindergarten professionals:

Indicator 1: Identify with and actively involve themselves in birth-kindergarten professional organizations.

Indicator 2: Respect confidentiality and informed consent.

Indicator 3: Articulate the philosophies of the professional organizations that provide the guiding framework for birth-kindergarten practice (e.g., National Association for the Education of Young Children, Division of Early Childhood of the Council for Exceptional Children).

Indicator 4: Know and follow legal and ethical mandates, policies, and procedures related to services for young children and families.

Indicator 5: Serve in the roles as advocate, consultant, collaborator, and team member.

Indicator 6: Integrate knowledge and strategies from other professionals in designing and implementing learning activities.

Indicator 7: Facilitate effective transitions between programs and services for children and their families.

Indicator 8: Use strategies such as reflective teaching, cooperative planning, problem solving, and collaboration with others, including therapists, assistant teachers, volunteers, and families, in order to advocate for recommended practices.

Indicator 9: Use a consultative model of service delivery and integrated therapies when appropriate.

Indicator 10: Function in a variety of settings such as natural learning environments, public school classrooms, child care centers, community agencies, homes, hospitals, crisis nurseries, and shelters.

STANDARDS FOR ELEMENTARY TEACHERS

Introduction

The standards contained in this document are based upon the core standards outlined in *Every Child's Teacher in North Carolina: Core Standards for the Teaching Profession*, which was developed by the North Carolina Professional Teaching Standards Commission. They are **also correlated with the North Carolina Standard Course of Study**, the national mathematics, social studies, science, and English standards, the National Board for Professional Teaching Standards (NBPTS), the Interstate New Teacher Assessment and Support Consortium (INTASC) standards, and the National Council for Accreditation of Teacher Education (NCATE) standards. The standards describe what beginning elementary teachers in North Carolina should know and be able to do to ensure students learn.

Elementary English Language Arts teachers know the fundamentals of the English language and demonstrate knowledge of the acquisition, development, and extension of language/literacy. They understand how elementary children develop and learn to read, write, speak, view, and listen effectively. Subsequently, elementary teachers provide instruction in and opportunities for elementary students to develop effective communication skills.

Teachers possess the essential mathematical knowledge and concepts and are able to communicate their understanding and appreciation of mathematics by integrating content through the use of problem solving, communication, connections, reasoning/proof and representation. They know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics, and probability, and algebra in order to foster students' understanding and use of patterns, quantities, and spatial relationships that represent phenomena, solve problems, and manage data.

Teachers prepare students for the demands of a changing world by providing a strong foundation in mathematics. They value all students by recognizing and accommodating their individual needs in understanding mathematics. Teachers assess, plan, and evaluate in a manner that encourages students to develop mathematical thinking.

Additionally, teachers should have knowledge of how technology, including computer software, calculators, and the Internet, can influence the mathematics that is taught and their students' understanding of the mathematics. This requires teachers to understand the research related to technology and how it can be used to enhance the mathematics curriculum. They select appropriate software and decide when and how technology should be used.

Elementary teachers know, understand, and use fundamental concepts in the subject matter of science including life, physical, and earth sciences. They also know and understand concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes that scientists use when discovering knowledge that can be used to build a base for scientific and technological literacy.

In quality science teaching, providing active inquiry experiences should be emphasized. Science teachers should understand the developmental characteristics and needs of students and be able to use appropriate strategies for teaching science. Students cannot just read and/or be told about science--they must do science. All students should experience the excitement of science as they try to understand the natural world.

As a result of activities in the elementary school, all students should develop an understanding of:

- ❖ Science as a human endeavor; and
- ❖ Science as inquiry with abilities necessary to use the process skills of science (observation,

classification, use of numbers, communication, measurement, inference, prediction, interpretation, experimentation, use of time-space relation, control of variables, formulation of hypotheses, formulation of models, and definition of operations).

Schools are becoming microcosms of the larger world. The communication media bring the world into homes and schools and it is vital that science teachers understand the strengths that diversity brings into a classroom. The effective science teacher helps students appreciate the similarities and differences in others. Elementary teachers should be aware of the diverse cultures that have contributed to the body of scientific knowledge. They should help students see science as a subject available for further study to all people.

Elementary social studies teachers know, understand, and teach the major concepts in history, geography, anthropology, archaeology, economics, political science, psychology, and sociology; as well as, other related areas such as humanities, law, philosophy, religion, mathematics, science, and technology. Teachers are able to use knowledge, skills, and dispositions from social studies to organize and provide integrated instruction in grades K-6 for the study of major themes, concepts and modes of inquiry drawn from academic fields that address: (1) culture; (2) time, continuity, and change; (3) people, places, and environment; (4) individual development and identity; (5) individuals, groups, and institutions; (6) power, governance, and authority; (7) production, distribution, and consumption; (8) science, technology, and society; (9) global connections; and (10) civic ideals and practices.

The *North Carolina Standard Course of Study* for social studies is a developmentally appropriate framework for establishing the curriculum at the local level. Social studies in grades KB3 focuses on the development of identity, from self to communities. Basic concepts in geography, history, and economics are introduced. Opportunities for exploring cultures through the arts and literature abound. Social studies in grades 4B6 is a study of North Carolina and world regions based on human and physical geography. History, economics, and political systems are also a part of the curriculum.

Elementary teachers understand the major concepts of the arts. They work alone, or with arts specialist teachers and/or other qualified arts professionals, to integrate the arts into the elementary curriculum. They understand the foundations of good health and help students understand the benefits of a healthy lifestyle.

Elementary teachers make connections across disciplines and are able to integrate study in the various curriculum areas. They help students see relationships across disciplines and encourage the application of learning to real world issues.

Elementary teachers are life-long learners who are interested in knowing more about the elementary curriculum and its effect on students. Although beginning teachers have not had much opportunity to assume extensive leadership roles, they should be collaborators who seek to work with others to improve the quality and effectiveness of instruction in elementary schools. They should continually reflect upon their practice in order to improve instruction and to become strong advocates for their roles as educators.

Standards and Indicators

Standard 1: Elementary teachers have a broad knowledge and understanding of the major concepts in English Language Arts and Literacy.

Indicator 1: Teachers know the developmental stages of language acquisition.

Indicator 2: Teachers know and understand influences on dialect.

Indicator 3: Teachers know and understand a diverse range of historical and contemporary literatures, including various genres of American, British, and World, as well as literatures written by women and authors of colors and works written for children and young adults.

Indicator 4: Teachers understand the elementary school child's social, cultural, linguistic, cognitive, and affective backgrounds as they relate to the ability to develop effective communication processes (listening, speaking, reading, and writing).

Indicator 5: Teachers know and understand that reading is taught as a process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation.

Indicator 6: Teachers understand the importance of literacy for personal and social growth.

Indicator 7: Teachers know and understand that the English language continually changes.

Indicator 8: Teachers know and understand written and oral composition processes. They understand:

- ❖ The written language as a symbolic system.
- ❖ The phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relation to the reading and writing process.
- ❖ The importance of teaching grammar and usage in context.

Standard 2: Elementary teachers have a broad knowledge and understanding of the major concepts in mathematics.

Indicator 1: Teachers have knowledge of number sense, numeration, and numerical operation. Teachers:

- ❖ Illustrate, explain, and demonstrate prenumeration, numeration, fractions, decimals, rational numbers, integers, ratio, proportion, and percentages, and
- ❖ Apply four basic operations (addition, subtraction, multiplication, and division) with symbols and variables to solve problems and to model, explain, and develop computational algorithms.

Indicator 2: Teachers have knowledge of geometry and measurement. Teachers:

- ❖ Understand construction of simple geometric figures,
- ❖ Understand and apply concepts of relative position and relationships and geometric formulas, and
- ❖ Model appropriate measurement systems in various settings (standard, nonstandard, and metric system) in measuring length, perimeter, area, capacity, volume, weight, angle, time, money, and temperature.

Indicator 3: Teachers have knowledge of patterns, relationships, functions, symbols and models.

Teachers:

- ❖ Understand patterns, relationships, functions, systems, and models,
- ❖ Recognize and use likeness and differences in defining and describing patterns with actions, words, objects, numbers, and set,
- ❖ Create, extend, and predict using geometrical and numerical patterns and sequences,
- ❖ Construct tables to illustrate a relationship,
- ❖ Illustrate open number sentences by describing relationships,
- ❖ Identify and apply variables, expressions and relationships,
- ❖ Use problem solving to give meaning to patterns, functions and relationships, and
- ❖ Use appropriate software applications to extend and promote understanding of patterns, functions, and relationships.

Indicator 4: Teachers have knowledge of data, probability, and statistics. Teachers demonstrate an understanding of:

- ❖ The importance of formulating the proper question in order to obtain measurement and reliable answers through analysis,
- ❖ How to systematically collect, organize, analyze, and summarize data in order to predict outcomes,
- ❖ Various methods for reporting and representing data (graphs, charts, tables, and grids),
- ❖ The likelihood of an event occurring by completing simple probability experiments, and
- ❖ Ways to use appropriate software to extend and promote an understanding of data collection, analysis of data, and display of data.

Standard 3: Elementary teachers have a broad knowledge and understanding of the major concepts in science.

Indicator 1: Teachers have knowledge of basic life science concepts including:

- ❖ Characteristics of living things
- ❖ Diversity of organisms and their environments
- ❖ Life cycles, mutations, and adaptations
- ❖ Structure and function of plants, animals, and their parts
- ❖ Growth and development of organisms
- ❖ Health and human biology
- ❖ Relationship between humans, organisms, and the environment (ecology)

Indicator 2: Teachers have knowledge of basic physical science concepts including:

- ❖ Systems of measurements, analysis, and interpretation of data
- ❖ Structure and properties of matter
- ❖ Factors affecting chemical reactions
- ❖ Forces of motion
- ❖ Electromagnetism
- ❖ Waves and optics (light, heat, and sound)
- ❖ Sources, forms, conservation of energy

Indicator 3: Teachers have knowledge of basic earth science concepts including:

- ❖ Planetary astronomy (objects in the sky, changes in the earth and sky, and weather)
- ❖ Properties of earth materials (rocks, minerals, fossils, water, air)
- ❖ Earth dynamics and systems
- ❖ Interaction of earth and living systems including management of natural resources and pollution

Indicator 4: Teachers have knowledge of controversial issues and how they impact learning, including evolution and genetics.

Standard 4: Elementary teachers have a broad knowledge and understanding of the major concepts in social studies.

- Indicator 1: Teachers have a basic knowledge and understanding of the tapestry of world cultures. Teachers:
- ❖ Know and appreciate creative works of world cultures,
 - ❖ Value the contributions of world cultures and religions,
 - ❖ Have an awareness of, an appreciation for, and sensitivity to diverse cultures, and
 - ❖ Recognize the impact of social diversity in a complex world.
- Indicator 2: Teachers understand the social science disciplines. Teachers:
- ❖ Understand the interdisciplinary nature of social studies,
 - ❖ Know spatial and temporal concepts and their relationships,
 - ❖ Are aware of the rights and responsibilities of democratic citizenship, and
 - ❖ Acquire new knowledge in the social sciences.
- Indicator 3: Teachers know and understand the developmental progression from the individual to the nation: Self and family, home and school, neighborhoods, communities, state, nation
- Indicator 4: Teachers have knowledge of and appreciation for multicultural children's literature. Teachers select appropriate literature that is free from racist and sexist bias.
- Indicator 5: Teachers have a basic knowledge of local and national traditions.
- Indicator 6: Teachers understand basic geographic concepts and how they can be integrated including:
- ❖ Map, globe and chart skills
 - ❖ Five Themes of Geography
 - ❖ Six Essential Elements of Geography
 - ❖ Environmental issues and concerns
- Indicator 7: Teachers understand basic economic concepts, including:
- ❖ Supply and demand
 - ❖ Interdependence/international trade
 - ❖ Limited resources B resource allocation
 - ❖ Opportunity cost
 - ❖ Economic Systems (Free enterprise/market economy, planned/command economy, mixed economy)
 - ❖ Industrialization and technology
 - ❖ Commercial and subsistence agriculture
- Indicator 8: Teachers have a knowledge of history and historical concepts including:
- ❖ Sense of chronology
 - ❖ Cause and effect
 - ❖ Continuity and change
 - ❖ North Carolina History
 - ❖ United States History
 - ❖ World History
- Indicator 9: Teachers have a knowledge of political science, including:
- ❖ Comparative governments (*Government in a democratic society*)
 - ❖ Local, state, and national governments

❖ International relations

Indicator 10: Teachers demonstrate a knowledge and understanding of physical, regional, and cultural geography and their effects on the relationship between people and their environments.

Indicator 11: Teachers promote the basic principles of being a citizen as vital to the development of responsible members of society by promoting an understanding of character development, including: Responsibility, Integrity, Self-discipline, Caring, Respect, Perseverance, Courage, and Citizenship.

Indicator 12: Teachers present historical perspectives. Teachers:

- ❖ Link current events to past events and future trends
- ❖ Highlight continuity in the human experience
- ❖ Foster a respect and appreciation for enduring traditions
- ❖ Demonstrate the ability of groups or individuals to initiate changes
- ❖ Develop experiences to help students learn about the historical development of democratic values

Indicator 13: Teachers enhance understanding of global interdependence. Teachers:

- ❖ Develop an understanding of our nation's place in the global economy
- ❖ Foster an understanding of our nation's role in global politics
- ❖ Shape an understanding of world environmental problems

Indicator 14: Teachers apply content to life skills. Teachers:

- ❖ Provide an environment that fosters critical thinking and effective use of information
- ❖ Emphasize the use of maps for practical purposes
- ❖ Require consideration of multiple views

Indicator 15: Teachers develop spatial perspectives. Teachers:

- ❖ Develop a sense of place - human and physical
- ❖ Aid understanding patterns of distributions among people, ideas, and resources

Standard 5: Elementary teachers have an understanding of the major concepts of healthful living.

Indicator 1: Teachers understand the foundations of good health and help students understand the benefits of a healthy lifestyle.

Indicator 2: Teachers are alert to major health issues related to children.

Standard 6: Elementary teachers have an understanding of the basic concepts of the arts.

Indicator 1: Teachers understand the basic vocabularies, materials, techniques, and thinking processes of each arts discipline (art, music, theatre, dance).

Indicator 2: Teachers have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods.

Standard 7 : Elementary teachers use developmentally appropriate strategies to design and deliver instruction in all areas of the elementary curriculum.

- Indicator 1: Teachers develop and implement the pacing and alignment of curriculum that is consistent with the NC SCOS, LEA standards and pacing guides, and national standards in all subject areas.
- Indicator 2: Teachers understand and use an interdisciplinary approach to teaching by connecting and integrating language arts, mathematics, science, social studies, healthful living, and arts concepts and processes, with appropriate technologies to enhance their teaching.
- Indicator 3: Teachers promote new learning by using students' prior knowledge, misconceptions, and interests when designing lessons.
- Indicator 4: Teachers implement a variety of teaching and communication strategies for instruction.
- Indicator 5: Teachers assist students in developing multiple learning strategies to address discipline specific content, critical thinking, and problem solving skills.
- Indicator 6: Teachers modify instruction and assessments to meet the needs of individual students.
- Indicator 7: Teachers develop and use a variety of formal and alternative assessment strategies as an integral part of instruction and learning appropriate for assessing individual, peer, team, and collaborative skills.

Standard 8: Teachers design instructional programs and strategies that build on students' experiences and existing language skills to help students become competent, effective users of language.

- Indicator 1: Teachers teach children to read with a balanced instructional program that includes an emphasis on the use of letter/sound relationships (phonics), context (semantic and syntactic), and text that has meaning for students.
- Indicator 2: Teachers help students use a variety of strategies to monitor their own reading comprehension.
- Indicator 3: Teachers guide and encourage students to think critically about what they write and read.
- Indicator 4: Teachers encourage students' enjoyment of reading.
- Indicator 5: Teachers provide students opportunities to explore the use of different genres of writing and speaking to a variety of audiences.
- Indicator 6: Teachers model Standard English.

Standard 9: Elementary teachers understand and use the processes of problem solving, reasoning and proof, communication, connection, and representation as the foundation for the teaching and learning of mathematics.

- Indicator 1: Elementary teachers develop instruction in problem solving that enable all students to:
- ❖ Build new mathematical knowledge through problem solving;
 - ❖ Solve problems that arise in mathematics and in other contexts;
 - ❖ Apply and adapt a variety of appropriate strategies to solve problems;
 - ❖ Monitor and reflect on the process of mathematical problem solving.
- Indicator 2: Teachers develop instruction in reasoning that enables all students to:
- ❖ Recognize reasoning and proof as fundamental aspects of mathematics;
 - ❖ Make and investigate mathematical conjectures;
 - ❖ Develop and evaluate mathematical arguments and proofs;
 - ❖ Select and use various types of reasoning and methods of proof.
- Indicator 3: Teachers develop instruction in communication that enable all students to:
- ❖ Organize and consolidate their mathematical thinking through communication;
 - ❖ Communicate their mathematical thinking coherently and clearly to peers, teachers, and others;
 - ❖ Analyze and evaluate the mathematical thinking and strategies of others;
 - ❖ Use the language of mathematics to express mathematical ideas precisely.
- Indicator 4: Teachers develop instruction in making connections that enables all students to:
- ❖ Recognize and use connections among mathematical ideas;
 - ❖ Understand how mathematical ideas interconnect and build on one another to produce a coherent whole;
 - ❖ Recognize and apply mathematics in contexts outside of mathematics
- Indicator 5: Teachers develop instruction in representation that enables all students to:
- ❖ Create and use representations to organize, record, and communicate mathematical ideas;
 - ❖ Select, apply, and translate among mathematical representations to solve problems;
 - ❖ Use representations to model and interpret physical, social, and mathematical phenomena

Standard 10: Teachers provide active inquiry experiences in the teaching of science by using various questioning skills and developing science processing skills (predicting, classifying, measuring, inferring, interpreting, analyzing, and synthesizing).

Standard 11: Elementary teachers connect social studies with the broad curriculum.

Teachers use the scope and sequence of the social studies curriculum to teach skills through the integration of the social studies content with the areas listed below.

Indicator 1: Teachers incorporate communication in their lessons.

Indicator 2: Teachers enhance students understanding of the humanities.

Indicator 3: Teachers enhance social studies lessons by making connections with scientific discoveries and technological innovations.

Indicator 4: Teachers incorporate mathematics in their social studies lessons.

Indicator 5: Teachers incorporate technology skills in their social studies lessons through collecting data, organizing and sorting data, and displaying data in a variety of ways.

Standard 12: Working alone, or with arts specialist teachers and/or other qualified arts professionals, elementary teachers are able to integrate the arts into the elementary curriculum.

Standard 13: Working alone, or with healthful living specialists, elementary teachers create opportunities for student development and practice of skills that contribute to good health.

Standard 14: Elementary teachers develop strategies to address topics that are controversial to diverse groups.

Indicator 1: Teachers understand and respect that families and communities may have diverse attitudes about the educational process.

Indicator 2: Teachers promote the open-minded discussion of controversial issues by developing and using various strategies such as debates, use of data gathering and analysis for informed decision making, and recognition of bias and propaganda.

Indicator 3: Teachers guide students in developing rational solutions to controversial problems.

Indicator 4: Teachers explore multiple viewpoints and respect values consistent with a democratic community by recognizing and valuing the family roles in educating children of diversity.

Indicator 5: Teachers discourage prejudice, derogatory comments and stereotypical perspectives by modeling and selecting bias free instructional materials.

Indicator 6: Teachers search for more effective means of educating all students in creating effective instructional goals, methods, materials, and skills that match the diversity of students.

Standard 15: Elementary teachers encourage underrepresented groups to engage in the schooling process, especially math and science.

Indicator 1: Teachers use a variety of strategies to encourage underrepresented groups to engage in the schooling process, especially math and science. They:

- ❖ Utilize community resources
- ❖ Give personal attention and encouragement to underrepresented groups of students
- ❖ Use relevant and real-world applications that interest a diverse population
- ❖ Encourage underrepresented groups to assume leadership roles.

Standard 16: Elementary teachers develop as leaders in their schools and communities by staying informed about educational policy issues and supporting professional development. Elementary teachers participate in co-curricular activities, provide leadership in student and curriculum involvement, and connect these activities to the development of citizenship ideals in their students.

Indicator 1: When developing as leaders in their schools and communities, elementary teachers involve students in activities outside the classroom.

Indicator 2: Teachers participate in meetings that establish policy.

Indicator 3: Teachers communicate with parents, guardians, and caretakers to build partnerships between home and school.

Indicator 4: Teachers participate in the selection of textbooks and resource materials that augment the elementary curriculum such as atlases, maps, children's literature, and software.

Indicator 5: Teachers communicate with administrators concerning their needs including funds for field trips and guest speakers, materials unique to specific subjects and special projects, and professional development study and travel.

Indicator 6: Teachers welcome classroom observation by other professionals and initiate professional dialogue regarding teaching methods and instructional delivery.

Indicator 7: Teachers encourage participation in civic and volunteer activities.

Indicator 8: Teachers research and learn to apply best practices in elementary education and participate in the dissemination of those ideas.

Indicator 9: Teachers understand the importance of collaborating with colleagues to strengthen content, research, and pedagogy as well as with the community to provide quality instruction that meets state competencies.

Indicator 10: Teachers advocate for the rights and welfare of their students by involving appropriate school and community human resources in meeting the individual needs of each students.

Standard 17: Elementary teachers understand safety and liability issues in elementary and advocate for appropriate safety materials and enforcement practices in the classroom.

- Indicator 1: Teachers ensure that safety issues are included in instruction and provide supervision during lab activities and field experiences.
- Indicator 2: Teachers analyze the lab/activities for safety and research materials/chemicals to know safety issues before they are used.
- Indicator 3: Teachers have a working knowledge and comply with the science *Safety Laws, Codes, and Standards*.
- Indicator 4: Teachers model and communicate appropriate safety behaviors.
- Indicator 5: Teachers develop a short and long-term plan for improvement of school safety.

Standards for Middle Grades Teachers

The middle level teacher in North Carolina is prepared to teach young adolescents in grades six through nine. These standards include both middle level standards and content standards for each of the four disciplines--language arts, math, science, and social studies. Teacher preparation programs are expected to meet both developmental middle level standards and content area standards.

These standards are correlated with the following: North Carolina Standard Course of Study, North Carolina Teacher Education Program Approval Standards, the Core Standards for Teachers developed by the North Carolina Professional Teaching Standards Commission, National Council of Teachers of English, National Council of Teachers of Mathematics, National Science Teachers Association, National Council of Teachers of Social Studies, National Middle School Association Teacher Preparation Standards (2001), the Interstate New Teacher Assessment and Support Consortium Standards, and the National Boards for Professional Teaching Standards Core Propositions. These standards are performance based to reflect the knowledge, skills, and dispositions needed to be an effective middle school teacher.

While two concentrations are strongly encouraged, candidates for middle grades licensure are required to complete one teaching concentration in the core areas of language arts, mathematics, science, or social studies and an enhanced literacy component of reading, writing, or English as a second language. If an institution chooses to require two teaching concentrations, the enhanced literacy competencies can be met through the concentrations.

STANDARDS AND INDICATORS

Standard 1: Middle level teachers understand the major concepts, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.

Indicator 1: Middle level teachers understand the intellectual, physical, social, emotional, and moral development of young adolescents and use that knowledge to establish productive learning environments based on mutually respectful relationships.

Indicator 2: Middle level teachers demonstrate with enthusiasm their multi-faceted role as a teacher of young adolescents - role model, coach, and mentor - sharing the responsibility for engaging them in their own learning.

Indicator 3: Middle level teachers understand the role of classroom, family, peer group, community, and society in young adolescent development and engage students in activities related to their corresponding responsibilities, needs, and growing self-awareness.

Indicator 4: Middle level teachers understand issues of young adult health and developing sexuality.

Standard 2: Middle level teachers understand major concepts, principles, theories and research underlying the philosophical foundations of the developmentally responsive middle level programs and schools, and they work successfully within these organizational components.

Indicator 1: Middle level teachers understand, articulate and apply developmentally responsive practices that reflect the philosophical foundations, rationale, and characteristics of middle level programs (e.g. flexible scheduling, common planning periods, advisor/advisee program).

Indicator 2: Middle level teachers know and analyze the historical and contemporary models of schooling and best practices for the education of young adolescents.

Indicator 3: Middle level teachers understand, support, and work successfully within teams and with colleagues to maximize student learning and school improvement.

Standard 3: Middle level teachers understand major concepts, principles, theories, standards, and research related to middle grades curriculum and use this knowledge in their practice.

Indicator 1: Middle level teachers demonstrate their command of content knowledge by designing, modifying, implementing, and assessing curricula based on the North Carolina Standard Course of Study (NCSCS) and other relevant middle level resources (e.g. national content standards, local content standards).

Indicator 2: Middle level teachers plan interdisciplinary curriculum based on core and elective curricula that are relevant, challenging, and exploratory.

Standard 4: Middle level teachers understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of young adolescents.

Indicator 1: Middle level teachers understand and plan instruction that connects subjects to the diverse experiences of all young adolescents.

Standard 5: Middle level teachers understand and use the central concepts, tools of inquiry, standards, and structures of *content* in their teaching field(s) and create meaningful learning experiences that develop young adolescents' competence in subject matter and skills.

Indicator 1: Middle level teachers know and use their depth and breadth of content knowledge to maximize student learning through effective content-specific teaching strategies.

Indicator 2: Middle level teachers know and are committed to teaching in ways that help young adolescents understand the interdisciplinary connections between course-specific knowledge, other areas of curriculum, and their life experiences and interests.

Standard 6: Middle level teachers understand, value, and integrate literacy skills (i.e., reading, writing, speaking, and listening) into all content areas.

Indicator 1: Middle level teachers integrate literacy skills into mathematics, science, social studies and/or language arts.

Indicator 2: Middle level teachers understand the processes of reading and strategies to enhance the comprehension, interpretation, and evaluation of text in mathematics, science, social studies, and/or language arts for all students, including those who read below grade level.

Indicator 3: Middle level teachers understand the connection between reading and writing and model a wide range of strategies effective to purpose, audience, and context in mathematics, science, social studies, and/or language arts.

Indicator 4: Middle level teachers understand the writing process and model this process in mathematics, science, social studies, and/or language arts.

Indicator 5: Middle level teachers understand the nature of the ESL learner and model a wide range of effective strategies for this diverse population.

Standard 7: Middle level teachers understand and use the major concepts, principles, theories, and research related to effective instruction, and they *employ a variety of strategies* for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

Indicator 1: Middle level teachers understand, value, plan, and use a variety of teaching and learning strategies that motivate young adolescents with varying abilities, learning styles, and interests.

Indicator 2: Middle level teachers provide experiences that actively encourage observing, questioning, and interpreting knowledge and ideas from diverse perspectives.

Indicator 3: Middle level teachers maximize the learning of young adolescents by establishing positive learning environments and employing effective classroom management techniques.

Standard 8: Middle level teachers understand and use formal and informal assessment strategies to evaluate learning and teaching to ensure the continuous intellectual, social, and physical development of young adolescents.

Indicator 1: Middle level teachers understand and use a variety of traditional and alternative assessment measures and communicate the results knowledgeably and responsibly to appropriate audiences (e.g. students' families, educators, community members).

Indicator 2: Middle level teachers know, plan, and implement instructional practices based on formal and informal student assessment (including student self-assessment) and use those results to monitor and improve their teaching.

Indicator 3: Middle level teachers maintain useful records and create effective plans for evaluation of student work and achievement.

Standard 9: Middle level teachers understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.

Indicator 1: Middle level teachers engage in and support professional development practices (e.g. consult with colleagues, attend professional development activities, and seek additional resources to enhance competence).

Indicator 2: Middle level teachers understand and reflect on young adolescent development, the instructional process, and professional relationships in addressing the diverse needs of young adolescents.

Attachment A

Middle Level Language Arts Content Standards

Standard 1: Middle level English language arts teachers understand the function, the influence, and the diversity of oral language.

Indicator 1: Middle level English language arts teachers effectively communicate ideas by highlighting oral language that is well- suited to the purpose and audience (e.g. dialect, formal usage, connotations).

Indicator 2: Middle level English language arts teachers understand and respect the diversity in language use, patterns and dialects.

Indicator 3: Middle level English language arts teachers understand and model and teach effective listening skills and strategies.

Standard 2: Middle level English language arts teachers understand the function, the influence, and the range of written language.

Reading/Literature

Indicator 1: Middle level English language arts teachers understand how to apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate text.

Indicator 2: Middle level English language arts teachers know and incorporate literary works from the four major genres (fiction, nonfiction, poetry, and drama)

Indicator 3: Middle level English language arts teachers understand how authors' choice of language and style effect a work.

Writing

Indicator 4: Middle level English language arts teachers Understand and use the conventions of Standard English appropriate to the purpose, audience and context.

Indicator 5: Middle level English language arts teachers understand the connection between reading/literature and writing process.

Indicator 6: Middle level English language arts teachers model a wide range of strategies effective to purpose, audience and context as they write.

Indicator 7: Middle level English language arts teachers understand how word choice and style effect the work.

Standard 3: Middle level English language arts teachers understand the function, the influence, and the range of other media/technology.

Indicator 1: Middle level English language arts teachers understand the impact that media/technology other communication.

Indicator 2: Middle level English language arts teachers understand how to gather, evaluate, and use other media/technology

Standard 4: Middle level English language arts teachers understand and use a variety of instructional strategies and assessments to develop students' understanding of oral language, written language and other media technology.

Indicator 1: Middle level English language arts teachers recognize students' level of understanding in order to implement the appropriate instructional practice.

Indicator 2: Middle level English language arts teachers understand the reading interests of students and have a solid foundation of books available.

Indicator 3: Middle level English language arts teachers are able to demonstrate the connections between and among oral language, written language and other media technology.

Attachment B

Middle Level Mathematics Content Standards

Standard 1: Middle level mathematics teachers understand and use the major concepts, theories, and development of number sense, numeration, numerical operations, and algebraic thinking.

Middle level mathematics teachers:

Indicator 1: Demonstrate number sequences, patterns, and functional relationships as they apply to real numbers.

Indicator 2: Demonstrate numeration systems with physical models.

Indicator 3: Develop symbolic logic, induction, and equivalence relations.

Indicator 4: Develop and apply number theory concepts in mathematical problem situations and in real world settings.

Indicator 5: Demonstrate basic set theory.

Indicator 6: Use software for promoting and extending concepts of numeration.

Standard 2: Middle level mathematics teachers understand and use the major concepts of geometry, measurement, spatial sense, and the properties of relationships of two- and three-dimensional space.

Middle level mathematics teachers:

Indicator 1: Demonstrate Euclidean geometry.

Indicator 2: Use reasoning, conjecturing, and written arguments to verify generalizations and develop proof.

Indicator 3: Apply transformations in two- and three-dimensional space and use and explain congruence, similarity, and symmetry.

Indicator 4: Use various representational systems to solve problems.

Indicator 5: Demonstrate geometric connections within mathematics, other content areas, and life situations.

Indicator 6: Use spatial reasoning and visualization to solve problems.

Indicator 7: Use systems of measurement within mathematics, other content areas, and life situations.

Indicator 8: Use technology to develop and apply geometric concepts.

Standard 3: Middle level mathematics teachers demonstrate knowledge of the major concepts, theories, and development of patterns, relationships, and functions.

Middle level mathematics teachers:

- Indicator 1: Use algebraic processes, concepts, and techniques to solve a variety of relevant and authentic problems.
- Indicator 2: Represent situations and number patterns with tables, graphs, verbal rules, and linear and non-linear equations, and explore connections between these representations.
- Indicator 3: Use physical models, charts, graphs, equations, and inequalities to describe mathematical relationships in and out of the classroom.
- Indicator 4: Use diverse examples of functions arising from a variety of problem situations and investigate the properties of these functions through appropriate technologies, including graphing utilities and graphing calculators.
- Indicator 5: Use realistic problems involving areas, volumes, curve lengths, average and instantaneous rates of change, and relate these problems to the concepts of differentiation and integration.
- Indicator 6: Use matrices to represent systems of equations and solve problems making use of technology as appropriate.
- Indicator 6: Demonstrate recursive definitions of sequence and functions, and use recursion and technology to model these processes.

Standard 4: Middle level mathematics teachers understand and use the major concepts of probability and statistics including collecting, displaying, analyzing, and drawing conclusions from data.

Middle level mathematics teachers:

- Indicator 1: Demonstrate an ability to formulate questions, design studies, and collect data to address those questions.
- Indicator 2: Represent data in a variety of dispersion and central tendencies.
- Indicator 3: Use statistics and probability as valuable strategies for decision making.
- Indicator 4: Develop and evaluate inferences, predictions, and arguments that are based on data from a sufficiently large and unbiased sample.
- Indicator 5: Use organized lists, permutations, and combination to construct a sample space for determining theoretical probabilities and understand the connection to experimental probabilities.
- Indicator 6: Use appropriate technology to collect, display, organize, and interpret data.

Standard 5: Middle level mathematics teachers understand and use the processes of problem solving, reasoning and proof, communication, connection, and representation as the foundation for the teaching and learning of mathematics.

Indicator 1: Middle level mathematics teachers understand and practice a variety of problem solving strategies.

Indicator 2: Middle level mathematics teachers understand and practice reasoning and proof as aspects of mathematics.

Indicator 3: Middle level mathematics teachers understand and use a variety of strategies to communicate mathematics.

Indicator 4: Middle level mathematics teachers identify and use connections that facilitate mathematical understanding.

Indicator 5: Middle level mathematics teachers understand and use mathematical representations.

Standard 6: Middle level mathematics teachers understand and use a variety of instructional strategies and tools to promote student understanding of mathematics.

Indicator 1: Middle level mathematics teachers recognize students' level of mathematical understanding in order to implement the appropriate instructional practice.

Indicator 2: Middle level mathematics teachers are able to identify, prescribe, and use a variety of tools.

Attachment C

Middle Level Science Content Standards

Standard 1: Middle level science teachers should understand and use the main ideas in the *life, physical, and earth sciences*.

Indicator 1: Middle level science teachers demonstrate knowledge of the major concepts, theories, historical developments, and exhibit scientific literacy in the life sciences including the following:

- Genetics
- Cellular parts and processes
- Growth, development, and reproduction
- Structure and function of organisms and their parts
- Human biology and disease
- Evolution
- Ecological relationships and interdependence
- Impact of human beings on the environment

Indicator 2: Middle level science teachers demonstrate knowledge of the major concepts, theories, historical developments, and exhibit scientific literacy in the physical sciences including the following:

- Atomic theory and periodic law
- Structure and properties of matter
- Chemical reactions
- Forces and motion
- Electricity and magnetism
- Waves and optics
- Energy

Indicator 3: Middle level science teachers demonstrate knowledge of the major concepts, theories, historical developments, and exhibit scientific literacy in earth science including the following:

- Geology: composition, structure, formation, properties, changes in, and uses of the earth and earth materials (rocks, minerals, fossils)
- Astronomy: origin and evolution of the universe and solar system, Earth-Moon-Sun system, deep space
- Meteorology and oceanography (global and local)
- Interacting systems and dynamics of the Earth (energy, ecosystems)
- Interaction of the Earth and living systems (pollution, conservation)

Standard 2: Middle level science teachers demonstrate their knowledge and ability to unify concepts and processes in the *life, physical, and earth sciences*.

Indicator 1: Middle level science teachers understand that the study of science is universal and multidisciplinary and that the different sciences are integrated in many ways.

Standard 3: Middle level science teachers understand the nature of science and the development of scientific thought and use that knowledge in their teaching.

- Indicator 1: Middle level science teachers understand that scientific theories and laws are consistent with observations and evidence and that knowledge gained has been subjected to challenges, skepticism, and public discussion.
- Indicator 2: Middle level science teachers understand that scientific knowledge has been built on previous work, with contributions from diverse cultures, and that scientific advances have affected and changed society.
- Indicator 3: Middle level science teachers understand that measurement is the basis upon which scientific laws and theories are based and that advancements in technology have made invaluable contributions to society.

Standard 4: Middle level science teachers understand mathematical concepts and processes and use that knowledge in their science instruction.

- Indicator 1: Middle level science teachers should have a working knowledge of algebra, geometry, trigonometry, and probability and statistics.
- Indicator 2: Middle level science teachers know how to chart and graph data and to interpret data from a variety of charts and graphs.

Standard 5: Middle level science teachers model safe and appropriate scientific investigations and procedures to develop problem solving and critical thinking skills.

- Indicator 1: Middle level science teachers know and use necessary and appropriate safety laws, codes, and standards for all science activities.
- Indicator 2: Middle level science teachers develop inquiry-based lessons and investigations that direct students to confront specific science concepts or issues and scientific knowledge.
- Indicator 3: Middle level science teachers demonstrate the ability to anticipate questions, misconceptions, and necessary materials that help facilitate student learning of science concepts and issues in inquiry-based lessons and investigations.
- Indicator 4: Middle level science teachers demonstrate the ability to model and facilitate the development of young adolescents' process skills in science inquiry and investigation.

Standard 6: Middle level science teachers demonstrate their ability to design instruction that unifies science disciplines conceptually and procedurally to help young adolescents understand the natural world.

Indicator 1: Middle level science teachers know the meaning of and use unifying concepts and processes to facilitate the learning of scientific concepts and principles by providing an interdisciplinary approach to the teaching of science.

Attachment D

Middle Level Social Studies Content Standards

Standard 1: Middle level social studies teachers have a broad knowledge of world cultures, understand the interdisciplinary nature of social studies, and use this knowledge in their teaching.

Indicator 1: Middle level social studies teachers understand and use the following geographic concepts:

- ❖ Five themes of geography
- ❖ Six essential elements of geography
- ❖ Map and globe skills
- ❖ Interpretation of thematic maps and other graphic representations

Indicator 2: Middle level social studies understand and use the following economic concepts:

- ❖ Supply and demand
- ❖ Interdependence/international trade
- ❖ Limited resources - resource allocation
- ❖ Opportunity cost
- ❖ Economic systems
- ❖ Free enterprises/market economy
- ❖ Planned/command economy
- ❖ Mixed economy
- ❖ Industrialization and technology
- ❖ Commercial and subsistence agriculture
- ❖ United States financial and banking institutions

Indicator 3: Middle level social studies teachers understand and use the following political science components:

- ❖ Local, state, and national governments
- ❖ United States founding documents
- ❖ United States judicial system
- ❖ Comparative governments
- ❖ International relations

Indicator 4: Middle level social studies teachers understand and use the following concepts of North Carolina, United States, and World history:

- ❖ Sense of chronology
- ❖ Cause and effect/multiple causation
- ❖ Continuity and change
- ❖ Differences in historical perspectives
- ❖ Social movements
- ❖ Economic cycles
- ❖ Conflicts and resolution

Standard 2: Middle level social studies teachers connect social studies with the broad curriculum.

Indicator 1: Middle level social studies teachers integrate communication skills and competencies in their instruction.

Indicator 2: Middle level social studies teachers enhance students' understanding of cultures and historical periods by incorporating the humanities (e.g. world and American literature, visual and performing arts, and languages).

Indicator 3: Middle level social studies teachers enhance instruction by making connections with scientific discoveries and technological innovations.

Indicator 4: Middle level social studies teachers incorporate mathematics in their instruction.

Standard 3: Middle level social studies teachers understand the relevant applications of social studies and use that knowledge in their instruction.

Indicator 1: Middle level social studies teachers facilitate student consideration, creation, or reflection of relevant applications of the content (e.g. citizenship, historical perspectives, and global interdependence).

Standard 4: Middle level social studies teachers plan developmentally appropriate instruction that expands the horizons of young adolescents beyond local communities.

Indicator 1: Middle level social studies teachers provide positive cultural learning experiences through multicultural literature and other activities.

STANDARDS FOR 9-12 ENGLISH TEACHERS

Introduction

These standards set forth the basic field of knowledge and repertoire of skills necessary to teach English Language Arts successfully. They are organized to reflect the Core Standards for Teachers in North Carolina developed by the North Carolina Professional Teaching Standards Commission and adopted by the State Board of Education in November 1999. Each standard is followed by a series of indicators that address the standard.

Reading, writing, speaking, listening, viewing and thinking are vitally related, and learning in one area reinforces learning in other areas. This recursive nature of literacy development demands a spiraling curriculum. Throughout the standards also runs a commitment to meeting the needs of diverse students and developing life-long learners.

Standards and Indicators

Standard 1: Teachers know and understand the English language.

Indicator 1: Teachers understand the evolving nature of the English Language.

Indicator 2: Teachers understand the conventions of Standard English, as well as dialect and register variations.

Indicator 3: Teachers understand individual language acquisition and development, recognizing the impact of cultural, economic, political, and social environments upon language.

Standard 2: Teachers know and understand reading processes.

Indicator 1: Teachers understand skills and strategies that enhance reading.

Indicator 2: Teachers understand comprehension strategies.

Indicator 3: Teachers understand reading theory.

Standard 3: Teachers know and understand written and oral composing processes.

Indicator 1: Teachers understand how different forms of oral and written discourse can influence thought and action.

Indicator 2: Teachers understand the importance of teaching grammar and usage in context.

Indicator 3: Teachers understand composition theory.

Standard 4: Teachers know and understand a diverse range of historical and contemporary literatures, including various genres of United States, British, and World, as well as literatures written by women and authors of color and works written for children and young adults.

Indicator 1: Teachers understand works from a range of genres from various periods of British, American, and World literatures.

Indicator 2: Teachers understand ethnic diversity and cultural diversity in literature, including, but not limited to, historically underrepresented groups such as African-American, Native-American, Hispanic, Asian-American, and women authors.

Indicator 3: Teachers understand the range and value of works written for children and young adults.

Indicator 4: Teachers understand literary theory.

Standard 5: Teachers understand the range, impact, and influence of technology, print and non-print media in constructing meaning.

Indicator 1: Teachers know how to use electronic resources for research.

Indicator 2: Teachers understand the interaction between technology and culture.

Indicator 3: Teachers understand how media and technology enhance written, oral, and visual communication.

Standard 6: Teachers use effective strategies and techniques in teaching English Language Arts.

Indicator 1: Teachers organize classroom environments and learning experiences that promote effective whole class, small group, and individual work.

Indicator 2: Teachers develop interdisciplinary teaching strategies and materials.

Indicator 3: Teachers promote active, personal engagement through reading, writing, and discussion.

Indicator 4: Teachers model effective learning and problem-solving.

Standard 7: Teachers evaluate and select appropriate, high-quality resources that support learning of the English Language Arts.

Indicator 1: Teachers emphasize interdisciplinary connections through materials selected.

Indicator 2: Teachers promote awareness of diversity through selection of appropriate instructional materials.

Indicator 3: Teachers use information on developmental characteristics of students to provide rich and appropriately challenging materials.

Standard 8: Teachers encourage students to respond to different media and communications technologies.

Indicator 1: Teachers provide students with appropriate strategies that permit access to and understanding of a wide range of print and non-print texts.

Indicator 2: Teachers engage students in making meaning from texts through personal response.

Indicator 3: Teachers engage students in making meaning from texts through critical response.

Standard 9: Teachers use assessment as an integral part of instruction and learning.

Indicator 1: Teachers develop a variety of formal and informal assessments appropriate to curricular goals and student needs.

Indicator 2: Teachers interpret and report assessment results clearly, accurately, and purposefully to students, administrators, parents and other audiences.

Indicator 3: Teachers encourage student self-assessment, both formal and informal.

Indicator 4: Teachers employ formative and summative assessments and use resulting data to make pedagogical decisions and to modify instruction.

Standard 10: Teachers use instruction that promotes understanding of varied uses and purposes for language.

Indicator 1: Teachers model Standard English.

Indicator 2: Teachers employ a variety of dialects and registers to demonstrate understanding of audience and purpose.

Indicator 3: Teachers read and write regularly with students.

Standard 11: Teachers foster in students an awareness and appreciation of their own and others' cultures.

Indicator 1: Teachers incorporate diverse resources in context to connect global ideas to student experiences.

Indicator 2: Teachers respect students' native languages in their relation to the conventions of Standard English.

Indicator 3: Teachers enhance students' understanding of themselves and others to establish classroom cultures of mutual respect.

Standard 12: Teachers recognize commonalities and individual differences within the classroom.

Indicator 1: Teachers provide an open trusting environment for sharing oral language.

Indicator 2: Teachers understand that student reading and writing involve personal interpretations in order to respond to literature and other texts.

Standard 13: Teachers respect and accommodate areas of exceptionality in learning, including learning disabilities, visual and perceptual difficulties, special physical or mental challenges, and giftedness.

Indicator 1: Teachers use instructional materials to meet the various needs of students.

Indicator 2: Teachers use varying strategies and techniques to meet the individual needs of students.

Standards for 9 - 12 Mathematics Teachers

Introduction

As students prepare for the demands of a changing world, away from preparation for existing jobs, but toward the management of yet existing information, they need a strong grounding in logic and deduction; in short, mathematical thinking. They need mathematics teachers who value all students by recognizing and accommodating their unique needs. Students need teachers who assess, who plan and who evaluate so that all children develop mathematical thinking. Our students especially need teachers who establish and maintain high expectations for every student and who use effective methods to make understanding and application of mathematics a central theme for all.

These standards set forth the basic knowledge and skills necessary to teach mathematics. They are organized to reflect the Core Standards for Teachers developed by the NC Professional Teaching Standards Commission.

The overarching themes of a coherent mathematics content intertwined with process, pedagogical knowledge, equity and access for all students in mathematics, and knowledge of the role of technology in mathematics education are assumptions in the standards. They are essential components of the skills and knowledge mathematics teachers should possess. National standards from the Mathematical Association of America (MAA) and the National Council of Teachers of Mathematics (NCTM), as well as the North Carolina Standard Course of Study, influenced the development of this document.

Central to developing teachers who have the skill and preparation for mathematics teaching is the nature of the mathematics curriculum and the processes that drive it. The curriculum presented in Section I of this document contains important mathematics content knowledge that K-12 teachers should possess. This curriculum focuses on the important mathematics content that teachers entering teaching should possess and is articulated across three levels of mathematics teaching. This curriculum is grounded in the processes through which students learn mathematics: problem solving, reasoning, connections, representations, and communication. Teachers of mathematics must have a commitment to the development of students' mathematical understanding, therefore have a thorough understanding of how these processes can be used to promote student learning. They should be adept in using these instructional processes based on their students' prior knowledge and experiences.

Additionally, teachers should have knowledge of how technology, including computer software, calculators, and the internet, can influence the mathematics that is taught and their students' understanding of the mathematics. This requires that mathematics teachers understand how to use technology and also understand the research related to technology and mathematics learning, how to select appropriate software, and how to make decisions about when technology should be used.

Just as teachers must have content knowledge in mathematics, they must know their students as learners of mathematics and have pedagogical knowledge. With this knowledge, teachers are able to make important decisions that affect how students learn mathematics. Teachers who possess pedagogical knowledge understand a wide range of teaching strategies and can determine and use the appropriate strategies for teaching their students mathematics. They can make strong curricular judgements, use instructional materials effectively, and create classrooms that support students' learning of mathematics.

Teachers of mathematics must understand the students they teach. They must have high expectations for their students and provide opportunities for all students to be mathematics learners. This means challenging the notion that mathematics understanding is for a few, not all. Teaching equitably with concern for student diversity is addressed throughout this document. Teachers must understand the needs and strengths of students who are non-native speakers of English, are gifted in mathematics, have disabilities, are culturally and ethnically different, are female, or are poor. They know that some of these students may need special accommodations in mathematics classrooms. Teachers are role models for

their students, as learners and problem solvers who value and enjoy mathematics. Teachers should model and encourage positive attitudes and beliefs about mathematics in the classroom and the community. The mathematics teacher is the key to changing the learning environment so that stereotypes, misunderstandings, and myths are not perpetuated.

Teachers act as advocates of mathematics students both in and out of the classrooms while providing leadership for the improvement of mathematics teaching and practice. Teachers support the mathematics teaching profession and continue to grow professionally. For K-12 teachers, teaching is a complex and demanding process that requires intensive lifelong learning. Teachers must have not only extensive knowledge of mathematics, but also deep understanding of how students learn mathematics.

Standards and Indicators

Teachers know the essential mathematical knowledge and concepts and are able to communicate their understanding and appreciation of mathematics integrating content through the use of problem solving, communication, connections, reasoning/proof and representation.

Standard 1: Number sense, numeration, and numerical operation.
Mathematics teachers have an in depth understanding of concrete algebraic systems and applications.

Mathematics Teachers:

- Indicator 1: demonstrate an understanding of the properties of, and operations on real and complex numbers, polynomials, vectors, matrices, and other concrete algebraic systems;
- Indicator 2: demonstrate an understanding of algebra and algebraic systems, including linear and abstract algebra;
- Indicator 3: demonstrate an understanding of elementary number theory;
- Indicator 4: demonstrate an understanding of set theory;
- Indicator 5: use computational tools and strategies and estimate appropriately.

Standard 2: Spatial sense, measurement, and geometry.
Mathematics teachers understand measurement, spatial sense, and the properties of relationships of two- and three-dimensional space.

Mathematics Teachers:

- Indicator 1: demonstrate an understanding of Euclidean and non-Euclidean geometry;
- Indicator 2: recognize geometry as an example of a deductive system, built from undefined terms, axioms, definitions, and theorems;
- Indicator 3: use deduction to establish the validity of geometric conjectures and to prove theorems;
- Indicator 4: demonstrate an ability to connect geometry to other strands of mathematics and use it to solve problems;
- Indicator 5: demonstrate an understanding of the properties of two- and three-dimensional geometric objects;
- Indicator 6: demonstrate an ability to solve geometric problems using vectors in two- and three-dimensions;
- Indicator 7: demonstrate an understanding of other coordinate systems and representational models and their uses;
- Indicator 8: demonstrate an ability to use trigonometric relationships to solve problems;

Indicator 9: use appropriate technology to explore geometric concepts.

Standard 3: Patterns, relationships, and functions
Mathematics teachers understand patterns, relationships, functions, symbols and models.

Mathematics Teachers:

- Indicator 1: demonstrate an ability to model and analyze situations and number patterns with numerical, graphical, and symbolic representations; and explore their connections;
- Indicator 2: demonstrate an ability to use methods of proof to prove theorems and verify conjectures;
- Indicator 3: demonstrate an ability to analyze tables and graphs to identify properties and relationships;
- Indicator 4: demonstrate an understanding of differential and integral calculus;
- Indicator 5: demonstrate the ability to use mathematics and technological tools to solve "Areal world" problems that arise in social sciences, biological sciences, physical sciences, and other mathematical sciences;
- Indicator 6: demonstrate an understanding of different classes of functions and relations and the use of technology to investigate their properties.

Standard 4: Data, probability, and statistics
Mathematics teachers understand the major concepts of probability and statistics including collecting, displaying, analyzing, and drawing conclusions from data.

Mathematics Teachers:

- Indicator 1: demonstrate the ability to use a variety of standard techniques for organizing and displaying data in order to detect patterns and departures from patterns;
- Indicator 2: demonstrate the ability to use surveys to estimate population characteristics and experiments to test conjectured cause-and-effect relationships;
- Indicator 3: demonstrate the ability to use theory and simulations to produce, analyze, and apply probability distribution models;
- Indicator 4: demonstrate the ability to use probability models to draw conclusions from data and measure the uncertainty of those conclusions;
- Indicator 5: demonstrate an understanding of topics in discrete mathematics such as finite difference equations, graph and network theory, combinatorics, and models for social decision-making;
- Indicator 6: use appropriate technology to collect, display, organize, and interpret data;
- Indicator 7: develop computer programs in a structured language.

Teachers use varied processes in the teaching of mathematics and make decisions regarding appropriate instruction and assessment.

Standard 5: Process Skills

Teachers understand and use the processes of problem solving, reasoning and proof, communication, connection, and representation as the foundation for the teaching and learning of mathematics.

Mathematics Teachers develop instructional programs that enable all students to:

Problem Solving

Indicator 1: build new mathematical knowledge through problem solving;

Indicator 2: solve problems that arise in mathematics and in other contexts;

Indicator 3: apply and adapt a variety of appropriate strategies to solve problems;

Indicator 4: monitor and reflect on the process of mathematical problem solving.

Reasoning and Proof

Indicator 5: recognize reasoning and proof as fundamental aspects of mathematics;

Indicator 6: make and investigate mathematical conjectures;

Indicator 7: develop and evaluate mathematical arguments and proofs;

Indicator 8: select and use various types of reasoning and methods of proof.

Communication

Indicator 9: organize and consolidate their mathematical thinking through communication;

Indicator 10: communicate their mathematical thinking coherently and clearly to peers, teachers, and others;

Indicator 11: analyze and evaluate the mathematical thinking and strategies of others;

Indicator 12: use the language of mathematics to express mathematical ideas precisely.

Connections

Indicator 13: recognize and use connections among mathematical ideas;

Indicator 14: understand how mathematical ideas interconnect and build on one another to produce a coherent whole;

Indicator 15: recognize and apply mathematics in contexts outside of mathematics.

Representation

Indicator 16: create and use representations to organize, record, and communicate mathematical ideas;

Indicator 17: select, apply, and translate among mathematical representations to solve problems;

Indicator 18: use representations to model and interpret physical, social, and mathematical phenomena.

Standard 6: Curriculum pacing and alignment
Mathematics teachers are aware of the importance of and implement effective instructional pacing and alignment.

Mathematics Teachers are:

- Indicator 1: knowledgeable of the NC Standard Course of Study, LEA (district) standards and pacing guides, and the NCTM standards;
- Indicator 2: able to locate and use various resources that support daily classroom practices (e.g. NCDPI, LEARN-NC, NCTM Publications, etc.).

Standard 7: Instructional strategies
Mathematics teachers use a variety of instructional strategies to promote student understanding of mathematics. They recognize students' level of mathematical understanding in order to implement the appropriate instructional practice.

Mathematics Teachers:

- Indicator 1: use varied strategies, including problem-based learning, inquiry, investigations, direct instruction, exposition;
- Indicator 2: are knowledgeable of current research on best practices;
- Indicator 3: match the appropriate strategy with the appropriate tools;
- Indicator 4: are knowledgeable about and sensitive toward various teaching/learning styles;
- Indicator 5: are aware that it will take a variety of teaching methods to lead all students to excel in mathematics.

Standard 8: Instructional tools
K-12 mathematics teachers understand and use effectively the hierarchy of the use of instructional tools.

Mathematics Teachers are able to identify, prescribe, and use appropriate:

- Indicator 1: hands-on tools (e.g. cubes, counters, rods, etc.);
- Indicator 2: representational tools (e.g. base-ten blocks, calculators, computer applications, algebra tiles/blocks, fraction bars, decimal squares, geometric blocks, etc.);

Indicator 3: transitional tools (e.g. expanded notation, paper and pencil, calculator and computer methods, metaphors, analogies, etc.) that enable students to make connections between representational and symbolic levels of understanding;

Indicator 4: symbolic tools (e.g. standard and alternative algorithms, calculator and computer applications, etc.).

Standard 9. Assessment practices

Teachers of mathematics understand a variety of formative and summative assessment tools, strategies, and practices and their appropriate use.

Mathematics Teachers are able to:

Indicator 1: use assessment to inform instructional practice;

Indicator 2: recognize and use formative and summative assessment;

Indicator 3: match assessment strategies to instructional strategies;

Indicator 4: use assessment to enhance student learning.

Teachers believe that all students can learn mathematics. They exhibit an enthusiasm for teaching mathematics and view diversity as a strength in the classroom.

Standard 10: Ethnicity, gender, race, and socioeconomic status

Mathematics teachers recognize that all students, regardless of their personal characteristics, backgrounds, or physical challenges, must have opportunities to study and learn mathematics.

Mathematics Teachers:

Indicator 1: are sensitive to the needs and strengths of the mathematical backgrounds and abilities of individual students and have high expectations for all students;

Indicator 2: treat students equitably, not necessarily equally, by accommodating individual student needs;

Indicator 3: understand the need to encourage parental involvement in all students' education and frequently communicate with parents or guardians of their students;

Indicator 4: strive to dispel the myths regarding the learning of mathematics, challenging derogatory and/or stereotypical beliefs based on ethnicity, gender, race, or socioeconomic status;

Indicator 5: understand and confront their own beliefs and biases to effectively and sensitively accommodate differences among students.

Standard 11: Accommodating individual needs

To promote diversity as a strength, teachers are knowledgeable about and sensitive toward various teaching/learning styles.

Mathematics Teachers:

- Indicator 1: stay abreast of current research which indicates the optimal teaching methods to address students' diverse learning styles, non-native speakers of English, students with disabilities, and gifted students.
- Indicator 2: are aware that it will take a variety of teaching methods to lead all students to excel in mathematics.

Standard 12: Historical perspective
Mathematics teachers understand that historically based pedagogy can give all students, regardless of their learning preferences, the opportunity to learn mathematics. It provides an opportunity to focus on special interests, and it provides the teacher with insights into the diversity in the development of mathematics.

Mathematics Teachers:

- Indicator 1: are able to plan instructional topics of particular interest through the use of the historical development of mathematics;
- Indicator 2: understand that the investigation of historical topics in mathematics requires the use of substantial mathematics;
- Indicator 3: understand and incorporate the mathematical contributions of all cultures into their lessons.

STANDARDS FOR 9 - 12 SCIENCE TEACHERS

Introduction

The following science standards are correlated with the Core Standards for Teachers in North Carolina and reflect those practices and knowledge that are unique to science teachers. These standards are aligned with the North Carolina Science Standard Course of Study, the National Science Standards, the National Board for Professional Teaching Standards, and the standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC). The standards describe what beginning science teachers in North Carolina should know and be able to do. The standards are organized to reflect the Core Standards developed by the NC Professional Teaching Standards Commission.

High school science teachers (9-12), should have an "in-depth" knowledge in a FOCUS area (for example, life science, for biology teachers) and a working knowledge (they understand the concepts and can design meaningful learning experiences for high school students) in all other science areas. High school teachers should understand the mathematical relationships consistent with the high school science curriculum.

Knowledge of pedagogy is equally important as knowledge of content. In quality science teaching, providing active inquiry experiences should be emphasized. Science teachers should understand the developmental characteristics and needs of students and be able to use appropriate strategies in teaching science. Students need to understand that science is a way of building understanding about the natural world. Science is as much a process as a body of knowledge. Consequently, the task of the science teacher is to help students learn the processes for building that knowledge.

Schools are becoming microcosms of the larger world. The communication media bring the world into homes and schools and it is vital that science teachers understand the strengths that diversity brings into a classroom. The effective science teacher helps students appreciate the similarities and differences in others. Science teachers should be aware of the diverse cultures that have contributed to the body of scientific knowledge. They should help students see science as a subject available for further study to all people.

Science teachers are life-long learners who are interested in knowing more about science and the application of science in our society. Although entry-level science teachers have not had much opportunity to assume extensive leadership roles, they should be collaborators who seek to work with others to improve science instruction. They should continually reflect upon their practice in order to improve instruction and to become strong advocates for the role of science in schools.

Standards and Indicators

Standard 1: Science Teachers understand the unifying concepts of science.

Indicator 1: Science teachers understand the major concepts in life science:

1. Evolution
 - ❖ Characteristics of living things
 - ❖ Diversity of Organisms
 - ❖ Life cycles
 - ❖ Theory of evolution
2. Gene Theory
 - ❖ Mendelian Genetics
 - ❖ DNA and heredity
 - ❖ Mutations/Evolution
3. Cell Theory
 - ❖ Structure and Function of cells
 - ❖ Cellular Processes (cellular respiration, photosynthesis, cell transport, mitosis)
 - ❖ Parts of the cell theory
4. Form and Function
 - ❖ Structure and Function of plants and animals and their parts
 - ❖ Sexual and Asexual Reproduction
 - ❖ Growth and Development of Organisms
 - ❖ Health and Human Biology
5. Ecological Relationships and Interdependence
 - ❖ Organisms in their environments
 - ❖ Food chains and food webs
 - ❖ Cycling of matter and flow of energy
 - ❖ Mutations/Adaptations
 - ❖ Human impact on the environment

Indicator 2: Science teachers understand the major concepts in Physical Science.

1. Measurements
 - ❖ systems of measurements
 - ❖ units (including metric)
 - ❖ dimensional analysis
 - ❖ interpret data, ratios, graphs
2. Atomic Theory and Periodic Law
 - ❖ Structure of atom
 - ❖ Periodic table
 - ❖ Molecules and bonding
3. Structure and Properties of Matter
 - ❖ Classification of Matter (elements, compounds, mixtures, etc.)
 - ❖ States of matter and phase changes
 - ❖ Chemical and physical properties of matter
4. Chemical Reactions

- ❖ Types of chemical reactions
 - ❖ Factors affecting reactions and reaction rates
5. Forces and Motion
 - ❖ Motion
 - ❖ Vectors and scalars
 - ❖ Circular motion
 - ❖ Rotational motion
 - ❖ Keplers' laws of planetary motion
 6. Electromagnetism
 - ❖ Static Charge
 - ❖ Moving Charges
 - ❖ Magnetism
 - ❖ Electromagnetic Spectrum
 7. Waves and Optics
 - ❖ Wave Motion
 - ❖ Wave Nature of Light
 - ❖ Optics
 8. Energy
 - ❖ Sources and forms of energy
 - ❖ Conservation of energy
 - ❖ Interaction of energy and matter
 - ❖ Thermodynamics
 9. Modern Physics and Chemistry
 - ❖ Nature of light
 - ❖ Atomic and nuclear structure
 - ❖ Atomic and nuclear energy

Indicator 3: Science teachers understand the major concepts in Earth Science.

1. Origin and Evolution of the Earth and Universe
 - ❖ Physical evolution of the earth
 - ❖ Big bang theory
2. Astronomy
 - ❖ Planetary astronomy
 - ❖ Deep space astronomy
3. Properties of Earth Materials
 - ❖ Composition of earth
 - ❖ Rocks, minerals and fossils
 - ❖ Water and air
4. Earth Dynamics/Systems
 - ❖ Lithosphere
 - ❖ Earth's Interior
 - ❖ Atmosphere
 - ❖ Hydrosphere
 - ❖ Energy
5. Interaction of the Earth and Living Systems
 - ❖ Management of Natural Resources
 - ❖ Pollution
 - ❖ Energy Resources

- ❖ Population dynamics
- ❖ Ecosystems

Standard 2: Science Teachers understand the nature of science and the development of scientific thought.

Science teachers understand:

- Indicator 1: that science is universal and multidisciplinary; that the boundaries of the disciplines are artificial.
- Indicator 2: that knowledge gained through science is based on logic and skepticism.
- Indicator 3: that scientific explanations must be consistent with observations and evidence.
- Indicator 4: that all scientific knowledge is probabilistic and subject to change.
- Indicator 5: the importance of communication within the scientific community and with the public, allowing for feedback, challenges, and peer review.

Standard 3: Science teachers understand the historical development of scientific thought and the application of science in society.

Science teachers understand:

- Indicator 1: the development of the major scientific advances and that scientific knowledge builds on previous knowledge.
- Indicator 2: that the historical development of scientific thought has not been necessarily linear.
- Indicator 3: that diverse cultures have contributed to scientific knowledge.
- Indicator 4: that major scientific advances have affected and changed human society. (Examples are: health, transportation, communication, economics, industrialization, politics, information.)
- Indicator 5: the reciprocal relationship between the development of scientific concepts and the technological application of these concepts in society.

Standard 4: Science teachers understand the math concepts and processes and the technologies that are used in science.

Science teachers:

- Indicator 1: Have a conceptual understanding of mathematics as appropriate to the science content that they teach.

- Indicator 2: Understand systems of measurement, degrees of magnitude, significant figures, dimensional analysis, and precision and accuracy as appropriate to each content area.
- Indicator 3: Know how to chart and graph data, selecting the appropriate graph for specific data and specific purposes.
- Indicator 4: Know how to use mathematics and technology in modeling and simulations as appropriate to each content area.

Standard 5: Science teachers use developmentally appropriate strategies to design and deliver instruction in science.

Science teachers:

- Indicator 1: Develop and implement instruction consistent with the North Carolina Science Standard Course of Study.
- Indicator 2: Understand and integrate other subjects with science content.
- Indicator 3: Apply reading strategies to teach reading in the science content area.
- Indicator 4: Apply learning and motivational theory in the development, delivery, and assessment of science curricula.
- Indicator 5: Promote new learning through using students' prior knowledge and misconceptions and consider student interest in designing lessons.
- Indicator 6: Apply various models of science teaching at appropriate developmental levels.
- Indicator 7: Integrate appropriate technologies to improve the delivery of science instruction.
- Indicator 8: Create/adapt science lessons and investigations from various sources that focus on local, relevant applications.
- Indicator 9: Use questioning techniques that lead to student understanding of scientific concepts.
- Indicator 10: Implement a variety of teaching and communication strategies for science instruction.

Standard 6: Science teachers plan and implement appropriate scientific investigations to develop problem solving and critical thinking skills in science.

Science Teachers:

- Indicator 1: Manage instructional time by developing a variety of inquiry-based lessons and investigations that are designed for teaching specific concepts.
- Indicator 2: Use various questioning skills appropriate for inquiry-based instruction.
- Indicator 3: Develop science process skills through appropriate inquiry-based lessons.

Indicator 4: Plan strategies for the use of cooperation/collaboration skills in the scientific investigations.

Indicator 5: Integrate technology for delivering content, collecting and analyzing data, and communicating results.

Indicator 6: Incorporate appropriate field investigations and field trips into the science curriculum.

Indicator 7: Incorporate safety laws, codes, and standards in the planning and implementation of science instruction.

Indicator 8: Plan for acquisition, dissemination, and management of materials and equipment.

Standard 7: Science teachers organize and manage the science learning environment to ensure optimal learning.

Science teachers:

Indicator 1: Guide students to work in collaborative teams and encourage them to evaluate constructively.

Indicator 2: Design and implement procedures that enhance the organization and management of the science classroom.

Indicator 3: Organize and manage field investigations and field trips to optimize efficiency and safety.

Indicator 4: Organize and manage the use of technologies where appropriate for optimal learning.

Indicator 5: Apply *Safety Laws, Codes, and Standards* to laboratory and field-work procedures.

Standard 8: Science teachers create and use appropriate assessment strategies and instruments to improve science instruction for all students.

Science teachers:

Indicator 1: Develop a variety of formal and alternative assessment strategies appropriate for individual, peer, team, and collaborative skills in science.

Indicator 2: Effectively use diagnostic assessment of science content and process skills.

Indicator 3: Use a variety of questioning techniques to determine level of student understanding of scientific concepts.

Indicator 4: Develop and use rubrics in assessment.

Indicator 5: Use technology as appropriate in the evaluation of scientific knowledge and skills.

Standard 9: Science teachers integrate appropriate technology to enhance instruction in science and scientific investigation.

Science Teachers:

- Indicator 1: Select appropriate technologies for teaching specific science concepts.
- Indicator 2: Use technology to develop appropriate simulations of scientific concepts.
- Indicator 3: Guide students in the appropriate use of multimedia and web-based research.
- Indicator 4: Guide students in data collection, analysis and interpretation using computers and other scientific instruments.
- Indicator 5: Guide students in using appropriate technologies to communicate and present results.
- Indicator 6: Model the use of appropriate technology in instruction.
- Indicator 7: Demonstrate and model the ethical and legal use of technology.

Standard 10: Science teachers develop strategies to address science topics that are controversial to diverse groups.

Science teachers:

- Indicator 1: Understand and respect that families and communities may have diverse attitudes about science, inquiry, and specific science-related issues.
- Indicator 2: Promote the open-minded discussion of controversial issues in science by developing and using various strategies such as debates, use of data gathering and analysis for informed decision making, and recognition of bias and propaganda.
- Indicator 3: Guide students in developing rational solutions to controversial problems in science.

Standard 11: Science teachers encourage underrepresented groups to engage in science.

Standard 12: Science teachers work with professional colleagues, parents, and community members to improve science instruction for all students.

Science teachers:

- Indicator 1: Are aware of collaborative efforts and how to integrate them into the science program.
- Indicator 2: Continue to support students as they pursue science.

Indicator 3: Develop advocacy, communication and leadership skills by attending workshops and staff development opportunities.

Indicator 4: Know how to locate resources to enhance science instruction.

Standard 13: Science teachers research and learn to apply best practice in science education and participate in the dissemination of those ideas.

Science teachers:

Indicator 1: Use the information from professional science education organizations to improve content and pedagogy in the science classroom.

Indicator 2: Attend appropriate professional development opportunities.

Indicator 3: Collect and use information from the scientific community, business and industry.

Indicator 4: Understand the importance of collaborating with colleagues as well as with the larger community to improve science instruction.

Standard 14: Science teachers understand safety and liability issues in science and advocate for appropriate safety materials and enforcement practices in the classroom.

Science teachers:

Indicator 1: Ensure that safety issues are included in instruction and provide supervision during lab and field experiences.

Indicator 2: Analyze the lab/activities for safety and research materials/chemicals to know safety issues before they are used.

Indicator 3: Have a working knowledge of and comply with the science *Safety Laws, Codes, and Standards*.

Indicator 4: Keep MSDS (Material Safety Data Sheets) sheets readily available.

Indicator 5: Model appropriate safety behaviors.

Indicator 6: Develop a short and long-term plan for improvement of science safety.

STANDARDS FOR 9 - 12 SOCIAL STUDIES TEACHERS

Introduction

The social studies standards describe the knowledge and skills beginning teachers must have to meet North Carolina expectations for providing quality instruction in the public schools. They reflect a strong emphasis on knowledge of content, dedication to a philosophy of pedagogy that serves the needs of **all** students through student-centered instruction and integrated units, an appreciation and respect for diversity, and the importance of continuous professional development. The standards contained in this document are based on *Every Child's Teacher in North Carolina: Core Standards for the Teaching Profession* by the North Carolina Professional Teaching Standards Commission.

The *North Carolina Standard Course of Study* for social studies is a developmentally appropriate framework for establishing the curriculum at the local level. Social studies in Grades 9 B 12 is taught as discipline-based courses such as Economic, Legal and Political Systems, World History, World Geography, World Cultures, United States History, and other elective social studies classes.

Teachers of social studies have a broad knowledge of United States and world history, geography, world cultures, and the political and economic systems by which people organize their lives. Teachers understand the central concepts and conceptual frameworks of history and social science disciplines.

Teachers know the applications of social studies necessary to open the students' first window on the world, enhancing their quality of life. Social studies teachers understand and apply these big ideas in their classrooms: Because it is the most inclusive content area, social studies is the ideal vehicle for teaching and enriching the broad curriculum. Teachers use the scope and sequence of the social studies curriculum to teach skills through the integration of the social studies content with other content areas. Social studies teachers understand that planning is necessary to ensure that concepts and skills are presented in an appropriate and timely manner.

Social studies affords the secondary teacher opportunities to teach in specific disciplines of the social studies. Social studies involves students in a variety of meaningful learning opportunities through the study of history, political and economic systems, geography and other social studies fields. Emphasis is placed on the use of primary and secondary sources. Textbooks are best used as resources that support the curriculum. The use of units as the basic planning organization for social studies instruction allows teachers to effectively plan instruction that incorporates mandated objectives while meeting the learning styles and needs of **all** students within the necessary time frame. These standards emphasize the need to teach in a hands-on, experience-saturated environment. They also emphasize the assimilation and application of information over rote memorization of isolated facts.

Beginning teachers have knowledge of the big ideas of social studies: citizenship, historical perspectives, global interdependence, life skills and spatial perspectives. Focusing on citizenship as the overriding goal, teachers structure a learning environment that allows students to internalize the roles they play as citizens in the classroom, community, nation and world. Social studies teachers consciously connect learning activities to the development of citizenship ideals. Teachers accomplish this goal by designing units to teach concepts and generalizations rather than simply following a strict chronological presentation of facts. Teachers identify a range of issues, present information in a variety of formats, aid in student research utilizing numerous resources, and facilitate student construction of new knowledge. This student-centered approach to the teaching of social studies diverges from the traditional teacher-centered delivery of information.

Students who are taught to construct information and reflect on the learning process perform as well or better in testing situations than students who are taught by rote. They identify with the information; therefore it takes on unique meaning. Knowledge is not learned for knowledge's sake, but is learned and used as a tool for improving the quality of life, understanding current situations and resolving problems.

Social studies requires a variety of assessment tools to measure student learning and mastery of concepts and skills. Assessment tools should be fair, free of bias, and afford the student an opportunity to demonstrate mastery of the subject in a variety of ways.

By its very nature social studies identifies the similarities and differences among peoples and stresses how these similarities and differences contribute to the richness of life. The natural emphasis on diversity in social studies embraces content in the affective, ethical, and cognitive domains, contributing to the develop of respect and appreciation for others. Diversity is woven through the fabric of this standards document, just as diversity is the woof and warp of the social studies curriculum. By virtue of the subject area social studies teachers have the privilege of celebrating the similarities and differences of our interdependent world. Respect for diversity begins in the classroom. Diversity is embedded in all social studies standards.

Professional development is vital to the continued intellectual growth of social studies teachers as leaders in education. It may take many forms such as collaborating on integrated units and lessons or attending local, state, and national social studies meetings. Advocacy for the teaching of social studies as an integral part of the curriculum is crucial to the future of social studies education.

Teachers exercise leadership in social studies by staying informed about educational policy issues and supporting professional development. Social studies teachers participate in co-curricular activities. While all teachers may provide leadership in student and curriculum involvement, social studies teachers connect these activities to the development of citizenship ideals in their students.

Social studies teachers continuously improve as professionals through participating in state and national social studies professional organizations, reading professional literature, contributing articles to newspapers and journals, and serving on professional committees.

Standards and Indicators

Standard 1: Social studies teachers have a broad knowledge of content.

Indicator 1: Social studies teachers should have a basic knowledge and understanding of the tapestry of world cultures. Social studies teachers:

- ❖ know and appreciate creative works of world cultures
- ❖ value the contributions of world cultures and religions
- ❖ have an awareness of, an appreciation for and sensitivity to diverse cultures
- ❖ recognize the impact of social diversity in a complex world.

Indicator 2: Social studies teachers understand the social science disciplines. Social studies teachers:

- ❖ understand the interdisciplinary nature of social studies
- ❖ know spatial and temporal concepts and their relationships
- ❖ are aware of the rights and responsibilities of democratic citizenship
- ❖ have the commitment to seek and acquire new knowledge in the social sciences

Standard 2: Social studies teachers know the content appropriate to their teaching specialty.

Grades 9-12 social studies teachers should have knowledge of:

Indicator 1: Political science

- ❖ United States Government - local, state, federal
- ❖ United States Founding Documents
- ❖ Comparative Governments
- ❖ United States Judicial Systems

Indicator 2: History and historical concepts

- ❖ North Carolina History
- ❖ United States History
- ❖ World History
- ❖ Sense of chronology
- ❖ Cause and effect/multiple causation
- ❖ Continuity and change
- ❖ Differences in historical perspectives
- ❖ Historical Analysis and Interpretation

Indicator 3: Geographic concepts

- ❖ Five Themes of Geography
- ❖ Six Essential Elements of Geography
- ❖ Interpreting thematic maps and other graphic representations

Indicator 4: Economic concepts

- ❖ Interdependence/international trade
- ❖ Limited resources B resource allocation
- ❖ Economic Systems
- ❖ Free enterprise/market economy
- ❖ Planned/command economy
- ❖ Mixed economy
- ❖ Industrialization/technology
- ❖ United States financial and banking institutions

- Indicator 5: Cultural anthropology
 - ❖ Societal structures
 - ❖ National and cultural identity
- Indicator 6: Sociology
 - ❖ Groups and institutions
 - ❖ Major social problems
- Indicator 7: Psychology
 - ❖ Human growth and development
 - ❖ How humans adapt and react to a variety of environments

Standard 3: Social studies teachers connect social studies with the broad curriculum.

Because it is the most inclusive content area, social studies is the ideal vehicle for teaching and enriching the broad curriculum. Teachers use the scope and sequence of the social studies curriculum to teach skills through the integration of the social studies content with the areas listed below.

- Indicator 1: Communication. Teachers incorporate in their lessons:
 - ❖ A wide range of reading materials including primary documents, biographies, and children's multicultural literature.
 - ❖ Writing assignments in a variety of styles including expository, persuasive, and analytical
 - ❖ Development of speaking skills by assigning oral reports, historical debate, and speeches
 - ❖ Critical listening skills utilizing propaganda and historic recordings.
 - ❖ Critical viewing of videos, posters, works of art, and other visual items.
- Indicator 2: Humanities. Teachers enhance students' understanding of cultures and historical periods by incorporating:
 - ❖ World and American literature
 - ❖ Visual arts
 - ❖ Performing arts
 - ❖ Languages
- Indicator 3: Science. Teachers enhance lessons by making connections with:
 - ❖ Scientific discoveries
 - ❖ Technological innovations
- Indicator 4: Math. Teachers incorporate in their lessons:
 - ❖ Measurement through map scale and distance
 - ❖ Interpretation of quantitative data through charts and graphs
 - ❖ Coordinate graphing through grid patterns, latitude and longitude
- Indicator 5: Technology skills. Teachers incorporate in their lessons:
 - ❖ Collecting data
 - ❖ Organizing and sorting data
 - ❖ Displaying data in a variety of ways

Standard 4: Social studies teachers know relevant applications of the content.

- Indicator 1: Citizenship. Teachers in social studies classrooms:
- ❖ Promote concepts of citizenship as vital to the development of responsible members of society
 - ❖ Provide students a forum to explore controversial issues and addresses social issues constructively
- Indicator 2: Historical perspectives. Teachers in social studies classrooms:
- ❖ Link current events to past events and future trends
 - ❖ Highlight continuity in the human experience
 - ❖ Foster a respect and appreciation for enduring traditions
 - ❖ Demonstrate the ability of groups or individuals to initiate changes
- Indicator 3: Global interdependence. Teachers in social studies classrooms
- ❖ Develop understanding of our nation's place in the global economy
 - ❖ Foster understanding of our nation's role in global politics
 - ❖ Shape understanding of world environmental problems
- Indicator 4: Life Skills. Teachers in social studies classrooms:
- ❖ Provide for critical thinking and effective use of information.
 - ❖ Emphasize the use of maps for practical purposes
 - ❖ Require consideration of views outside an individual's realm of experience
- Indicator 5: Spatial perspectives. Teachers in social studies classrooms:
- ❖ Develop a sense of place - human and physical
 - ❖ Aid in understanding of patterns and distributions such as people, ideas and resources

Standard 5: Social studies teachers plan appropriate instruction.

In planning, social studies teachers:

- Indicator 1: Align instruction with the North Carolina Social Studies Standard Course of Study and incorporate National Council of Social Studies and discipline-specific national standards.
- Indicator 2: Establish an inviting, stimulating environment for learning about people, places and times.
- Indicator 3: Conceptualize units of study that are cross-cultural and/or representative of people in regions and historical periods studied.
- Indicator 4:- Select the appropriate historical and geographical content that best represents the learning objectives.
- Indicator 5: Integrate units with appropriate literature, arts, and communication and information skills.
- Indicator 6: Produce quality instructional materials that reflect historical accuracy and that are geographically current.
- Indicator 7: Select and use appropriate audio-visual, information, and technology resources, including primary sources, historical documents, economic data, legislation, and thematic maps.

Indicator 8: Evaluate materials for historical and geographic accuracy, bias and stereotypes.

Standard 6: Social studies teachers use appropriate teaching methods.

The 9 - 12 social studies teacher:

- Indicator 1: Plans for a variety of appropriate instructional methods, including lecture, demonstration, and modeling; small group instruction; seminars and debates; role playing and mock trials; simulations, inquiry, case studies, and analysis of primary and secondary sources.
- Indicator 2: Assigns group work to foster collaborative skills, utilizing cooperative learning, participatory democracy, and service projects to develop civic responsibility.
- Indicator 3: Assigns visual projects for students to create and interpret political cartoons, propaganda posters, collages, models, and displays.
- Indicator 4: Uses technology as a tool for research, communication and managing information (e.g., word processing reports and projects, obtaining information from the Internet, using databases and spreadsheets to organize and manipulate data, constructing multimedia presentations, and communicating through electronic mail and video-conferencing).

Standard 7: Social studies teachers use appropriate tools for assessment.

In assessing students the social studies teacher

- Indicator 1: Develops pre-assessment techniques that measure a student's background in social studies concepts.
- Indicator 2: Uses a variety of instruments, including: portfolios; written and oral reports; charts, graphs, and timelines; tests; essays; and visual projects, models, and demonstrations.
- Indicator 3: Utilizes diverse assessment strategies, such as student conferences, oral questioning, and authentic assessment.
- Indicator 4: Constructs valid test items that measure the knowledge and skill objectives of social studies.
- Indicator 5: Engages students in peer- and self-assessment and in the development of rubrics
- Indicator 6: Uses assessment data to evaluate teaching methods and plan future instruction.

Standard 8: Teachers are successful in teaching a diverse population of students, and respect and care about students.

The Social Studies Teacher:

- Indicator 1: Recognizes cognitive differences by developing a repertoire of teaching strategies, gathering and incorporating appropriate instructional materials, and utilizing a variety of assessment procedures.
- Indicator 2: Accommodates instruction for physical differences by providing classroom arrangements to meet the needs of all students and adapting lessons to meet visual, auditory tactile, and kinesthetic needs.
- Indicator 3: Acknowledges and affirms different cultural backgrounds by providing an open trusting environment for sharing ideas and valuing and encouraging the expression of multiple perspectives on issues and concepts.

Standard 9: Social studies teachers develop as leaders in their schools and communities.

The Social Studies Teacher:

- Indicator 1: Involves students in activities outside the classroom and sponsors activities related directly to social studies.
- Indicator 2: Participates in meetings that discuss and /or establish policy.
- Indicator 3: Participates in the selection of textbooks and resource materials that augment the social studies curriculum such as maps, primary sources, and software.
- Indicator 4: Communicates with administrators concerning needs within the Social Studies Department including funds for field trips and guest speakers, materials unique to the subject, and professional development study and travel.
- Indicator 5: Establishes an inviting environment for discussing, researching, and displaying constructed knowledge about people, places, and times.
- Indicator 6: Collaborates with colleagues to strengthen social studies content, research, and pedagogy.
- Indicator 7: Invites classroom observation by other professionals both inside and outside the department and initiates professional conversations on teaching improvement.
- Indicator 8: Participates in civic activities.

Standard 10: Social studies teachers grow and develop as professionals as they interact with the learning community and the resources it provides.

Social Studies teachers:

- Indicator 1: Attend school, local, state, and/or national social studies meetings and conferences.
- Indicator 2: Read professional journals and literature.
- Indicator 3: Reflect individually and with colleagues on daily lessons and long-term units to improve instructional skills and develop the knowledge base for increased student learning.

Indicator 4: Participate in professional development and travel.

Standard 11: Social studies teachers advocate for the inclusion of social studies as a vital component of the basic curriculum.

Indicator 1: Because of its intrinsic merit social studies teachers advocate for the inclusion of social studies as a core subject in the basic curriculum at **all** grade levels for **all** students, regardless of state testing mandates.

Indicator 2: Social studies teachers devote adequate time within the school day, throughout the school year, for the teaching of social studies.

Indicator 3: Social studies teachers request up-to-date resources and supplies.

Indicator 4: Social studies teachers take advantage of opportunities to promote the significance of social studies in a comprehensive education.

Standards for Reading Teachers

New Standards and Indicators are under Development.

STANDARDS FOR VISUAL ARTS TEACHERS

Introduction

The standards in this document are based on Every Child's Teacher in North Carolina: Core Standards for the Teaching Profession by the North Carolina Professional Standards Commission.

The standards for visual arts teachers describe the knowledge and skills needed to provide quality instruction in visual arts in North Carolina. According to the benefits of arts education listed in the North Carolina Standard Course of Study, beginning teachers must be able to facilitate student learning in grades K-12 in order to foster:

- ❖ Understanding human experiences both past and present;
- ❖ Teamwork and collaboration;
- ❖ Making decisions creatively where no prescribed solutions exist;
- ❖ Learning to adapt to and respect others' (diverse) ways of thinking, working, and expressing themselves;
- ❖ Learning problem recognition and problem solving, involving expressive, analytical, and development tools to every human situation (this is why we speak, for example of the "art " of teaching or the "art" of politics);
- ❖ Understanding the influence of the arts and their power to create and reflect cultures, the impact of design on our daily life, and in the interdependence of work in the arts with the broader worlds of ideas and action;
- ❖ Developing the essential senses of sight, hearing, smell, taste, touch, and kinesthetic as intellectual, emotional, physical, creative, and expressive acts;
- ❖ Analyzing nonverbal communication and making informed judgments about cultural products and issues; and
- ❖ Communicating effectively.

Visual arts teachers should have a knowledge of the content of visual arts that extends to the perception, production, study, interpretation, and judgment of works of art and design from various cultures, historical periods, and locations. They should know that the creation and study of art are intertwined. They should understand descriptive language and the way visual images and forms communicate meaning. They should have a thorough knowledge of the eight goals and objectives of the North Carolina Standard Course of Study in Visual Arts.

Standards and Indicators

Standard 1: Visual arts teachers know the content they teach.

Visual arts teachers are knowledgeable about:

Critical and Creative Thinking

Indicator 1: Conceptualizing and developing ideas for creating artwork

Indicator 2: Creative problem solving in the process of art making

Indicator 3: Perceptual awareness in organizing and implementing images

Indicator 4: Evaluating and refining concepts in the creation of original artwork

Art Making

Indicator 5: A variety of art forms such as painting, drawing, sculpture, crafts, performance, video, photography, conceptual art, technology, design, printmaking, and environmental art

Indicator 6: The importance of studio skills, including traditional and new technologies (media, tools, techniques)

Indicator 7: Expression through feelings, qualities, values, and styles

Safety

Indicator 8: Safe and responsible use of media, tools, and equipment in the art classroom

Indicator 9: Providing a safe appropriate working environment in the art classroom

Aesthetics

Indicator 10: The nature of art, inclusive of ideas, subject matter, symbols, metaphors, themes, and concepts

Indicator 11: Affects and effects (aesthetic experience, preferences, enjoyment, and appreciation)

Indicator 12: Descriptive language and the way visual images and forms communicate meaning

Art Criticism

Indicator 13: The study of art work for interpretation and evaluation

Indicator 14: Various purposes for creating art

Indicator 15: Comparing and contrasting works of art through description, analysis, interpretation, and judgment

Indicator 16: Critiquing artwork using verbal and written expression, incorporating appropriate art vocabulary and terminology

Art History/Heritage

Indicator 17: Examining art through the context of history, culture, society, artists, time, place, function, purpose, influence, style, and genre

Indicator 18: Recognizing and differentiating art works through historical, cultural, and societal context

Avocation/Profession

Indicator 19: Encouraging art as an avocation

Indicator 20: Career avenues within the visual arts

Indicator 21: Art appreciation endeavors as an attribute of life-long learning

Indicator 22: Mentoring students' development, interests, and personal goals in art

Standard 2: Visual arts teachers make informed selection of instructional content.

Visual arts teachers:

Indicator 1: Recognize that their knowledge of art is essential to providing meaningful learning opportunities for all students

Indicator 2: Understand and incorporate a range of comprehensive learning opportunities in arts education for all students (various cultures, ages, abilities, developmental levels)

Indicator 3: Make informed decisions about topics and issues in their teaching, based upon creation and selection of appropriate assignments from a variety of resources such as works of art, texts, periodicals, prints, slides, films/videos, electronic media, art criticism, and assessment tools

Indicator 4: Understand the importance of developing instruction to make historical and contemporary art of diverse cultures accessible to students

Standard 3: Visual arts teachers are able to effectively instruct students in visual arts.

Visual arts teachers:

Indicator 1: Implement a comprehensive approach to visual arts education that integrates studio, art history, aesthetics and art criticism.

Indicator 2: Translate visual arts content via appropriate instructional methods and strategies compatible with students' diversity such as backgrounds, understandings, ages, and levels of development.

Indicator 3: Encourage students to experiment with and expand their repertoires of media and techniques in their art making, and see connections between their own approaches and those used by other artists.

Indicator 4: Help students recognize multiple ways that art elements and principles are used to create

visual compositions which express ideas, themes, and subjects.

- Indicator 5: Help students engage in the meaningful exploration, analysis, interpretation, and judgment of art.
- Indicator 6: Encourage students to make and understand connections between meanings in the world of art and in their own lives.
- Indicator 7: Help students become familiar with the history of art, specific artists and their works, and art forms of various cultures.
- Indicator 8: Introduce students to a variety of theoretical and philosophical approaches to art and engage them in thoughtful oral and written inquiry into the nature of art.
- Indicator 9: Facilitate the development of critical thinking and higher order thinking skills through active engagement with visual arts.

Standard 4: Visual arts teachers are well-versed in pedagogy.

Visual arts teachers:

- Indicator 1: Have effective planning skills and are able to make informed and flexible instructional decisions, recognizing that careful long- and short-term planning is essential for successful art instruction.
- Indicator 2: Use meaningful art instruction to translate art content and other related curricular concepts into sound pedagogical practices that reflect the needs of students.
- Indicator 3: Recognize that a range of methods and the appropriate translation of specific art content is necessary for increased learning opportunities for all students.
- Indicator 4: Have students share, discuss, examine, and write about their art work.
- Indicator 5: Assist students in exploring and interpreting multiple ways of understanding works of art.
- Indicator 6: Have well-developed communication skills and utilize appropriate ways of asking questions, facilitating discussions, and promoting critical thinking.
- Indicator 7: Develop a repertoire of teaching strategies appropriate to the needs of all students.
- Indicator 8: Use appropriate technologies as instructional, research, and artistic tools.
- Indicator 9: Use an array of instructional school-based and community resources to enhance teaching.
- Indicator 10: Provide opportunities for students to share their accomplishments in visual arts with peers, family, and community.

Standard 5: Visual arts teachers have a comprehensive knowledge of student characteristics, abilities and learning styles.

Visual arts teachers:

Indicator 1: Demonstrate an understanding of artistic development as a complex multidimensional process affected by physiological, experiential, and social factors.

Indicator 2: Recognize established stages of artistic development as general rather than specific and each student progresses on an individual basis.

Indicator 3: Understand that students have different learning styles.

Standard 6: Visual arts teachers create effective instructional environments conducive to student learning.

Visual arts teachers:

Indicator 1: Provide art classrooms where students can create with physical, emotional, and intellectual safety.

Indicator 2: Provide supportive, shared, collaborative, instructional environments that promote the learning of all students.

Indicator 3: Promote principles of fairness and equity.

Indicator 4: Provide environments that are well-managed and organized.

Indicator 5: Recognize that teachers are responsible for managing the simultaneous activities that take place daily in today's diverse and changing classrooms.

Indicator 6: Provide opportunities for students to take responsibility for their own learning, to inquire, learn, and think in independent and productive ways.

Indicator 7: Integrate a variety of instructional resources to enhance learning for all students.

Standard 7: Visual arts teachers effectively manage student behavior.

Visual arts teachers:

Indicator 1: Consistently provide and apply clearly understood expectations, rules, and consequences for student behavior.

Indicator 2: Use a variety of appropriate strategies and procedures to manage student behavior.

Indicator 3: Provide clearly understood procedures for administrative matters.

Indicator 4: Provide parameters for verbal participation, and movement within the art classroom.

Indicator 5: Monitor students to foster constructive behavior and stop inappropriate or disruptive actions.

Standard 8: Visual arts teachers conduct meaningful, appropriate assessments of student learning.

Visual arts teachers:

- Indicator 1: Develop assessment strategies consistent with instructional goals, teaching methods, and individual student abilities to assess skills and understandings central to art.
- Indicator 2: Use formal and informal, diagnostic, monitoring, and summative assessment strategies such as portfolios, rubrics, journals, oral and written critiques, and discussions.
- Indicator 3: Regard assessment as a cooperative venture between student and teacher.
- Indicator 4: Create and use equitable assessments for higher-order thinking, problem solving, individual skills, knowledge, and understanding.
- Indicator 5: Recognize the individuality of students and their responses.
- Indicator 6: Provide equal opportunity for all students to display and share what they know and learn in art.
- Indicator 7: Provide insightful feedback to students concerning the development of their work in progress as well as the finished product.
- Indicator 8: Model formative and summative processes that assist students in self and peer assessment of art.
- Indicator 9: Acknowledge a variety of student accomplishments and positive behaviors.

Standard 9: Visual arts teachers develop a curriculum that embraces a respect for multiculturalism.

Visual arts teachers:

- Indicator 1: Reflect the breadth and depth of art history within diverse cultures.
- Indicator 2: Emphasize art as an essential component of multicultural and interdisciplinary curriculum development and review.
- Indicator 3: Promote awareness of beliefs, understandings, theories and philosophical approaches of art making, from a variety of cultural perspectives, accessible to students.
- Indicator 4: Make reasoned and insightful selections of artists and works of art to support teaching goals.
- Indicator 5: Consider the content of art in the context of fundamental individual and societal issues.
- Indicator 6: Provide students with a knowledge base of historical, critical, and aesthetic concepts to enhance their experiences of art in a global context.

Standard 10: Visual arts teachers develop a curriculum inclusive of the goals, values, and purposes of education within a diverse community and society.

Visual arts teachers:

- Indicator 1: Understand the importance of making appropriate curriculum content decisions while taking into consideration student, school, and community contexts.
- Indicator 2: Articulate how the art curriculum addresses diversity within school, district, and state curriculum guidelines.
- Indicator 3: Adapt, change, modify, and select curricular options reflective of a diverse student population.
- Indicator 4: Provide opportunities for all students to learn to work both individually and collaboratively.
- Indicator 5: Explore the value of students' career options in visual arts in relation to civic, social, and economic issues in a global society.

Standard 11: Visual arts teachers are sensitive and insightful observers of students' individual differences.

Visual arts teachers:

- Indicator 1: Know the importance of acquiring information through formal conferences and informal conversations with students, their families, other teachers, counselors, school psychologists, and administrators in order to gain greater understanding of students needs.
- Indicator 2: Understand that students learn in different ways and at different paces.
- Indicator 3: Respect and value the unique backgrounds, abilities, and interests of all students.
- Indicator 4: Are sensitive to differences in artistic and aesthetic responses of students.

Standard 12: Visual arts teachers recognize their responsibilities to the school and to the community.

Visual arts teachers:

- Indicator 1: Serve as role models for students as professionals through appropriate speech, actions, dress, and appearance.
- Indicator 2: Participate as contributing members of the school community; act as providers of information; facilitators of student inquiry; and as members of problem-solving teams.

- Indicator 3: Work with colleagues to improve and evaluate professional development plans and practices.
- Indicator 4: Provide leadership in educational and professional roles.
- Indicator 5: Know the importance of actively participating as members of policy committees and educational councils, and collaborating with other educators and colleagues at all levels.
- Indicator 6: Recognize the value of working with educators from other schools, districts, colleges and universities; and also individual artists, arts organizations, and museums.
- Indicator 7: Develop as artists and appreciators of art, engaging in their own studio work and seeking opportunities to learn more about art.
- Indicator 8: Analyze the effectiveness of their art program in the context of personal, school and district goals, and model programs.
- Indicator 9: Communicate effectively with a variety of audiences.
- Indicator 10: Know the importance of exhibiting and promoting student art as an advocacy tool which reflects the visual arts program.
- Indicator 11: Work to break down stereotypes about art and art learning that may exist among administrators and faculty in other subject areas.

Standard 13: Visual arts teachers contribute to the growth of the profession as art educators.

Visual arts teachers:

- Indicator 1: Are active members of professional associations, museums, and organizations.
- Indicator 2: Know the history of the profession and the foundations of arts education.
- Indicator 3: Participate in professional development seminars, workshops, and conferences.
- Indicator 4: Know the importance of making presentations at events such as school, parent, and community meetings and at professional conferences and workshops.
- Indicator 5: Know the professional research and literature and understand its impact on practices in the classroom.
- Indicator 6: Know the importance of contributing to the literature and practice of the profession.
- Indicator 7: Communicate the vital roles that visual arts play in education to the larger community, including school administrators, parents, and colleagues in other disciplines.
- Indicator 8: Know the importance of learning from mentors who exhibit the highest standards of educational practice.

Standard 14: Visual arts teachers continually reflect on their own practice.

Visual arts teachers:

- Indicator 1: Continue to investigate the nature of teaching art.
- Indicator 2: Develop a capacity for ongoing, objective self-assessment, innovation, and willingness to change in order to strengthen their teaching.
- Indicator 3: Reflect on their teaching practices to extend their knowledge, improve their teaching, and refine their evolving philosophy of education.
- Indicator 4: Articulate their teaching philosophy and the unique way in which visual arts contributes to cognitive, emotional, and social growth.
- Indicator 5: Seek and accept qualified advice and constructive feedback of their teaching practice from cooperating teachers, university supervisors, mentors, arts supervisors, administrators, colleagues, and other professionals.
- Indicator 6: Evaluate the effectiveness of their instruction and its influence on students.
- Indicator 7: Identify patterns of student behavior and student accomplishment in their classroom that reflect on their teaching effectiveness.
- Indicator 8: Analyze their strengths and weaknesses as teachers and employ that knowledge for on-going professional development.
- Indicator 9: Develop a professional resume and portfolio, and know the importance of documenting professional experiences throughout their teaching careers.

Standard 15: Visual arts teachers know, respect, and care about students, their ideas and accomplishments

Visual arts teachers:

- Indicator 1: Know students may take different paths to the understanding and creation of art and allow for these differences.
- Indicator 2: Help students create, experience, and understand art relevant to their experiences and interests within their own context.
- Indicator 3: Ensure that students have the physical, cognitive, and emotional maturity to safely accomplish a task before allowing access to any potentially hazardous material or tool.
- Indicator 4: Have high expectations for all students appropriate to individual levels of cognitive, artistic, emotional, and physical development.

STANDARDS FOR MUSIC TEACHERS

Introduction

This document includes the standards necessary for any beginning music teacher in North Carolina. It is based on ***Every Child's Teacher in North Carolina*** (1999), a set of core standards developed by the North Carolina Professional Teaching Standards Commission, and adopted by the State Board of Education. The core standards outline basic guidelines needed for a teacher of any subject area to be successful. This document specifies what is essential and unique for beginning music teachers. These standards are aligned with the ***North Carolina Standard Course of Study for Music*** (2000), the ***National Standards for Arts Education*** (1994), the ***National Board for Professional Teaching Standards*** (Music, 2000), the ***National Council for the Accreditation of Teacher Education Content Standards*** (NCATE, 2000), and the guidelines for music education contained in the ***National Association of Schools of Music Handbook*** (NASM, 1999). The ultimate goal of this document is to ensure that beginning music teachers are effectively prepared to provide a comprehensive music education in the public schools. The standards are organized to reflect the Core Standards developed by the NC Professional Teaching Standards Commission.

The music standards describe the knowledge and skills expected of newly graduated students of music education programs. The indicators for each standard help to illuminate that standard.

Standards and Indicators

Standard 1: Music teachers demonstrate essential skills of musical performance.

Indicator 1: Music teachers demonstrate a mastery of a major performance medium.

Indicator 2: Music teachers perform music expressively in various genres and styles.

Indicator 3: Music teachers analyze and critically evaluate their own musical performances and performances of others.

Indicator 4: Music teachers demonstrate basic piano skills and provide simple accompaniments.

Indicator 5: Music teachers demonstrate basic vocal production skills.

Indicator 6: Music teachers demonstrate basic instrumental skills.

Indicator 7: Music teachers rehearse and conduct various types of ensembles.

Standard 2: Music teachers possess comprehensive knowledge of music history and music literature.

Indicator 1: Music teachers have knowledge of music literature, performance styles, and genres of Western and non-Western music, along with an understanding of music history and cultures.

Standard 3: Music teachers possess comprehensive knowledge of music theory and demonstrate essential aural skills.

Indicator 1: Music teachers analyze musical scores and compositions.

Indicator 2: Music teachers improvise melodies and harmonizations.

Indicator 3: Music teachers compose, harmonize and arrange music.

Indicator 4: Music teachers discern pitch and intonation in individual and group settings.

Indicator 5: Music teachers audiate written music.

Standard 4: Music teachers possess current knowledge of music technology.

Indicator 1: Music teachers have knowledge of instructional technology in music education. Teachers utilize instructional software and hardware, experience electronic instruments, and

develop awareness of multi-media equipment.

Indicator 2: Music teachers incorporate technology in the classroom. Teachers utilize MIDI-based music writing and sequencing software and web-based resources.

Standard 5: Music teachers possess a thorough knowledge of the *North Carolina Standard Course of Study* across the K-12 music spectrum.

Indicator 1: Music teachers implement the Standard Course of Study to provide sequential instruction that is developmentally appropriate.

Indicator 2: Music teachers focus on the primary goal of the curriculum - the *process* of creating, performing, responding to, and understanding music.

Indicator 3: Music teachers formulate lesson plans that integrate music with other areas of the curriculum.

Standard 6: Music teachers use comprehensive assessment.

Indicator 1: Music teachers implement a variety of assessment strategies to diagnose, monitor, and summarize student learning. They observe classroom activities and performances, use questioning, discussion, and dialogue techniques with students, use oral and written tests, rubrics, portfolios and journals.

Standard 7: Music teachers create and foster dynamic learning environments.

Indicator 1: Music teachers maintain a positive learning environment which engages students in learning.

Teachers:

- ❖ Promote risk-taking, collaboration, and creativity.
- ❖ Use knowledge of affective, cognitive, social, physical, and psycho-motor development of students to provide appropriate musical instruction at all levels of competencies.
- ❖ Set high standards for students' behavior, quality of work, and performance.
- ❖ Recognize multiple intelligences to enhance musical learning.
- ❖ Establish musical and behavioral practices along with classroom management procedures.
- ❖ Teach students to show respect while listening to and responding to music.

Standard 8: Music teachers use diversity as a strength in the classroom.

Indicator 1: Music teachers enhance understanding and appreciation of diverse cultures through music.

- Indicator 2: Music teachers develop activities that integrate diversity education with other curriculum areas.
- Indicator 3: Music teachers recognize the educational and therapeutic benefits of music to optimize learning for all students.
- Indicator 4: Music teachers develop individual strategies and Individualized Educational Plans (IEP).
- Indicator 5: Music teachers access resources to help meet individual student needs.
- Indicator 6: Music teachers encourage the development of social and interpersonal skills through music. They model positive attitudes, build self-esteem and confidence, encourage creativity and divergent thinking, encourage acceptance of others' work, and encourage cooperative learning.

Standard 9: Music teachers model attitudes and behaviors that reflect professional and ethical standards.

- Indicator 1: Music teachers comply to laws governing copyrights and royalties.
- Indicator 2: Music teachers maintain a professional rapport with students.
- Indicator 3: Music teachers have an awareness of effective financial management. They develop and operate a budget and understand bidding and purchase order procedures.

Standard 10: Music teachers interact effectively with others in the school, the community, and beyond.

- Indicator 1: Music teachers use expertise of others to enrich the school music program.
- Indicator 2: Music teachers network with community resources, such as arts councils, local music clubs, organizations, and businesses.

Standard 11: Music teachers seek opportunities to enhance professional growth.

- Indicator 1: Music teachers stay apprised of current technological advances.
- Indicator 2: Music teachers have an awareness of available materials and resources.
- Indicator 3: Music teachers understand the value of membership in professional organizations.
- Indicator 4: Music teachers refine skills through study and reflection. They explore new teaching strategies and methodologies, participate in peer evaluations, continue to refine and advance musicianship skills, participate in professional development opportunities, and create personal journals and professional portfolios.

Standard 12: Music teachers advocate for quality music education programs.

Indicator 1: Music teachers articulate a personal philosophy of music education.

Indicator 2: Music teachers promote high quality programs as essential to the total curriculum.

STANDARDS FOR THEATRE ARTS TEACHERS

Introduction

Theatre is a multi-faceted and collaborative discipline which requires teachers of theatre arts to master basic knowledge in acting, directing, technical production and design, and theatre history. In addition, teachers of theatre arts must know the pedagogy of theatre education.

Teachers of theatre arts seek to develop in their students an understanding of ideas, attitudes, traditions, beliefs, and feelings of diverse people in different times and places throughout history as communicated through theatre. While the theatre arts curriculum is centered in process, it includes productions that are both formal and informal. The theatre arts program encompasses both curricular and co-curricular learning.

This document sets forth standards for the training of Teachers of Theatre Arts. It addresses practices and knowledge that are unique to teachers of theatre arts. It is organized to reflect the Core Standards developed by the NC Professional Teaching Standards Commission.

Teachers of theatre arts must have a basic knowledge and understanding of the broad aspects of the theory and practice of theatre and the planning of appropriate activities for specific grade levels. They must employ multiple teaching strategies to meet the various learning needs of their students. They must select and adapt a wide variety of instructional resources and understand and demonstrate that the study of theatre arts naturally integrates other disciplines. Teachers of theatre arts must have a broad knowledge and experience in the practice of theatre which is central to the education and training of theatre students.

Teachers of theatre arts create appropriate learning experiences to meet the needs of diverse populations. They respect and accommodate areas of cognitive, physical, and learning exceptionalities, as well as special talents and abilities. At the same time they use the theatrical process to help students discover, build upon, and connect differences.

Teachers of theatre arts exercise leadership through membership in theatre organizations and are involved with other arts organizations in the community and state. They understand and follow legal policies which apply to the theatre and to education in general. Teachers of theatre arts are advocates for the arts.

Teachers of Theatre Arts connect and collaborate with both education and theatre professionals. They seek to grow professionally as both artists and teachers. Teachers of Theatre Arts look for artistic inspiration in theatrical performances as artists and audience members. They are also cognizant of the legal aspects of the field.

Teachers of Theatre Arts encourage their students to be risk takers and creative visionaries. They encourage self-expression and create a safe environment for minds and bodies through group interaction and creativity.

Standards and Indicators

Standard 1: Teachers of Theatre Arts understand that theatre, a performing art, is a creative process.

Teachers of Theatre Arts:

- Indicator 1: Demonstrate skills in and understanding of the use of the mind, voice, and body as instruments for dramatic expression.
- Indicator 2: Demonstrate an understanding of creative drama.
- Indicator 3: Demonstrate knowledge and skills in contemporary and historical acting techniques.
- Indicator 4: Demonstrate ability to guide development of acting skills throughout the theatrical process.
- Indicator 5: Demonstrate the use of research, character analysis and reflective assessment in the study of acting.
- Indicator 6: Demonstrate techniques and approaches to promote and build ensemble within the classroom and co-curricular programs.

Standard 2: Teachers of Theatre Arts demonstrate knowledge of the directing process.

Teachers of Theatre Arts:

- Indicator 1: Select appropriate scripts for students and audience.
- Indicator 2: Analyze a script, research, and make artistic choices to develop a director's production concept.
- Indicator 3: Organize and administer a production schedule which facilitates auditions, rehearsals, production and business deadlines, and performances.
- Indicator 4: Collaborate with technical personnel to coordinate the production design process.
- Indicator 5: Guide actors in the process of developing theatrical roles.

Standard 3: Teachers of Theatre Arts demonstrate working knowledge of the process of theatre production including theatrical design, technical theatre, and theatre management.

Teachers of Theatre Arts:

- Indicator 1: Design and implement scenery and props within a variety of budgets and performance

spaces.

Indicator 2: Design and execute theatrical lighting and sound in a variety of situations using available equipment.

Indicator 3: Design and create costumes and make-up for a variety of performance spaces and budgets.

Indicator 4: Demonstrate the responsibilities and duties of a stage manager.

Indicator 5: Demonstrate effective theatre management including budget, publicity, box office, and house management.

Standard 4: Teachers of Theatre Arts understand theatre as a universal form of communication.

Teachers of Theatre Arts:

Indicator 1: Know and use dramatic literature from the classics through contemporary theatre, including multi-cultural and international literature.

Indicator 2: Understand and use play analysis and the elements of dramatic structure.

Indicator 3: Understand and implement the process of playwriting and adapting literature for performance.

Standard 5: Teachers of Theatre Arts understand the origins and historical development of styles and forms of theatre.

Teachers of Theatre Arts:

Indicator 1: Understand the origin and development of theatre in its historical context in western and non-western society.

Indicator 2: Understand how theatre reflects the culture of historical time periods.

Indicator 3: Demonstrate knowledge of the history and development of the physical theatre and technical theatre elements.

Indicator 4: Demonstrate knowledge of performance styles throughout history as reflected in acting, directing, and playwriting.

Standard 6: Teachers of Theatre Arts employ appropriate technologies for theatrical process and production.

Teachers of Theatre Arts:

- Indicator 1: Use standard theatrical equipment to create sound, lighting, scenery, costumes, make-up, and special effects.
- Indicator 2: Use general technology for theatrical purposes.
- Indicator 3: Adapt standard classroom technology for theatrical purposes.
- Indicator 4: Use software appropriate to theatre processes.
- Indicator 5: Demonstrate the proper use and maintenance of equipment used in theatre.
- Indicator 6: Are aware new developments in theatrical technology.

Standard 7: Teachers of Theatre Arts understand that theatre arts naturally incorporates multiple learning styles.

Teachers of Theatre Arts:

- Indicator 1: Demonstrate ways in which the theatrical process engages a range of learning styles.
- Indicator 2: Demonstrate the ways in which Theatre Arts engages multiple intelligences.

Standard 8: Teachers of Theatre Arts establish a safe, supportive environment to encourage the creative process.

Teachers of Theatre Arts:

- Indicator 1: Foster learning that is cooperative and collaborative.
- Indicator 2: Encourage creative self-expression.
- Indicator 3: Facilitate decision making in peer groups to make artistic choices.

Standard 9: Teachers of Theatre Arts use appropriate educational theatre assessment techniques and models.

Teachers of Theatre Arts:

- Indicator 1: Understand and model various performance assessment techniques including the constructive evaluation process of self and others.
- Indicator 2: Understand and apply constructive criticism to theatrical process and production.
- Indicator 3: Incorporate current methods in educational theatre assessment techniques.

Standard 10: Teachers of Theatre Arts understand that theatre arts programs are both curricular and co-curricular.

Teachers of Theatre Arts:

Indicator 1: Organize and manage a theatre arts program that includes classroom experiences, after school activities, and off-campus experiences.

Standard 11: Teachers of Theatre Arts understand how theatrical processes embrace and express diverse cultural and human experiences.

Teachers of Theatre Arts:

Indicator 1: Demonstrate knowledge of the history and practice of theatre which is multicultural and global.

Indicator 2: Incorporate cultural and other diverse experiences of classroom populations into the Theatre Arts curriculum.

Standard 12: Teachers of Theatre Arts are leaders in and advocates for quality theatre arts education.

Teachers of Theatre Arts:

Indicator 1: Articulate and communicate the specific goals of a theatre program to students, colleagues, administrators, parents, and the community in an effective and professionally responsible manner.

Indicator 2: Demonstrate a commitment to the production of quality theatre.

Indicator 3: Actively participate in the arts community.

Indicator 4: Utilize the community as a resource and are resources for the community.

Standard 13: Teachers of Theatre Arts know and use the resources of professional organizations, current research and publications related to theatre and theatre education.

Teachers of Theatre Arts:

Indicator 1: Utilize standard theatrical resources.

Indicator 2: Display knowledge of current methods and materials of theatre education.

Standard 14: Teachers of Theatre Arts understand legal policies applicable to theatre education.

Teachers of Theatre Arts:

Indicator 1: Demonstrate knowledge and use of copyright law.

Indicator 2: Understand the issues of censorship and obscenity laws within the context of local, state, and national standards.

Indicator 3: Understand the potential personal liability of teaching theatre arts.

Standard 15: Teachers of Theatre Arts recognize potential hazards in the theatre environment and practice.

Teachers of Theatre Arts:

Indicator 1: Practice current safety standards in theatre productions and within the classroom.

STANDARDS FOR PHYSICAL EDUCATION TEACHERS

Introduction

This document will be used to assess NC Physical Education Teacher Education Programs (K-12 Initial Licensure, Physical Education) for state accreditation approval. As such, it is critical to keep in mind that the standards and indicators below are representative of the knowledge and competencies of *teacher candidates who have just completed a four-year teacher preparation program in physical education*. These competencies, along with further teaching experience within the public schools, will provide novice teachers with a solid foundation of knowledge and teaching skills necessary to advance to the mastery level competencies representative of experienced and effective physical educators in K-12 programs.

The conceptual framework for these standards was based upon the North Carolina Core Standards for Teachers and the 2001 draft of the NASPE/NCATE Standards for Initial Physical Education Teacher Education Programs. Within this conceptual framework, the panel formulated one major goal of *alignment* with the following documents: a) NASPE/NCATE Standards for Initial Physical Education Teacher Education Programs, b) NC Core Standards for Teachers, c) INTASC Standards, and d) North Carolina Standard Course of Study, *Healthful Living, K-12* (Physical Education component). In addition, efforts were made to address and support the North Carolina State Board of Education initiatives. The draft of NASPE/NCATE Standards for the Initial Physical Education Teacher Education Programs was modified, as needed, to address specific aspects relative to North Carolina Initial Teacher Licensure in Physical Education.

The document format was adopted to align closely with both the NASPE/NCATE Standards for Initial Physical Education Teacher Education Programs and the North Carolina Standard Course of Study, *Healthful Living, K-12* (Physical Education component), in terms of both standards and common terminology. Each *standard* represents the large-scale picture of what the teacher candidate will know and be expected to do within the context of the specific standard. The indicators represent the explicit behaviors/actions and knowledge necessary to demonstrate that the teacher candidate has successfully met the standard.

The term *developmentally appropriate* is used consistently throughout the document. The following NASPE definition reflects its intent: *A Developmentally appropriate practices in physical education are those which recognize children's changing capacities to move and those which promote such change. A developmentally appropriate physical education program accommodates a variety of individual characteristics such as developmental status, previous movement experiences, fitness and skill levels, body size, and age. Instructionally appropriate physical education incorporates the best known practices, derived from both research and experiences teaching children, into a program that maximizes opportunities for learning and success for all children.*" (NASPE/COPEC, 1992)

Standards and Indicators

Standard 1: Content Knowledge

A physical education teacher understands physical education content, sub-disciplinary concepts, and tools of inquiry related to the development of a physically educated person. This standard represents the discipline specific content and skill knowledge.

Physical Education Teachers:

- Indicator 1: Identify critical elements of motor skill performance, and combine motor skills into developmentally appropriate sequences.
- Indicator 2: Demonstrate competent motor skill performance in a variety of physical activity categories consistent with the North Carolina Standard Course of Study, *Healthful Living, K-12* (Physical Education component).
- Indicator 3: Describe performance concepts and strategies related to skillful movement and physical activity.
- Indicator 4: Describe and apply bioscience and psycho-social concepts to skillful movement, physical activity, and fitness.
- Indicator 5: Understand and debate current physical education/activity issues and laws based on historical, philosophical, sociological, psychological, and economical perspectives.
- Indicator 6: Demonstrate knowledge of approved local, state, and national content standards (e.g. Physical Education, K-12).
- Indicator 7: Demonstrate knowledge of principles related to organization and administration of physical education programs.

Standard 2: Growth and Development

A physical education teacher understands how individuals learn and develop in order to provide opportunities that support physical, cognitive, social, and emotional development. The focus of this standard is application of growth and development concepts to specific teaching experiences.

Physical Education Teachers:

- Indicator 1: Monitor individual and group performance in order to ensure safe instruction that meets learner developmental needs in the physical, cognitive, and social/emotional domains.
- Indicator 2: Understand the biological, psychological, sociological, experiential, and environmental factors that impact the ability to learn and refine movement skills.
- Indicator 3: Identify, select, and implement developmentally appropriate learning/practice opportunities based on understanding the interaction of the learner, the learning environment, and the activity/task to promote learning.

Standard 3: Management and Motivation

A physical education teacher uses an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. This standard is concerned with the teacher candidate's use of a variety of strategies to institute behavior change, manage resources, promote mutual respect and self-responsibility, and motivate students.

Physical Education Teachers:

- Indicator 1: Use managerial routines that create productive learning experiences and environments.
- Indicator 2: Organize, allocate, and manage resources to provide active and equitable learning experiences.
- Indicator 3: Use a variety of developmentally appropriate practices to motivate learners to participate in physical activity inside and outside of the school.
- Indicator 4: Use strategies to help learners demonstrate responsible personal and social behaviors that promote positive relationships and a productive learning environment.
- Indicator 5: Develop effective behavior management strategies.

Standard 4: Communication

A physical education teacher uses knowledge of effective verbal, nonverbal, and multi-media communication techniques to enhance learning and engagement in physical activity settings. Teacher candidates demonstrate sensitivity to all learners, and model appropriate behavior.

Physical Education Teachers:

- Indicator 1: Communicate in ways that demonstrate sensitivity to all learners.
- Indicator 2: Communicate managerial and instructional information in a variety of ways.
- Indicator 3: Describe and demonstrate effective communication skills.
- Indicator 4: Describe and implement strategies for enhancing interpersonal communication among learners in physical activity settings.

Standard 5: Pedagogy

A physical education teacher plans and implements a variety of developmentally appropriate instructional strategies to develop physically educated individuals based on local, state, and national content standards (e.g., Physical Education, K-12). This standard deals specifically with pedagogical knowledge and application. The core of this standard will be a series of sequential and progressive field experiences that allow teacher candidates to refine, extend, and apply their teaching skills.

Physical Education Teachers:

- Indicator 1: Identify, develop, and implement developmentally appropriate program and instructional goals.
- Indicator 2: Create developmentally appropriate short and long-term plans that are linked to program goals, learner needs, and performance levels.
- Indicator 3: Select and implement instructional strategies, based on content, learner needs, facilities and equipment, context, and safety issues, to enhance learning in the physical activity setting.
- Indicator 4: Design and implement learning experiences that are safe, developmentally appropriate, relevant, and based on principles of effective instruction.
- Indicator 5: Apply pedagogical and sub-disciplinary knowledge in developing and implementing effective learning environments and experiences.
- Indicator 6: Provide learning experiences that allow learners to integrate knowledge and skills from multiple content areas.
- Indicator 7: Select and utilize teaching resources and curriculum materials.
- Indicator 8: Select developmentally appropriate instructional cues and prompts to link physical education/activity concepts to appropriate learning experiences.
- Indicator 9: Develop a repertoire of direct and indirect instructional strategies to accommodate student learning in movement settings.

Standard 6: Learner Assessment

A physical education teacher understands and uses assessment to foster physical, cognitive, social, and emotional development of learners in physical activity. Teacher candidates will use various forms of authentic and traditional assessment to determine achievement, provide feedback to students, and guide instruction. Critical to this process will be an analysis of the appropriateness of various assessments.

Physical Education Teachers:

- Indicator 1: Identify key components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias.
- Indicator 2: Use a variety of appropriate authentic and traditional assessment techniques to assess learner performance, provide feedback, and communicate learner progress.
- Indicator 3: Involve learners in self and peer assessment.
- Indicator 4: Interpret and use performance data to make informed curricular and instructional decisions.

Standard 7: Technology

A physical education teacher uses a variety of technologies to enhance learning, as well as personal and professional productivity.

Physical Education Teachers:

- Indicator 1: Demonstrate knowledge of current technologies and their application in physical education.
- Indicator 2: Design, develop, and implement learning activities that integrate information technology.
- Indicator 3: Use technologies to communicate, network, locate resources, and enhance continuing professional development.

Standard 8: Diverse Learners

A physical education teacher understands how individuals differ in their approaches to learning, and therefore creates appropriate instruction adapted to these differences. Through this standard, teacher candidates demonstrate their ability to plan and implement learning experiences that are sensitive to diverse learners.

Physical Education Teachers:

- Indicator 1: Identify, select, and implement appropriate instruction that is sensitive to strengths/weaknesses, multiple needs, learning styles, and/or experiences of learners.
- Indicator 2: Identify and/or use appropriate strategies, services, and resources to meet diverse needs of all learners.
- Indicator 3: Create a learning environment that respects and incorporates learners' cultural experiences.

Standard 9: Reflection & Professional Growth

A physical education teacher is a reflective practitioner who evaluates the effects of his/her actions on others (e.g., learners, parents/guardians, and fellow professionals) and seeks opportunities to grow professionally. This standard can be met through a series of learning experiences that promote self-reflection on the part of teacher candidates.

Physical Education Teachers:

- Indicator 1: Apply the five-step NC Performance-Based Licensure Product reflection cycle to reflect on teacher candidates' actions and learner responses in order to improve instruction and enhance learning.
- Indicator 2: Use available resources to develop as a physical education professional.
- Indicator 3: Construct a plan for continued professional growth.

Standard 10: Collaboration

A physical education teacher fosters relationships with colleagues, parents/guardians, and community agencies to support learners' growth and well-being. This standard also encourages teacher candidates to seek opportunities to promote and advocate for quality physical education.

Physical Education Teachers:

- Indicator 1: Pursue productive relationships with parents/guardians and school colleagues, to support learner growth and well-being.
- Indicator 2: Identify strategies to become an advocate in the school and community to promote a variety of physical activity opportunities.
- Indicator 3: Actively participate in physical education/activity professional organizations.
- Indicator 4: Identify and seek community resources to enhance physical education opportunities.

Standards for K-12 Health Education Teachers

The health education standards describe the knowledge, skills, and characteristics beginning teachers must have in order to assist all students in the promotion and development of knowledge and skills essential to a productive and healthy lifestyle.

Teachers of health education realize that effective health programs are comprehensive and sequential. A health education program focuses on physical, mental, emotional, and social health; it is not merely a study of physical illness. Health education is one of the eight components in a coordinated school health program. Student health and academic achievement are intertwined and this concern has generated a great interest in coordinating school resources that promote the overall health and well being of children. Coordinated school health programs:

- support planned, sequential health education curricula,
- endorse healthy behaviors for school staff members,
- encourage partnerships among schools, families, community groups, and individuals,
- promote a healthy physical, social, and emotional climate for students,
- advocate for healthy food choices,
- provide counseling, psychological and social services for students,
- offer preventive services, emergency care, and management of acute and chronic conditions,
- support planned sequential instruction that promotes lifelong physical activity.

Health education teachers realize and accept their responsibility in fostering lifetime healthy behaviors. The purpose of the health education program is not to study health problems or issues, to learn human biology, or to learn medical facts. It is the use of these essential problems, issues, and facts, to help students develop positive behavior self-management that is the purpose of health education. The learning of behavior management skills constitutes the core of the health education program. Teachers of health education allow students to develop these skills in the context of concrete health issues and apply these skills to real world situations. Healthful behaviors, not improved health knowledge, are the desired outcomes. The success of health education teachers is measured by students' maintenance of skills, knowledge, and motivation to practice lifelong health enhancing behaviors and to advocate for others to make healthy decisions as well.

Health education teachers treat students equitably, recognizing and appreciating the individual differences that distinguish their students from one another and taking these differences into account when developing curriculum and delivering instruction. Teachers of health education base the development of curriculum and the planning of instruction on the *NCSCOS* goals and objectives, relevant legislation, and Board of Education policy. However, these teachers also recognize and analyze student strengths and limitations, interests, skills, background knowledge, and cultural and ethnic differences that students bring to each issue, family circumstances, peer relationships, and serious health risks for youth when making decisions in a health education program. There is a moral/civic responsibility of health education teachers to promote healthful behaviors, which affect others and oneself.

Standards and Indicators

Standard 1: Teachers know health content including health risks for youth and prevention and behavior change strategies.

- Indicator 1 Teachers have a medically and factually accurate base of knowledge in the following areas; nutrition, health related fitness, injury prevention and safety, decision making/problem solving, community and environmental health, conflict resolution, mental and emotional health, stress management, self esteem, substance abuse (specifically alcohol, tobacco, and other drugs), disease prevention, and consumer health.
- Indicator 2 Teachers develop knowledge about health risks for youth that lead to morbidity, mortality, and social problems and apply relevant content to prevention strategies.
- Indicator 3 Teachers comprehend theories of behavior change and make connections between theory and practice.
- Indicator 4 Teachers have knowledge of the *NCSCOS* in healthful living education, the focus on a skills approach, and understand the organization and importance of all curricular strands.
- Indicator 5 Teachers demonstrate knowledge of organization and collaboration within schools and among school staff to promote and enhance coordinated school health programs.
- Indicator 6 Teachers demonstrate knowledge of legislation and Board of Education policy that affects health education and comprehend the impact on health education in public schools (including abstinence until marriage, alcohol, tobacco and other drugs, cardiopulmonary resuscitation).

Standard 2: Teacher must be able to investigate and determine the health needs, problems, and interests of students.

- Indicator 1 Teachers demonstrate the use of appropriate health behavior assessments.
- Indicator 2 Teachers utilize appropriate local, state, and national data (e.g., Youth Risk Behavior Survey Data – YRBS) to inform instructional decisions and enhance the relevance of instruction.
- Indicator 3 Teachers demonstrate the ability to address student needs in health education based on observation and communication.
- Indicator 4 Teachers demonstrate assessing the community and accessing community resources to determine the needs of students.

Standard 3: Health teachers plan and implement effective instruction in the health component of healthful living education.

- Indicator 1 Teachers plan and implement developmentally and age-appropriate instruction to meet competency goals and objectives in the *North Carolina Standard Course of Study* for healthful living education using a variety of teaching and learning strategies.
- Indicator 2 Teachers facilitate a positive learning environment that is student centered and actively

engaging for students.

- Indicator 3 Teachers will have high expectations for student acquisition of skills for prevention of the following health risks:
- self esteem building, including self-perception, self acceptance, and self efficacy;
 - behavior self management, including awareness/self monitoring, ethics development, decision making/problem solving, and planning behavioral strategies;
 - communicating, including expressing empathy, assertiveness, conflict resolution and negotiation, and responding to persuasion;
 - using appropriate resources, especially for assessing need for help, locating sources of help, exercising rights, and overcoming obstacles.
- Indicator 4 Teachers evaluate and select instructional materials that support the competency goals and objectives in the *NCSCOS* for healthful living education, including evidence-based curricula and instructional materials where alignment exists.
- Indicator 5 Teachers will be able to link health knowledge and skills with content and skill development in other disciplines.
- Indicator 6 Teachers will use and incorporate student use of technology when planning and implementing instructional strategies.
- Indicator 7 Teachers use reading and writing as a means of teaching health education and promoting literacy.

Standard 4: Teachers are able to select, design, and implement assessments to evaluate student learning and health behaviors and subsequently utilize information to improve teaching.

- Indicator 1 Teachers apply a variety of assessment activities and instruction to evaluate students' health knowledge and skill, including authentic assessment and appropriate use of technology.
- Indicator 2 Teachers assess health behaviors as an outcome of learning.
- Indicator 3 Teachers interpret and use assessment data to make informed curricular and instructional decisions.

Standard 5: Teachers demonstrate equity and fairness and promote respect and appreciation for diversity.

- Indicator 1 Teachers recognize special health needs and adapt instruction for various racial/ethnic, limited English proficient, and exceptional children.
- Indicator 2 Teachers integrate a variety of modes of instruction and evaluation to address diverse learning styles.
- Indicator 3 Teachers recognize and value diversity of student learners.
- Indicator 4 Teachers promote fairness, social justice, and peer acceptance to ensure the development of social and emotional wellness.
- Indicator 5 Teachers establish and maintain high expectations for all students.

Standard 6: Teachers demonstrate leadership and model positive health behaviors within the classroom, school, and community.

- Indicator 1 Teachers recognize the importance of coordinated school health programs and have a plan for coordinating health education with other components of a coordinated school health program.
- Indicator 2 Teachers understand and communicate the value of health education to students, colleagues, administrators, parents, and other community members.
- Indicator 3 Teachers demonstrate the disposition and skills to facilitate cooperation among other health educators, teachers of other disciplines, and appropriate school staff.
- Indicator 4 Teachers serve as a resource for students, families, and staff by interpreting and responding to requests for health information.
- Indicator 5 Teachers demonstrate their commitment to health and wellness by demonstrating with their own behavior a healthy lifestyle.

Standard 7: Teachers participate in reflective practices that promote creativity, stimulate personal growth, and enhance professionalism.

- Indicator 1 Teachers stay abreast of current recent research and new innovations within the field of health education.
- Indicator 2 Teachers demonstrate their ability to be life long learners.
- Indicator 3 Teachers reevaluate instructional decisions and analyze the relationships between practice and student learning.
- Indicator 4 Teachers have multiple experiences with observation and field practice.
- Indicator 5 Teachers demonstrate the ability to collaborate with colleagues to reexamine their practice critically and seek help from colleagues to continue to develop as teachers and learners.

STANDARDS FOR DANCE TEACHERS

Introduction

The standards in this document are based on Every Child's Teacher in North Carolina: Core Standards for the Teaching Profession by the North Carolina Professional Standards Commission. They describe the knowledge and skills needed to provide quality instruction in dance in North Carolina.

Standards and Indicators

Standard 1: Dance teachers demonstrate a comprehensive understanding of the essential knowledge, concepts, skills and processes of dance included in the K-12 curriculum.

Dance Teachers:

- Indicator 1: demonstrate an in-depth understanding of the North Carolina Dance Standard Course of Study.
- Indicator 2: understand how the curriculum reflects current educational philosophies and theories.
- Indicator 3: understand the physical, intellectual, and emotional stages of development, and their relationship to the progression of the K-12 dance curriculum.

Standard 2: Dance teachers must physically demonstrate the skills and processes of dance.

Dance Teachers:

- Indicator 1: demonstrate a high level of artistic and technical competence.
- Indicator 2: choreograph and produce a variety of artistic works that meet high aesthetic criteria.

Standard 3: Dance teachers know the value and application of assessment.

Dance Teachers:

- Indicator 1: understand the uses of assessment, and how the dance curriculum supports assessment in the broader educational context.
- Indicator 2: understand appropriate application of teacher and student constructed assessments for dance.

Standard 4: Dance teachers demonstrate an understanding of the cognitive, physical, and emotional development of students.

Dance Teachers:

- Indicator 1: design developmentally appropriate lesson plans for their students.
- Indicator 2: guide children through stages of cognitive development as they mature from concrete to abstract thinkers.

Indicator 3: recognize the capabilities and limitations of each stage of physical development.

Indicator 4: recognize and are sensitive to the emotional development of their students.

Standard 5: Dance teachers guide students to create dance for personal and purposeful expression.

Dance Teachers:

Indicator 1: encourage students to draw from many resources to make artistic decisions.

Indicator 2: use their subject- matter knowledge to help students make interdisciplinary connections.

Indicator 3: help students examine the roles that dance plays in their lives.

Standard 6: Dance teachers create and manage an environment that is supportive, congenial and purposeful, contributing to the active engagement of students.

Dance Teachers:

Indicator 1: clearly communicate and reinforce a set of classroom standards and procedures.

Indicator 2: encourage and express fairness, support, and care for all students.

Indicator 3: encourage students to experiment in their work and set high standards for themselves.

Indicator 4: enforce health and safety in the dance environment.

Standard 7: Dance teachers effectively employ multiple strategies to engage students and encourage creativity.

Dance Teachers:

Indicator 1: understand how opportunities to play, explore, and ask questions are vital to the development of students' abilities to make, experience, and understand dance.

Indicator 2: provide opportunities for students to work independently and collaboratively with others.

Indicator 3: present curriculum in ways that enhance the students' ability to respond to, and to think critically about dance.

Indicator 4: create a variety of instructional tasks that appeal to the multiple intelligences of their students.

Standard 8: Dance Teachers identify, select, adapt, and use a wide variety of instructional resources and technology to enhance student learning.

Dance Teachers:

Indicator 1: use a wide array of resources to support instruction.

Indicator 2: demonstrate a basic understanding of technology in relation to dance education.

Indicator 3: maintain professional knowledge of and employ current trends in technology that have implications for dance.

Standard 9: Dance teachers understand how to sequence and modify instruction to aid student understanding and mastery of dance.

Dance Teachers:

Indicator 1: establish realistic and worthwhile goals for their students.

Indicator 2: present material in a logical progression, building on prior knowledge.

Indicator 3: select major ideas, concepts, themes, and issues appropriate for their students.

Standard 10: Dance teachers know how to assess what their students have learned.

Dance Teachers:

Indicator 1: use a variety of assessment tools to evaluate student performance.

Indicator 2: use multiple methods of assessment over time to diagnose, monitor, and summarize student learning.

Indicator 3: interpret and report assessment results clearly, accurately, and purposefully to students, administrators, parents, and other audiences.

Standard 11: Dance teachers celebrate diversity, practice equity and fairness, and use the multicultural content of dance to promote opportunities for learning tolerance and acceptance of others.

Dance Teachers:

Indicator 1: create a rich social environment by honoring the many forms of diversity in their students.

Indicator 2: model an understanding and acceptance of diversity.

Indicator 3: help students understand and use democratic principles and recognize discrimination, prejudice, and stereotypes when they occur.

Standard 12: Dance teachers adapt instruction and design curriculum to meet the individual needs of their students.

Dance Teachers:

Indicator 1: consider the abilities and limitations of their students when designing lessons.

Indicator 2: select topics for study that reach the needs of individual students.

Standard 13: Dance teachers model attitudes and behaviors that reflect professional and ethical standards.

Dance Teachers:

Indicator 1: adhere to school and local codes of ethical behavior.

Indicator 2: demonstrate competence in carrying out their responsibilities within the school setting.

Standard 14: Dance teachers model self-direction, self-discipline, and self-evaluation.

Dance Teachers:

Indicator 1: seek opportunities to enhance professional growth.

Indicator 2: regularly analyze, evaluate and strengthen the effectiveness and quality of their practice.

Standard 15: Dance teachers interact effectively with school and civic communities, and serve as advocates for quality dance education.

Dance Teachers:

Indicator 1: forge partnerships to enhance educational opportunities for their students.

Indicator 2: educate others about the nature and value of quality dance education through a variety of forums.

STANDARDS FOR SECOND LANGUAGE TEACHERS

Introduction

The second language standards describe the knowledge, skills and characteristics beginning teachers must have to meet expectations for quality instruction in North Carolina schools. They reflect a strong emphasis on target language competence and cultural knowledge; a dedication to a philosophy of pedagogy that serves the needs of all students; an appreciation and respect for diversity; and the importance of continued professional development. This document also serves to align standards for initially licensed K-12 teachers with both the national and state standards documents: *Standards for Foreign Language Learning: Preparing for the 21st Century* and the *North Carolina Standard Course of Study (NCSCS)*.

The *Second Language Teacher Standards* is a companion document to the *Core Standards for the teaching profession, Every Child's Teacher in North Carolina*. The *Core Standards* outline the generic knowledge, skills and characteristics that every teacher should possess. *The Second Language Teacher Standards* add to the *Core Standards* by specifying what is unique to second language teachers. This document does not apply to teachers of Latin or English as a Second Language.

The teachers' communicative competence is central to the attainment of instructional goals as defined by the NCSCS. Teachers function effectively in interpersonal, interpretive and presentational modes using listening, speaking, reading and writing skills. Second languages are used to talk about content, to interact with the community, to compare with one's own language and to gain knowledge and understanding of target language cultures.

Teachers understand the multiplicity of cultures within the target language communities. They use their knowledge of cultural products and practices to develop student insights into the perspectives held by speakers of the target language.

Teachers of second languages understand the importance of a long sequence of second language instruction, but are also prepared to adapt to the reality of multiple entry points of language programs. They understand the importance of careful articulation within the second language curriculum and across levels of instruction. They also connect second language instruction to other curricular areas. Teachers use their knowledge of second language acquisition theory to develop and adapt varied activities to meet the needs of students. They use a wide variety of strategies to assess programs and student progress.

The nature of second language instruction affirms the value of diversity, leading students to an appreciation of similarities and differences. Teachers acknowledge that second language learning is appropriate for all students. They value the contributions of heritage language learners. Teachers vary instruction and assessment to meet the needs of all students.

Teachers of second languages are strong advocates and seek opportunities to promote second language education in the school and the community. They understand that maintaining and enhancing language skills and cultural knowledge are crucial to their continued professional development.

Standards and Indicators

Standard 1: Teachers demonstrate target language competency commensurate with their role as second language models. They function effectively in interpersonal, interpretive and presentational modes using listening, speaking, reading and writing skills.

- Indicator 1: Teachers demonstrate an understanding of the main ideas and most details of conversations, oral presentations, and audio or video recordings by native speakers.
- Indicator 2: Teachers converse with a high degree of linguistic accuracy on familiar topics, make oral presentations in social or work situations, and are understood without difficulty by native speakers.
- Indicator 3: Teachers read general texts on the literal, interpretive and critical levels, and they rephrase, summarize, critique or make personal application of the material read.
- Indicator 4: Teachers write clearly, correctly, and effectively in formal and informal styles on familiar topics for varied purposes and audiences.

Standard 2 Teachers demonstrate understanding of the basic linguistic components of the target language (e.g., units of sound, grammar, vocabulary, syntax, pragmatics and discourse).

- Indicator 1: Teachers identify and produce the basic sound units and prosodic features (i.e., stress, rhythm, linking phenomena and intonation) of the target language.
- Indicator 2: Teachers explain the basic grammatical and syntactic units of the target language.
- Indicator 3: Teachers demonstrate an understanding of the structured nature of target language vocabulary (e.g., word families, derivations, antonyms and synonyms).
- Indicator 4: Teachers demonstrate how language features are used to carry out communicative needs and how language use is defined by social context.

Standard 3: Teachers demonstrate familiarity with cultures represented by the target language as they relate to products (e.g., foods, games, literature and laws), practices (e.g., customs, patterns of social interactions) and perspectives (e.g., beliefs, values and ideals).

- Indicator 1: Teachers demonstrate an understanding that differences exist in language use among geographical and socio-cultural groups in such areas as vocabulary, pronunciation, intonation and level of formality.
- Indicator 2: Teachers demonstrate an understanding that culture and language constantly change, as a result of political, economic and social conditions.
- Indicator 3: Teachers explain everyday cultural practices and products in places where the target language is spoken, and they dispel stereotypical images associated with those cultures.

Indicator 4: Teachers understand the perspectives of target cultures as represented by a range of practices and products.

Indicator 5: Teachers understand and model culturally appropriate social behaviors (e.g., bartering, ceremonies and interpersonal relationships) in places where the target language is spoken.

Indicator 6: Teachers analyze historical and contemporary literatures and the arts in order to explain the cultural practices and perspectives of the people of the target cultures.

Standard 4: Teachers demonstrate insight into how the target language and cultures compare to the students' language(s) and culture(s).

Indicator 1: Teachers identify similarities and differences among cultures as they compare and contrast North American cultures with the target cultures.

Indicator 2: Teachers understand that one's own cultural orientation affects the perception of another culture, and they avoid perpetuating cultural misperceptions.

Indicator 3: Teachers provide examples of mutual influences across languages and cultures.

Indicator 4: Teachers compare and contrast distinctive features of English with those of the target language.

Standard 5: Teachers demonstrate familiarity with current theories in second language acquisition, human cognitive development and brain research.

Indicator 1: Teachers identify the distinct ways in which children, young adolescents, adolescents and adults learn second languages.

Indicator 2: Teachers apply developmentally appropriate language learning strategies in the classroom.

Indicator 3: Teachers implement instructional strategies that reflect current second language acquisition theory.

Indicator 4: Teachers apply literacy theory to the teaching of reading and writing in the second language.

Standard 6: Teachers create and manage a classroom environment conducive to second language learning.

Indicator 1: Teachers use the target language as the principal medium of instruction and classroom management.

- Indicator 2: Teachers provide frequent opportunities for students to use the target language in structured and creative practice within an authentic context.
- Indicator 3: Teachers consider the emotional, physical and intellectual needs of the student as they impact second language learning.
- Indicator 4: Teachers demonstrate the ability to modify visual and physical aspects of the classroom to facilitate and enhance language learning.
- Indicator 5: Teachers provide exposure to native speakers, including peer models, in person and/or through multimedia sources.

Standard 7: Teachers employ multiple strategies to engage students actively and effectively in learning the target language and cultures.

- Indicator 1: Teachers motivate students through authentic communicative learning activities.
- Indicator 2: Teachers provide opportunities for students to understand cultural and linguistic diversity.
- Indicator 3: Teachers construct and implement varied activities to enable students to function in interpersonal, interpretive and presentational modes using listening, speaking, reading, and writing within a relevant cultural context.
- Indicator 4: Teachers demonstrate the ability to differentiate between major and minor errors. They know how and when to make corrections, provide feedback and allow for delayed response.
- Indicator 5: Teachers identify opportunities for students to practice their developing second language skills outside of the classroom setting.
- Indicator 6: Teachers assist students in making links to local and /or distant target language communities.

Standard 8: Teachers identify, select, adapt and use a wide variety of instructional resources and technology to enhance students' learning and to provide access to the target language and cultures.

- Indicator 1: Teachers incorporate appropriate and authentic realia, manipulatives, print and non-print materials into second language instruction. (The term "realia" refers to any kind of authentic materials such as menus, calendars, actual artifacts such as 'molinillo' or 'fleur de lys', movie tickets, board games, flags, plastic food, cards [playing cards as well as birthday cards, etc.], stamps, bills and coins, newspapers and magazines, metric tape, thermometers, etc. This term is widely understood by the foreign language community.)
- Indicator 2: Teachers use research skills, technology and resources (e.g., online and print materials, e-mail and software programs) in first and second languages. They also provide opportunities for students to make use of these skills and resources.

Standard 9: Teachers understand the sequential nature of the second language curriculum and articulate the instructional program accordingly.

- Indicator 1: Teachers develop language specific curricula based on the generic framework of the Standard Course of Study.
- Indicator 2: Teachers recognize the complexities resulting from multiple entry points within the second language program and incorporate knowledge about their students' prior second language experiences into their instruction.
- Indicator 3: Teachers demonstrate an understanding of the simple to complex or familiar to unfamiliar progression of topics, content and language in the sequential curriculum.
- Indicator 4: Teachers demonstrate an understanding of horizontal (within a level) and vertical (level to level) curricular articulation.

Standard 10: Teachers link the skills and knowledge between the broader curriculum and second language instruction.

- Indicator 1: Teachers recognize the importance of collaborating with teachers across the curriculum in order to incorporate concepts and knowledge from other subject areas at the appropriate grade level into second language instruction.
- Indicator 2: Teachers seek to maximize the transfer of cognitive, academic and communicative skills between first and second languages.

Standard 11: Teachers implement assessment strategies that are aligned with instruction. They address all second language modalities (i.e., listening, speaking, reading and writing) and culture in order to measure student achievement and proficiency.

- Indicator 1: Teachers recognize that assessment has a variety of purposes for the second language program, including monitoring student learning, reporting student progress and achievement, and evaluating instruction.
- Indicator 2: Teachers demonstrate knowledge of a variety of assessment instruments, including paper-and-pencil tests and alternative assessments such as portfolios, and oral and written performance assessments. They understand the importance of using multiple strategies to measure student progress, achievement and second language proficiency.
- Indicator 3: Teachers strive to assess students within an authentic context.

Standard 12: Teachers affirm that second language learning is appropriate for all students regardless of ability, language background, race, ethnicity, gender, religion and other cultural factors.

Indicator 1: Teachers demonstrate an understanding that students learn second languages in different ways, and they vary instruction to address individual learning styles and abilities.

Indicator 2: Teachers acknowledge that special needs students can learn a second language.

Indicator 3: Teachers collaborate with special support personnel when modifying instruction to meet the needs of those students.

Indicator 4: Teachers model respect for the differences among students to foster a positive classroom climate that promotes second language learning for all students.

Standard 13: Teachers recognize the unique contributions of heritage language learners (students with home backgrounds in languages other than English) and adapt curriculum and instruction to meet their needs.

Indicator 1: Teachers identify the particular instructional needs of heritage learners and integrate these learners into the second language program.

Indicator 2: Teachers select materials that will enhance instruction for heritage learners.

Indicator 3: Teachers create opportunities for heritage learners to share their language and their cultural experiences.

Standard 14: Teachers maintain and enhance their linguistic and cultural skills beyond the classroom.

Indicator 1: Teachers acknowledge the importance of experiencing target cultures firsthand and of the need to expand and continually update cultural knowledge.

Indicator 2: Teachers engage in ongoing language practice and exploration of cultures by traveling to places where the language is spoken, by participating in activities in local communities, by continuing formal education through coursework, and/or by using technology to access the target language and cultures.

Standard 15: Teachers understand and communicate the value of learning languages other than English to students, colleagues, administrators, parents and the community at large.

Indicator 1: Teachers advocate for a long continuous sequence of second language instruction and understand the importance of collaboration among second language teachers at all levels.

- Indicator 2: Teachers recognize how educational decisions are made, how those decisions affect second language programs and how to represent the second language program in the decision-making process.
- Indicator 3: Teachers stay abreast of local, state and/or national legislation and policies affecting the teaching of second languages.
- Indicator 4: Teachers communicate the benefits of second language study for diverse groups of students.
- Indicator 5: Teachers seek opportunities to promote second language education.
- Indicator 6: Teachers foster constructive relationships with parents, colleagues, school administrators, local governing boards and state and national policy makers in order to promote the value of second language education for all students.

STANDARDS FOR ENGLISH-AS-A-SECOND LANGUAGE TEACHERS

Introduction

The English as a Second Language standards describe the knowledge and skills that beginning teachers must have to meet expectations for quality instruction in North Carolina schools. They reflect a strong emphasis on the content and pedagogical skills necessary to serve the needs of students whose first language is not English and who come from different cultures. They also recognize the role of the ESL teacher as the resource for all other teachers and administrators in his/her school. This document aligns the standards for initially licensed K-12 teachers with the *TESOL (Teachers of English to Speakers of Other Languages) P-12 ESL Teacher Standards* and *Every Child's Teacher in North Carolina: Core Standards for the Teaching Profession* by the North Carolina Professional Teaching Standards Commission.

The purpose of English as a second language instruction in North Carolina is to enable students whose first language is not English to develop the academic English they need to access and participate fully in the total school curriculum. The focus of the program is on instruction in English language skills which prepare students to function on an academic par with their English speaking peers in all content areas. Throughout these standards the term "limited English proficient" is used to refer to English language learners in order to maintain consistency with *No Child Left Behind* and other federal legislation and regulations.

English as a second language teachers demonstrate a high level of competence as English language models. They demonstrate an understanding of research and practice related to second language acquisition and literacy development of limited English proficient students. They understand the nature of culture as it affects the education of language minority students. They also have knowledge of the laws, regulations, and policies at all levels that relate to the responsibilities of schools in serving these students.

English as a second language teachers apply effective and appropriate methods, practices, and strategies in planning, implementing, and managing ESL and content instruction. They are able to identify, choose, and adapt a wide range of materials resources and technologies. They demonstrate understanding of literacy development and use that understanding to help English language learners become independent readers and writers of English. They also use a wide variety of assessments and understand the role of formal and informal assessment as it relates to the education of limited English proficient students.

Teachers of English as a second language value diversity in languages (including the varieties of English) and cultures. They affirm that all their students can learn English and recognize how diverse languages, cultures, and abilities affect the learning of English as a second language.

Teachers of English as a second language understand the importance of their role as advocates for limited English proficient students and ESL programs. They stay current on research, trends, policies and legal mandates that affect the services to these students. They also understand the importance of collaboration and serve as resources for their peers.

STANDARDS AND INDICATORS

Standard 1: Teachers demonstrate a high level of competence as an English language model and an understanding of language as a system. They are prepared to help limited English proficient students acquire and use English for social and academic purposes.

- Indicator 1: Teachers demonstrate oral and written proficiency in social and academic English.
- Indicator 2: Teachers understand elements of phonetics and phonology, describe similarities and differences between the phonology of English and other languages, and recognize the nature of sound-symbol correspondence with respect to literacy development.
- Indicator 3: Teachers understand how morphemes are combined to form words in English, describe similarities and differences between the morphology of English and other languages, and recognize the role of morphology in literacy.
- Indicator 4: Teachers identify the major syntactic structures and the semantic system of English and understand how these rule-governed structures fit together to determine meaning.
- Indicator 5: Teachers understand how context affects oral and written language and recognize language variation in terms of a variety of pragmatic factors (e.g., politeness expressions, nonverbal communication, colloquial usages, and the styles, organizations, and conventions of texts).

Standard 2: Teachers demonstrate understanding of concepts, theories, research, and practice related to the language acquisition and literacy development of limited English proficient students.

- Indicator 1: Teachers identify major theories, concepts, and research in the field of second language acquisition and learning and their relationship to first language acquisition.
- Indicator 2: Teachers identify cognitive, psychological, developmental, social, and home-related variables that affect language acquisition and learning.
- Indicator 3: Teachers describe the stages of literacy development and identify major social, cultural, and psychological factors affecting that development.
- Indicator 4: Teachers understand the relationship between students' home language and English and recognize this relationship as a foundation for English language acquisition and literacy development.
- Indicator 5: Teachers identify effective learning strategies that support students' social and academic language development.
- Indicator 6: Teachers experience learning or acquiring a second language and describe the process.
- Indicator 7: Teachers identify various program models for limited English proficient students and understand their rationale.

Standard 3: Teachers demonstrate understanding of the major theories and research related to the nature of culture and cultural groups that affect and support language development, academic achievement, and individual identities.

- Indicator 1: Teachers understand major concepts about culture (e.g., cultural diversity, dynamics, relativism, universalism, acculturation, and assimilation) and their relationship to limited English proficient students and their families.
- Indicator 2: Teachers gain knowledge about world cultures and languages using a range of resources.
- Indicator 3: Teachers understand cultural differences between the home and the school that affect student learning or school/parent partnership.
- Indicator 4: Teachers understand the effects of racism, stereotyping, and discrimination on student learning (e.g., social interaction, curriculum, assessment, and teaching materials).
- Indicator 5: Teachers understand potential cultural conflicts within the ESL classroom and model positive cross-cultural interactions.
- Indicator 6: Teachers understand that individual identities are formed and transformed by sociocultural factors.

Standard 4. Teachers demonstrate understanding of laws, regulations, and policies at the federal, state and local levels that relate to serving limited English proficient students.

- Indicator 1: Teachers demonstrate knowledge of major federal and state legal mandates related to serving limited English proficient students.
- Indicator 2: Teachers demonstrate knowledge of historical development of laws and regulations which have influenced the educational opportunities for limited English proficient students.
- Indicator 3: Teachers demonstrate knowledge of current trends and research on language policy, legislative regulations, and procedures.

Standard 5: Teachers apply effective methods, practices, and strategies based on second language acquisition theories and research to plan, implement, and manage ESL and content instruction.

- Indicator 1: Teachers apply strategies based on the distinct ways in which children, young adolescents, adolescents, and adults learn second language.
- Indicator 2: Teachers tailor instructional strategies to meet the individual needs of limited English proficient students.
- Indicator 3: Teachers design content lessons that are appropriate to grade and language proficiency levels of limited English proficient students.

Indicator 4: Teachers sequence instruction based on an understanding of the simple to complex and familiar to unfamiliar progression of topics, content, and language.

Indicator 5: Teachers incorporate the North Carolina Standard Course of Study content area objectives into the teaching of ESL.

Standard 6: Teachers identify, choose, and adapt a wide range of materials, resources, and technologies in ESL and content instruction.

Indicator 1: Teachers evaluate, select, and design materials that appropriately address language and content goals for limited English proficient students.

Indicator 2: Teachers adapt textbooks and other materials to align with the language and content instructional objectives for limited English proficient students.

Indicator 3: Teachers use technology to address English language acquisition and content instructional objectives.

Standard 7: Teachers develop literacy in limited English proficient students.

Indicator 1: Teachers base literacy instruction on a knowledge of processes of reading and writing in first and second languages.

Indicator 2: Teachers use literacy strategies to help limited English proficient students become independent readers and writers of English.

Indicator 3: Teachers individualize the teaching of literacy to limited English proficient students by employing strategies that take into account the students' English language proficiency and the students' literacy skills in their primary language.

Standard 8: Teachers use a variety of assessments as they relate to the education of limited English proficient students.

Indicator 1: Teachers evaluate and administer language proficiency assessment instruments.

Indicator 2: Teachers use formal and informal language proficiency and diagnostic assessment data to identify, place, monitor, and exit limited English proficiency student.

Indicator 3: Teachers develop and use formal and informal assessments appropriate to language and content instructional objectives.

Indicator 4: Teachers demonstrate understanding of the state accountability system as it applies to limited English proficient students.

Indicator 5: Teachers collaborate with other teachers and support personnel to prepare limited English proficient students for statewide assessment.

Standard 9: Teachers recognize how diverse languages, cultures, family backgrounds, and abilities affect the learning of English as a second language.

Indicator 1: Teachers adapt instruction to address individual learning styles and abilities.

Indicator 2: Teachers recognize academic and intellectual giftedness among limited English proficient students.

Indicator 3: Teachers craft their instruction to include the families of limited English proficient students as a resource.

Standard 10: Teachers utilize and respect the diversity in the languages and cultures of limited English proficient students.

Indicator 1: Teachers discern the cultural values/perspectives of each student.

Indicator 2: Teachers look for opportunities to integrate each student's culture into their curriculum.

Indicator 3: Teachers communicate to their students the value of their native languages and allow students to maintain those language skills as they are instructed in English.

Indicator 4: Teachers create opportunities for individual learners to share their language and culture in the classroom.

Standard 11: Teachers affirm that all students with limited English proficiency can learn English.

Indicator 1: Teachers distinguish between limited English proficiency and exceptionalities among diverse learners.

Indicator 2: Teachers acknowledge that limited English proficient students with special needs can learn English.

Indicator 3: Teachers accommodate the diverse educational backgrounds of English language learners.

Standard 12: Teachers stay current on research, trends, policies, and legal mandates affecting ESL programs.

Indicator 1: Teachers access and use current information from a variety of sources to plan and evaluate instruction and programs.

- Indicator 2: Teachers know how to gather and analyze data to improve teaching and learning.
- Indicator 3: Teachers reflect on their practice in order to establish goals for professional development.
- Indicator 4: Teachers continue their professional growth through coursework and/or participation in professional organizations, training opportunities and conferences at the local, state, national, or international level.

Standard 13: Teachers advocate for LEP students and ESL programs by encouraging communication and partnerships among students, families, communities and schools.

- Indicator 1: Teachers identify and access resources and services available to limited English proficient students and their families.
- Indicator 2: Teachers develop strategies for two-way communication with families of limited English proficient students.
- Indicator 3: Teachers outline a plan for identifying potential ESL volunteers and paraprofessionals in the community.
- Indicator 4: Teachers develop strategies to encourage family involvement in the education of limited English proficient students.
- Indicator 5: Teachers encourage student and community participation in multicultural events.
- Indicator 6: Teachers collaborate within the educational community in support of the needs of limited English proficient students and the ESL program.

Standard 14: Teachers collaborate within the educational community and serve as resources and models for their peers to enhance learning and encourage cross-cultural interaction.

- Indicator 1: Teachers are prepared to represent their ESL program on committees, panels, boards, and in presentations to community and educational groups.
- Indicator 2: Teachers understand how educational decisions are made, how those decisions affect limited English proficient students, and how to represent the ESL program in the decision-making process.
- Indicator 3: Teachers are prepared to participate in the planning and delivery of staff-development activities on limited English proficient students.

Standards for Special Education Teachers

Introduction

The new standards for special education teachers have been developed to align with the Core Standards For Teachers developed by the North Carolina Professional Teaching Standards Commission, The North Carolina ABC Plus accountability outcomes, and the US Department of Education's accountability standards established in the Leave No Child Behind legislation. The standards for special education teachers reflect three underlying principles: (1) the quality and effectiveness of special education teachers should be measured by the progress of students with disabilities, (2) the standards must reflect research-validated teaching methods and procedures, and (3) the standards should be explicitly stated and include competency indicators and competency evaluation criteria. Evaluation criteria will be developed during the 2002-2003 school year.

The new special education initial teacher licensing system is designed to emphasize the instructional and educational services that individual students are receiving. In the past the special education teacher licensing system reflected a categorical approach (e.g., BED, MD, SLD) to initial teacher licensing. The initial categorical licenses are replaced with two instructional oriented licenses, Special Education General Curriculum and Special Education Adapted Curriculum. The new license system is designed to emphasize (1) the academic, behavioral and/or developmental progress of students with disabilities; (2) access to, and maintenance in, the standard and/or an adapted standard curriculum; and (3) full participation of students with disabilities in North Carolina's ABCs of Public Education accountability program.

To assure continued professional development and progress in the multidisciplinary assessment, identification and treatment of students with specific disabilities, specialized advanced licenses, built on the initial licenses, will be maintained as advanced licenses. New standards and competency indicators are presented in this document for the two initial licenses and four advanced licenses as follows:

1. Special Education: General Curriculum (Initial Entry License)

Teachers demonstrating the competencies reflected in the standards for this initial entry license will be qualified to provide research-validated instruction and behavior supports to maintain at grade level students with disabilities who are enrolled in the North Carolina Standard Curriculum. The professional responsibilities of teachers holding this license will include (1) intensive and explicit individual and small group instruction for students with disabilities who are demonstrating below grade level achievement in basic skills; (2) planning and maintaining positive behavior supports for students with disabilities; (3) collaboration with general education teachers to maintain students with disabilities at grade level in the standard curriculum; (4) leadership in implementing special education procedures and policies; and (5) special education consultation with general education teachers, parents and other professionals.

This Special Education: General Curriculum license standards are aligned with the Council for Exceptional Children (CEC) Common Core Standards and the CEC Individualized General Curriculum Referenced Standards. In addition the standards for this license are aligned with the North Carolina Professional Teaching Standards, which are cross-referenced, with INTASC standards for beginning teachers. This license replaces the initial teaching licenses in the categorical areas of SLD, MD, BED, and CC.

2. Special Education: Adapted Curriculum (Initial Entry License)

Teachers demonstrating the competencies reflected in the standards for this initial entry license will be qualified to provide research-validated instruction, learning supports and behavior supports to assure appropriate progress of students with disabilities who are receiving an adaptation of the standard course of study as reflected in their Individual Education Program. The professional responsibilities of teachers holding this license include (1) intensive and explicit individual and small group instruction in communication, self-help, and social skills for independent living; (2) intensive and explicit individual and

small group instruction in functional academic abilities and occupational skills; (3) a knowledge of language arts and mathematics skills taught in the standard course of studies and its extensions, (4) planning and maintaining positive behavior supports; (5) collaboration with general education teachers to support participation of students with disabilities in the general curriculum to extent appropriate; (6) leadership in implementing special education procedures and policies for students with disabilities enrolled in an adapted curriculum including school and community transitions; and (7) special education consultation with general education teachers, parents and other professionals.

The Special Education: Adapted Curriculum license standards are aligned with the Council for Exceptional Children (CEC) Common Core Standards and the CEC Individualized Independence Curriculum Referenced Standards. In addition the standards for this license are aligned with the North Carolina Professional Teaching Standards, which are cross-referenced, with INTASC standards for beginning teachers. This license will replace the initial licenses in the categorical areas of MD and S/PM

3. Behavioral-Emotionally Disabled (Advanced License)

Teachers demonstrating the competencies reflected in the standards for the advanced license in Behavioral-Emotionally Disabled will be qualified to plan, provide and evaluate research-validated instruction and learning to ameliorate, accommodate and/or maintain grade level performance and appropriate behavior of students identified as Behavioral-Emotionally Disabled. In addition to the responsibilities of the Special Education: General Curriculum teacher, the responsibilities of teachers holding the advanced license in Behavioral-Emotionally Disabled also include (1) planning and conducting school-based instructional evaluation and research in managing and improving behavior; (2) development and implementation of advanced assessment and diagnostic-prescriptive (clinical) instruction for individual students with emotional and/or behavioral disabilities; (3) assistance with planning, development and implementation of preventive early interventions for students at-risk for being identified as Behavioral-Emotionally Disabled; (4) extended knowledge of the research validated practices in the application of teaching and management strategies to promote improvement of behavior, learning, and social skills; (5) leadership in translating instructional research into classroom practice for students with behavioral and emotional disabilities; and (6) school-wide leadership, consultation and collaboration with general education teachers, parents and other professionals to promote quality educational programs for students with emotional, social, and/or behavior disabilities.

Teachers can add a specialized license in teaching Behavioral-Emotionally Disabled (BED) students to the Special Education: General Curriculum initial license. The CEC content standards for the specialty area of Emotional and Behavioral Disorders are aligned with the standards for this license.

4. Mental Disability (Advanced License)

Teachers demonstrating the competencies reflected in the standards for the advanced license in Mental Disabilities will be qualified to plan, implement and evaluate research-validated instruction, learning supports, and behavior supports to assure appropriate progress of students with disabilities who are receiving an adaptation of the standard course of study as reflected in their Individual Education Program. In addition to the responsibilities of the Special Education: Adapted Curriculum teacher, the responsibilities of teachers holding the advanced license in Mental Disabilities also include (1) planning and conducting school-based evaluation and research to guide the development of quality education programs for students with mental disabilities; (2) advanced assessment skills and the development and implementation of diagnostic-prescriptive (clinical) instruction for individual students; (3) leadership in translating instructional research into classroom practice for students with mental disabilities; and (4) school-wide leadership, consultation and collaboration with general education teachers, parents and other professionals in the promotion of quality educational programs for students with mental disabilities.

Teachers can add a specialized license in Mentally Disabilities (MD) to the Special Education: General Curriculum initial license or the Special Education: Adapted Curriculum initial license. The CEC content standards for the specialty area of teaching Mentally Retarded are aligned with the standards for this license.

5. Specific Learning Disabilities (Advanced License)

Teachers demonstrating the competencies reflected in the standards for the advanced license in Specific Learning Disabilities will be qualified to plan, provide and evaluate research-validated instruction and learning to ameliorate, accommodate and/or maintain grade level performance of students with learning disabilities. In addition to the responsibilities of the Special Education: General Curriculum teacher, the responsibilities of teachers holding the advanced license in Specific Learning Disabilities also include (1) planning and conducting school-based instructional evaluation and research to improve instruction and learning for students with learning disabilities; (2) advanced assessment skills and the development and implementation of diagnostic-prescriptive (clinical) instruction for individual students; (3) assistance with planning, development and implementation of preventive early interventions for students at-risk for being identified as learning disabled; (4) leadership in translating instructional research into classroom practice for students with learning disabilities; and (5) school-wide leadership, consultation and collaboration with general education teachers, parents and other professionals to promote quality educational programs for students with learning disabilities.

Teachers can add a specialized license in teaching students with Specific Learning Disabilities to the Special Education: General Curriculum initial license. The CEC content standards for the specialty areas of Specific Learning Disabilities are aligned with the standards for this license.

6. Severe/Profound Mental Disability (Advanced License)

Teachers demonstrating the competencies reflected in the standards for the advanced license in Severe/Profound Mental Disabilities will be qualified to plan, provide and evaluate research-validated instruction, learning supports, and behavior supports to assure appropriate progress of students with severe and profound disabilities who are receiving an adaptation of the standard course of study as reflected in their Individual Education Program. In addition to the responsibilities of the Special Education: Adapted Curriculum teacher, the responsibilities of teachers holding the advanced license in Severe/Profound Mental Disabilities also include (1) planning and conducting school-based instructional evaluation and research; (2) an advanced knowledge and skills in research validated instruction and learning for developing basic life skills; (3) development and implementation of diagnostic-prescriptive and clinical instruction for individual students with severe/profound disabilities; (4) leadership in translating instructional research into classroom practice for students with mental disabilities; and (5) school-wide leadership, consultation and collaboration with general education teachers, parents and other professionals in the promotion of quality educational programs for students with severe/profound disabilities.

Teachers can add a specialized license in teaching Severely-Profoundly Mentally Disabled (S/PMD) to the Special Education: Adapted Curriculum license. The CEC content standards for the specialty areas of Mentally Retarded are aligned with the standards for this license.

Standards and Indicators

SPED: General Curriculum Licensure Standards (Initial Entry License)

Standard 1: Teachers have a knowledge base for each of the basic skills in language arts and mathematics.

- Indicator 1: Know language arts content and curriculum sequence included in the North Carolina Standard Course of Studies, K through 8th grade
- Indicator 2: Know the specific structure of the English language (Phonetics and Phonology, Sound Production, Morphology and Orthography, and Semantics and Syntax)
- Indicator 3: Know the mathematics content and curriculum sequence included in the North Carolina Standard Course of Studies K through 8th grade

Standard 2: Teachers have a broad and working knowledge of research-based learning strategies and their relationship to the learning of individual students.

- Indicator 1: Know research-validated learning strategies including strategies related to acquiring, storing, remembering and expressing information; demonstrating competence; developing social interaction; and content enhancement routines
- Indicator 2: Know research-validated self-determination learning strategies including choice making, decision-making, problem-solving, goal setting and attainment, self-awareness, self-advocacy, self-regulation and self-efficacy

Standard 3: Teachers teach students to use behaviors that promote success in the learning environment.

- Indicator 1: Know how to conduct individual functional behavior assessment and develop a behavioral intervention plan
- Indicator 2: Demonstrate competency to effectively teach a specific, research-validated, social skills development program
- Indicator 3: Demonstrate ability to implement, at classroom and individual student levels, a positive behavior supports school wide program
- Indicator 4: Demonstrate competency to implement a positive classroom behavioral management program
- Indicator 5: Demonstrate competency to design a self-monitoring program and instruct students on implementation of program

Indicator 6: Instruct students in the utilization of positive communication techniques

Standard 4: Teachers organize effective student learning environments.

Indicator 1: Demonstrate ability to plan, organize, implement and evaluate research-validated peer tutoring approaches to instruction

Indicator 2: Demonstrate ability to maximize the percentage of time students are on task

Indicator 3: Demonstrate ability to plan and organize learning settings for success to include implementation and evaluation of individual, small group, and large group instruction and the communication of schedules, routines and rules

Standard 5: Teachers use a variety of assessment techniques to determine instructional content, instructional procedures, and documentation of student learning and progress.

Indicator 1: Demonstrate ability to conduct individual curriculum-based assessment procedures, interpret results and draw instructional and management conclusions and recommendations

Indicator 2: Demonstrate ability to conduct individual curriculum-based continuous progress monitoring using student products, assessment probes, quizzes, and tests including state mandated tests

Standard 6: Teachers explicitly teach research-validated instructional and behavior strategies to facilitate learning across the curriculum.

Indicator 1: Demonstrate ability to assess individual students' in the use of learning strategies including reading comprehension, writing, mathematics, memory, test-taking, time management, content area learning, self determination and advocacy and effective communications

Indicator 2: Demonstrate ability to plan and implement a series of lessons to teach effective use of the learning strategies in the content and behavior areas indicated in Indicator 1 above

Indicator 3: Demonstrate ability to monitor student progress in the use of learning strategies and the impact on academic performance

Indicator 4: Demonstrate ability to scaffold instruction and procedures to promote student independence (e.g., moving from more supports to few supports)

Indicator 5: Demonstrate ability to assess implement and monitor student use of technology (including assistive technology) throughout the curriculum

Indicator 6: Instruct students in the use of problem-solving techniques relevant to their functioning

level (e.g., conflict resolution strategies, self-monitoring of behavior)

Standard 7: Teachers use systematic, explicit, multi-sensory methods to teach reading, written expression, and mathematics.

- Indicator 1: Demonstrate ability to assess individual students' reading abilities to include a summary of the students reading performance level and assessment of the students' phonemic awareness skills, letter-sound association skills, word identification skills, sight word reading skills, reading fluency, vocabulary, and reading comprehension
- Indicator 2: Demonstrate ability to effectively plan and teach a comprehensive series of daily instructional lessons which include explicit instructional procedures, activities and materials for teaching phonemic awareness, letter-sound associations, word identification, spelling, reading fluency, vocabulary, reading comprehension, and monitoring students' progress in the development of reading skills
- Indicator 3: Demonstrate ability to assess individual students writing abilities to include a summary of writing performance and an assessment of the student's fine motor skills, mechanics of writing, writing fluency and written expression
- Indicator 4: Demonstrate ability to effectively plan and teach writing using a continuous series of daily instructional lessons, which include explicit, multisensory teaching strategies
- Indicator 5: Demonstrate ability to assess and summarize an individual students' mathematical abilities to include an assessment of error patterns and an understanding of the effects of language-based disabilities on understanding math concepts
- Indicator 6: Demonstrate ability to effectively plan and teach a continuous series of daily instructional lessons that link to other curricula areas and include explicit instructional procedures for teaching essential skills from the NC General Curriculum, using multisensory methods, continuing cycles of review, sequence from concrete to abstract, real word applications, and monitoring the students progress in the development of mathematical skills

Standard 8: Teachers use knowledge about cultural, socio-economic and family dynamics to guide instructional and/or management planning and selection of teaching techniques.

- Indicator 1: Create environments in which equity, fairness, and diversity are modeled, taught and practiced
- Indicator 2: Demonstrate the use of knowledge about cultural and socio-economic factors in planning instructional strategies and activities that connect students to the curriculum

Standard 9: Teachers know the process and procedures for providing special education services.

- Indicator 1: Demonstrate knowledge of pre-referral intervention and facilitate effective referral process

- Indicator 2: Demonstrate ability to participate effectively in the multidisciplinary evaluation to include the administration and interpretation of educational assessments and understanding and interpreting psychological reports
- Indicator 3: Demonstrate ability to appropriately participate in the case conferencing and writing of effective IEPs that are aligned with the general curriculum and facilitate student and parent involvement
- Indicator 4: Demonstrate ability to effectively implement the objectives of the IEP including transition planning and post-school education and employment

Standard 10: Teachers collaborate and consult with general education teachers, parents and other professionals.

- Indicator 1: Demonstrate ability to use effective communication and parent conferencing skills including appropriate verbal, non-verbal, questioning and summarizing skills
- Indicator 2: Demonstrate knowledge of a variety of effective instructional modifications and the ability to use them appropriately in general education classrooms
- Indicator 3: Demonstrate ability to effectively communicate with and supervise para-educators
- Indicator 4: Demonstrate professional ethical behavior including confidentiality and advocacy for appropriate services for students with disabilities.

Standard 11: Teachers pursue continued professional development and learning to improve schools and advance knowledge

- Indicator 1: Demonstrate professional interest through continuing professional development through a variety of activities including higher education coursework, CEU and other staff development activities, membership in professional organization, and professional presentations
- Indicator 2: Demonstrate advocacy for effective services for students with disabilities through a variety of activities including staff development presentations and communications with other professionals and community groups

SPED: Adapted Curriculum Licensure Standards (Initial Entry License)

Standard 1: Teachers have an in-depth knowledge base for each of the functional academic areas of the North Carolina Standard Course of Study and its extensions as required for independent living.

- Indicator 1: Demonstrate knowledge of speaking, listening, comprehending, reading, and writing for everyday personal and social needs
- Indicator 2: Demonstrate knowledge of occupational and career preparation for economically independent living and other life roles
- Indicator 3: Demonstrate knowledge of basic mathematical skills required for employment and independent living
- Indicator 4: Demonstrate knowledge of a healthy life style, healthy relationships, safety and science-based concepts
- Indicator 5: Demonstrate knowledge of problem solving and self-determination
- Indicator 6: Demonstrate knowledge of acceptable behavior for active citizenship and community participation

Standard 2: Teachers have knowledge of language arts and mathematics skills, as outlined in the North Carolina Standard Course of Study and its extensions.

- Indicator 1 Know how typically developing students acquire skills in reading, writing and mathematics
- Indicator 2: Know how to adapt and modify reading, writing, and mathematics to meet the unique learning needs of individual students

Standard 3: Teachers use behaviors that promote success in the learning environment.

- Indicator 1: Design self-monitoring program and instruct students on implementation of program
- Indicator 2: Use appropriate positive behavioral support techniques
- Indicator 3: Instruct students in the utilization of positive communication techniques
- Indicator 4: Demonstrate competency to effectively teach a specific, research-validated, social skills development program
- Indicator 5: Know how to conduct individual functional behavior assessment and develop a behavioral intervention plan
- Indicator 6: Demonstrate competency to effectively teach a specific, research-validated, social skills development program

Indicator 7: Demonstrate ability to implement, at classroom and individual student levels, a school-wide program of positive behavioral supports

Standard 4: Teachers organize the educational environment for student learning.

Indicator 1: Design physical environment appropriate to individual student needs

Indicator 2: Analyze and structure learning environments to enhance student participation in a variety of settings

Indicator 3: Develop schedules and lesson plans that incorporate instruction of IEP objectives into naturally occurring routines

Indicator 4: Use adapted positioning techniques and assistive technology to optimize student participation in learning activities (e.g. prone stander w/tray for fine motor activities)

Indicator 5: Structure student schedules to integrate related service objectives in the instructional routines (e.g. physical therapy, speech therapy, occupational therapy, medical procedures/services, etc.)

Indicator 6: Locate and develop sites for community-based instruction

Standard 5: Teachers use a variety of assessment techniques to determine instructional content, procedures, methods, and document student learning and progress

Indicator 1: Use a variety of formal and informal assessments to evaluate and document behaviors in the following domains: sensory, physical, cognitive, social, functional, behavioral

Indicator 2: Conduct adaptive technology assessments

Indicator 3: Utilize a variety of sources (parent/caregiver, general educators, support staff, etc.) to gather information related to educational needs of student

Indicator 4: Use assessment information to develop appropriate instructional plans and monitor and communicate student progress

Standard 6: Teachers instruct students in the use of a variety of strategies to facilitate learning across the curriculum.

Indicator 1: Instruct students in the use of problem-solving techniques relevant to their functioning level (e.g., conflict resolution strategies, self-monitoring of behavior)

Indicator 2: Teach functional communication strategies in order to communicate basic wants choices, relay personal information, and engage in basic conversation in a variety of situations and environments

Indicator 3: Teach students to use augmentative communication systems (e.g., sign language, eye gaze, picture systems, etc.) to increase learning across environments

Indicator 4: Teach students skills to optimize independence across environments and situations (self-determination, choice making, etc.)

Standard 7: Teachers use a variety of methods to teach and generalize skills across environments and people.

Indicator 1: Use appropriate adaptations and assistive technology for individualization of instruction

Indicator 2: Use materials that are functional, age-appropriate, and that can be transferred across a variety of learning environments

Indicator 3: Apply instructional techniques to optimize student skill attainment such as prompt sequence, task analysis, and chaining techniques, across learning environments

Indicator 4: Apply instructional strategies in a variety of instructional settings including community-based environments

Standard 8: Teachers facilitate student participation in the NC state assessment program including large scale and alternate assessments.

Indicator 1: Develop IEP objectives that are aligned with the NC Standard Course of Study and competencies evaluated in the state assessment system

Indicator 2: Develop and implement documentation systems that correspond to specific objectives and use data to inform instructional decision-making

Indicator 3: Evaluate student progress using a variety of alternate assessment procedures, including portfolios, inventories, situational assessments, etc.

Indicator 4: Provide measurable and objective evidence of student mastery, generalization, and initiation of task

Standard 9: Teachers use knowledge about cultural, socio-economic and family dynamics to guide instructional and/or management planning and selection of teaching techniques.

Indicator 1: Create environments in which equity, fairness, and diversity are modeled, taught and practiced

Indicator 2: Demonstrate the use of knowledge about cultural and socio-economic factors in planning instructional strategies and activities that connect students to the curriculum

Standard 10: Teachers know the process and procedures for providing special education services.

- Indicator 1: Know the laws, policies, and procedures related to implementation of special programs including LRE, continuum of placement and intensity of services
- Indicator 2: Know the pre-referral process and interventions and effectively facilitate the referral process
- Indicator 3: Implement procedures for assessing and referring individuals with disabilities to appropriate services
- Indicator 4: Facilitate person-centered planning to compliment the IEP process (e.g., MAPs person futures planning)
- Indicator 5: Facilitate age appropriate, self-determined IEPs
- Indicator 6: Participate effectively in planning for transitions (e.g., preschool, school, post secondary/adult)
- Indicator 7: Work with IEP team to develop quality IEPs which build upon individual's strengths and focus on appropriate, measurable, functional goals
- Indicator 8: Align IEP goals and objectives with daily instruction

Standard 11: Teachers contribute to the development and implementation of IEP transition components.

- Indicator 1: Implement objectives that address the domains of post-school education, recreation and leisure, residential, and employment to prepare students for post-school environments
- Indicator 2: Facilitate the transition planning process with the IEP team
- Indicator 3: Utilize appropriate community resources to successfully transition student from school to community

Standard 12: Teachers collaborate with families, general education teachers and other professionals.

- Indicator 1: Collaborate with general educators to provide quality services
- Indicator 2: Collaborate with related services staff to assess needs in order to select, implement, and integrate appropriate services
- Indicator 3: Collaborate with mental health, medical professional, employers and other community resources to coordinate services for students

- Indicator 4: Effectively supervise and communicate with para-educators
- Indicator 5: Collaborate with families to promote family focused partnerships
- Indicator 6: Demonstrate effective communication and parent conferencing skills

Standard 13: Teachers demonstrate professional behavior.

- Indicator 1: Pursue continued professional development opportunities
- Indicator 2: Use appropriate reflective practices through dialog with mentors, colleagues, etc. to analyze teaching practices and student growth

Standard 14: Teachers know and practice ethical responsibilities to insure the provision of a quality education for each student.

- Indicator 1: Maintain confidentiality of student/family information
- Indicator 2: Practice code of ethics and standards for professional practice for special educators
- Indicator 3: Implement procedural guidelines, and policies designed to assist individuals in the participation in school and communities to their fullest potential

SPED: Behavior and Emotionally Disabled Licensure Standards (Advanced License)

Standard 1: Teachers have an extended knowledge of the structure and concepts of language arts and mathematics.

Indicator 1: Know the structure of the English language and are aware of recent theories that provide insight into the nature of literacy: reading, writing, speaking, and listening

Indicator 2: Know the structure of mathematical concepts, knowledge, procedures, and understand the processes and theories that define number systems and number sense

Standard 2: Teachers have an extended knowledge of research-based learning strategies and their relationship to the learning of students with BED.

Indicator 1: Demonstrate ability to teach the generalization of learning strategies to a variety of learning tasks and settings

Indicator 2: Demonstrate ability to match strategies to specific learning needs of students

Standard 3: Teachers have extended knowledge of the scope of social/emotional skill content across age levels.

Indicator 1: Know research-based social skill curricula and how to implement them

Indicator 2: Know the influence of age, culture and gender on determination of specific social skills to teach

Standard 4: Teachers employ systematic screening and evaluation procedures specific to the identification of students with BED.

Indicator 1: Know research-based systematic screening assessments and how to administer and interpret them

Indicator 2: Know research-based behavioral rating scale assessments and how to administer and interpret them

Indicator 3: Conduct ecological assessments

Indicator 4: Know systematic observations techniques and how to administer and interpret them

Standard 5: Teachers employ procedures involving curriculum- based, strength- based and functional assessments to guide instructional planning and teaching techniques for individual students with BED.

- Indicator 1: Conduct a curriculum-based, strength-based, and functional assessment
- Indicator 2: Develop correct and comprehensive IEPs based on assessments with a strong behavioral component
- Indicator 3: Develop a positive behavior support plan based on the assessment

Standard 6: Teachers develop highly structured classroom designs and management systems for students with BED.

- Indicator 1: Develop a classroom design for students needing intensive/tertiary intervention within a school wide positive behavioral support system
- Indicator 2: Develop a classroom management system including clear rules, procedures, and routines for students needing intensive/tertiary intervention within a school wide positive behavioral support system

Standard 7: Teachers employ crisis management techniques for management and instruction for students in crisis.

- Indicator 1: Create a pre-crisis intervention plan for prevention of escalating behavior
- Indicator 2: Demonstrate non-aversive techniques for managing crisis episodes
- Indicator 3: Demonstrate post-crisis interview and instruction

Standard 8: Teachers employ instructional strategies for addressing disruptive, aggressive, school survival, withdrawal, self-stimulatory and injurious behavior.

- Indicator 1: Develop behavior intervention plans for reinforcing alternative/replacement behavior
- Indicator 2: Develop social skill lesson plans for teaching new or replacement behaviors
- Indicator 3: Develop lesson plans for teaching self-monitoring or evaluation

Standard 9: Teachers use knowledge about cultural, socio-economic and family dynamics to guide instructional and/or management planning and selection of teaching techniques.

- Indicator 1: Create environments in which equity, fairness, and diversity are modeled, taught and practiced
- Indicator 2: Demonstrate the use of knowledge about cultural and socio-economic factors in planning instructional strategies and activities that connect students to the curriculum

Standard 10: Teachers know the legal/medical/historical and philosophical foundations and the major milestones in the field of emotional behavioral disorders.

- Indicator 1: Know current terminology and definitions
- Indicator 2: Know historical antecedents and milestones related to current practice
- Indicator 3: Know legal protections afforded students with behavioral-emotional disabilities
- Indicator 4: Know common pharmacological interventions employed for students with behavioral-emotional disabilities including side effects, appropriate administration, and appropriate collaboration with medical professionals
- Indicator 5: Know roles and contributions of systems and agencies providing wraparound services
- Indicator 6: Consult and provide assistance and support with teachers and support personnel working with students with behavioral issues

Standard 11: Teachers know the research, theories and issues related to the causes, identification and instruction of students with BED.

- Indicator 1: Know theories of behavioral-emotional disability (etiology, diagnosis, and characteristics) and applications to practice
- Indicator 2: Know current issues regarding services to students with behavioral-emotional disability in historical context
- Indicator 3: Know seminal research studies in the field of behavioral-emotional disability

Standard 12: Teachers use research knowledge and conduct informed classroom research on the instruction and management of students with BED.

- Indicator 1: Know theories of reinforcement and positive behavior support

Indicator 2: Know research designs that promote action-based classroom research

Indicator 3: Conduct data-based classroom research

Standard 13: Teachers practice their profession with ethical commitments to confidentiality and to advocacy for appropriate services for students with BED.

Indicator 1: Know special challenges associated with related services for students of BED and how to advocate for related services

Indicator 2: Know special inclusion challenges associated with students of BED and how to advocate for more inclusive services

Indicator 3: Know the primary importance of families, partnerships with families, and how to promote family focused services

Standard 14: Teachers know and provide support for resources and information to assist students, parents and other professions in providing services for students with BED.

Indicator 1: Know about system of care and wrap around services

Indicator 2: Demonstrate effective participation on a child-family wrap around team

Indicator 3: Assist parents in employing appropriate behavior management techniques

Indicator 4: Assist parents in accessing community resources to support the education of the child

Standard 15: Teachers know early intervention research, curriculum and advocate for early intervention for students who, without intervention, may be inaccurately identified as BED.

Indicator 1: Know the research-validated early intervention curriculum

Indicator 2: Promote the use of early intervention to address basic needs of children to access the general curriculum

SPED: Mental Disability Licensure Standards (Advanced License)

Standard 1: Teachers have an extended knowledge of the structure and concepts of language arts and mathematics as required for independent living.

Indicator 1: Know the structure of the English language and are aware of recent theories that provide insight into the nature of literacy (reading, writing, speaking, and listening) as required for independent living by individuals with mental disabilities

Indicator 2: Know the structure of mathematical concepts, knowledge, practical applications, and are able to identify those needed for independent living by individuals with mental disabilities

Standard 2: Teachers have an extended knowledge of research-based learning strategies, accommodations, and assistive technology and their relationship to the learning of students with mental disabilities.

Indicator 1: Demonstrate the ability to teach the generalization of learning strategies to a variety of learning tasks and settings

Indicator 2: Demonstrate the ability to take complex learning tasks and task analyze them by breaking them into component subtasks that can be taught to students and generalized across home, school, and community settings

Indicator 3: Demonstrate the ability to match learning strategies, accommodations, and assistive technology to the specific needs of students with mental disabilities

Standard 3: Teachers have an extended knowledge base of the functional academic areas addressed in the North Carolina Standard Course of Study (SCS) and its extensions.

Indicator 1: Draw on specialized knowledge of curricula and specific disabilities to set meaningful goals for students with mental disabilities

Indicator 2: Demonstrate the ability to design learning tasks for students that integrate functional academic skills across curricular domains

Standard 4: Teachers have an extended knowledge of concepts, requirements, laws, and philosophy that guide the development of an appropriate occupational preparation program for high school students with disabilities.

Indicator 1: Know the strands, competency goals and objectives that are contained in curriculum frameworks for Occupational Preparation I-IV

- Indicator 2: Know the basic tenets of the laws (Carl Perkins III, IDEA, Vocational Rehabilitation Act, Social Security, Workforce Investment Act, Fair Labor Standards Act, and NC Child Labor) that govern the teaching of occupational preparation skills to students with disabilities

Standard 5: Teachers employ clinical teaching procedures involving formal and informal assessments to guide instructional planning and teaching techniques for individual students.

- Indicator 1: Design and select a variety of assessment strategies to obtain useful and timely information about student learning and development and helps students reflect on their own progress
- Indicator 2: Demonstrate extended knowledge of the theory and application of formal and informal assessments of cognitive and functional skills
- Indicator 3: Demonstrate ability to integrate assessment information to develop comprehensive instructional plans
- Indicator 4: Demonstrate ability to facilitate school-wide use of student assessment data to guide instructional planning and teaching techniques for individual students with mental disabilities

Standard 6: Teachers create an environment that models, teaches, and practices equal and equitable treatment of all learners and staff.

- Indicator 1: Establish a caring, stimulating, and safe community for learning in which democratic values are fostered and students assume responsibility for learning, show willingness to take intellectual risks, develop self-confidence, and learn to work independently and collaboratively
- Indicator 2: Provide opportunities for students to work on their own strengths as well as learn from others with different strengths
- Indicator 3: Collaborate with (school, home, community) colleagues to ensure a clear understanding of student needs
- Indicator 4: Cultivate a sense of efficacy and independence in students through development of students' character, sense of civic and social responsibility, respect for diverse individuals and groups, and ability to work constructively and collaboratively with others

Standard 7: Teachers apply a wide variety of instructional strategies and methods that result in meaningful student learning outcomes across a variety of curricula, environments, and people.

- Indicator 1: Create and implement strategies for integrating instruction across curricular areas that respond to individual student educational goals

- Indicator 2: Differentiate instruction based on individual student curricular goals and learning environment (e.g., service learning, community-based instruction, direct instruction, and cooperative learning)
- Indicator 3: Scaffold instruction by building on student capacity to apply knowledge and achieve increased independence
- Indicator 4: Demonstrate instructional strategies that advance student communication and coping skills across environments
- Indicator 5: Facilitate student use of assistive technology across learning environments to maximize learning experiences

Standard 8: Teachers use knowledge about cultural, socio-economic and family dynamics to guide instructional and/or management planning and selection of teaching techniques.

- Indicator 1: Create environments in which equity, fairness, and diversity are modeled, taught and practiced
- Indicator 2: Demonstrate the use of knowledge about cultural and socio-economic factors in planning instructional strategies and activities that connect students to the curriculum

Standard 9: Teachers know the legal, historical, and philosophical foundations and the major milestones and contributions in the field of mental disabilities.

- Indicator 1: Know major historical eras associated with dominant trends in the field of mental disabilities
- Indicator 2: Know the contributions of persons (including self-advocates) who have had a significant effect in the advancement of the field of mental disabilities
- Indicator 3: Know how the various sociopolitical events have affected the services and supports provided to persons with mental disabilities
- Indicator 4: Know special and general education, career vocational, and assistive technology laws that affect individuals with mental disabilities
- Indicator 5: Know the critical concepts of self-determination by individuals with mental disabilities

Standard 10: Teachers know the research, theories, and issues related to the causes, identification, and instruction of individuals with mental disabilities.

- Indicator 1: Know the current research, theories, and issues related to causation of mental disabilities (e.g., genetics, heredity, environmental aspects) and use this information to inform other professionals, parents and community members
- Indicator 2: Know ethical issues concerning individuals with mental disabilities and use this

information to inform other professionals, parents and community members

Indicator 3: Know the research-based literature and professional issues related to the definition and instruction of students with mental disabilities and use this information in the selection of specific instructional strategies

Standard 11: Teachers use research knowledge and conduct educational research to improve their instruction and support of students with mental disabilities.

Indicator 1: Know research in access to the general education curriculum, assistive technology, career development, community living, early intervention, inclusive environments, literacy, self-determination, and transition to adulthood

Indicator 2: Demonstrate ability to link research to instructional practices

Standard 12: Teachers practice their profession with ethical commitments to students with mental disabilities.

Indicator 1: Use knowledge of human development and learning, and skills as careful observers of students to understand students' knowledge, aptitudes, skills, interests, aspirations, and values

Indicator 2: Engage in reflective practices through ongoing analysis and evaluation to strengthen quality of instruction and impact student learning.

Indicator 3: Advocate for students, families, and school to provide services in the least restrictive environment throughout a student's educational experience

Indicator 4: Facilitate transition of students (e.g., Part C to Part B, elementary to middle to high school, high school to post school)

Standard 13: Teachers know and provide supportive resources and information to students, parents, and other professionals that maximize student learning experiences and educational outcomes.

Indicator 1: Know how to access current resources and information in critical areas

Indicator 2: Disseminate current resources and information to students, parents, and other professionals

Standard 14: Teachers pursue in-depth professional development and learning to improve schools and advance knowledge in the field of mental disabilities.

Indicator 1: Work independently and collaboratively with colleagues and others to improve schools and to advance knowledge, policy, and practice to support individuals with mental disabilities.

- Indicator 2: Contribute to the life of the school community that results in maximizing educational opportunities for students with mental disabilities in the least restrictive environment (e.g., working with administrators, colleagues, school support personnel, community partners)
- Indicator 3: Participate in professional organizations or engage in classroom research to advance the profession of teaching students with mental disabilities

SPED: Specific Learning Disabilities Licensure Standards (Advanced License)

Standard 1: Teachers have an extended knowledge of the structure and concepts of language arts and mathematics.

- Indicator 1: Know the structure of the English language and are aware of recent theories that provide insight into the nature, of literacy: reading, writing, speaking, and listening
- Indicator 2: Know the structure of mathematical concepts, knowledge, procedures, and understand the processes and theories that define number systems and number sense

Standard 2: Teachers have an extended knowledge of research-based learning strategies and their relationship to the learning of individual students.

- Indicator 1: Demonstrate ability to teach the generalization of learning strategies to a variety of learning tasks and settings
- Indicator 2: Demonstrate ability to match strategies to specific learning needs of students

Standard 3: Teachers use clinical teaching (diagnostic-prescriptive) procedures involving curriculum-based language, and cognitive assessments, to guide instructional planning and the selection of teaching techniques for individual students.

- Indicator 1: Demonstrate ability to comprehensively conduct and interpret language abilities assessments for the purpose of making treatment and instructional decisions
- Indicator 2: Demonstrate ability to comprehensively conduct and interpret cognitive abilities assessments for the purpose of making treatment and instructional decisions
- Indicator 3: Demonstrate ability to comprehensively conduct and interpret curriculum-based assessments to interpret for the purpose of making treatment and instructional decisions
- Indicator 4: Demonstrate abilities to integrate assessment information to develop comprehensive instructional plans

Standard 4: Teachers use knowledge about cultural, socio-economic and family dynamics to guide instructional and/or management planning and selection of teaching techniques.

- Indicator 1: Create environments in which equity, fairness, and diversity are modeled, taught and practiced
- Indicator 2: Demonstrate the use of knowledge about cultural and socio-economic factors in planning instructional strategies and activities that connect students to the curriculum

Standard 5: Teachers know the legal, historical, and medical foundations and the major milestones and contributions in the field of learning disabilities.

- Indicator 1: Demonstrate an understanding of the historical foundations of educational programs for students with learning disabilities (including early brain research, terminology, expansion of school services, legislative support, inclusion, cultural and linguistic diversity, and attention deficit disorders) and their impact on current educational services and teacher competencies
- Indicator 2: Demonstrate an understanding and impact of the legal requirements guiding educational services for students with learning disabilities including referrals, evaluation and identification, Individual Education Plans, instructional services and placement, and involvement of parents and students in planning
- Indicator 3: Demonstrate an understanding of the medical aspects of learning disabilities including the study of the brain, neurological examination, attention deficit disorders, various medical treatments including medications, and the medical specialties involved with learning disabilities

Standard 6: Teachers know the research, theories and issues related to the causes and the identification and instruction of individuals with learning disabilities.

- Indicator 1: Know the heritability, teratogenic, medical and environmental factors contributing to the neurological (brain-based) causes of learning disabilities and the supporting research-based literature and use this information to inform other professionals, parents and community members
- Indicator 2: Know the research-based literature and professional issues related to the definition and identification of individuals with learning disabilities and uses this information to inform their own practices, other professionals, parents and community members
- Indicator 3: Know the research-based literature supporting specific approaches to instruction and instructional management of students with learning disabilities and uses this information in the selection of specific instructional strategies
- Indicator 4: Assist students in making the transition from school to the adult world including assessment of student preferences and interests, career counseling, development of self-advocacy skills, and the development of a resource system for continuing information and support

Standard 7: Teachers use research findings and conduct informed classroom research on the instruction and management of students with learning disabilities to improve their instruction.

- Indicator 1: Demonstrate an understanding of research and uses this information to inform planning and instruction for students with learning disabilities

Indicator 2: Plan and conducts classroom research

Standard 8: Teachers practice their profession with ethical commitment to the use of validated practices, confidentiality, and advancing the lives of individuals with learning disabilities.

Indicator 1: Follow the rules and laws on confidentiality and do not share personal information including abilities and performance of individual students as well as family background information without the consent of students and parents

Standard 9: Teachers know and advocate for supportive resources and information to assist students, parents, and other professionals in providing services for students with learning disabilities.

Indicator 1: Initiate important activities to contribute to the profession such as mentoring new teachers, writing articles for publications, effecting educational policy and making presentations

Indicator 2: Demonstrate awareness of resources and materials from school, community professional organizations, and literature to enhance instruction and services

Standard 10: Teachers know early intervention research, curriculum and advocate for early intervention for students who, without intervention, may be inaccurately identified as Learning Disabled.

Indicator 1: Know the research-validated early intervention curriculum

Indicator 2: Promote the use of early intervention to address basic needs of children to access the general curriculum

SPED: Severe/Profound Mental Disability Licensure Standards (Advanced License)

Standard 1: Teachers have an extended knowledge base for each of the functional academic areas of the North Carolina Standard Course of Study and its extensions.

- Indicator 1: Know the characteristics and needs of individuals with severe disabilities, which include: neurobiological, linguistic, medical and educational aspects of severe disabilities based upon current research, best practice and legal considerations
- Indicator 2: Know the impact of speech-language development on behavior and social interactions
- Indicator 3: Demonstrate skills in developing, planning, and teaching a functional age-appropriate curriculum, which includes skills in self-care, independent living, leisure/recreation, school and community use, functional academics, and vocational planning related to the Standard Course of Study and its extensions and proficiency in implementing direct and systematic instruction
- Indicator 4: Know unique physical needs including positioning and handling, medical considerations, seizures, etc.
- Indicator 5: Demonstrate proficiency in adapting age-appropriate curriculum to facilitate instruction within the general education setting, to include participation of students in tasks and skills facilitating collaboration and support from peers with or without disabilities
- Indicator 6: Demonstrate the ability to select and use augmentative and alternative communication methods and systems; including the use of assistive technology and facilitating learning and independent living
- Indicator 7: Use alternate assessments, evaluations and other information to develop and implement individualized education programs and group instruction for individuals with severe disabilities

Standard 2: Teachers have an extended knowledge base for each of the basic life skill areas of Communication, Personal/Home Management, Career/Vocational, and Community domains as outlined in the NC Alternate Assessment Portfolio process.

- Indicator 1: Know the major ideas, concepts, and teaching practices of receptive and communication and the importance of integrating instruction across domains, including recognition of observable verbal, non-verbal, sign, symbolic, gestural, and/or written responses to a wide variety of environmental stimuli
- Indicator 2: Know the major ideas, concepts, and teaching practices of expressive communication and understand the importance of integrating instruction across domains, including identification of communicative attempts by student, (either verbal, non-verbal, sign, symbolic, gestural, and/or written expression), with or without the use of technology, for personal, social, academic, and/or vocational purposes
- Indicator 3: Know the major ideas, concepts, and teaching practices of personal/home management and understand the importance of integrating instruction across domains, including self-help skills (toileting, eating and drinking, personal hygiene, dressing/undressing), home

living (money management, meal preparation, household/cleaning skills, clothing care, home repair and yard maintenance), and healthful living (family life concepts, wellness, prevention of substance abuse, nutrition, safety and emergency practice)

- Indicator 4: Know the major ideas, concepts, and teaching practices of the Career-Vocational domain and understand the importance of integrating instruction across domains, including career awareness (self-evaluation, career exploration), social aspects of work (stamina, endurance, fine and gross motor skills), job-seeking skills and job-specific skills (work management and behaviors)
- Indicator 5: Know the major ideas, concepts, and teaching practices of the community domain and understand the importance of integrating instruction across domains, including: accessing community resources, leisure and recreation activities, and community-based social, civic, and legal skills

Standard 3: Teachers have an extended working knowledge for each of the basic skills of language arts and mathematics as outlined in the NC Standard Course of Study.

- Indicator 1: Know brain functioning and learning, including mechanics of memory, storing and retrieval of information, and how impairments in brain function affect learning (aphasia, apraxia, etc.)
- Indicator 2: Know language acquisition and development, including: purposes of communication and the exchange of meaningful messages, development of a deeper understanding of the acquisition of comprehension skills and basic vocabulary, and the importance of approximation and mistakes as an integral part of the learning process
- Indicator 3: Know the organization of mathematical concepts across curricula areas, including how students develop understanding of concepts, and how students use basic mathematical concepts to develop functional numeracy
- Indicator 4: Understand technology is a means of providing opportunities for students to develop functional reading and math skills

Standard 4: Teachers have a broad knowledge base of theories of human development and learning.

- Indicator 1: Know developmental milestones and their effects on learning
- Indicator 2: Know understand links among physical, social, emotional, communicative, and cognitive development
- Indicator 3: Know of cultural issues and effects on learning
- Indicator 4: Know medical issues and their effects on learning
- Indicator 5: Know of alternative therapies and interventions

Standard 5: Teachers employ clinical teaching procedures involving formal and informal assessment tools to guide instructional planning and teaching techniques for individual students.

- Indicator 1: Assess student progress (informal & formal) to document accumulated achievements across a variety of settings
- Indicator 2: Analyze learning tasks and concepts to provide appropriate individual instruction
- Indicator 3: Select, adapt, devise, and implement assessments appropriate for students, including: assistive technology equipment/strategies to increase independence, augmentative communication, and medical and physical conditions that may impact learning
- Indicator 4: Use a wide variety of meaningful tools/strategies for conducting functional assessments to determine individual instructional needs, environmental modifications, and efficient use of current skills
- Indicator 5: Develop self-monitoring systems(s) appropriate for individual student needs and functioning level
- Indicator 6: Assess environmental variables and student emotional responses to determine causes of inappropriate behavior, interest levels, etc.

Standard 6: Teachers utilize specialized teaching strategies to provide instruction across a variety of curricula, environments, and people.

- Indicator 1: Use methods and equipment to enable students to learn and functionally use receptive/expressive communication skills
- Indicator 2: Create and customize communication devices and systems to promote active learning (high and low tech devices)
- Indicator 3: Adapt variety of materials and equipment to enable increased student independence
- Indicator 4: Create stimulating learning environments, which promote active student participation and engagement
- Indicator 5: Use classroom, school, and community events as "teachable moments" in order to provide incidental learning opportunities for the purpose of reducing the amount of "down time"
- Indicator 6: Create instructional tasks that respond to student differences
- Indicator 7: Construct contexts in which literacy, numeracy, self-determination and generalization take place
- Indicator 8: Use a variety of instructional strategies within the same lesson to foster student success
- Indicator 9: Skillfully select and/or design curricula to promote student learning

Indicator 10: Manage schedules, materials, resources, and people to maintain an appropriate learning environment that allows for the successful integration of related services

Standard 7: Teachers use knowledge about cultural, socio-economic and family dynamics to guide instructional and/or management planning and selection of teaching techniques.

Indicator 1: Create environments in which equity, fairness, and diversity are modeled, taught, and practiced

Indicator 2: Demonstrate the use of knowledge about cultural and socio-economic factors in planning instructional strategies and activities that connect students to the curriculum

Standard 8: Teachers know the legal, historical, and philosophical foundations and the major milestones and contributions in the field of mental disabilities.

Indicator 1: Relate special education legislation/litigation to current policy and practice

Indicator 2: Know how laws affect teaching and students

Indicator 3: Take responsibility for ensuring all involved in student care adhere to all applicable laws

Indicator 4: Demonstrate awareness of organizations dedicated to the education of students with exceptional needs as resources for current trends and mandates

Standard 9: Teachers know the research, theories, and issues related to the causes, identification, and instruction of students with mental disabilities.

Indicator 1: Apply theory to daily instruction

Indicator 2: Apply research-validated instruction to the development of literacy and numeracy, throughout the learning environment

Standard 10: Teachers use research knowledge and conduct educational research to improve their instruction and support of students with SPMD.

Indicator 1: Demonstrate awareness of potential effects of health impairments and/or medications on student learning

Indicator 2: Support families in monitoring student progress in the home, school, and community

Indicator 3: Promote growth of support networks for students and families to help with positive school experiences

Standard 11: Teachers practice their profession with ethical commitments to confidentiality and advocacy for appropriate services for students with SPMD.

- Indicator 1: Respond appropriately in medical emergencies
- Indicator 2: Hold high, yet realistic, expectations for all students
- Indicator 3: Capitalize on student diversity and common interests as opportunities for learning
- Indicator 4: Challenge educational system, policies, and philosophy to advocate for changes needed to meet needs of students and families

Standard 12: Teachers know and provide supportive resources and information to assist students, families, and other professionals in providing services for students with SPMD.

- Indicator 1: Assist families in becoming more knowledgeable about student disabilities, strengths, and limitations and in setting realistic life goals for the student
- Indicator 2: Monitor students to determine effectiveness/side effects of medications on short and long-term learning
- Indicator 3: Act as mentors for others in the field of SPMD
- Indicator 4: Share information with professionals, families and others who have a vested interest in the education of the student

Standard 13: Teachers serve as leaders in the transition process.

- Indicator 1: Assess student preferences, interests, and post-secondary aspirations for the purpose of transitioning the students successfully into the community after graduation
- Indicator 2: Assist in the development of career objectives and self-advocacy skills
- Indicator 3: Involve students and families in the ITP process by assisting them in setting realistic post-secondary goals
- Indicator 4: Build a network of resources for training, employment, and community based living

Standards for Academically or Intellectually Gifted Add-On Licensure

Teacher education programs and field-based providers of professional development should use these standards and indicators to plan, implement and deliver courses leading to North Carolina add-on licensure in Academically or Intellectually Gifted (AIG). These standards and indicators are aligned with those of the Council for Exceptional Children (CEC), the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC) and the National Board for Professional Teaching Standards (NBPTS). The INTASC standards, in particular, provided a strong framework for developing these standards and indicators.

The AIG standards and indicators extend beyond the above frameworks to describe the specialized knowledge, skills and dispositions expected of a teacher who is prepared to teach AIG students in grades K-12. As such, the standards represent *outcomes* of courses and experiences. These standards and indicators **do not** address the additional knowledge, skills and preparation required for administrators of gifted education programs or professional staff developers.

AIG add-on licensure requires 12 semester hours (180 hours) of study beyond licensure in an academic content area or grade level. The following standards and indicators are the *minimum* required for all teachers of AIG students.

Standards and Indicators

Standard 1: Teachers of the gifted understand the historical foundations and apply current research about gifted education.

- Indicator 1 Teachers know the historical foundations, significant research studies and major contributors in the field of gifted education.
- Indicator 2 Teachers know the state legislation regarding the education of gifted students, including the state and local definitions.
- Indicator 3 Teachers know the journals, books and professional organizations relevant to the field of gifted education.
- Indicator 4 Teachers understand current research findings and can articulate significant issues in the field of gifted education.
- Indicator 5 Teachers apply research findings to their teaching practice.
- Indicator 6 Teachers understand the importance of continued participation in the studies of gifted education through attendance of seminars, workshops, institutes and conferences.

Standard 2: Teachers of the gifted assess the cognitive and affective needs of gifted learners and plan instruction to match the learners' needs regardless of how—or when—these abilities are manifested.

- Indicator 1 Teachers can explain local nomination and identification procedures for gifted students.
- Indicator 2 Teachers know legal provisions, terminology, regulations and guidelines regarding unbiased assessment.
- Indicator 3 Teachers use multiple performance-based assessments to identify gifted students and to plan for and provide appropriate instruction.
- Indicator 4 Teachers recognize the characteristics and special cognitive needs of the gifted (including the highly gifted) and plan instruction accordingly.
- Indicator 5 Teachers recognize the characteristics and special cognitive needs in order to modify instruction appropriately for gifted students who have other exceptionalities (e.g., learning disabilities, attention deficit/hyperactivity disorder and autism).
- Indicator 6 Teachers recognize that giftedness may manifest as early as pre-school and continues to do so through adolescence; teachers employ strategies for nurturing the development of giftedness whenever it appears.

Standard 3: Teachers of the gifted design curriculum using key concepts of the academic disciplines while integrating complex and advanced content.

- Indicator 1 Teachers understand and use research-supported strategies for gifted students (e.g. conceptual development, accelerated pace, problem-based learning, critical thinking skills, interdisciplinary curriculum and concept-based units).
- Indicator 2 Teachers use the skills of inquiry to ignite independent learning in a collaborative environment.

- Indicator 3 Teachers develop their students' metacognitive thinking using complex questions, reflection and self-evaluation.
- Indicator 4 Teachers differentiate *The North Carolina Standard Course of Study* and other curricula by appropriate modifications to content, process, product and learning environment.
- Indicator 5 Teachers can apply, analyze, implement and evaluate various methods and models of gifted education.
- Indicator 6 Teachers can incorporate subject content two or more years beyond grade level.

Standard 4: Teachers of the gifted understand and address the intellectual, social and emotional needs of gifted learners.

- Indicator 1 Teachers understand and address such issues as over-sensitivity, perfectionism and peer pressure.
- Indicator 2 Teachers implement strategies to address underachievement in gifted students.
- Indicator 3 Teachers understand and address issues of gender, ethnicity, poverty and home language as they relate to the needs of gifted students.
- Indicator 4 Teachers collaborate with appropriate school personnel to address the achievement motivation, emotional development, health and social behaviors of gifted learners.
- Indicator 5 Teachers understand and address the unique needs of highly gifted students.

Standard 5: Teachers of the gifted understand the role of culture in the education of gifted students.

- Indicator 1 Teachers understand the role of culture in the recognition and measurement of intelligence and abilities.
- Indicator 2 Teachers understand cultural issues of gifted students (ethnic, socioeconomic, and home language status) and ensure that they are identified equitably and served appropriately.
- Indicator 3 Teachers instruct with sensitivity to the cultural and linguistic uniqueness of gifted learners.

Standard 6: Teachers of the gifted advocate for gifted students in multiple venues.

- Indicator 1 Teachers collaborate effectively with their colleagues in general and special education to provide a range of service delivery options for gifted students.
- Indicator 2 Teachers communicate and collaborate with diverse groups (parents, administrators, community organizations and political leaders) to advocate for appropriate services for gifted students.
- Indicator 3 Teachers serve as a link to resources for gifted students beyond the school (e.g., out-of-school activities, summer programs, Web sites and university opportunities).

Standards for Career-Technical Education Teachers

| | |
|--|---|
| Standards for Agriculture Teachers | A |
| Standards for Business and Information Technology Teachers | B |
| Standards for Family and Consumer Sciences Teachers..... | C |
| Standards for Health Occupations Teachers | D |
| Standards for Marketing Education Teachers..... | E |
| Standards for Technology Education Teachers | F |
| Standards for Trade and Industrial Education Teachers..... | G |

STANDARDS FOR AGRICULTURAL EDUCATION TEACHERS

Introduction

Agricultural Education standards are correlated with the Core Standards for teachers in North Carolina and reflect those practices and knowledge that are unique to Agricultural Education teachers. These standards are aligned with the North Carolina Standard Course of Study, the standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Education Technology Standards (NETS). The standards describe what beginning *Agricultural Education* teachers in North Carolina should know and be able to do. The standards are organized to reflect the Core Standards developed by the NC Professional Teaching Standards Commission.

Standards and Indicators Agricultural Education

Standard 1: Teachers plan and conduct a program of knowledge and skill to prepare students for entry into global agricultural occupations.

Agricultural Education Teachers:

- Indicator 1: Analyze the changing role of agriculture in the state, nation, and world.
- Indicator 2: Describe different urban and rural agricultural operations.
- Indicator 3: Understand environmental concerns affecting agriculture.
- Indicator 4: Identify and describe tools and equipment used in agriculture.
- Indicator 5: Demonstrate proficiency in operating and maintaining tools and equipment used in agriculture.
- Indicator 6: Analyze the role of genetics in plant and animal species.
- Indicator 7: Describe the role of biotechnology in agriculture.
- Indicator 8: Demonstrate methods of pest management.
- Indicator 9: Apply new and emerging technology in agriculture.
- Indicator 10: Describe the unique processing, marketing, and distribution characteristics of agricultural products.
- Indicator 11: Develop evaluation systems for students with supervised agricultural experience programs.
- Indicator 12: Use FFA management systems to organize and maintain student records with respect to supervised agricultural experiences.

Standard 2: Teachers plan and conduct a program of knowledge and skill to manage the agricultural laboratory.

Agricultural Education Teachers:

- Indicator 1: Demonstrate knowledge of the operation and maintenance of equipment specific to agricultural occupations.
- Indicator 2: Identify and describe the materials used in agricultural construction.
- Indicator 3: Develop a plan for construction that includes a drawing, a bill of materials, and steps of construction.
- Indicator 4: Identify, describe, and demonstrate the safe use of welding equipment.
- Indicator 5: Explain commonly accepted industry standards for agricultural occupations.

Standard 3: Teachers plan and conduct a program of knowledge and skill to prepare students for entry into plant science occupations.

Agricultural Education Teachers:

- Indicator 1: Identify common, commercially produced plants.
- Indicator 2: Plan and manage a plant science laboratory.
- Indicator 3: Demonstrate methods of plant propagation.
- Indicator 4: Identify and safely use agricultural chemicals.
- Indicator 5: Demonstrate knowledge of landscape planning, establishment, and management.
- Indicator 6: Analyze the factors that affect plant growth.
- Indicator 7: Explain the commonly approved business practices associated with turf and landscape management, greenhouse production, and nursery operations.

Standard 4: Teachers plan and conduct a program of knowledge and skill to prepare students for entry into environmental science occupations.

Agricultural Education Teachers:

- Indicator 1: Evaluate and classify soils for agricultural and industrial use.
- Indicator 2: Demonstrate proficiency in taking soil samples and the interpretation of the results.
- Indicator 3: Identify best management practices used to conserve soil and water resources.
- Indicator 4: Describe the history and development of the forestry industry.
- Indicator 5: Identify the components of an ecosystem.
- Indicator 6: Describe the principles of forest and natural resources management.
- Indicator 7: Identify factors that affect water and air quality.

Standard 5: Teachers plan and conduct a program of knowledge and skill to prepare students for entry into animal science occupations.

Agricultural Education Teachers:

- Indicator 1: Identify and describe the distinguishing breeds of livestock.
- Indicator 2: Define the role of nutrients in the animal diet.

- Indicator 3: Identify the types of digestive systems of livestock.
- Indicator 4: Identify and describe grades and markets for livestock products.
- Indicator 5: Describe animal nutrition, genetics, reproduction, and overall management of livestock operations.
- Indicator 6: Describe techniques used in the management of animal waste.
- Indicator 7: Identify and describe animal diseases and their prevention.
- Indicator 8: Define the basic principles of animal evaluation.
- Indicator 9: Explain commonly approved business practices related to livestock production.

Standard 6: Teachers demonstrate instructional and assessment methods that are appropriate for Agricultural Education programs.

Agricultural Education Teachers:

- Indicator 1: Demonstrate effective methods of instruction in the content area.
- Indicator 2: Demonstrate the Career-Technical Education Instructional Management System, which is called VoCATS to:
- a. Develop and administer objective and performance-based assessments for pre-interim and post-instructional use.
 - b. Evaluate and monitor student progress.
 - c. Analyze and use data to determine instructional plans.
 - d. Develop curriculum and instructional materials.
 - e. Use instructional technology to enhance learning.
- Indicator 3: Formulate self-reflection practices to assess progress.
- Indicator 4: Integrate academic core content with workplace-based learning situations.
- Indicator 5: Apply methodologies that are appropriate for the grade level (middle school and/or high school).
- Indicator 6: Employ strategies that meet the needs of diverse learner populations.

Standard 7: Teachers coordinate FFA, the career-technical student organization, according to State and National Guidelines.

Agricultural Education Teachers:

- Indicator 1: Link leadership activities, award programs, and competitive events to the curriculum.
- Indicator 2: Encourage and support student involvement in FFA.
- a. Recruit and retain members from diverse populations.

- b. Inform students about the leadership, career, and personal development opportunities in FFA.
- c. Ensure that members share responsibilities and participate in all aspects of the FFA and competitive events.

Indicator 3: Manage an effective FFA.

- a. Identify the history and mission of the FFA.
- b. Formulate a chapter leadership plan that includes a constitution and bylaws.
- c. Develop a challenging program of work and conduct well-planned, regularly scheduled meetings.
- d. Establish and manage a budget and secure financing to support chapter activities.
- e. Develop and maintain school and community support.
- f. Maintain equipment and records.
- g. Ensure that members have access to leadership and other opportunities, including training and guidance.

Indicator 4: Identify and describe the process for establishing a chapter of FFA as an integral part of the agricultural education program.

Indicator 5: Apply teacher/student roles in principles, concepts, and activities needed for effectively managing and evaluating FFA chapters.

Indicator 6: Integrate FFA competitive events into curriculum planning and instruction as a tool for reinforcing learning.

Indicator 7: Demonstrate knowledge of the concepts of parliamentary procedure and public speaking.

Standard 8: Teachers use strategies that facilitate student development of workplace knowledge and skills.

Agricultural Education Teachers:

Indicator 1: Implement and manage work-based learning experiences including apprenticeships, cooperative education, internships, school-based enterprises, job shadowing, community and service learning, field trips, and business ownership.

Indicator 2: Develop collaborative working relationships with business and industry.

Indicator 3: Identify legal, ethical, and safety issues in the workplace.

Indicator 4: Develop employability skills appropriate to Career-Technical Education, including teamwork, information technology skills, problem solving, decision-making, goal setting, and self-management.

Standard 9: Teachers integrate career development into the program, including career planning and readiness.

Agricultural Education Teachers:

- Indicator 1: Develop student career decision-making.
- Indicator 2: Identify demands and responsibilities that are part of balancing work, family, and life goals.
- Indicator 3: Describe career pathways and use them to develop career plans reflecting graduation requirements.
- Indicator 4: Identify continuing changes in gender roles and non-traditional career opportunities.
- Indicator 5: Facilitate student development of self-awareness, including:
- a. Understanding relationships between personal qualities, education and training, and employment.
 - b. Developing confidence, character, leadership abilities, and teamwork skills.
- Indicator 6: Motivate students through real world connections.
- Indicator 7: Research career opportunities, employment trends, and industry standards to assist students in making career decisions.
- Indicator 8: Demonstrate the relationship between academic core content and experiences at work, home, and in the community.

Standard 10: Teachers are committed to professional development.

Agricultural Education Teachers:

- Indicator 1: Participate in professional organizations for Career-Technical Education.
- Indicator 2: Create a program that reflects a changing workplace.
- Indicator 3: Engage in continual learning through formal and informal channels.
- Indicator 4: Integrate information technologies to enhance instruction.
- Indicator 5: Describe the historical significance of Career-Technical Education.
- Indicator 6: Interpret laws, regulations, and procedures that impact Career-Technical Education.

Standard 11: Teachers conduct successful Agricultural Education Programs.

Agricultural Education Teachers:

- Indicator 1: Maintain positive public relations within the community.
- Indicator 2: Establish, manage, and maintain an active advisory committee including community leaders.

- Indicator 3: Establish and manage appropriate budgets and secure financing from local, state, and federal resources for classroom supplies, student organizations, and program equipment.
- Indicator 4: Develop a marketing/promotion program that will recruit and maintain enrollment.
- Indicator 5: Develop a program that promotes safety as identified by OSHA guidelines.
- Indicator 6: Design, manage, and maintain instructional laboratories.
- Indicator 7: Use appropriate data from employment follow-up, community trends, and assessments to update program.
- Indicator 8: Work collaboratively with other teachers in the school for relevant integration.

STANDARDS FOR BUSINESS AND INFORMATION TECHNOLOGY EDUCATION TEACHERS

Introduction

Business and Information Technology Education standards are correlated with the Core Standards for teachers in North Carolina and reflect those practices and knowledge that are unique to Business and Information Technology Education teachers. These standards are aligned with the North Carolina Standard Course of Study, the National Standards for Business Education, the standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Education Technology Standards (NETS). The standards describe what beginning *Business and Information Technology Education* teachers in North Carolina should know and be able to do. The standards are organized to reflect the Core Standards developed by the NC Professional Teaching Standards Commission.

Standards and Indicators

Business and Information Technology Education

Standard 1: Teachers demonstrate general knowledge in a broad range of business principles and applications essential to effective performance in business and information technology careers.

Business and Information Technology Education Teachers:

Indicator 1: Demonstrate knowledge of the major concepts in the following:

- a. Economics.
- b. Emerging Technologies.
- c. Business Ethics and Interpersonal Skills.
- d. International/Multinational Business.
- e. Statistical Computations.

Indicator 2: Demonstrate specific knowledge of the following:

- a. Accounting.
- b. Business Communication.
- c. Business Law.
- d. Entrepreneurship.
- e. Finance.
- f. Information Technology Systems.
- g. Management.
- h. Marketing.

Standard 2: Teachers have appropriate occupational experience (internship or documented) to enable them to demonstrate competence in business and information technology occupations.

Business and Information Technology Education Teachers:

Indicator 1: Document evidence of one year's comprehensive work experience relevant to business and information technology completed within four years preceding work experience approval. Work experience is to total 2000 hours acquired in full or part-time work.

OR

Document a supervised work experience/internship of a minimum of 400 hours within Business and Information Technology.

Standard 3: Teachers demonstrate technical competence in specific business, marketing, and information technology principles and applications.

Business and Information Technology Education Teachers:

- Indicator 1: Demonstrate technical competency in business management and entrepreneurship.
- a. Identify ways that technology impacts business.
 - b. Explain the nature of marketing strategies.
 - c. Demonstrate leadership characteristics.
 - d. Monitor variables associated with business risks.
 - e. Demonstrate procedures for controlling a business' fiscal activities.
 - f. Identify potential business ventures based on community, market, and opportunity analysis.
 - g. Understand fundamental business, management, and entrepreneurial concepts that affect business decision making.

Indicator 2: Demonstrate technical competency in communication and interpersonal skills.

- a. Communicate clearly and concisely in writing.
- b. Use appropriate technology to facilitate business and marketing communications.
- c. Make decisions.
- d. Work collegially and collaboratively with others.
- e. Demonstrate interpersonal skills in team working relationships.
- f. Apply interpersonal skills to develop good customer/employee relations.
- g. Understand concepts, strategies, and systems needed to interact effectively with others.

Indicator 3: Demonstrate technical competency in economics.

- a. Explain the concept of economic resources.
- b. Interpret the impact of supply and demand on price.
- c. Identify factors affecting business profits.
- d. Determine factors affecting business risk.
- e. Explain the concept of productivity.
- f. Evaluate the influences on a nation's ability to trade.
- g. Understand the economic principles and concepts fundamental to marketing.

Indicator 4: Demonstrate technical competency in finance.

- a. Prepare, analyze, and interpret budgets.
- b. Identify and describe financial sources.
- c. Analyze and evaluate the role of credit.
- d. Analyze the influences saving and investing have on economic growth.
- e. Understand concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.

Standard 4: Teachers demonstrate technical competence in specific business and information technology applications.

Business and Information Technology Education Teachers:

- Indicator 1: Demonstrate technical competency in accounting.
- Demonstrate the structure and sequence of the accounting cycle.
 - Prepare, analyze, and interpret financial statements.
 - Maintain basic accounting records electronically.
- Indicator 2: Demonstrate technical competency in business law.
- Explain and interpret the basics of business law.
 - Describe the impact of law on society.
- Indicator 3: Demonstrate technical competency in information systems and emerging technologies.
- Demonstrate proficiency in keying and formatting business documents.
 - Demonstrate knowledge and appropriate use of computer applications software.
 - Demonstrate knowledge of computer systems analysis and design.
 - Demonstrate the use of communication systems and networking.
 - Demonstrate knowledge and proficiency in the management of information and office support systems.
 - Design, develop, test, and implement computer programs using a relevant contemporary programming language.
- Indicator 4: Demonstrate technical competency in marketing.
- Explain the unique elements of the marketing mix: product, price, promotion, and place.
 - Demonstrate an understanding of the role of marketing research.
 - Evaluate consumer behavior for marketing implications.
- Indicator 5: Demonstrate technical competency in international business.
- Explain the role of international business.
 - Analyze how international business impacts business at all levels.
- Indicator 6: Demonstrate technical competency in business statistical computations.
- Use common international standards of measurement when solving problems.
 - Use mathematical procedures to analyze and solve business problems.
 - Analyze and interpret data using common statistical procedures.

Standard 5: Teachers demonstrate instructional and assessment methods that are appropriate for Business and Information Technology Education programs.

Business and Information Technology Education Teachers:

- Indicator 1: Demonstrate effective methods of instruction in the content area.

- Indicator 2: Demonstrate the Career-Technical Education Instructional Management System, which is called VoCATS to:
- a. Develop and administer objective-and performance-based assessments for pre-interim and post-instructional use.
 - b. Evaluate and monitor student progress.
 - c. Analyze and use data to determine instructional plans.
 - d. Develop curriculum and instructional materials.
 - e. Use instructional technology to enhance learning.
- Indicator 3: Formulate self-reflection practices to assess progress.
- Indicator 4: Integrate academic core content with workplace-based learning situations.
- Indicator 5: Apply methodologies that are appropriate for the grade level (middle school and/or high school).
- Indicator 6: Employ strategies that meet the needs of diverse learner populations.

Standard 6: Teachers coordinate Future Business Leaders of America (FBLA), the career-technical student organization, according to State and National Guidelines.

Business and Information Technology Education Teachers:

- Indicator 1: Link leadership activities, award programs, and competitive events to the curriculum.
- Indicator 2: Encourage and support student involvement in FBLA.
- a. Recruit and retain members from diverse populations.
 - b. Inform students about the leadership, career, and personal development opportunities in FBLA.
 - c. Ensure that members share responsibilities and participate in all aspects of the FBLA chapter and competitive events.
- Indicator 3: Manage an effective FBLA chapter.
- a. Identify the history and mission of FBLA.
 - b. Formulate a chapter leadership plan that includes a constitution and bylaws.
 - c. Develop a challenging program of work and conduct well-planned, regularly scheduled meetings.
 - d. Establish and manage a budget and secure financing to support chapter activities.
 - e. Develop and maintain school and community support.
 - f. Maintain equipment and records.
 - g. Ensure that members have access to leadership and other opportunities, including training and guidance.
- Indicator 4: Identify and describe the process for establishing a chapter of FBLA as an integral part of the business and information technology education program.
- Indicator 5: Apply teacher/student roles in principles, concepts, and activities needed for effectively managing and evaluating FBLA chapters.

Indicator 6: Integrate FBLA competitive events into curriculum planning and instruction as a tool for reinforcing learning.

Standard 7: Teachers use strategies that facilitate student development of workplace knowledge and skills.

Business and Information Technology Education Teachers:

Indicator 1: Implement and manage work-based learning experiences including apprenticeships, cooperative education, internships, school-based enterprises, job shadowing, community and service learning, field trips, and business ownership.

Indicator 2: Develop collaborative working relationships with business and industry.

Indicator 3: Identify legal, ethical, and safety issues in the workplace.

Indicator 4: Develop employability skills appropriate to Career-Technical Education, including teamwork, information technology skills, problem solving, decision-making, goal setting, and self-management.

Standard 8: Teachers integrate career development into the program, including career planning and readiness.

Business and Information Technology Education Teachers:

Indicator 1: Develop student career decision-making.

Indicator 2: Identify demands and responsibilities that are part of balancing work, family, and life goals.

Indicator 3: Describe career pathways and use them to develop career plans reflecting graduation requirements.

Indicator 4: Identify continuing changes in gender roles and non-traditional career opportunities.

Indicator 5: Facilitate student development of self-awareness, including:

- a. Understanding relationships between personal qualities, education and training, and employment.
- b. Developing confidence, character, leadership abilities, and teamwork skills.

Indicator 6: Motivate students through real world connections.

Indicator 7: Research career opportunities, employment trends, and industry standards to assist students in making career decisions.

Indicator 8: Demonstrate the relationship between academic core content and experiences at work, home, and in the community.

Standard 9: Teachers are committed to professional development.

Business and Information Technology Education Teachers:

Indicator 1: Participate in professional organizations for Career-Technical Education.

Indicator 2: Create a program that reflects a changing workplace.

Indicator 3: Engage in continual learning through formal and informal channels.

Indicator 4: Integrate information technologies to enhance instruction.

Indicator 5: Describe the historical significance of Career-Technical Education.

Indicator 6: Interpret laws, regulations, and procedures that impact Career-Technical Education.

Standard 10: Teachers conduct successful Business and Information Technology Education Programs.

Business and Information Technology Education Teachers:

Indicator 1: Maintain positive public relations within the community.

Indicator 2: Establish, manage, and maintain an active advisory committee including community leaders.

Indicator 3: Establish and manage appropriate budgets and secure financing from local, state, and federal resources for classroom supplies, student organizations, and program equipment.

Indicator 4: Develop a marketing/promotion program that will recruit and maintain enrollment.

Indicator 5: Develop a program that promotes safety as identified by OSHA guidelines.

Indicator 6: Design, manage, and maintain instructional laboratories.

Indicator 7: Use appropriate data from employment follow-up, community trends, and assessments to update the program.

Indicator 8: Work collaboratively with other teachers in the school for relevant integration.

STANDARDS FOR FAMILY AND CONSUMER SCIENCES EDUCATION TEACHERS

Introduction

Family and Consumer Sciences Education standards are correlated with the Core Standards for teachers in North Carolina and reflect those practices and knowledge that are unique to Family and Consumer Science Education teachers. These standards are aligned with the North Carolina Standard Course of Study, the Family and Consumer Sciences National Standards, the standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Educational Technology Standards (NETS). The standards describe what beginning *Family and Consumer Sciences Education* teachers in North Carolina should know and be able to do. The standards are organized to reflect the Core Standards developed by the NC Professional Teaching Standards Commission.

Standards and Indicators

Family and Consumer Sciences Education

Standard 1: Teachers understand and apply the dynamics of family systems and human development across the life span.

Family and Consumer Sciences Education Teachers:

- Indicator 1: Examine developmental stages including physical, social, intellectual, psychological, and emotional characteristics of human development and their interrelationships to meet the needs of individuals through the life span.
- Indicator 2: Analyze impact of relationships on the development and nurturance of individuals to promote emotional stability.
- Indicator 3: Demonstrate positive communication skills needed by individuals and families to function productively in society.
- Indicator 4: Describe diversity among individuals and families to promote understanding of individual perspectives.
- Indicator 5: Analyze factors that influence that quality of care across the life span to meet individual needs.
- Indicator 6: Assess influence of technology on human development to meet individual needs.
- Indicator 7: Assess public policies that impact individuals, families, and communities to promote awareness of personal rights.
- Indicator 8: Interpret effects of societal issues on individuals and families.
- Indicator 9: Identify industry standards related to early childhood education, elder care, and related areas.

Standard 2: Teachers know how to implement resource management.

Family and Consumer Sciences Education Teachers:

- Indicator 1: Manage individual, family, work environment, and societal obligation resources from the perspective of the consumer.
- Indicator 2: Apply stress management and coping skills in resolving conflict situations.
- Indicator 3: Demonstrate critical thinking and creative problem-solving skills to address issues in family, community, and work environments.
- Indicator 4: Assess impact of current and emerging technologies on the management of individual, family, work, and resources.
- Indicator 5: Describe influences of the world market and its impact on consumers.
- Indicator 6: Apply sound financial planning in managing individual and family resources.

Standard 3: Teachers apply the principles of design, selection, and care of clothing and textile products.

Family and Consumer Sciences Education Teachers:

- Indicator 1: Develop an appreciation for the cultural and aesthetic aspects of textiles, clothing, and fashion to promote use in the home and industry.
- Indicator 2: Assess clothing decisions in terms of value, function, and appearance.
- Indicator 3: Apply elements and principles of design in the selection of apparel and textile products.
- Indicator 4: Select, maintain, and redesign clothing and textile products to meet individual and family needs.
- Indicator 5: Perform basic construction skills necessary to use and alter patterns, fit garments, and make repairs and alterations.
- Indicator 6: Evaluate fibers, fabrics, design concepts, and construction techniques in textile products to determine appropriate use.
- Indicator 7: Assess and apply appropriate technology related to the clothing and textile industry to enhance employability skills.
- Indicator 8: Identify industry standards for clothing, textile, and related areas to explore career opportunities.

Standard 4: Teachers apply housing and interior design concepts.

Family and Consumer Sciences Education Teachers:

- Indicator 1: Demonstrate knowledge related to decisions involving space allocations, space planning, and technological influences on housing and the environment.
- Indicator 2: Apply design elements and principles to create safe, secure, and aesthetic environments for various stages of the life cycle.
- Indicator 3: Compare architectural styles, furniture designs, and floor plans to promote customer and industry satisfaction.
- Indicator 4: Examine impact of living environments on families to establish family harmony.
- Indicator 5: Assess and apply technology related to housing and interior design.
- Indicator 6: Identify the influences of local, state, and federal housing policy issues on the financial and legal aspects of the industry.

Standard 5: Teachers apply concepts related to foods, nutrition, and wellness.

Family and Consumer Sciences Education Teachers:

- Indicator 1: Apply knowledge of food nutrients to promote healthy food selection and meal planning.
- Indicator 2: Analyze global, cultural, and economic influences on food supply nutrition and wellness.
- Indicator 3: Plan, prepare, and serve nutritious foods to maintain individual, family, and community health.
- Indicator 4: Demonstrate safe and sanitary procedures in producing, processing, handling, and storing of food.
- Indicator 5: Integrate mathematical and scientific concepts into the study of foods in order to enhance employability skills.
- Indicator 6: Identify the chemical composition and physical properties of foods to determine dietary functions.

Standard 6: Teachers have the appropriate occupational experience (internship or documented) to enable them to demonstrate competence in family and consumer sciences occupations.

Family and Consumer Sciences Education Teachers:

- Indicator 1: Document evidence of one year's comprehensive work experience relevant to Family and Consumer Sciences completed within four years preceding work experience approval. Work experience is to total 2000 hours acquired in full or part-time work.

OR

Document a supervised work experience/internship of a minimum of 400 hours within Family and Consumer Sciences.

Standard 7: Teachers demonstrate instructional and assessment methods that are appropriate for Family and Consumer Sciences Education programs.

Family and Consumer Sciences Education Teachers:

- Indicator 1: Demonstrate effective methods of instruction in the content area.
- Indicator 2: Demonstrate the Career-Technical Education Instructional Management System, called VoCATS to:
 - a. Develop and administer objective and performance-based assessments for pre-interim and post-instructional use.
 - b. Evaluate and monitor student progress.
 - c. Analyze and use data to determine instructional plans.
 - d. Develop curriculum and instructional materials.
 - e. Use instructional technology to enhance learning.
- Indicator 3: Formulate self-reflection practices to assess progress.
- Indicator 4: Integrate academic core content with workplace-based learning situations.

Indicator 5: Apply methodologies that are appropriate for the grade level (middle school and/or high school).

Indicator 6: Employ strategies that meet the needs of diverse learner populations.

Standard 8: Teachers coordinate Family, Career, and Community Leaders of America (FCCLA), the career-technical student organization, according to State and National Guidelines.

Family and Consumer Sciences Education Teachers:

Indicator 1: Link leadership activities, award programs, and competitive events to the curriculum.

Indicator 2: Encourage and support student involvement in FCCLA.

- a. Recruit and retain members from diverse populations.
- b. Inform students about the leadership, career, and personal development opportunities in FCCLA.
- c. Ensure that members share responsibilities and participate in all aspects of the FCCLA and competitive events.

Indicator 3: Manage an effective FCCLA.

- a. Identify the history and mission of the FCCLA.
- b. Formulate a chapter leadership plan that includes a constitution and bylaws.
- c. Develop a challenging program of work and conduct well-planned, regularly scheduled meetings.
- d. Establish and manage a budget and secure financing to support chapter activities.
- e. Develop and maintain school and community support.
- f. Maintain equipment and records.
- g. Ensure that members have access to leadership and other opportunities, including training and guidance

Indicator 4: Identify and describe the process for establishing a chapter of FCCLA as an integral part of the family and consumer sciences education program.

Indicator 5: Apply teacher/student roles in principles, concepts, and activities needed for effectively managing and evaluating FCCLA chapters.

Indicator 6: Integrate FCCLA competitive events into curriculum planning and instruction as a tool for reinforcing learning.

Standard 9: Teachers use strategies that facilitate student development of workplace knowledge and skills.

Family and Consumer Sciences Education Teachers:

Indicator 1: Implement and manage work-based learning experiences including apprenticeships, cooperative education, internships, school-based enterprises, job shadowing, community and service learning, field trips, and business ownership.

- Indicator 2: Develop collaborative working relationships with business and industry.
- Indicator 3: Identify legal, ethical, and safety issues in the workplace.
- Indicator 4: Develop employability skills appropriate to Career-Technical Education, including teamwork, information technology skills, problem solving, decision-making, goal setting, and self-management.

Standard 10: Teachers integrate career development into the program, including career planning and readiness.

Family and Consumer Sciences Education Teachers:

- Indicator 1: Develop student career decision-making.
- Indicator 2: Identify demands and responsibilities that are part of balancing work, family, and life goals.
- Indicator 3: Describe career pathways and use them to develop career plans reflecting graduation requirements.
- Indicator 4: Identify continuing changes in gender roles and non-traditional career opportunities.
- Indicator 5: Facilitate student development of self-awareness, including:
- a. Understanding relationships between personal qualities, education and training, and employment.
 - b. Developing confidence, character, leadership abilities, and teamwork skills.
- Indicator 6: Motivate students through real world connections.
- Indicator 7: Research career opportunities, employment trends, and industry standards to assist students in making career decisions.
- Indicator 8: Demonstrate the relationship between academic core content and experiences at work, home, and in the community.

Standard 11: Teachers are committed to professional development.

Family and Consumer Sciences Education Teachers:

- Indicator 1: Participate in professional organizations for Career-Technical Education.
- Indicator 2: Create a program that reflects a changing workplace.
- Indicator 3: Engage in continual learning through formal and informal channels.
- Indicator 4: Integrate information technologies to enhance instruction.
- Indicator 5: Describe the historical significance of Career-Technical Education.

Indicator 6: Interpret laws, regulations, and procedures that impact Career-Technical Education.

Standard 12: Teachers conduct successful Family and Consumer Sciences Education Programs.

Family and Consumer Sciences Education Teachers:

- Indicator 1: Maintain positive public relations within the community.
- Indicator 2: Establish, manage, and maintain an active advisory committee including community leaders.
- Indicator 3: Establish and manage appropriate budgets and secure financing from local, state, and federal resources for classroom supplies, student organizations, and program equipment.
- Indicator 4: Develop a marketing/promotion program that will recruit and maintain enrollment.
- Indicator 5: Develop a program that promotes safety as identified by OSHA guidelines.
- Indicator 6: Design, manage, and maintain instructional laboratories.
- Indicator 7: Use appropriate data from employment follow-up, community trends, and assessments to update program.
- Indicator 8: Work collaboratively with other teachers in the school for relevant integration.

Standard 13: Child Care Teachers understand and apply concepts related to the child care services industry.

Family and Consumer Sciences Education Teachers:

- Indicator 1: Describe and analyze characteristics and personal qualities required for successful employment in the child care services industry.
- Indicator 2: Demonstrate, use, and maintain safety and wellness standards related to the child care services industry.
- Indicator 3: Demonstrate knowledge of developmental stages including physical, social, intellectual, psychological, and emotional characteristics of human development.
- Indicator 4: Demonstrate developmentally appropriate practices and skills for working with children.
- Indicator 5: Demonstrate awareness of public policies affecting child care services.
- Indicator 6: Illustrate skill in working with diverse populations including handicaps, cultural uniqueness, learning styles, etc.
- Indicator 7: Demonstrate and use skills for management and entrepreneurship in the child care services industry.
- Indicator 8: Develop and implement a FCCLA program that includes work-based learning.

Standard 14: Clothing/Interior Design Teachers understand and apply concepts related to the clothing/interior technology industry.

Family and Consumer Sciences Education Teachers:

- Indicator 1: Describe and analyze characteristics and personal qualities required for successful employment in the clothing/interior technology industry.
- Indicator 2: Demonstrate, use, and maintain safety standards related to the clothing/interior technology industry.
- Indicator 3: Demonstrate general procedures for business profitability and career success, including customer service, entrepreneurship, management, and merchandising skills.
- Indicator 4: Demonstrate design ideas through visual presentation.
- Indicator 5: Determine the effects that principles and elements of design have on aesthetics and function.
- Indicator 6: Use current technology to produce computer-aided design.
- Indicator 7: Evaluate fibers, textiles, and products in meeting specific design ideas.
- Indicator 8: Interpret factors impacting consumer decisions regarding choices in clothing, housing, furnishings, and materials.
- Indicator 9: Demonstrate construction skills needed to produce, alter, or repair textile products and clothing.
- Indicator 10: Demonstrate the use, maintenance, and safety standards of the sewing machine, Serger, embroidery machine, and small equipment.
- Indicator 11: Demonstrate blueprint reading and space planning required for housing, interiors, and furnishings industry.
- Indicator 12: Produce residential and non-residential architectural drawings.
- Indicator 13: Analyze influences on architectural and furniture design and development.
- Indicator 14: Develop and implement a FCCLA program that includes work-based learning.

Standard 15: Food /Culinary Teachers understand and apply concepts related to the food industry.

Family and Consumer Sciences Education Teachers:

- Indicator 1: Describe and analyze characteristics and personal qualities required for successful employment in the food industry.
- Indicator 2: Demonstrate, use, and maintain safety and sanitation standards related to the food industry.
- Indicator 3: Apply the knowledge of food nutrients to menu planning and food preparation for general and special diets.

- Indicator 4: Demonstrate, safely use, and maintain food preparation and service tools, utensils, and equipment related to the food industry.
- Indicator 5: Demonstrate knowledge and use of food service terminology and food preparation skills and techniques.
- Indicator 6: Apply knowledge of hospitality service skills.
- Indicator 7: Demonstrate and use skills for management and entrepreneurship in the food industry.
- Indicator 8: Develop and implement a FCCLA program that includes work-based learning.

Standard 16: Human Development Teachers understand and apply concepts related to human development, interactions, and care for various life stages and conditions.

Family and Consumer Sciences Education Teachers:

- Indicator 1: Describe and analyze characteristics and personal qualities required for successful employment in the human services industry.
- Indicator 2: Demonstrate, use, and maintain safety standards related to the human services industry.
- Indicator 3: Demonstrate knowledge of human development as it relates to life stages and interpersonal interaction.
- Indicator 4: Analyze cultural diversity and its impact on interpersonal relationships.
- Indicator 5: Demonstrate communication techniques on managing conflict, stress, and business relationships.
- Indicator 6: Develop techniques for examining crisis situations and devising resolution options.
- Indicator 7: Evaluate the role of community service and networking in human services.
- Indicator 8: Analyze the needs for the care of people at different stages of development.
- Indicator 9: Develop an awareness of needs for individuals with specific handicaps and illnesses.
- Indicator 10: Develop and implement a FCCLA program that includes work-based learning.

STANDARDS FOR HEALTH OCCUPATIONS EDUCATION TEACHERS

Introduction

Standards for *Health Occupations Education* are acquired by applicants who have a current license, certification, or registration by a national and/or state recognized program-accrediting agency as a health professions practitioner. The preparation program for license, certification, or recognition must require at least two years of formal education and the person must have completed two years of related work experience. The person may then begin the Standards for *Health Occupations Education*.

Health Occupations Education standards are correlated with the Core Standards for teachers in North Carolina and reflect those practices and knowledge that are unique to Health Occupations Education teachers. These standards are aligned with the North Carolina Standard Course of Study, The National Health Care Standards, and the standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Educational Technology Standards (NETS). The standards describe what beginning *Health Occupations Education* teachers in North Carolina should know and be able to do. The standards are organized to reflect the Core Standards developed by the NC Professional Teaching Standards Commission.

Standards and Indicators Health Occupations Education

Standard 1: Teachers demonstrate knowledge of wellness and fundamentals of disease prevention to promote healthy behaviors.

Health Occupations Education Teachers:

- Indicator 1: Demonstrate knowledge in wellness and the prevention of disease.
- a. Preventive health behaviors.
 - b. Wellness strategies.
 - c. Warning signs and the importance of early detection.
 - d. Concepts of health and wellness related to each phase of the life span.
- Indicator 2: Identify human needs according to Maslow's Hierarchy of Human Needs.
- Indicator 3: Explain the relationship between nutrition, disease, and quality of life.
- Indicator 4: Evaluate health-related social issues, such as access to health care and organ donation.
- Indicator 5: Analyze risk factors and consequences of unhealthy behavior.
- Indicator 6: Promote healthy behaviors and wellness strategies, products, information, and services.
- Indicator 7: Evaluate information and products as related to traditional alternative health care.

Standard 2: Teachers understand the role of health care workers and the function of diagnostic, therapeutic, informational, and environmental systems of health care.

Health Occupations Education Teachers:

- Indicator 1: Demonstrate knowledge of the health care delivery system and their integration including diagnostic, therapeutic, informational, and environmental systems.
- Indicator 2: Demonstrate the skills necessary for a multi-competent health care worker and those necessary to monitor status during diagnostic and therapeutic procedures.
- a. Describe technology and equipment used in the delivery of health care.
 - b. Select and use appropriate equipment in the delivery of health care.
 - c. Recognize malfunctions of health care equipment.
 - d. Assess and monitor client status and accurately measure, record, and interpret vital signs.
 - e. Assess client nutrition and hygiene.
- Indicator 3: Effectively communicate health care procedures, therapies, and information with clients.
- a. Demonstrate skills associated with activities of daily living and care.
 - b. Determine use of appropriate protocols for the collection and dissemination of client health care data.
 - c. Explain use of technology for the collection and dissemination of client health

care.

Standard 3: Teachers use his or her professional work experience in the health care delivery system to help prepare students for successful careers in the health care system.

Health Occupations Education Teachers:

Indicator 1: Demonstrate knowledge of the characteristics of health care professionals.

- a. Demonstrate technical skills and preparation necessary to gain employment in the health care industry.
- b. Discuss career options available and the post-secondary education required.
- c. Relate the demands and responsibility of health care professionals.
- d. Discuss the role of multiple health care environments and their integrated relationships.
- e. Describe the importance of interpersonal and social skills in the workplace.
- f. Explain the benefits of work-based learning opportunities in health care.

Indicator 2: Prepare students for entry-level employment and/or certification in appropriate health care areas

- a. Identify professional characteristics of health care providers.
- b. Demonstrate the procedures necessary to seek, secure, and maintain employment including productive work habits (punctuality, attendance, and time management).
- c. Predict the impact of career choices on personal lifestyle.
- d. Guide students to set realistic career and educational goals based on personal interest and aptitudes.
- e. Develop strategies to anticipate and adapt to changing employment conditions.
- f. Identify new and emerging careers in health care.
- g. Demonstrate adherence to child labor laws.

Standard 4: Teachers understand the ethical and legal responsibilities of health care workers.

Health Occupations Education Teachers:

Indicator 1: Demonstrate knowledge of ethical behavior standards and legal responsibilities of health care professionals.

- a. Relate malpractice, negligence, and liability issues to health care.
- b. Discuss the importance of leadership and civic responsibilities.
- c. Discuss the impact that age, culture, and religion may have on the clients' view of health care.
- d. Communicate the importance and necessity of confidentiality as it relates to health care.
- e. Discuss the legal requirements and scope of practice of health care workers.
- f. Model ethical behavior.

Indicator 2: Identify clients' rights and health care options.

- a. Comply with and enforce the protocol and legal requirements of the health care industry within a designated scope of practice.

- b. Identify and discuss issues related to professional liability.
- c. Describe the effects of unethical practices on consumers.
- d. Analyze issues related to malpractice, negligence, and liability.
- e. Identify circumstances that affect clients' rights.
- f. Analyze issues related to death and dying.

Standard 5: Teachers understand the importance of developing partnerships with parents/guardians, industry, educational institutions, and the community to enhance student learning and to strengthen the Health Occupations Education program.

Health Occupations Education Teachers:

- Indicator 1: Establish partnerships with parents/guardians, industry, education, and the community to enhance teaching and learning.
- Indicator 2: Develop and maintain partnerships to provide quality work-based learning opportunities and to prepare students for the transition from secondary to post-secondary education.
- Indicator 3: Develop use of community resources for student benefit.
- Indicator 4: Develop and implement processes to involve parents/guardians in student learning and career development.
- Indicator 5: Involve community health care professionals in the formal instruction of students.

Standard 6: Teacher is proficient in the academic subjects needed to teach the Standard Course of Study.

Health Occupations Education Teachers:

- Indicator 1: Integrate mathematics, science, English language arts, and social studies with Health Occupations.
 - a. Relate major trends in the history of health care and its impact on society.
 - b. Discuss contributions and impact of technological advances on health care.
- Indicator 2: Demonstrate safe and responsible practices in laboratory investigations and fieldwork.
 - a. Interpret and analyze scientific and technical data related to health care.
 - b. Plan and implement appropriate investigative procedures, including asking questions, formulating testable hypothesis, and selecting equipment and technology.
 - c. Collect data by measurement and observation.
 - d. Organize, analyze, evaluate, make inferences, and predict trends from data.
 - e. Communicate valid conclusions.
 - f. Analyze, review, and critique hypothesis and theories using scientific evidence and information.
 - g. Make responsible choices in selecting health care and personal use products and services using scientific information.

Standard 7: Teachers demonstrate instructional and assessment methods that are appropriate for Health Occupations Education programs.

Health Occupations Education Teachers:

- Indicator 1: Demonstrate effective methods of instruction in the content area.
- Indicator 2: Demonstrate the Career-Technical Education Instructional Management System, called VoCATS to:
- a. Develop and administer objective and performance-based assessments for pre-interim and post-instructional use.
 - b. Evaluate and monitor student progress.
 - c. Analyze and use data to determine instructional plans.
 - d. Develop curriculum and instructional materials.
 - e. Use instructional technology to enhance learning.
- Indicator 3: Formulate self-reflection practices to assess progress.
- Indicator 4: Integrate academic core content with workplace-based learning situations.
- Indicator 5: Apply methodologies that are appropriate for the grade level (middle school and/or high school).
- Indicator 6: Employ strategies that meet the needs of diverse learner populations.

Standard 8: Teachers coordinate the Health Occupation Students of America (HOSA), the career-technical student organization, according to state and national guidelines.

Health Occupations Education Teachers:

- Indicator 1: Link leadership activities, award programs, and competitive events to the curriculum.
- Indicator 2: Encourage and support student involvement in HOSA.
- a. Recruit and retain members from diverse populations.
 - b. Inform students about the leadership, career, and personal development opportunities in HOSA.
 - c. Ensure that members share responsibilities and participate in all aspects of the HOSA and competitive events.
- Indicator 3: Manage an effective HOSA.
- a. Identify the history and mission of the HOSA.
 - b. Formulate a chapter leadership plan that includes a constitution and bylaws.
 - c. Develop a challenging program of work and conduct well-planned, regularly scheduled meetings.
 - d. Establish and manage a budget and secure financing to support chapter activities.
 - e. Develop and maintain school and community support.
 - f. Maintain equipment and records.
 - g. Ensure that members have access to leadership and other opportunities, including training and guidance.

- Indicator 4: Identify and describe the process for establishing a chapter of HOSA as an integral part of the Health Occupations Education program.
- Indicator 5: Apply teacher/student roles in principles, concepts, and activities needed for effectively managing and evaluating HOSA chapters.
- Indicator 6: Integrate HOSA competitive events into curriculum planning and instruction as a tool for reinforcing learning.

Standard 9: Teachers use strategies that facilitate student development of workplace knowledge and skills.

Health Occupations Education Teachers:

- Indicator 1: Implement and manage work-based learning experiences including apprenticeships, cooperative education, internships, school-based enterprises, job shadowing, community and service learning, field trips, and business ownership.
- Indicator 2: Develop collaborative working relationships with business and industry.
- Indicator 3: Identify legal, ethical, and safety issues in the workplace.
- Indicator 4: Develop employability skills appropriate to Career-Technical Education, including teamwork, information technology skills, problem solving, decision-making, goal setting, and self-management.

Standard 10: Teachers integrate career development into the program, including career planning and readiness.

Health Occupations Education Teachers:

- Indicator 1: Develop student career decision-making.
- Indicator 2: Identify demands and responsibilities that are part of balancing work, family, and life goals.
- Indicator 3: Describe career pathways and use them to develop career plans reflecting graduation requirements.
- Indicator 4: Identify continuing changes in gender roles and non-traditional career opportunities.
- Indicator 5: Facilitate student development of self-awareness, including:
- a. Understanding relationships between personal qualities, education and training, and employment.
 - b. Developing confidence, character, leadership abilities, and teamwork skills.
- Indicator 6: Motivate students through real world connections.

Indicator 7: Research career opportunities, employment trends, and industry standards to assist students in making career decisions.

Indicator 8: Demonstrate the relationship between academic core content and experiences at work, home, and in the community.

Standard 11: Teachers are committed to professional development.

Health Occupations Education Teachers:

Indicator 1: Participate in professional organizations for Career-Technical Education.

Indicator 2: Create a program that reflects a changing workplace.

Indicator 3: Engage in continual learning through formal and informal channels.

Indicator 4: Integrate information technologies to enhance instruction.

Indicator 5: Describe the historical significance of Career-Technical Education.

Indicator 6: Interpret laws, regulations, and procedures that impact Career-Technical Education.

Standard 12: Teachers conduct successful Health Occupations Education Programs.

Health Occupations Education Teachers:

Indicator 1: Maintain positive public relations within the community.

Indicator 2: Establish, manage, and maintain an active advisory committee including community leaders.

Indicator 3: Establish and manage appropriate budgets and secure financing from local, state, and federal resources for classroom supplies, student organizations, and program equipment.

Indicator 4: Develop a marketing/promotion program that will recruit and maintain enrollment.

Indicator 5: Develop a program that promotes safety as identified by OSHA guidelines.

Indicator 6: Design, manage, and maintain instructional laboratories.

Indicator 7: Use appropriate data from employment follow-up, community trends, and assessments to update program.

Indicator 8: Work collaboratively with other teachers in the school for relevant integration.

STANDARDS FOR MARKETING EDUCATION TEACHERS

Introduction

Marketing Education standards are correlated with the Core Standards for teachers in North Carolina and reflect those practices and knowledge that are unique to Marketing Education teachers. These standards are aligned with the North Carolina Standard Course of Study, the National Marketing Education Standards, the standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Education Technology Standards (NETS). The standards describe what beginning *Marketing Education* teachers in North Carolina should know and be able to do. The standards are organized to reflect the Core Standards developed by the NC Professional Teaching Standards Commission.

Standards and Indicators Marketing Education

Standard 1: Teachers demonstrate general knowledge in a broad range of business principles and applications essential to effective performance in marketing careers.

Marketing Education Teachers:

Indicator 1: Demonstrate knowledge of the major concepts in the following:

- a. Economics.
- b. Emerging Technologies.
- c. Business Ethics and Interpersonal Skills.
- d. International/Multinational Business.
- e. Statistical Computations.

Indicator 2: Demonstrate specific knowledge of the following:

- a. Accounting.
- b. Business Communication.
- c. Business Law.
- d. Entrepreneurship.
- e. Finance.
- f. Information Technology Systems.
- g. Management.
- h. Marketing.

Standard 2: Teachers have appropriate occupational experience (internship or documented) to enable them to demonstrate competence in marketing occupations.

Marketing Education Teachers:

Indicator 1: Document evidence of one year's comprehensive work experience relevant to marketing completed within four years preceding work experience approval. Work experience is to total 2000 hours acquired in full or part-time work.

OR

Document a supervised work experience/internship of a minimum of 400 hours within Marketing.

Standard 3: Teachers demonstrate technical competence in specific marketing principles and applications.

Marketing Education Teachers:

Indicator 1: Demonstrate technical competency in business management and entrepreneurship.

- a. Identify ways that technology impacts business.

- b. Explain the nature of marketing strategies.
- c. Demonstrate leadership characteristics.
- d. Monitor variables associated with business risks.
- e. Demonstrate procedures for controlling a business' fiscal activities.
- f. Identify potential business ventures based on community, market, and opportunity analysis.
- g. Understand fundamental business, management, and entrepreneurial concepts that affect business decision making.

Indicator 2: Demonstrate technical competency in communication and interpersonal skills.

- a. Communicate clearly and concisely in writing.
- b. Use appropriate technology to facilitate business and marketing communications.
- c. Make decisions.
- d. Work collegially and collaboratively with others.
- e. Demonstrate interpersonal skills in team working relationships.
- f. Apply interpersonal skills to develop good customer/employee relations.
- g. Understand concepts, strategies, and systems needed to interact effectively with others.

Indicator 3: Demonstrate technical competency in economics.

- a. Explain the concept of economic resources.
- b. Interpret the impact of supply and demand on price.
- c. Identify factors affecting business profits.
- d. Determine factors affecting business risk.
- e. Explain the concept of productivity.
- f. Evaluate the influences on a nation's ability to trade.
- g. Understand the economic principles and concepts fundamental to marketing.

Indicator 4: Demonstrate technical competency in finance.

- a. Prepare, analyze, and interpret budgets.
- b. Identify and describe financial sources.
- c. Analyze and evaluate the role of credit.
- d. Analyze the influences saving and investing have on economic growth.
- e. Understand concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.

Standard 4: Teachers demonstrate technical competence in specific marketing principles and applications.

Marketing Education Teachers:

Indicator 1: Demonstrate technical competency in distribution utilizing concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.

- a. Explain the relationship between customer service and distribution.
- b. Select distribution channels and channel members.

Indicator 2: Demonstrate technical competency in marketing information management accessing, gathering, synthesizing, evaluating, and disseminating information for use in making business decisions.

- a. Determine the need for marketing information.
 - b. Analyze the environments in which businesses operate.
 - c. Demonstrate procedures for gathering marketing information using technology.
- Indicator 3: Demonstrate technical competency in pricing utilizing appropriate concepts and strategies in determining and adjusting prices to maximize return and meet customers' perceptions of value.
 - a. Determine pricing objectives, policies, and strategies.
 - b. Use technology to assist in setting prices.
- Indicator 4: Demonstrate technical competency in product/service management utilizing appropriate concepts and processes to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
 - a. Plan a product/service mix.
 - b. Analyze product-liability risk.
 - c. Select materials/products/services to purchase.
 - d. Describe factors used by marketers to position products/businesses.
- Indicator 5: Demonstrate technical competency in promotion communicating information about products, services, images, and/or ideas to achieve a desired outcome.
 - a. Explain the communication process used in promotion.
 - b. Write promotional messages that appeal to targeted markets.
 - c. Utilize publicity.
 - d. Develop a promotional plan.
- Indicator 6: Demonstrate technical competency in selling by determining client needs and wants and responding through planned, personalized communication that influences purchasing decisions and enhances future business opportunities.
 - a. Develop an understanding of customers/clients.
 - b. Utilize selling techniques to aid customers/clients in making buying decisions.
 - c. Determine/minimize risks in selling to a customer.
 - d. Utilize strategies to build and maintain a clientele.

| |
|---|
| Standard 5: Teachers demonstrate instructional and assessment methods that are appropriate for Marketing Education programs. |
|---|

Marketing Education Teachers:

- Indicator 1: Demonstrate effective methods of instruction in the content area.
- Indicator 2: Demonstrate the Career-Technical Education Instructional Management System, which is called VoCATS to:
 - a. Develop and administer objective-and performance-based assessments for pre-interim and post-instructional use.
 - b. Evaluate and monitor student progress.
 - c. Analyze and use data to determine instructional plans.
 - d. Develop curriculum and instructional materials.
 - e. Use instructional technology to enhance learning.

- Indicator 3: Formulate self-reflection practices to assess progress.
- Indicator 4: Integrate academic core content with workplace-based learning situations.
- Indicator 5: Apply methodologies that are appropriate for the grade level (middle school and/or high school).
- Indicator 6: Employ strategies that meet the needs of diverse learner populations.

Standard 6: Teachers coordinate DECA--An Association of Marketing Students, the career-technical student organization, according to State and National Guidelines.

Marketing Education Teachers:

- Indicator 1: Link leadership activities, award programs, and competitive events to the curriculum.
- Indicator 2: Encourage and support student involvement in DECA.
- a. Recruit and retain members from diverse populations.
 - b. Inform students about the leadership, career, and personal development opportunities in DECA.
 - c. Ensure that members share responsibilities and participate in all aspects of the DECA chapter and competitive events.
- Indicator 3: Manage an effective DECA chapter.
- a. Identify the history and mission of DECA.
 - b. Formulate a chapter leadership plan that includes a constitution and bylaws.
 - c. Develop a challenging program of work and conduct well-planned, regularly scheduled meetings.
 - d. Establish and manage a budget and secure financing to support chapter activities.
 - e. Develop and maintain school and community support.
 - f. Maintain equipment and records.
 - g. Ensure that members have access to leadership and other opportunities, including training and guidance.
- Indicator 4: Identify and describe the process for establishing a chapter of DECA as an integral part of the marketing education program.
- Indicator 5: Apply teacher/student roles in principles, concepts, and activities needed for effectively managing and evaluating DECA chapters.
- Indicator 6: Integrate DECA competitive events into curriculum planning and instruction as a tool for reinforcing learning.

Standard 7: Teachers use strategies that facilitate student development of workplace knowledge and skills.

Marketing Education Teachers:

- Indicator 1: Implement and manage work-based learning experiences including apprenticeships, cooperative education, internships, school-based enterprises, job shadowing, community and service learning, field trips, and business ownership.
- Indicator 2: Develop collaborative, working relationships with business and industry.
- Indicator 3: Identify legal, ethical, and safety issues in the workplace.
- Indicator 4: Develop employability skills appropriate to Career-Technical Education, including teamwork, information technology skills, problem solving, decision-making, goal setting, and self-management.

Standard 8: Teachers integrate career development into the program, including career planning and readiness.

Marketing Education Teachers:

- Indicator 1: Develop student career decision-making.
- Indicator 2: Identify demands and responsibilities that are part of balancing work, family, and life goals.
- Indicator 3: Describe career pathways and use them to develop career plans reflecting graduation requirements.
- Indicator 4: Identify continuing changes in gender roles and non-traditional career opportunities.
- Indicator 5: Facilitate student development of self-awareness, including:
- a. Understanding relationships between personal qualities, education and training, and employment.
 - b. Developing confidence, character, leadership abilities, and teamwork skills.
- Indicator 6: Motivate students through real world connections.
- Indicator 7: Research career opportunities, employment trends, and industry standards to assist students in making career decisions.
- Indicator 8: Demonstrate the relationship between academic core content and experiences at work, home, and in the community.

Standard 9: Teachers are committed to professional development.

Marketing Education Teachers:

- Indicator 1: Participate in professional organizations for Career-Technical Education.
- Indicator 2: Create a program that reflects a changing workplace.
- Indicator 3: Engage in continual learning through formal and informal channels.

- Indicator 4: Integrate information technologies to enhance instruction.
- Indicator 5: Describe the historical significance of Career-Technical Education.
- Indicator 6: Interpret laws, regulations, and procedures that impact Career-Technical Education.

Standard 10: Teachers conduct successful Marketing Education Programs.

Marketing Education Teachers:

- Indicator 1: Maintain positive public relations within the community.
- Indicator 2: Establish, manage, and maintain an active advisory committee including community leaders.
- Indicator 3: Establish and manage appropriate budgets and secure financing from local, state, and federal resources for classroom supplies, student organizations, and develop a marketing/promotion program that will recruit and maintain enrollment.
- Indicator 5: Develop a program that promotes safety as identified by OSHA guidelines.
- Indicator 6: Design, manage, and maintain instructional laboratories.
- Indicator 7: Use appropriate data from employment follow-up, community trends, and assessments to update the program.
- Indicator 8: Work collaboratively with other teachers in the school for relevant integration.

STANDARDS FOR TECHNOLOGY EDUCATION TEACHERS

Introduction

Technology Education standards are correlated with the Core Standards for teachers in North Carolina and reflect those practices and knowledge that are unique to Technology Education teachers. These standards are aligned with the North Carolina Standard Course of Study, the *Standards for Technology Literacy: Content for the Study of Technology*, the standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Educational Technology Standards (NETS). The standards describe what beginning *Technology Education* teachers in North Carolina should know and be able to do. The standards are organized to reflect the Core Standards developed by the NC Professional Teaching Standards Commission.

Standards and Indicators Technology Education

Standard 1: Teachers possess knowledge and abilities in Technology Education.

Technology Education Teachers:

- Indicator 1: Comprehend the characteristics and nature of technology, as well as, the core concepts associated with technological literacy.
- Indicator 2: Demonstrate how the use of technology affects society and the environment, how society influences the development of technology, and how technology has changed and evolved over the course of human history.
- Indicator 3: Apply the processes of design, invention and innovation, troubleshooting, and problem solving in the development of technological systems.
- Indicator 4: Analyze, assess, and modify technological systems based on established criteria.
- Indicator 5: Describe the key components of and relationships between medical, energy and power, information and communication, transportation, manufacturing, construction, and agricultural and related biotechnologies as part of the designed world.

Standard 2: Teachers design, implement, and evaluate curricula.

Technology Education Teachers:

- Indicator 1: Participate in long-term planning to develop an articulated technology education curriculum across multiple grade levels with input from stakeholders
- Indicator 2: Explain the meaning of technology and technological literacy.
- Indicator 3: Develop curricula and instructional materials that enable students to learn the knowledge base and practices of technology.
- Indicator 4: Develop curricula based on, or informed by, multiple sources of information and research.

Standard 3: Teachers use a variety of research-based instructional strategies that enhance the teaching and learning process.

Technology Education Teachers:

- Indicator 1: Develop instruction based on a teaching philosophy that is consistent with the Standards for Technological Literacy.
- Indicator 2: Use instructional aids, tools, and materials that maximize student learning and problem solving in technology.

Indicator 3: Describe the historical significance of technology education and the evolution of its philosophy.

Standard 4: Teachers design, create, and manage learning environments and programs that promote technological literacy.

Technology Education Teachers:

Indicator 1: Develop resource-rich learning environments that promote technological problem solving, design, research and development, student-directed, and hands-on learning.

Indicator 2: Maintain a technology classroom and laboratory facility that maximizes instructional effectiveness and accommodates the special needs of students.

Indicator 3: Teach, monitor, and assess safe practices in the technology classroom and provide, thorough documentation of safety, understanding among students.

Indicator 4: Evaluate and modify the overall instructional program for purposes of continuous improvement.

Standard 5: Teachers demonstrate instructional and assessment methods that are appropriate for Technology Education programs.

Technology Education Teachers:

Indicator 1: Demonstrate effective methods of instruction in the content area.

Indicator 2: Demonstrate the CTE VoCATS Instructional Management System to:

- Develop and administer objective and performance-based assessments for pre-interim and post-instructional use.
- Evaluate and monitor student progress.
- Analyze and use data to determine instructional plans.
- Develop curriculum and instructional materials.
- Use instructional technology to enhance learning.

Indicator 3: Formulate self-reflection practices to assess progress.

Indicator 4: Integrate academic core content with workplace-based learning situations.

Indicator 5: Apply methodologies that are appropriate for the grade level (middle school and/or high school).

Indicator 6: Employ strategies that meet the needs of diverse learner populations.

Standard 6: Teachers coordinate the Technology Student Association (TSA), career-technical student organization, according to State and National Guidelines.

Technology Education Teachers:

- Indicator 1: Link leadership activities, award programs, and competitive events to the curriculum.
- Indicator 2: Encourage and support student involvement in TSA.
- a. Recruit and retain members from diverse populations.
 - b. Inform students about the leadership, career, and personal development opportunities in TSA.
 - c. Ensure that members share responsibilities and participate in all aspects of the TSA and competitive events.
- Indicator 3: Manage an effective TSA.
- a. Identify the history and mission of the TSA.
 - b. Formulate a chapter leadership plan that includes a constitution and bylaws.
 - c. Develop a challenging program and conduct well-planned, regularly scheduled meetings.
 - d. Establish and manage a budget and secure financing to support chapter activities.
 - e. Develop and maintain school and community support.
 - f. Maintain equipment and records.
 - g. Ensure that members have access to leadership and other opportunities, including training and guidance
- Indicator 4: Identify and describe the process for establishing a chapter of TSA as an integral part of the technology education program.
- Indicator 5: Apply teacher/student roles in concepts and activities needed for effectively managing and evaluating TSA chapters.
- Indicator 6: Integrate TSA competitive events into curriculum planning and instruction as a tool for reinforcing learning.

Standard 7: Teachers use strategies that facilitate student development of workplace knowledge and skills.

Technology Education Teachers:

- Indicator 1: Implement and manage work-based learning experiences including apprenticeships, cooperative education, internships, school-based enterprises, job shadowing, community and service learning, field trips, and business ownership.
- Indicator 2: Develop collaborative working relationships with business and industry.
- Indicator 3: Identify legal, ethical, and safety issues in the workplace.
- Indicator 4: Develop employability skills appropriate to Career-Technical Education, including teamwork, information technology skills, problem solving, decision-making, goal setting, and self-management.

Standard 8: Teachers integrate career development into the program, including career planning and readiness.

Technology Education Teachers:

- Indicator 1: Develop student career decision-making.
- Indicator 2: Identify demands and responsibilities that are part of balancing work, family, and life goals.
- Indicator 3: Describe career pathways and use them to develop career plans reflecting graduation requirements.
- Indicator 4: Identify continuing changes in gender roles and non-traditional career opportunities.
- Indicator 5: Facilitate student development of self-awareness, including:
 - a. Understanding relationships between personal qualities, education and training, and employment.
 - b. Developing confidence, character, leadership abilities, and teamwork skills.
- Indicator 6: Motivate students through real world connections.
- Indicator 7: Research career opportunities, employment trends, and industry standards to assist students in making career decisions.
- Indicator 8: Demonstrate the relationship between academic core content and experiences at work, home, and in the community.

Standard 9: Teachers are committed to professional development.

Technology Education Teachers:

- Indicator 1: Participate in professional organizations for Career-Technical Education.
- Indicator 2: Create a program that reflects a changing workplace.
- Indicator 3: Engage in continual learning through formal and informal channels.
- Indicator 4: Integrate information technologies to enhance instruction.
- Indicator 5: Describe the historical significance of Career-Technical Education.
- Indicator 6: Interpret laws, regulations, and procedures that impact Career-Technical Education.

Standard 10: Teachers conduct successful Technology Education Programs.

Technology Education Teachers:

- Indicator 1: Maintain positive public relations within the community.
- Indicator 2: Establish, manage, and maintain an active advisory committee including community leaders.

- Indicator 3: Establish and manage appropriate budgets and secure financing from local, state, and federal resources for classroom supplies, student organizations, and program equipment.
- Indicator 4: Develop a marketing/promotion program that will recruit and maintain enrollment.
- Indicator 5: Develop a program that promotes safety as identified by OSHA guidelines.
- Indicator 6: Design, manage, and maintain instructional laboratories.
- Indicator 7: Use appropriate data from employment follow-up, community trends, and assessments to update program.
- Indicator 8: Work collaboratively with other teachers in the school for relevant integration.

STANDARDS FOR TRADE AND INDUSTRIAL EDUCATION TEACHERS

Introduction

Trade and Industrial Education standards are correlated with the Core Standards for teachers in North Carolina and reflect those practices and knowledge that are unique to Trade and Industrial Education teachers. These standards are aligned with the North Carolina Standard Course of Study, the National Association of Industrial and Technical Teacher Educators (NAITTE), the standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC), And the National Education Technology Standards (NOTS). The standards describe what beginning *Trade and Industrial Education* teachers in North Carolina should know and be able to do. The standards are organized to reflect the Core Standards developed by the NC Professional Teaching Standards Commission.

Standards and Indicators Trade and Industrial Education

Standard 1: Teachers demonstrate competence in a specific skilled trade area.

Trade and Industrial Education Teachers:

- Indicator 1: Demonstrate trade area competencies based on industry skill standards.
- Indicator 2: Analyze the factors that influence content and practice within the specific occupational area.
- Indicator 3: Adapt emerging technologies to existing trade and industrial skill standards.
- Indicator 4: Demonstrate the ability to plan a job or activity by identifying the cost, time, equipment, tools, materials, labor, and other factors.

Standard 2: Teachers design and implement an instructional program that prepares students for active participation as citizens and workers within the occupational area.

Trade and Industrial Education Teachers:

- Indicator 1: Provide for the development of manipulative skills and technical knowledge needed for employment in the occupational area.
- Indicator 2: Integrate the academic skills needed to be successful for emerging and current careers within the occupational area.
- Indicator 3: Examine our economic system from both a producer and consumer perspective.
- Indicator 4: Adapt instructional strategies and assessment procedures to accommodate students with special needs, including the development of school-to-adult transition plans.
- Indicator 5: Construct learning experiences that integrate classroom instruction with work-based learning.

Standard 3: Teachers analyze the need for Trade and Industrial Education programs, implement a program according to needs, and develop a means to evaluate program results.

Trade and Industrial Education Teachers:

- Indicator 1: Understand the history, philosophy, and contemporary practices of Trade and Industrial Education.
- Indicator 2: Analyze Trade and Industrial occupations and job trends using the concept of occupational analysis.
- Indicator 3: Teach, monitor, and assess safe practices that conform with state and national safety regulations, and provide documentation of safety understanding among

students.

- Indicator 4: Maintain a Trade and Industrial classroom and laboratory facility that maximizes instructional effectiveness and addresses the needs of all learners.
- Indicator 5: Develop an organizational system for the purpose of effectively managing the instructional and laboratory program, including budgets, materials, tools, equipment, and consumable supplies, as well as, student tasks and activities.
- Indicator 6: Network with trade associations and industries that can serve as a resource for the Trade and Industrial subject being taught.
- Indicator 7: Develop a performance assessment plan based on program and industry standards.
- Indicator 8: Develop training plans and agreements for students in work-based learning.
- Indicator 9: Help students obtain jobs in fields related to the specific trade area.
- Indicator 10: Demonstrate the positive value of the Trade and Industrial Education program to the school and the community.

Standard 4: Teachers engage in a continuous process of professional development in the industry.

Trade and Industrial Education Teachers:

- Indicator 1: Demonstrate competence in the skilled trade area through appropriate, documented occupational experience within the trade.
- Indicator 2: Remain knowledgeable about industry trends that influence practice and employment in the field.

Standard 5: Teachers demonstrate instructional and assessment methods that are appropriate for Career–Technical Education programs.

Trade and Industrial Education Teachers:

- Indicator 1: Use effective methods of instruction in the content area.
- Indicator 2: Demonstrate the CTE VoCATS Instructional Management System to:
 - a. Develop and administer objective and performance-based assessments for pre-interim and post-instructional use.
 - b. Evaluate and monitor student progress.
 - c. Analyze and use data to determine instructional plans.
 - d. Develop curriculum and instructional materials.
 - e. Use instructional technology to enhance learning.
- Indicator 3: Formulate self-reflection practices to assess progress.
- Indicator 4: Integrate academic core content with workplace-based learning situations.
- Indicator 5: Apply methodologies that are appropriate for the grade level (middle school

and/or high school).

Indicator 6: Employ strategies that meet the needs of diverse learner populations.

Standard 6: Teachers coordinate SkillsUSA, the career-technical student organization, according to State and National Guidelines.

Trade and Industrial Education Teachers:

Indicator 1: Link leadership activities, award programs, and competitive events to the curriculum.

Indicator 2: Encourage and support student involvement in SkillsUSA.

- a. Recruit and retain members from diverse populations.
- b. Inform students about the leadership, career, and personal development opportunities in SkillsUSA.
- c. Ensure that members share responsibilities and participate in all aspects of the SkillsUSA Chapter and competitive events.

Indicator 3: Manage an effective SkillsUSA Chapter.

- a. Identify the history and mission of SkillsUSA.
- b. Formulate a chapter leadership plan that includes a constitution and bylaws.
- c. Develop a challenging program of work and conduct well-planned, regularly scheduled meetings.
- d. Establish and manage a budget and secure financing to support chapter activities.
- e. Develop and maintain school and community support.
- f. Maintain equipment and records.
- g. Ensure that members have access to leadership and other opportunities, including training and guidance.

Indicator 4: Identify and describe the process for establishing a SkillsUSA Chapter as an integral part of the Trade and Industrial Education program.

Indicator 5: Apply teacher/student roles in principles, concepts, and activities needed for effectively managing and evaluating SkillsUSA chapters.

Indicator 6: Integrate SkillsUSA competitive events into curriculum planning and instruction as a tool for reinforcing learning.

Standard 7: Teachers use strategies that facilitate student development of workplace knowledge and skills.

Trade and Industrial Education Teachers:

Indicator 1: Implement and manage work-based learning experiences including apprenticeships, cooperative education, internships, school-based enterprises, job shadowing, community and service learning, field trips, and business ownership.

Indicator 2: Develop collaborative working relationships with business and industry.

Indicator 3: Identify legal, ethical, and safety issues in the workplace.

Indicator 4: Develop employability skills appropriate to Career-Technical Education, including teamwork, information technology skills, problem-solving, decision-making, goal setting, and self-management.

Standard 8: Teachers integrate career development into the program, including career planning and readiness.

Trade and Industrial Education Teachers:

Indicator 1: Develop student career decision-making.

Indicator 2: Identify demands and responsibilities that are part of balancing work, family, and life goals.

Indicator 3: Describe career pathways and use them to develop career plans reflecting graduation requirements.

Indicator 4: Identify continuing changes in gender roles and non-traditional career opportunities.

Indicator 5: Facilitate student development of self-awareness, including:

- a. Understanding relationships between personal qualities, education and training, and employment.
- b. Developing confidence, character, leadership abilities, and teamwork skills.

Indicator 6: Motivate students through real world connections.

Indicator 7: Research career opportunities, employment trends, and industry standards to assist students in making career decisions.

Indicator 8: Demonstrate the relationship between academic core content and experiences at work, home, and in the community.

Standard 9: Teachers are committed to professional development.

Trade and Industrial Education Teachers:

Indicator 1: Participate in professional organizations for Career-Technical Education.

Indicator 2: Create a program that reflects a changing workplace.

Indicator 3: Engage in continual learning through formal and informal channels.

Indicator 4: Integrate instructional technologies to enhance instruction.

Indicator 5: Describe the historical significance of Career-Technical Education.

Indicator 6: Interpret laws, regulations, and procedures that impact Career-Technical Education.

| |
|---|
| Standard 10: Teachers conduct successful Trade and Industrial Education programs. |
|---|

Trade and Industrial Education Teachers:

- Indicator 1: Maintain positive public relations within the community.
- Indicator 2: Establish, manage, and maintain an active advisory committee including community leaders.
- Indicator 3: Establish and manage appropriate budgets and secure financing from local, state, and federal resources for classroom supplies, student organizations, and program equipment.
- Indicator 4: Develop a marketing/promotion program that will recruit and maintain program enrollment.
- Indicator 5: Develop a program that promotes safety as identified by OSHA guidelines.
- Indicator 6: Design, manage, and maintain instructional laboratories.
- Indicator 7: Use appropriate data from employment follow-up, community trends, and assessments to update program.
- Indicator 8: Work collaboratively with other teachers in the school for relevant integration.

Standards for Educational Leaders (Principals, Superintendents, Curriculum Directors, and Supervisors)

Introduction

These Standards and Indicators were adapted from the Educational Leadership Constituencies Council (ELCC) and the National Policy Board for Educational Administration as approved by the National Council for the Accreditation of Teacher Education (NCATE) in January of 2002. The ELCC Standards were developed to assist current and future school administrators meet the changing demands of society and schooling. The ELCC Standards were developed from the well-known ISLLC (Interstate Leaders Licensure Consortium) Standards.

The standards address the need to prepare educational leaders who value and are committed to educating all students to become successful adults. Each educational leader is responsible for creating and articulating a vision of high standards for learning within the school or district that can be shared by all employees and is supported by the broader school community of parents and citizens. This requires that educational leaders be willing to examine their own assumptions, beliefs, and practices; understand and apply research; and foster a climate of continuous improvement among all members of the educational staff. Such educational leaders will commit themselves to high levels of personal and organizational performance in order to ensure implementation of this vision of learning.

The standards address the need for educational leaders to position teaching and learning at the focal point of schools. Educational leaders are responsible for ensuring that decisions about curriculum, instructional strategies (including instructional technology), assessment, and professional development are based on sound research, best practice, school and district data, and other contextual information and that observation and collaboration are used to design meaningful and effective experiences that improve student achievement. Educational leaders must capitalize on diversity to create a school culture that promotes respect and success for all students. All members of the school community should have confidence in the integrity of the decision-making process for school improvement and the appropriateness of that process, thus ensuring dignity and respect for all. Successful educational leaders must be able to identify, clarify, and address barriers to student learning and communicate the importance of developing learning strategies for diverse populations. In addition, this standard requires that educational leaders be learners who model and encourage life-long learning. They should establish a culture of high expectations for themselves, their students, and their staff. Candidates preparing to lead schools or districts must be able to assess the culture and climate on a regular basis. They must also understand the importance of supervision and be able and willing to evaluate teacher and staff performance using a variety of supervisory models.

The standards address the need to enhance student learning through effective, efficient, and equitable utilization of resources. Educational leaders must use their knowledge of organizations to create a learning environment conducive to the success of all students. Proper allocation of resources such as personnel, facilities, and technology are essential to creating an effective learning environment. Resource management decisions should give priority to teaching, student achievement, and student development. Also, operational procedures and policies must be established to maintain school safety and security and to strengthen the academic environment. All management decisions, including those regarding human resources, fiscal operations, facilities, legal issues, time management, scheduling, technology, and equipment, should be based on sound organizational practice. Educational leaders must monitor and evaluate operational systems to ensure that they enhance student learning and reflect the school and

district's accountability to the community. Skills in job analysis, supervision, recruitment, selection, professional development, and appraisal of staff positions, as well as an understanding of relevant collective bargaining agreements, strengthen the ability to use personnel resources. Effective educational leaders define job roles, assign tasks, delegate appropriately, and require accountability. They also actively seek additional sources of financial, human, and physical support. They involve stakeholders to ensure that management and operational decisions take into consideration the needs of multiple constituencies while at the same time focusing the entire community on student achievement as the ultimate goal. To include stakeholders in management designs, educational leaders must be competent in conflict resolution, consensus building, group processes, and effective communication.

The standards address the fact that cooperation among schools, the district, and the larger community is essential to the success of educational leaders and students. Educational leaders must see schools as an integral part of the larger community. Collaboration and communication with families, businesses, governmental agencies, social service organizations, the media, and higher education institutions are critical to effective schooling. The ability to analyze emerging issues and trends that might affect schools and districts enables educational leaders to plan effective instructional programs and school services. Effective and appropriate communications, coupled with the involvement of families and other stakeholders in decisions, helps to ensure continued community support for schools. Seeing families as partners in the education of their children, and believing that families have the best interests of their children in mind, encourages educational leaders to involve them in decisions at the school and district levels. Family and student issues that negatively affect student learning must be addressed through collaboration with community agencies that can integrate health, social, and other services. Such collaboration relies on good relationships with community leaders and outreach to a wide array of business, religious, political, and service agencies. Providing leadership to programs serving all students, including those with special and exceptional needs, further communicates to internal and external audiences the importance of diversity. To work with all elements of the community, educational leaders must recognize, value, and communicate effectively with various cultural, ethnic, racial, and special interest groups. Modeling community collaboration for staff and then offering opportunities for staff to develop collaborative skills maximizes positive interactions between schools and the community.

The standards address the educational leader's role as the "first citizen" of the school/district community. Educational leaders should set the tone for how employees and students interact with one another and with members of the school, district, and larger community. Teacher's contacts with students, parents, and employees must reflect concern for others as well as for the organization and the position. Educational leaders must develop the ability to examine personal and professional values that reflect a code of ethics. They must be able to serve as role models, accepting responsibility for using their position ethically and constructively on behalf of the school/district community. Educational leaders must act as advocates for all children, including those with special needs who may be underserved.

The standards address the need for educational leaders to understand and be able to operate within the larger context of the community and beyond, which affects opportunities for all students. Educational leaders must respond to and influence this larger political, social, economic, and cultural context. Of vital importance is the ability to develop a continuing dialogue with economic and political decision makers concerning the role of schools and to build collaborative relationships that support improved social and educational opportunities for children. Educational leaders must be able to participate actively in the political and policy-making context in the service of education, including proactive use of the legal system to protect students' rights and improve students' opportunities.

The standards address the importance of structured, sustained, standards-based experiences in authentic settings. The internship is defined as the process and product that results from applying the knowledge and skills described in the previous standards in a workplace environment. Application of standards-based knowledge, skills, and research in real settings over time is a critical aspect of any institutional program. The provision of graduate credit allows institutions to underscore the importance of this activity.

STANDARDS AND INDICATORS

Note: These Standards and Indicators were adapted from the Educational Leadership Constituent Council (ELCC) and the National Policy Board for Educational Administration as approved by the National Council for the Accreditation of Teacher Education (NCATE) in January of 2002.

Standard 1.0: Graduates are educational leaders who have the knowledge, skills, and abilities to promote the success of all students by facilitating the articulation, formulation, and dissemination of a school or district vision of learning supported by the school community.

- Indicator 1: Candidates articulate a vision of learning by using relevant knowledge and theories that promote the success of all students.
- Indicator 2: Candidates articulate school vision components by demonstrating the skills necessary to implement, support, and communicate a shared commitment to the vision.
- Indicator 3: Candidates formulate the initiatives necessary to motivate staff, parents, students, board and community members to achieve the school or district's vision by involving all stakeholders in collaborative discussions.
- Indicator 4: Candidates disseminate administrative policies and practices by communicating effectively with all stakeholders concerning implementation and realization of the vision.

Standard 2.0: Graduates are educational leaders who have the knowledge and ability to support the success of all students by promoting and maintaining a positive school culture for learning, by promoting effective instructional programs, by applying best practices to student learning, and by designing and implementing comprehensive professional growth plans for staff.

- Indicator 1: Candidates promote positive school culture by using multiple methods and implementing context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socioeconomic) of a school community to improve programs and school culture.
- Indicator 2: Candidates maintain a positive culture for learning by capitalizing on multiple aspects of diversity to meet the learning needs of all students in a school or district.
- Indicator 3: Candidates promote effective instructional programs by improving curricular materials and pedagogy and assisting school and district personnel in understanding and applying best practices for student learning.
- Indicator 4: Candidates apply best practices to student learning by understanding a variety of instructional research methodologies and by analyzing the comparable strengths and weaknesses of each method in order to improve instructional programs by engaging in meaningful activities.
- Indicator 5: Candidates design and implement well planned development programs by using and

promoting technology and information systems to enrich curriculum and instruction.

Standard 3.0: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

- Indicator 1: Candidates manage organizations by using research-based knowledge of learning, teaching, student development, organizational development, data management and assessment to optimize learning.
- Indicator 2: Candidates manage operations by involving appropriate personnel in conducting routine functions and setting priorities to maximize ownership and instructional accountability.
- Indicator 3: Candidates manage resources by focusing on effective organization and management of finances, personnel, and materials as well as by giving priority to student learning and safety in the school or district.

Standard 4.0: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

- Indicator 1: Candidates collaborate with family and community members by supporting the planning and implementation of programs and services for diverse interests and needs to positively affect student learning.
- Indicator 2: Candidates respond to diversity (cultural, ethnic, racial, economic, and special interest groups) of the school and the community by monitoring, adjusting, and improving school programs to meet the diverse needs of all students.
- Indicator 3: Candidates mobilize community resources by applying community relations models, marketing strategies and processes, data-based decision-making, and communication theory to craft frameworks for school, family, business, community, government, and higher education partnerships which reflect a comprehensive understanding that schools are an integral part of a larger, diverse community.

Standard 5.0: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by demonstrating a respect for the rights of others and by acting responsibly.

- Indicator 1: Candidates demonstrate a respect for the rights of others by being sensitive to individual needs in their interactions with students, parents, teachers, and other professionals.
- Indicator 2: Candidates act responsibly by making and explaining decisions that promote student

success based upon ethical and legal principles, professional integrity, and fairness.

Standard 6.0: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by articulating, analyzing and describing, and communicating the larger political, social, economic, legal, and cultural context and advocating for all students.

- Indicator 1: Candidates articulate the policies, laws, and regulations enacted by local, state, and federal authorities affecting schools or districts.
- Indicator 2: Candidates analyze and describe the social, economic, and cultural context in a school community or district and possess the ability to explain various theories of change and conflict resolution.
- Indicator 3: Candidates communicate beyond the school walls and advocate with members of a school community or school board for policies and programs that promote equitable learning opportunities and success for all students.

Standard 7.0: Graduates are educational leaders who have the ability and experience to promote the success of all students by completing an internship that provides significant opportunities for synthesizing and applying knowledge and practicing the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

- Indicator 1: Candidates complete a full-time internship, or equivalent, with appropriate and substantial responsibilities, gradually increasing in amount and complexity with direct, purposeful interaction with school or central office staff, students, parents, and community leaders, that is developed and supervised cooperatively by the institution and school district personnel to accommodate the candidate's individual needs.
- Indicator 2: Candidates apply the knowledge and skills articulated in the above six standards and any local district standards for educational leaders, in order to receive graduate credit for their intern experience.

Standards for Curriculum Supervisors/Specialists

These standards are under development.

STANDARDS FOR THE MASTER OF LIBRARY SCIENCE DEGREE/ SCHOOL LIBRARY MEDIA COORDINATOR LICENSE

School library media coordinators provide programs and services that strengthen teaching and learning, helping to make education relevant to a knowledge-based society and its economy in the twenty-first century. The standards reflect research demonstrating the importance of an up-to-date collection of accurate and attractive resources which is managed by a professional media coordinator. The standards also reflect research that collaborative planning and teaching augment and enhance classroom instruction, increase student achievement, integrate information skills, and help create life-long learners and readers.

Responsibilities in the standards are defined according to the following roles in *Information Power: Building Partnerships for Learning*: collaborative instructional partner, teacher, information specialist, and program administrator. Some indicators appear in more than one standard, reflecting the continuum of knowledge, skills, and dispositions that an effective school library media coordinator must possess.

Certain fundamental concepts related to the role of the school library media coordinator are infused throughout the standards, even though they may not be explicitly stated:

- the role of the media coordinator as an educator;
- a global view of librarianship and service to users;
- the integration of technology into the total school library media program;
- proactive management of change through reflective practice and action research;
- leadership in developing a school library media program within the broader educational endeavor;
- leadership in integrating the school library media program within the larger community, including other libraries;
- respect for diversity among all groups of people.

Within the school, the school library media coordinator collaborates with teachers, instructional technology facilitators, administrators, students, and support personnel in planning, implementing, and evaluating an instructional program based on authentic learning and infused with media and technology. Collaborative planning evolves over time ranging from informal, irregular, and even spontaneous meetings to the regular planning of formal lessons and units. At the highest level of collaboration, the school library media coordinator and teacher co-deliver instructional activities. The school library media coordinator is actively engaged in analyzing the results of assessment of student achievement in order to effectively provide resources, services, and instructional strategies that are responsive to wide variations in students' learning needs and learning styles.

| |
|---|
| <p>Note: <i>The master of library science degree is an entry-level requirement for all North Carolina school library media coordinators.</i></p> |
|---|

Standards and Indicators

Standard 1: Teaching and Learning: Knowledge of Learners

The school library media coordinator incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning. He/she collaboratively plans, implements, and evaluates instruction and school library media program strategies that represent authentic learning.

The school library media coordinator:

- Indicator 1 Assesses the learning and information needs of students and staff to enhance teaching and learning throughout the school community.
- Indicator 2 Designs, modifies, and evaluates school library media programs and instruction to be responsive to developmental, cultural, and socioeconomic differences among learners.
- Indicator 3 Seeks actively to increase understanding of and respect for differences in students' development, exceptionalities, and diversity.
- Indicator 4 Creates a learning environment in which everyone feels welcome and can be successful.
- Indicator 5 Collaborates with other educators to reflect on, diagnose, and prescribe resources and services, and to provide instructional strategies that foster student learning.

Standard 2: Teaching and Learning: Research Expertise

The school library media coordinator understands and employs methods of action research to examine and improve the effectiveness of school library media programs and student achievement. He/she applies research findings on best practices to the development of curriculum, instruction, and school library media programs, as well as the overall school improvement process.

The school library media coordinator:

- Indicator 1 Investigates and solves educational problems through data-gathering, action research, and evaluation of student performance, library media programs and services, and school practices.
- Indicator 2 Assesses the effects of instructional actions, selection of resources, and other instructional decisions on students' learning and behavior and teacher practices.
- Indicator 3 Modifies instruction and learning environments based on collaborative assessment of student learning problems and successes, as well as teacher practices.

Standard 3: Teaching and Learning: Connecting Subject Matter and Learners

The school library media coordinator understands and links subject matter and diverse developmental and learning needs in the context of school settings. He/she collaboratively plans, implements, and evaluates instruction and resources that reflect intellectual rigor and depth of knowledge in both subject matter discipline and students' diverse learning needs and learning styles. Consideration must also be given to matching student learning styles and information skills processes. The school library media coordinator encourages leisure reading by matching students' interests to reading materials in a broad range of formats.

The school library media coordinator:

- Indicator 1 Demonstrates depth and breadth of knowledge in the Information Skills and Computer Skills curricula defined in the North Carolina Standard Course of Study.
- Indicator 2 Demonstrates knowledge of all subject areas of the North Carolina Standard Course of Study curriculum.
- Indicator 3 Develops a persuasive plan to provide flexible access to the instructional services of the school library media coordinator who provides instruction at point of need.
- Indicator 4 Uses technology to help create learning environments that support students' learning.
- Indicator 5 Seeks, implements, and evaluates the best pedagogical practices for the subjects taught within the context of a specific school setting.
- Indicator 6 Incorporates information literacy into day-to-day instruction.
- Indicator 7 Advocates for and promotes reading and life-long learning through motivational activities.
- Indicator 8 Supports literacy in the broadest sense (information, reading, writing, and mathematics) across the total curriculum.

Standard 4: Collaboration and Leadership

Functioning in a leadership and change agent role, the school library media coordinator demonstrates self-directed, reflective professional behavior to foster and advocate for a collaborative culture, with colleagues and the greater community, that supports life-long learning and that honors diversity.

The school library media coordinator:

- Indicator 1 Assesses learning and information needs of students and staff based on input from faculty, administrators, and paraprofessional staff as well as personal observation.
- Indicator 2 Acts as a catalyst for change through visioning and planning.
- Indicator 3 Participates in collaborative leadership and mentorship activities to solve educational problems at the levels of classroom, school building, school system, and community.
- Indicator 4 Enlists the support of the principal and school leadership team to provide flexible access to the instructional services of the school library media coordinator who provides instruction at point of need.
- Indicator 5 Collaborates with system-level and building-level technology personnel to provide leadership in the school's use of instructional technology resources to enhance learning.
- Indicator 6 Provides collaborative leadership and engages in mentorship activities within the field of information and library science.
- Indicator 7 Initiates personal professional inquiry through reading, dialogue, and action research and follows a plan for personal professional development.
- Indicator 8 Seeks, evaluates, and applies input for improvement provided by educators, parents, students, and community leaders.

Standard 5: Information and Ideas

As an information specialist, the school library media coordinator plays a vital role in a democratic society: to provide access to information and ideas representing all points of view through resources in a variety of formats for students and staff who must function as well-informed and literate citizens in making choices and decisions. The school library media coordinator also has a fundamental responsibility to help students develop their information literacy skills to find, analyze, and use information effectively. At the same time, the school library media coordinator creates a culture and learning environment that fosters reading literacy for information and for pleasure.

The school library media coordinator:

- Indicator 1 Creates and maintains an environment conducive to learning.
- Indicator 2 Works with the principal and school leadership team to develop a plan to provide flexible access to the school library media center and its resources to accommodate individuals and groups simultaneously.
- Indicator 3 Organizes school library media facilities and resources in a manner that supports the mission, goals, and objectives of the school and maximizes intellectual and physical access to resources.
- Indicator 4 Adheres to and communicates copyright as well as other laws and guidelines pertaining to the distribution and ethical use of all resources.
- Indicator 5 Advocates for the principles of intellectual freedom.

Standard 6: Program Administration

The school library media coordinator understands and demonstrates effective techniques for managing the school library media program and aligning program goals with the educational mission of the school. Functioning in a stewardship role, the school library media coordinator manages resources and makes them readily available to students, teachers, administrators, and support staff both within and beyond the walls of the school. Working with the Media and Technology Advisory Committee (MTAC) and through other partnerships, the school library media coordinator acts as a change agent to plan and implement policies and procedures that enhance access to resources and services and to solve problems as they arise.

The school library media coordinator:

- Indicator 1 Works with school staff to design and implement strategic short- and long-range plans that ensure balance among all aspects of the school library media coordinator's role and responsibilities.
- Indicator 2 Bases program decisions on action research and best practices in order to maximize the school library media program's impact on student achievement.
- Indicator 3 Develops and implements an ongoing collection development and evaluation planning process, in collaboration with the Media and Technology Advisory Committee, that focuses on a variety of formats and resources to meet diverse learning needs.
- Indicator 4 Evaluates and selects resources that build a collection addressing curricular needs and learning goals in collaboration with teachers, technology staff, and students.

- Indicator 5 Maintains a collection addressing curricular needs and learning goals.
- Indicator 6 Evaluates the school library media program on a continual basis according to accepted standards of quality.
- Indicator 7 Plays a leading role in the school's budgetary processes to ensure funding for the school library media program to support school-wide goals.
- Indicator 8 Co-leads, in partnership with the Instructional Technology Facilitator, the Media and Technology Advisory Committee in effective decision making to promote the media and technology program.
- Indicator 9 Interacts effectively with students, staff, administration, parents, and the community to promote and expand the school library media program.

Standards for Speech-Language Pathologists

Standard 1: SLP demonstrates knowledge and understanding of normal speech, language and hearing processes.

- Indicator 1 SLP demonstrates knowledge of normal language development including semantics, syntax, morphology, pragmatics and phonology.
- Indicator 2 SLP demonstrates knowledge of normal speech development.
- Indicator 3 SLP demonstrates knowledge of physiology, anatomy and neurology of speech and language development.
- Indicator 4 SLP demonstrates knowledge of normal hearing processes.
- Indicator 5 SLP demonstrates knowledge of social and cultural aspects of speech-language development, including second language acquisition and development of play.
- Indicator 6 SLP demonstrates the knowledge of the relationship between normal language development and the acquisition of literacy skills, including listening, speaking, reading and writing.

Standard 2: SLP demonstrates knowledge of speech and language disorders.

- Indicator 1 SLP demonstrates knowledge of language disorders.
- Indicator 2 SLP demonstrates knowledge of phonological and articulation disorders.
- Indicator 3 SLP demonstrates knowledge of voice disorders.
- Indicator 4 SLP demonstrates knowledge of motor speech disorders.
- Indicator 5 SLP demonstrates knowledge of fluency disorders.
- Indicator 6 SLP demonstrates knowledge of cognitive- communication disorders.
- Indicator 7 SLP demonstrates knowledge of swallowing disorders.
- Indicator 8 SLP demonstrates knowledge of language- based literacy disorders.
- Indicator 9 SLP demonstrates knowledge of and skills in distinguishing between communication differences, dialects, deviations and disorders.

Standard 3: SLP will demonstrate ability to use standardized and non-standardized assessment tools and procedures in the identification of speech and language disorders.

- Indicator 1 SLP demonstrates the ability to use assessment instruments in the identification of language disorders.
- Indicator 2 SLP demonstrates the ability to use assessment instruments in the identification of

phonological and articulation disorders.

- Indicator 3 SLP demonstrates the ability to use assessment instruments in the identification of voice disorders.
- Indicator 4 SLP demonstrates the ability to use assessment instruments in the identification of motor speech disorders.
- Indicator 5 SLP demonstrates the ability to use assessment instruments in the identification of fluency disorders.
- Indicator 6 SLP demonstrates the ability to use and interpret speech and language assessments as they relate to cognitive-communication disorders.
- Indicator 7 SLP demonstrates ability to interpret cognitive assessments as they relate to communication disorders.
- Indicator 8 SLP demonstrates knowledge of the assessments associated with swallowing disorders that impact speech-language functioning.
- Indicator 9 SLP demonstrates the ability to use, and interpret assessments as they relate to language-based literacy disorders.
- Indicator 10 SLP demonstrates the ability to conduct hearing screenings under the supervision of a licensed audiologist.
- Indicator 11 SLP demonstrates knowledge of assessments to identify the impact of hearing impairments on communication and learning.
- Indicator 12 SLP demonstrates knowledge of culturally and linguistically appropriate assessment procedures, including the use of an interpreter/translator.
- Indicator 13 SLP demonstrates the ability to use formal and informal assessment in the area of alternative and augmentative communication techniques, and assistive technology.
- Indicator 14 SLP demonstrates the knowledge of how and when to refer students for appropriate services.
- Indicator 15 SLP demonstrates knowledge of assessment procedures and associated issues for students with cognitive, behavioral or learning challenges as they relate to speech-language functioning.
- Indicator 16 SLP demonstrates ability to conduct descriptive, prescriptive, performance and curriculum-based assessments.
- Indicator 17 SLP demonstrates ability to describe students' present level of performance in terms of needs, strengths, and interests and to prescribe a plan for intervention, including classroom modifications.

| |
|---|
| Standard 4: SLP demonstrates knowledge and use of evidence-based practices in program planning, management, and evaluation related to communicative disorders. |
|---|

- Indicator 1 SLP demonstrates ability to use the IEP process in a flexible, functional way for allowing the transfer of skills to classroom performance.

- Indicator 2 SLP demonstrates use of instructional materials, devices including assistive technology, and other supplemental aids to address the needs of students with speech-language disorders.
- Indicator 3 SLP demonstrates ability to prevent and manage behaviors that may interfere with the intervention process.
- Indicator 4 SLP demonstrates ability to evaluate and modify intervention procedures based on data collection.
- Indicator 5 SLP demonstrates ability to prepare data driven progress reports and to maintain accurate records for evaluating student progress and program accountability.
- Indicator 6 SLP demonstrates knowledge and understanding of standard curriculum and classroom collaboration/consultation in the management of speech-language disorders.
- Indicator 7 SLP demonstrates ability to assist classroom teachers in general areas of communication, such as interpersonal communication, listening and speaking skills.
- Indicator 8 SLP demonstrates knowledge of and implements culturally and linguistically appropriate intervention procedures, including the use of an interpreter/translator.
- Indicator 9 SLP demonstrates knowledge of efficacious exit practices including appropriate dismissal practices.
- Indicator 10 SLP demonstrates understanding of his/her role in prevention/intervention of skills on the continuum of listening, speaking, reading and writing.
- Indicator 11 SLP demonstrates ability to provide teachers with knowledge and skill enhancement through consultation and collaboration.
- Indicator 12 SLP demonstrates understanding of statewide assessment systems and the integration of test taking skills into intervention services.
- Indicator 13 SLP demonstrates ability to use computer-assisted interventions.
- Indicator 14 SLP demonstrates knowledge of various service delivery systems and skills in determining the least restrictive environment that maximizes speech-language learning growth.
- Indicator 15 SLP demonstrates ability to develop learning goals and benchmarks and performance-based objectives based upon assessments of student performance.

| |
|--|
| Standard 5: SLP demonstrates ability to interact in educational settings. |
|--|

- Indicator 1: SLP demonstrates knowledge of federal and state laws and regulations relating to the delivery of services in educational settings.
- Indicator 2 SLP demonstrates knowledge of educational and professional organizations relating to the profession of speech-language pathology.
- Indicator 3 SLP demonstrates knowledge of strategies and techniques for prevention of communication disorders.
- Indicator 4 SLP demonstrates knowledge of professional development, continuing education and job-related expectations.

- Indicator 5 SLP adheres to professional code of ethics.
- Indicator 6 SLP implements effective leadership and interpersonal skills in developing relationships with administrators, other staff, parents and students and for program development and advocacy.
- Indicator 7 SLP demonstrates skill in conflict resolution and alternative dispute management.
- Indicator 8 SLP demonstrates knowledge of criteria for and skills in supervising paraprofessionals.
- Indicator 9 SLP demonstrates awareness of and professional performance in due process matters and litigious environments.
- Indicator 10 SLP demonstrates knowledge of and skills in identifying and assisting others who can foster meaningful change in speech-language performance, including parents, teachers and other professionals and caregivers.

Standards for School Social Workers

The Standards and Indicators for School Social Workers will be revised Fall 2004.

Standards for School Counselors

The Standards and Indicators for School Counselors will be revised Fall 2004.

Standards for School Psychologists

The Standards and Indicators for School Psychologists will be revised Fall 2004.

STANDARDS FOR THE MASTER'S DEGREE/ADVANCED COMPETENCIES LICENSE

Following passage of the Excellent Schools Act in 1997 an ad hoc committee was convened to develop the guidelines for the new master's degree/advanced competencies teaching license. The report of this committee included expectations for program development, program components, and specific characteristics, behaviors, understandings, and skills of master teachers derived from research findings, reports of best practice, the National Board for Professional Teaching Standards, the North Carolina Department of Public Instruction guidelines for graduate programs, and National Council for the Accreditation of Teacher Education standards for advanced programs. The standards for the master's degree/advanced competencies license derived from that report are detailed in the following pages.

STANDARDS FOR THE MASTER'S DEGREE/ADVANCED COMPETENCIES LICENSE

Teachers granted the new master's degree/advanced competencies license are expected to have demonstrated the following characteristics, behaviors, understandings, and skills of master teachers which are derived from research findings, reports of best practice, the National Board for Professional Teaching Standards, the North Carolina Department of Public Instruction guidelines for graduate programs, and National Council for the Accreditation of Teacher Education standards for advanced programs.

A. Instructional Expertise

Applies the theoretical, philosophical, and research bases for educational practice in elementary, middle, and secondary school classrooms to improve student learning. Plans, implements, and evaluates instruction that is rigorous, coherent, and consistent with a well-developed theoretical and philosophical stance and with best practices emerging from educational research.

- ❖ Reads educational literature critically, including theoretical, philosophical, and research materials;
- ❖ Analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice;
- ❖ Designs and modifies instruction based on well articulated theory, philosophy, educational research and best practice; and
- ❖ Incorporates findings from educational literature into school and classroom strategies to improve student learning.

B. Knowledge of Learners

Incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning. Plans, implements, and evaluates instruction that is responsive to wide variations in students' learning needs and learning styles.

- ❖ Designs and modifies instruction that is responsive to differences among learners that are influenced by development, exceptionalities, and diversity;
- ❖ Seeks actively to increase understanding of and respect for differences in students' development, exceptionalities, and diversity;

- ❖ Creates a classroom environment in which all learners feel welcome and can be successful; and
- ❖ Reflects on, diagnoses, and prescribes instruction that fosters student learning.

C. Research Expertise

Understands and employs methods of research to examine and improve instructional effectiveness and student achievement.

- ❖ Investigates and solves educational problems through data-gathering, action research, and evaluation of student learning, classroom processes, and school practices;
- ❖ Modifies instruction and learning environments based on assessment of student learning problems and successes;
- ❖ Monitors the effects of instructional actions, selection of materials, and other instructional decisions on students' learning and behavior.

D. Connecting Subject Matter and Learners

Understands and links subject matter and students' developmental and diverse needs in the context of school settings. Plans, implements, and evaluates instruction that reflects intellectual rigor and depth of knowledge in both subject matter disciplines and students' diverse learning needs.

- ❖ Demonstrates appropriate depth and breadth of knowledge in the subject matter defined in the North Carolina course of study;
- ❖ Uses technology to create learning environments that support students' learning;
- ❖ Seeks, implements, and evaluates the best pedagogical practices for the subjects taught within the context of a specific school setting; and
- ❖ Understands and respects differences between the learning behaviors and outcomes expected in diverse communities.

E. Professional Development and Leadership

Demonstrates self-directed, self-reflective professional behavior and the importance of providing leadership to colleagues and communities through collaboration.

- ❖ Initiates professional inquiry through reading, dialogue, professional development, and action research;

- ❖ Seeks, evaluates, and applies well-grounded suggestions for improvement provided by educators, parents, students, and community leaders; and
- ❖ Participates in collaborative leadership and mentorship activities to solve educational problems at the levels of classroom, school building, school system, and community.