



Challenging young minds to soar.

BEGINNING TEACHER SUPPORT HANDBOOK
2013-2014

Ashe County Board Of Education

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Welcome to Ashe County Schools! The Human Resource Director and your Mentor will support you during your first 3 years of teaching in a variety of areas:

- ✓ Classroom Management
- ✓ Lesson Planning
- ✓ Instructional Strategies
- ✓ Professional Development

Any communication that you have with the HR Department or your Mentor is confidential. The support you receive from the Beginning Teacher Support Program is not part of your evaluation process. Your Mentor and the HR Director will make visits to your classroom during the school year.

What Is the Beginning Teacher Support Program?

As a beginning teacher in North Carolina, you will participate in a three-year induction process known as the Beginning Teacher Support Program (BTSP). This program is designed to provide you direction, support, and feedback during your first years in the classroom so that your experiences are positive and focused on the knowledge, skills, and dispositions associated with effective teaching. The Beginning Teacher Support Program provides a framework for supporting beginning teachers. Several initiatives have been implemented to assist you during your first three years of teaching:

- Mentor Assignment:** A mentor teacher should be assigned to you early in the school year. The mentor teacher can provide you with much useful information and assistance.

- Orientation-Beginning Teacher Induction (BTI):** Ashe

- Ashe County Schools** requires three days of training for all beginning teachers prior to starting the school year. During this week, novice teachers become familiar with the policies, procedures, and expectations that will guide their work with our students.

- Observations:** You will be observed at least three times by a qualified school administrator and at least once by a peer teacher. These veteran educators will be able to give you support and feedback regarding classroom practice. Systematic observations can insure continued growth and success.

- Optimum Working Conditions:** The State Board of Education has adopted guidelines for optimum working conditions for beginning teachers: As a beginning teacher, you should:
 - be assigned in your area of licensure
 - be assigned a mentor early
 - have a limited number of preparations
 - be given only a limited number of exceptional or difficult students
 - be provided an orientation including district and school expectations

- have minimal non-instructional duties
 - have no extracurricular activities unless you request them in writing. [G.S. 115 C-47 (18a)]. (Form is available to sign)
- Monthly Professional Learning Sessions: Once a month throughout your first year, you will meet with your cohort group of other beginning teachers. During these sessions you will discuss topics pertinent to all new teachers.

Overview of the Beginning Teacher Support Program Ashe County Schools

Ashe County Schools provides a support system for beginning teachers through its Beginning Teacher Support Program. This support system begins with Summer Beginning Teacher Induction for both Lateral Entry and college education program graduates. These novice teachers participate in 3 days respectively of orientation to the system's goals and expectations, curriculum and instruction initiatives, effective teaching strategies, student learning styles, classroom management, building relationships within the school and community, the North Carolina Professional Teaching Standards, and the North Carolina Teacher Evaluation Process.

Each Beginning Teacher (BT) has a support team, which consists at the minimum of the principal, the mentor in his/her school(s), and the Director of Human Resources. The administrator completes three full observations, a summative evaluation and selects a peer teacher, who is not the BT's mentor, to complete a fourth full observation. The mentor's role is not to be evaluative but to coach, answer questions, provide support, discuss lesson plans, offer suggestions about student discipline, informally observe the BT in order to give feedback, and help locate materials.

The Director of Human Resources provides the same services as the mentor as well as guidance through monthly Beginning Teacher Induction meetings throughout the school year. These monthly meetings are held to continue providing information about Exceptional Children, Academically and Intellectually Gifted children, school law, standards and assessment, student services, English as a Second Language and grade level concerns. Make up sessions for these monthly meetings may be held throughout the year. The Director will also coordinate central level assistance to BTs.

As BTs are often hired after school begins, a separate meeting is scheduled with them at which time they are provided with an overview of the Beginning Teacher Support program, mentor assignment and the schedule of the monthly BTI meetings. First Year Lateral Entry teachers will participate in ten days of training before entering the classroom to better prepare them for the challenges they may face. If at any time a BT feels the communication between she or he and the support team members is not working, the teacher can contact the Director of Human Resources, to schedule a conference.

Beginning Teacher Paperwork

All paperwork on BTs should be completed according to the following schedule:

Paperwork	Date Completed By	Person Completing
Self Assessment	Within Two Weeks of Start Date	Teacher
Professional Development Plan (PDP) Creation	September 14	Initially Licensed Teacher, Administrator and Mentor
Pre-Conference and Professional Development Plan Review, First Observation, Post Conference	October 10	Administrator
Second Observation, Post-Conference,	December 20	Administrator or Peer
Mid-year Professional Development Plan Review	January 18	Administrator
Third Observation, Post-Conference,	February 21	Administrator or Peer
Fourth Observation, Post-Conference	March 28	Administrator or Peer
Final Professional Development Plan Review, Summative Evaluation	April 20	Administrator

The Professional Development Plan

The Professional Development Plan (PDP) is a living document. A BT will develop his or her PDP based on the identification of growth areas on his or her Self Assessment. The principal may assign one goal on the plan from the school's improvement plan. The other two goals will be the teacher's choice. Once the PDP is created and shared with the principal, the new teacher will begin working toward growth within each of the three goals. The principal will conduct a mid-year and an end of the year review to monitor and document the novice's progress.

North Carolina Teacher Evaluation Process (NCTEP)

Observations provide formative data from which the BT and his/her support team can see growth and challenges within the novice teacher's classroom practice. All observations provided by the administrator and peer teacher must be completed on the NCTEP Rubric. A preconference is only required for the first formal observation. All other formal observations conducted by either the administrator or peer will be unannounced. The Director of New Teacher Support and other Central Office staff may be asked by the administrator to complete formal or informal observations. However the mentor team will conduct informal observations only as their relationship is designed to be one of support and not evaluation. The mentor's observation will not fulfill the peer observation requirement.

The BT should receive copies of all documents in the observation process including raw data collected and the rubric reviewed during the post conference. Changes may be made to the rubric during the post-conference if the observer has clarified questions about something from the lesson. Because the conversations during the post conferences are critical to the completion of the rubric, BTs are encouraged to bring artifacts to showcase their work with students and the greater school community and to participate fully in the dialogue.

Summative Evaluation

After completion of the four-observation cycle the content of the summative evaluation should not be a surprise to the BT. The summative evaluation will become part of the teacher's permanent record and may be selected for review by the licensure office of the North Carolina Department of Public Instruction along with copies of all observations and the current PDP. A fifth conference time does not have to be scheduled to complete the summative evaluation. The final PDP review and summative may both be completed at the same time as the post conference for the fourth observation.

State Board of Education TCP-A-004 Requirements

The BT must:

- Complete an orientation prior to beginning first year of teaching
- Be assigned in the area of licensure
- Be assigned a mentor for three years
- Have limited course preparations

- Have *NO* extra-curricular activities (unless he or she requests the activity in writing)
- Have limited exceptional or difficult students
- Have minimal non-instructional duties
- Complete a PDP annually
- Have four formal observations annually (3 by an administrator and one by a peer who is not the BT's mentor)
- Have one summative evaluation annually
- Complete 6.0 months in one LEA to count as a year

Yearly Documentation Requirements

Paper Documentation

Lateral Entry BTs

Six semester hours of completed coursework should be submitted by the end of the school year as well as any results from Praxis II testing during the year.

Online Documentation

Record of Teacher Evaluation Activities

This form should be created by your administrative team at the beginning of the year. All signatures for every one of the online documents in the McREL system must be placed here.

Four observations

There should be three administrator observations and one peer included in this documentation. Please check to see that all documents are signed by all parties and dated.

Summative evaluation

This should be completed on the rubric and should reflect the BT's overall performance for the year. Please check to see that the form is signed by all parties.

Professional Development Plan

All pages must be included but no artifacts need to be submitted with them.

Documentation of Beginning Teacher/Mentor Meetings

The CCS mentor team logs are filed online each month. The mentor should also keep copies for his/her records.

Beginning Teacher Yearly Checklist

Year One:

- Is assigned to a mentor team
- Participates in the Beginning Teacher Summer Institute (BTI)
- Participates in the monthly BTI meetings
- Participates in school-based mentor meetings
- Is introduced to the North Carolina Professional Teaching Standards
- Develops a Professional Development Plan
- Is observed at least four times (three by administrator, once by a peer) culminating in a summative evaluation
- Keeps and compiles copies of all documentation for end of the year requirements
- Submits documentation for end of the year requirements

Year Two:

- Continues to build his or her relationship with the mentor team members
- Continues to participate in school-based mentor meetings
- Participates in any face-to-face district BTI meetings
- Develops a Professional Development Plan
- Is observed at least four times (three by administrator, once by a peer) culminating in a summative evaluation
- Keeps and compiles copies of all documentation for end of the year requirements
- Submits documentation for end of the year requirements

Year Three:

- Refines his or her relationship with the mentor team members
- Continues to participate in school-based mentor meetings
- Participates in any face-to-face district BTI meetings
- Develops a Professional Development Plan
- Is observed at least four times (three by administrator, once by a peer) culminating in a summative evaluation
- Keeps and compiles copies of all documentation for end of the year requirements
- Submits documentation for end of the year requirements

What to Do Your First Year

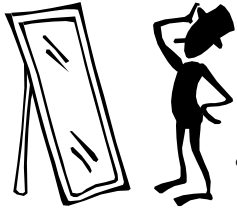
- ❖ Focus on your teaching.
- ❖ Practice a variety of teaching strategies.
- ❖ Work with your mentor and other members of your school and community to promote student learning.
- ❖ Learn the approved curriculum for your area.
- ❖ Develop unit plans and lesson plans linked to the state curriculum.
- ❖ Learn the North Carolina Professional Teaching Standards and incorporate them into your teaching practice.
- ❖ Attend support meetings held by your school system.
- ❖ Practice reflective writing about your instructional practice.
- ❖ Think about your work with students and ways that you might improve (reflective practice).
- ❖ Practice videotaping for self-assessment purposes. Be sure to check the system's policy regarding permission to videotape students.
- ❖ Establish procedures for record keeping.
- ❖ Create a professional file including all your observations and summative evaluation, PDP, and documentation of professional development and contributions for future reference.



Developing a Relationship with your Mentor

Ashe County Schools provides a mentor for the beginning teacher so he or she will have quality professionals who provide the initial line of support. The first step in establishing a good working relationship with your mentor is developing an open line of communication. The mentor can assist you with information regarding day-to-day issues such as locating supplies and materials. More importantly, the mentor can be a resource as you develop unit and lesson plans, classroom motivation and management techniques, methods for supporting unique learners, and strategies for communicating within your learning community.

- Have fun and enjoy learning together!
- Understand that a good working relationship takes effort from both parties.
- Meet regularly with your mentor team and keep notes on your discussions.
- Respect your mentor's experience and expertise.
- Be honest; your mentor's job is to help you improve.



The Reflective Practitioner

Reflection is what allows us to learn from our experiences; it is an assessment of where we have been and where we want to go next.

~Kenneth Wolf

Through reflection, you begin the on-going process of blending the art and science of good teaching. Reflection requires you to report and analyze your teaching practice, philosophy, and experience. It also requires you to understand why a lesson was productive or nonproductive. This understanding is a necessary step in your progression from novice to master teacher.

The reflection cycle and the questions that define each part of the cycle will enable you to better understand the reflection process and help you address the question: "How does the evidence presented demonstrate my knowledge and skill level?". The reflection cycle offers a prescriptive structure while allowing the flexibility necessary for you to demonstrate your knowledge, skills, and abilities in the unique context of your licensure area and teaching environment. During your first year, you should learn the reflection cycle and practice reflective writing.

Becoming a Reflective Practitioner

Reflection is the process that assists individuals in developing skills and abilities needed for continued growth and improvement. It is the reason that the self-assessment of your skills and abilities is incorporated in the development of your Individual Growth Plan (IGP) and the Teacher Performance Appraisal Instrument - Revised (TPAI-R). The following suggested activities are designed to assist you in becoming a reflective practitioner. Remember that reflection can occur at any time of the day and in many forms.

Suggested Activity 1

Keep a daily/weekly response journal. Select a lesson from the day or week, and use the questions from the Reflection Cycle as a guide for your entry. At the end of the day/week, share this entry with your mentor or a colleague and allow him/her to respond with encouragement, suggestions or other relevant feedback.

**This activity could also be done using a cassette tape rather than a written reflection. Your mentor could take the tape, listen to it, and respond.

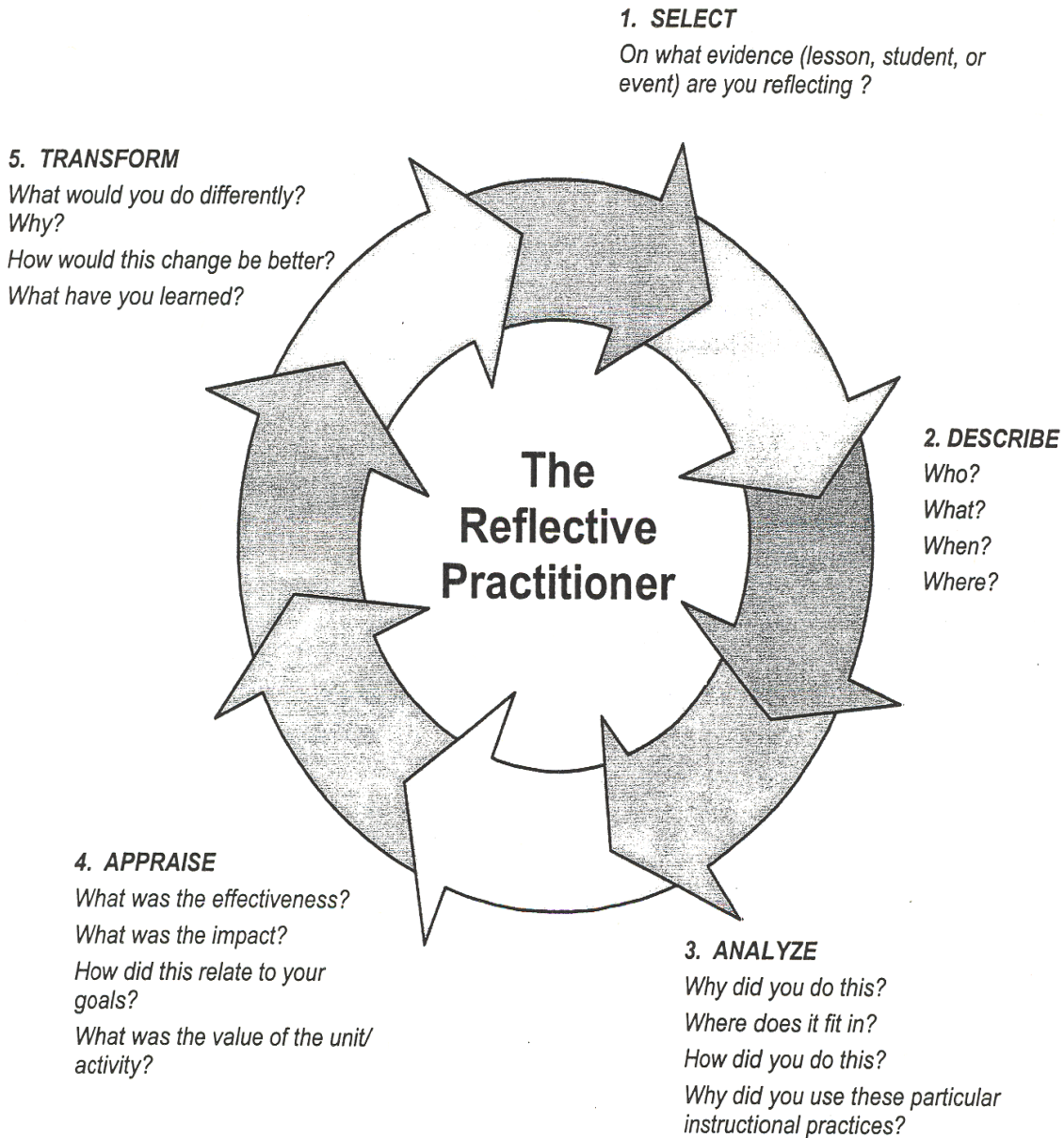
Suggested Activity 2

Use self-adhesive memo notes in your lesson plan book. As you edit and modify lessons, place these notes in your book. Be sure to make notes about adjusting your plans for unanticipated sources of input, modifying for student needs, and analyzing resources for a lesson. Save your lesson plan book as a reference guide for each year. By tabbing the pages of where you would make modifications, you will have an easy reference for each new school year.

Suggested Activity 3

Videotape yourself teaching a lesson. Use the *Practice Reflection Cycle Questions about a Lesson* to write a reflection based on your videotaped lesson.

The Reflective Cycle*



* Adapted from the Administrator Appraisal Systems Institute

Practice Reflection Cycle Questions about a Lesson

Becoming a reflective practitioner requires time, practice, and an environment supportive of the development and organization of the reflective process.

Select

What lesson did you teach?
Why have you selected this lesson?

Describe

To which class/group did you teach this lesson?
What are the demographics of, this group (race, gender, age, etc.)? What was the content of the lesson?
When did you teach the lesson --- time of day?
Where does the lesson fit in your curriculum? Unit plan?
What did you teach before this lesson? After?
What were your expected outcomes?
What did you and your students do during the lesson/roles you all-played? What kinds of questions did you ask?

Analyze

How did you present the material?
How were students engaged in meaningful learning? Did students react to one another as well as to you? How did things go? What was your overall feeling?
How did you measure what students learned?
Did you relate this to previous learning or students' shared experiences?
How did you account for diversity in the lesson?

Appraise

What was effective/ineffective about your teaching techniques in this lesson?
Did you achieve desired outcomes?
Were there outcomes achieved that you did not expect or plan for?
How did students react to the materials you chose or the methods you used? Did the lesson achieve or help achieve a class or school goal?
How does this lesson relate to your philosophy of education?
Describe the environment. Did it allow for intellectual comfort/risk-taking?

Transform

What techniques/materials from this lesson will you continue to use? Which ones will you stop using or modify? Why?
Based on how well the students learned the material, what will you do next?
How will you continue to develop your personal teaching techniques based on the internal/external feedback from this lesson?
What did you learn from your students?

Be aware of your personal feelings and the attitudes you bring into the classroom.

Videotaping for Self-Assessment

Videotaping can be a useful tool for self-assessment and development of your skills as a reflective practitioner. By evaluating and analyzing your teaching you will identify your own strengths and weaknesses. The following suggestions will help to optimize the quality of evidence shown on your video.

Suggestions for optimizing the quality of your video evidence:

- Before videotaping your class, check with your school system and become familiar with the policy for videotaping students.
- Contact your media specialist to reserve equipment and to receive information regarding the operation of the equipment. Read the camera's operating manual before attempting to tape.
- Keep the camera and tapes away from magnetic fields (e.g. book security systems in the media center). Magnetic fields can damage or erase the tapes.
- Avoid using the camera in extreme heat (above 104° F) or cold (below 32° F). If the camera has been exposed to extreme heat or cold, let it adjust to room temperature for about 30 minutes before recording.
- Use a tripod when you tape. This will help you achieve smooth, steady images. When taping children, set the tripod at their eye level.
- Share the video with your mentor. Discuss the evidence shown on the video and how it relates to the INTASC Standards.
- Review your videotape.
- Use the practice reflection questions on the next page (or on the Reflection Cycle) to reflect on your teaching practice.
- Consider the appearance of your classroom.
- Consider the quality of light and sound on your video.



Questions for Self-Reflection of Videotapes

Use the following questions as a guide for reflecting on a videotape of a lesson.

What evidence do you see that:

- you are using multiple instructional techniques to meet the needs of all students?
- you are using appropriate methods of inquiry central to your discipline?
- you are meeting the needs of the unique learners in your classroom?
- you respect diversity in your classroom?
- students are engaged in learning that is meaningful to them?
- students are encouraged to take intellectual risks and learn from mistakes?
- students are challenged to think critically?

- your classroom climate is appropriate and nurturing for your students?
- your classroom management plan is in place?
- your classroom is an inviting place for unique learners?

Appendix

North Carolina Professional Teaching Standards

A NEW VISION OF TEACHING

Every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.

Mission of the North Carolina State Board of Education, August 2006

“For every student in North Carolina, a knowledgeable, skilled compassionate teacher...a star in every classroom.”

North Carolina Professional Teaching Standards Commission

The different demands on 21st Century education dictate new roles for teachers in their classrooms and schools. The following defines what teachers need to know and do to be able to teach students in the 21st Century:

- Leadership among the staff and with the administration is shared in order to bring consensus and common, shared ownership of the vision and purpose of work of the school. Teachers are valued for the contributions they make to their classroom and the school.
- Teachers make the content they teach engaging, relevant, and meaningful to students' lives.
- Teachers can no longer cover material; they, along with their students, uncover solutions. They teach existing core content that is revised to include skills like critical thinking, problem solving, and information and communications technology (ICT) literacy.
- In their classrooms, teachers facilitate instruction encouraging all students to use 21st Century skills so they discover how to learn, innovate, collaborate, and communicate their ideas.
- The 21st Century content (global awareness, civic literacy, financial literacy, and health awareness) is included in the core content areas.
- Subjects and related projects are integrated among disciplines and involve relationships with the home and community.
- Teachers are reflective about their practice and include assessments that are authentic and structured and demonstrate student understanding.
- Teachers demonstrate the value of lifelong learning and encourage their students to learn and grow.

The North Carolina State Board of Education charged the North Carolina Professional Teaching Standards Commission to align the Core Standards for the Teaching Profession (1997) with the newly adopted mission. To this end, Commission members, 16 practicing educators from across the state, considered what teachers need to know and be able to do in 21st Century schools. This document contains the aligned standards adopted by the North Carolina State Board of Education in June 2007.

Why are these Standards important to you? The North Carolina Professional Teaching Standards are the basis for teacher preparation, teacher evaluation, and professional development. Colleges and universities are changing their programs; a new teacher evaluation instrument is being created; and professional development is taking on a new look

based on these Standards. Each of these will include the skills and knowledge needed for the 21st Century teaching and learning. The document is provided in this format so that it may be kept in a plan book to guide instruction as we move forward in the 21st Century.

STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP

Teachers lead in their classrooms.

Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st Century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.

- Take responsibility for all students' learning
- Communicate vision to students
- Use data to organize, plan, and set goals
- Use a variety of assessment data throughout the year to evaluate progress
- Establish a safe and orderly environment
- Empower students

Teachers demonstrate leadership in the school.

Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.

- Work collaboratively with all school personnel to create a professional learning community
- Analyze data
- Develop goals and strategies through the school improvement plan
- Assist in determining school budget and professional development
- Participate in hiring process
- Collaborate with colleagues to mentor and support teachers to improve effectiveness

Teachers lead the teaching profession.

Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise

of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.

- Strive to improve the profession
- Contribute to the establishment of positive working conditions
- Participate in decision-making structures
- Promote professional growth

Teachers advocate for schools and students.

Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.

- Advocate for positive change in policies and practices affecting student learning
- Participate in the implementation of initiatives to improve education

Teachers demonstrate high ethical standards.

Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998. (www.ncptsc.org)

- Demonstrate ethical principles
- Uphold the Code of Ethics and Standards for the Professional Conduct

STANDARD II: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS

Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.

Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

- Encourage an environment that is inviting, respectful, supportive, inclusive, and flexible

Teachers embrace diversity in the school community and in the world.

Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures.

Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

- Demonstrate knowledge of diverse cultures

- Select materials and develop lessons that counteract stereotypes and incorporate contributions.
- Recognize the influences on a child's development, personality, and performance
- Consider and incorporate different points of view

Teachers treat students as individuals.

Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.

- Maintain high expectations for all students
- Appreciate differences and value contributions by building positive, appropriate relationships

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

Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.

- Collaborate with specialists
- Engage students and ensure they meet the needs of their students through inclusion and other models of effective practice

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

Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.

- Improve communication and collaboration between the school and the home and community
- Promote trust and understanding and build partnerships with school community
- Seek solutions to overcome obstacles that prevent family and community involvement

STANDARD III: TEACHERS KNOW THE CONTENT THEY TEACH

Teachers align their instruction with the North Carolina Standard Course of Study.

In order to enhance the *North Carolina Standard Course of Study*, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have

explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.

- Teach the *North Carolina Standard Course of Study*
- Develop and apply strategies to make the curriculum rigorous and relevant
- Develop literacy skills appropriate to specialty area

Teachers know the content appropriate to their teaching specialty.

Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.

- Know subject beyond the content they teach
- Direct students' curiosity into an interest in learning

Teachers recognize the interconnectedness of content areas/disciplines.

Teachers know the links and vertical alignment of the grade or subject they teach and the *North Carolina Standard Course of Study*. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to the subjects they teach.

- Know links between grade/subject and the *North Carolina Standard Course of Study*
- Relate content to other disciplines
- Promote global awareness and its relevance

Teachers make instruction relevant to students.

Teachers incorporate 21st Century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the *North Carolina Standard Course of Study* and 21st Century content which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.

- Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility
- Demonstrate the relationship between the core content and 21st Century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness

STANDARD IV: TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS

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

Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.

- Know how students think and learn
- Understand the influences on student learning and differentiate instruction
- Keep abreast of evolving research
- Adapt resources to address the strengths and weaknesses of students

Teachers plan instruction appropriate for their students.

Teachers collaborate with their colleagues and use a variety of data sources for short and long range planning based on the *North Carolina Standard Course of Study*. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be constantly monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural diversity and to individual learning needs.

- Collaborate with colleagues
- Use data for short and long range planning
- Engage students in the learning process
- Monitor and modify plans to enhance student learning
- Respond to cultural diversity and learning needs of students

Teachers use a variety of instructional methods.

Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

- Choose methods and materials as they strive to eliminate achievement gaps
- Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction

Teachers integrate and utilize technology in their instruction.

Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

- Know appropriate use
- Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate

Teachers help students develop critical thinking and problem solving skills.

Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.

- Encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions
- Help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems

Teachers help students work in teams and develop leadership qualities.

Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.

- Teach the importance of cooperation and collaboration
- Organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities

Teachers communicate effectively.

Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.

- Communicate clearly with students in a variety of ways
- Assist students in articulating thoughts and ideas clearly and effectively

Teachers use a variety of methods to assess what each student has learned.

Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st Century assessment systems to inform instruction and demonstrate evidence of students' 21st Century knowledge, skills, performance, and dispositions.

- Use multiple indicators, both formative and summative, to evaluate student progress
- Provide opportunities for self-assessment

- Use assessment systems to inform instruction and demonstrate evidence of students' 21st Century knowledge, skills, performance, and dispositions

STANDARD V: TEACHERS REFLECT ON THEIR PRACTICE

Teachers analyze student learning.

Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.

- Think systematically and critically about learning in their classroom: why learning happens and what can be done to improve student achievement
- Collect and analyze student performance data to improve effectiveness

Teachers link professional growth to their professional goals.

Teachers participate in continued, high quality professional development that reflects a global view of educational practices; includes 21st Century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.

- Participate in continued, high quality professional development

Teachers function effectively in a complex, dynamic environment.

Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.

- Actively investigate and consider new ideas that improve teaching and learning
- Adapt practice based on data

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