

Teacher Education Specialty Area Standards

January 2009

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Standards for Birth-Kindergarten Teacher Candidates

Standard 1: BK teacher candidates have a comprehensive knowledge of typical as well as atypical patterns of child development.

BK teacher candidates demonstrate an understanding of age-related characteristics that permit predictions about what experiences are most likely to promote children's development and learning across all domains. They recognize that each domain is important and that children's development is integrated or holistic, with progress in one domain influencing development in all of the others. They recognize that children of various ages, abilities, and cultural, linguistic, or socio-economic backgrounds will demonstrate varying degrees of strengths across developmental domains.

- Understand interrelated domains: approaches to learning, emotional and social development, health and physical development, language development and communication, cognitive development
- Demonstrate awareness of categories and characteristics of disabilities in young children
- Demonstrate awareness of how cultural, linguistic, and socio-economic factors influence learning and development
- Articulate and apply theory and research to practice (e.g. articulate how children are learning what they need through play.)

Standard 2: BK teacher candidates foster relationships with families that support children's development and learning.

BK teacher candidates understand that families are the first and most important teachers and key decision makers for their children. BK teacher candidates understand diverse family structures and functioning styles, family systems and human ecological theories, family structures, functioning styles, and stages of family and adult development. B-K teacher candidates apply this knowledge while working with young children and their families.

- Acknowledge families as the first and most important teachers and key decision makers for their children
- Demonstrate awareness of diverse family structures and functioning styles
- Apply evidence-based knowledge of family systems and human ecological theories and the stages of family and adult development
- Demonstrate skills in partnering with families to promote the child's development and learning by exchanging information, making collaborative decisions, and cooperatively implementing and evaluating program plans for the child
- Demonstrate knowledge of issues relating to families who have children with disabilities

Standard 3: Birth-Kindergarten teacher candidates build community partnerships in support of children and families.

BK teacher candidates are aware of resources that are available to children and families and support them in accessing services and materials to meet family and educational goals. BK teacher candidates inform families of their rights, available resources, and strategies to negotiate service systems and transitions. They collaborate with families to make decisions and support families to become advocates, thus promoting children's development in the context of the larger community.

- Demonstrate knowledge of the philosophical, historical, and legal issues in the fields of child development, early childhood education, early childhood special education, and early intervention
- Are aware of resources, range of services, and program and transition options available to children and families

- Implement procedures for supporting families in decision making
- Support families in becoming advocates for their children
- Collaborate with related service professionals within a variety of settings (e.g., classroom, home, agencies, etc.)

Standard 4: BK teacher candidates use authentic, ongoing assessment of children’s abilities to plan, implement, and evaluate programs that build upon each child’s unique strengths.

Birth-Kindergarten teacher candidates use varied and multiple methods of appropriate assessment procedures (e.g., observation, documentation, formal and informal evaluation, interview, record review) and sources of information (e.g., parents, teachers, caregivers, relatives) collected over time, to support individual learning and instruction, identify children who need additional services, plan programs, and monitor progress. Partnering with families, teachers use multiple measures to assess children within typical daily activities within the natural environment (including school and home), using familiar materials. They use assessment results to inform ongoing decisions about curriculum and instructional practices.

- Implement a child- and family-centered, team-based evaluation process
- Address each child’s unique strengths and needs through authentic, developmentally appropriate, culturally and linguistically responsive, multidimensional assessment methods.
- Reflect upon results of assessments to determine program planning and implementation.
- Use task analysis to determine goals and objectives, select learning outcomes, prioritize and sequence tasks, determine instructional strategies, select and arrange learning environments, and construct performance assessments and evaluation.
- Use the assessment process to make decisions about eligibility for program services, settings, and the identification of appropriate IEP/IFSP goals, instructional strategies, ongoing progress monitoring, program evaluation, program impact, and outcomes.
- Integrate IEP or IFSP goals throughout the daily routines and activities in a developmentally appropriate way.
- Use a variety of authentic assessment approaches to determine children’s responses to teaching and intervention prior to identification for special education services.
- Demonstrate knowledge of appropriate assessment materials that are used during the assessment process for identification of children with disabilities
- Demonstrate knowledge of foundational strategies to use with young children who have disabilities (e.g., task analysis, level of assistance, communication strategies, and assistive technology, both low tech and high tech)

Standard 5: B-K teacher candidates create and adapt environments and intentionally plan and implement an integrated curriculum that facilitates every child’s construction of knowledge and provides a strong foundation for lifelong learning.

B-K teacher candidates address the growth, development, and learning of the whole child, with particular emphasis on promoting positive approaches to learning. They provide a comprehensive and effective curriculum across developmental domains and academic content. They adapt environments and curriculum for children with disabilities or other special needs. BK teacher candidates:

- use play and active learning processes as a foundation for ALL young children’s learning.
- plan a suitable balance between child-initiated and adult-initiated activities.
- create and adapt integrated, meaningful, challenging, and engaging and developmentally supportive leaning experiences.
- embed IFSP/IEP goals and objectives into curriculum activities.
- implement and adapt developmental and functional curricula across all domains (including cognitive,

physical, emotional-social, and language) in response to ALL young children's strengths, interests, needs and differing ability levels.

- integrate content from disciplines that set the stage from subsequent academic development to include emergent reading, writing, mathematics, science, technology, social studies, and the arts (visual art, music, movement, drama, dance).
- create and adapt developmentally supportive environments with attention to curriculum, interactions, teaching practices, and learning materials.
- create, manage, and adapt environments with developmentally appropriate interpersonal, spatial, and temporal organization.
- understand that social and emotional learning is taking place at all times and that children are simultaneously engaged in social, emotional, and cognitive tasks.
- design indoor and outdoor spaces with many types and levels of challenge and stimulation and schedule opportunities for physical development each day.

BK teacher candidates provide an integrated curriculum derived from Infant-Toddler Guidelines, Foundations for Early Learning, and the Kindergarten Standard Course of Study which includes the following areas:

Emotional/Social Development: To support the emotional/social growth and development of children, BK teacher candidates

- promote children's awareness of personal uniqueness, including cultural and racial identity.
- provide opportunities for the development of self-confidence and social skills, and promote positive interpersonal interaction between children and adults as well as among children.
- foster children's increasing competence in regulating, recognizing, and expressing emotions, verbally and non-verbally.
- support children's ability to form and maintain relationships.

Physical Development, Health, Nutrition and Safety: BK teacher candidates embed opportunities for large and small motor development and promote health, nutrition, and safety within daily outdoor and indoor activities. They

- teach and model hygienic practices
- encourage development and opportunities to practice personal care and self-help skills
- have knowledge of creating a safe environment that supports self care and hygiene
- develop classroom safety rules and model safe practices
- create an environment and schedule that provides materials and daily opportunities for a variety of gross and fine motor activities
- model and discuss healthy eating habits and frequent exercise

Cognitive Development (including Emergent Language and Literacy, Mathematics, Science, Social Studies, and the Arts)

Emergent Language and Literacy: BK teacher candidates understand the developmental sequence and use a wide range of learning experiences to facilitate children's

- development of receptive and expressive oral language
- literacy acquisition including print concepts, alphabetic principles, and phonemic awareness
- emergent written expression

Emergent Mathematics: BK teacher candidates understand the developmental sequence and use a wide range of learning experiences to facilitate children's construction of

- basic concepts of number and operations.
- spatial sense and understanding of measurement and geometry.

- understanding of patterns, relationships, and functions.
- basic principles of data analysis, including probability, experimentation and observation to make predictions.
- multiple strategies of mathematical processing
- representation of mathematical concepts

Emergent Science: BK teacher candidates understand the developmental sequence and use a wide range of child directed exploration and experimentation to facilitate development of

- perceptual functioning and motor skills in order to maintain safety during learning, play, and daily routines, including appropriate use of equipment and tools
- thinking skills relevant to observing, describing, questioning, sequencing, predicting, comparing, and contrasting
- understanding of the nature of science, the process of scientific inquiry, and the relationship between science and daily life.
- fundamental understanding of the physical world, of living organisms, and of the immediately perceptible earth environment

Emergent Social Studies: BK teacher candidates understand the developmental sequence and use a wide range of learning experiences to facilitate children’s understanding of

- culture and cultural diversity
- time, continuity, and change (e.g., sequence of daily events, changes in body and environment)
- technology and economic development (e.g., wants and needs)
- individuals, groups and institutions—their development and identities (e.g., awareness and appreciation of similarities and differences among individuals, families, etc.)
- civic ideals and practices—power, authority and governance (e.g., fairness and social justice)

Emergent Creative Arts: BK teacher candidates understand the developmental sequence and use a wide range of learning experiences to facilitate children’s

- creative expression through the visual arts, dance and creative movement, music, and drama
- representation of ideas
- familiarity with and appreciation of a variety of art forms and artists
- integration of arts to support learning in all content areas (including cultural diversity)
- apply creativity to problem solving, risk-taking, and critical thinking

Standards for Elementary Grades Teacher Candidates

Elementary teachers provide a foundation for K-6 students to become lifelong learners and critical thinkers who can successfully function, compete, and flourish in a global society. Therefore, effective 21st century elementary education teacher candidates must possess an overarching understanding and knowledge of the key concepts which drive all content instruction. These key concepts, connected with other core standards, include candidates' knowledge of assessment and instruction, the nature of the learner, school governance and culture, theories of learning and development, critical use of technology and the understanding of how the arts affect and interact with all other content areas. While content knowledge is essential, elementary teacher candidates must also understand the dynamic relationships and connections between content, instructional design, and assessment in relation to all elementary children.

The elementary teacher candidate must understand the integrative and complex relationship between the following key concepts:

Assessment and Instruction
Nature of the Learner
School Governance and Culture
Theories of Learning
Critical Use of Technology
Classroom Learning Environment

In order to deliver content effectively, elementary teacher candidates must also have a broad understanding of 21st century literacy skills. The 21st century teacher candidate defines literacy as the ability to identify, understand, interpret, create, communicate and compute using a variety of auditory and visual formats and contexts. This includes, but is not limited to, print, visual images, online databases, internet, podcasting, etc. It is important for teacher candidates to understand that literacy involves a continuum of learning within each content area, which will enable individuals to achieve their goals through developing and expanding their knowledge and understanding. (UNESCO - United Nations Educational, Scientific and Cultural Organization)

It is critical that the 21st century teacher candidate possess an understanding of the content essential to meet the objectives of the North Carolina Standard Course of Study (NCSCOS) and the elementary education curriculum. Elementary teacher education candidates must possess a strong knowledge of the NCSCOS in order to deliver effectively the content associated with the following standards.

Standard 1: Elementary grades teacher candidates have the knowledge and understanding of language and how language is used to develop effective communication in listening, speaking, viewing, reading, thinking, and writing. [Reading/Language Arts](#)

In order to enhance the North Carolina Standard Course of Study, 21st century reading and language arts teacher candidates know and understand literacy processes to facilitate continuous growth in language arts. Teacher candidates must understand that the language arts are transactive processes that include the learner, the text, the learning goal, and the context in which learning occurs. Teacher candidates understand that literacy processes are integrative across content areas and instructional modalities. Teacher candidates must also have a broad knowledge of the foundations of reading and have the ability to use a wide range of reading assessments that inform instructional decisions for both individual students and groups of students. Teacher candidates must have the expertise to create literate environments that foster reading and writing in the 21st century in their classrooms and schools.

Elementary teacher candidates are knowledgeable in and are able to design and implement learning tasks that involve:

- A. the function, the influence and the diversity of language.
- B. integrated practices of multimodal literacies.
- C. foundations of reading.
- D. reading processes through a wide range of text.
- E. a wide range of reading and writing assessment tools and results in order to provide developmentally appropriate instruction.
- F. multiple composing processes.
- G. best instructional practices and techniques in the language arts for all learners.

Standard 2: Elementary grades teacher candidates have the knowledge and understanding of mathematical conventions and processes skills relative to: number sense, numeration, numerical operations, and algebraic thinking; spatial sense, measurement and geometry; patterns, relationships, and functions; and data analysis, probability and statistics. [Mathematics](#)

In order to enhance the North Carolina Standard Course of Study, 21st century teacher candidates know and understand mathematical content and process skills to facilitate continuous development in mathematics. These teacher candidates demonstrate knowledge of learners' mental representations of the content, including learners' typical pre-conceptions, misconceptions, errors, and learning trajectories. In addition mathematics teacher candidates demonstrate knowledge of the content as represented by instructional media and strategies, including sequencing of units and topics, various examples, metaphor, models, tasks, tools, and technologies used. Teacher candidates understand that problem solving, reasoning, communication, connection, and representation are integrative across content areas and instructional modalities.

Elementary teacher candidates are knowledgeable in and are able to design and implement mathematical tasks that involve:

- A. problem solving, reasoning and proof, communication, connection, and representation.
- B. number sense, numeration, and numerical operations.
- C. spatial sense, measurement and geometry.
- D. patterns, relationships, and functions and algebraic thinking.
- E. data analysis, probability and statistics.
- F. mathematical tools and manipulatives.

Standard 3: Elementary grades teacher candidates have the knowledge and understanding of scientific inquiry, process skills, concepts and applications relative to the life, physical, and earth sciences. [Science](#)

In order to enhance the North Carolina Standard Course of Study, 21st century teacher candidates use conceptual and procedural knowledge to guide their students to inquisitively learn, reason, and think critically, logically, and creatively. Using this knowledge, candidates teach students to make informed decisions through analyzing problems in order to construct alternative explanations and communicate scientific arguments. Teacher candidates must have the knowledge of inquiry based science, effective use of science process skills, and the importance of debating issues involving science and technology from a global perspective. Teacher candidates realize that science content is constantly evolving.

Elementary teacher candidates are knowledgeable in and are able to design and implement science learning activities that:

- A. demonstrate appropriate safety practices and procedures to ensure the welfare and safety of all students and living organisms in the learning environment, including proper maintenance and disposal of materials.
- B. use the unifying concepts and processes in the life, physical, and earth sciences.
- C. involve the nature of science, the historical development of scientific thought, the process of scientific inquiry, and the reciprocal relationship between science and society.
- D. involve the application of science skills, equipment and processes, technological tools and mathematical knowledge and skills.
- E. allow students to develop and apply content knowledge and critical thinking skills that lead to the development of scientific literacy.

Standard 4: Elementary grades teacher candidates have the necessary knowledge specific for producing knowledgeable, global citizens who are critical thinkers in a democratic society. [Social Studies](#)

In order to enhance the North Carolina Standard Course of Study, 21st century teacher candidates use integrated content from the social sciences, as well as appropriate content from the humanities, mathematics, and natural sciences in order to promote civic competence. Teacher candidates understand the importance of preparing their students to become knowledgeable, global citizens who are critical thinkers and effective decision-makers in a democratic society. These essential concepts assume a global perspective on content and call for distinct and developmentally appropriate pedagogies for 21st century learners at the elementary grade levels.

Elementary teacher candidates are knowledgeable in and are able to design and implement learning activities that incorporate:

- A. culture and cultural diversity.
- B. time, continuity and change.
- C. economic, scientific, and technological development.
- D. individuals, groups and institutions.
- E. civic ideals and practices.

Standard 5: Elementary grades teacher candidates have the knowledge and understanding of mental, emotional, physical, and social health to empower students to make healthy lifestyle choices. [Healthful Living](#)

In order to enhance the North Carolina Standard Course of Study, 21st century teacher candidates are able to identify, articulate, and model healthy lifestyle choices that will impact student health. These teacher candidates demonstrate knowledge of best practices and laws (Healthy Active Child Mandate) that impact and promote health and well being. Teacher candidates make explicit connections to healthy choices that lead to the improvement of student learning, interpersonal and intrapersonal relationships, and over all quality of life.

Elementary teacher candidates are knowledgeable in and are able to design and implement learning tasks that demonstrate the:

- A. benefits of a physically active life.
- B. importance of proper nutrition.
- C. promotion of healthy relationships.
- D. consequences of substance abuse.
- E. prevention of accidents and injuries.

Standard 6: Elementary grades teacher candidates integrate art throughout the curriculum. The Arts

21st century teacher candidates create meaningful learning experiences which are relevant, rigorous, and enhance the content by providing alternate ways to think critically and communicate ideas.

Elementary teacher candidates are knowledgeable in and are able to design and implement learning tasks that demonstrate:

- A. a general knowledge of the fundamentals of music, dance, theatre, and/or visual arts.
- B. the ability to create interdisciplinary lessons/units that integrate the content areas with the arts to enhance classroom instruction and student learning.

To be hyperlinked

Content Clarification for Elementary Standards

These clarifications may include but are not limited to the following examples of how teacher candidates might demonstrate proficiency in elementary content standards. These examples are for clarification purposes only. Teacher candidates are not expected to document evidence from each item on the clarification page.

The elementary teacher candidate must understand the integrative and complex relationship between the following key concepts:

Assessment and Instruction

- Diagnostic, Formative, and Summative Assessment
- Analysis of Assessment Data
- Assessment Guided/Driven Instruction
- Knowledge of instructional design
- Integrative curriculum, including the arts
- Content area specific pedagogy

Nature of the Learner

- Child Development and Growth
- Differentiation of instruction
- Diverse learners/societies/families
- Parental, family, community relationships
- Learning styles and modalities
- Responsive, unbiased instruction for all learners
- Appropriate tiered instructional strategies (e.g. Responsiveness To Instruction)
- Knowledge in ELL and EC content and instructional strategy

School Governance and Culture

- Basic knowledge of School Law
- Collaboration with teachers, resource professionals, etc.
- Teacher rights and responsibilities
- Continuing education and professional development
- Working effectively with administrators

Theories of Learning

- Educational Theory
- Learning Theory
- Development Theory
- Curriculum Theory

Critical Use of Technology

- Analysis of web page credibility
- Effective integration of technology
- Technology for teacher productivity
- Technology to increase student learning outcomes

Classroom Learning Environment

- Multiple components of the learning environment
- Student behavior and intervention
- Procedures and routines
- Time management
- Recordkeeping
- Creating a safe and orderly environment

Standard 1: Elementary grades teacher candidates have the knowledge and understanding of language and how language is used to develop effective communication in listening, speaking, viewing, reading, thinking, and writing. [Reading/ Language Arts](#)

A. The function, the influence and the diversity of language

- know and understand semantics, syntax, morphology, phonology, conventions of grammar, and effectively model that knowledge to teach their students to use language effectively.

B. Integrated practices of multimodal literacies.

- integrate non print based text options across content areas, such as, video, graphic, photographic, and other multimedia options to enhance learning.

C. Foundations of reading.

- Analyze foundational reading theories to inform instructional practices and critique current theories to aid in development of new understandings and practices.
- Use appropriate practices and materials grounded in reading research to evaluate the impact of teaching practices on student learning in light of reading research, histories of reading and connections to writing.
- Use knowledge of developmental aspects of oral language and its relationship to reading and writing when making classroom and instructional decisions.
- Demonstrate how cultural and linguistic diversity impact literacy learning.

D. Reading processes through the use of a wide range of text.

- help students to analyze, interpret, evaluate, and appreciate text as it relates to their prior knowledge, sociocultural backgrounds, and the individual and social interest of their students.
- facilitate instruction to build the background knowledge and vocabulary using of a wide range of text.

E. A wide range of reading and writing assessment tools and results in order to provide developmentally appropriate instruction.

- Choose, administer, and interpret a variety of formal and informal reading and writing assessments such as standardized diagnostic reading tests, informal reading inventories, running records, and reading/writing conferences.
- Use reading and writing assessment results to determine appropriate instructional intervention.
- Match instructional strategies and interventions to assessment results to promote continuous reading and writing improvement.
- Collaborate with other school professionals and families to plan and implement appropriate reading and writing instruction and services for students.

F. Use of multiple composing processes.

- facilitate instruction using multiple composing processes, such as, oral, visual, written, technical forms, to effectively communicate for a variety of audiences and purposes.
- know and understand instructional options that allow students choices to demonstrate their growth as writers.

G. Best instructional practices and techniques in the reading process for all learners.

- Provide evidence-based rationale for diagnostic reading instructional decisions.
- Employ appropriate instructional grouping options for reading.
- Employ a variety of instructional practices, approaches, and methods to improve reading and writing outcomes for students.
- Employ strategies appropriate to the teaching of phonemic awareness, word identification, fluency, vocabulary, and comprehension.

Standard 2: Elementary grades teacher candidates have the knowledge and understanding of mathematical conventions and processes skills relative to: Number sense, numeration, numerical operations, and algebraic thinking; spatial sense, measurement and geometry; patterns, relationships, and functions; and data analysis, probability and statistics. [Mathematics](#)

A. Problem solving, reasoning and proof, communication, connection, and representation.

- help students develop problem solving skills that involve building new mathematical knowledge, applying and adapting a variety of appropriate strategies in order to monitor and reflect on the process of mathematical problem solving.
- facilitate instruction using reasoning and proof which involves making and investigating mathematical conjecture, developing and evaluating mathematical arguments and proofs, and selecting and using various types of reasoning and methods of proof.
- help students communicate mathematical thinking coherently and clearly, analyzing and evaluating mathematical thinking and strategies of others, and using the language of mathematics to express mathematical ideas precisely
- help students make connections regarding how mathematics ideas interconnect and build on one another to produce a coherent whole and recognizing and applying mathematics in context outside of mathematics.
- help students develop representations which involves selecting, applying, and translating among mathematical representations to solve problems and using representations to organize, record, and communicate mathematical ideas.

B. Number sense, numeration, and numerical operations

- understand numbers, ways of representing numbers, relationships among numbers and number systems
- understand meanings of operations and how they relate to one another
- compute fluently and make reasonable estimates
- understand place value and its use throughout computation, alternative computational algorithms, and knowledge of fractions.

C. Spatial sense, measurement and geometry

- understand and analyze the characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships
- understand how to specify locations and describe special relationships using coordinate geometry and other representational systems.
- understand and apply transformations and use symmetry to analyze mathematical situations
- understand how to use visualization, spatial reasoning, and geometric modeling to solve problems.
- understand measurable attributes of objects and the units, systems, and processes of measurement
- understand how to apply appropriate techniques, tools, and formulas to determine measurement.

D. Patterns, relationships, and functions and algebraic thinking

- understand patterns, relations and functions
- understand how to represent and analyze mathematical situations and structures using algebraic symbols
- understand how to use mathematical models to represent and understand quantitative relationships
- are able to analyze change in various contexts

To be hyperlinked

E. Data analysis, probability and statistics

- understand how to formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them
- understand how to select and use appropriate statistical methods to analyze data
- know how to develop and evaluate inferences and predictions that are based on data
- understand and apply basic concepts of probability

F. Mathematical instructional strategies and tools

- understand ways to use technology to explore mathematical concepts.
- use appropriate math manipulatives and representations

Standard 3: Elementary grades teacher candidates have the knowledge and understanding of scientific inquiry, process skills, concepts and applications relative to the life, physical, and earth sciences. [Science](#)

A. Demonstrate appropriate safety practices and procedures to ensure the welfare and safety of all students and living organisms in the learning environment, including proper maintenance and disposal of materials.

- Ensure that safety precautions and procedures are included in instruction and provide supervision during science activities.
- Analyze the lab/activities for safety and research materials/chemicals, including use of MSDS (Material Safety Data Sheets), to identify safety concerns before they are used.
- Have a working knowledge of, and comply with, science safety laws, codes, standards, and procedures.
- Model and enforce appropriate safety behaviors.
- Collaborate with colleagues to develop a short- and long-term plan for improvement of science safety.

B. Use the unifying concepts in the life, physical, and earth sciences.

- Systems, Order and Organizations
- Evidence, Models and Explanation
- Constancy Change and Measurement
- Evolution and Equilibrium
- Form and Function

C. Involve the nature of science, the historical development of scientific thought, the process of scientific inquiry, and the reciprocal relationship between science and society.

- Science is universal, multidisciplinary, cumulative and self-revising
- Science represents a way to answer questions based on observations, confirmable evidence and logical thinking
- The development of scientific thought is not necessarily linear
- Modern science is based on contributions, both past and present, from diverse cultures
- Scientific knowledge and applications affect and change human society
- Science progresses through communication within the scientific community, as well as with the public, allowing for feedback, challenges, and peer review

D. The application of scientific skills, equipment and processes, technological tools and mathematical knowledge and skills.

- Demonstrate proficiency in using measurement tools to perform investigations and gather accurate information
- Employ principles and applications of mathematics appropriate to the science content they teach
- Demonstrate proficiency in using scientific equipment commonly used in a given grade level

To be hyperlinked

E. Allow students to develop and apply content knowledge and critical thinking skills that lead to the development of scientific literacy.

- Plan for acquisition, dissemination and management of materials and equipment
- Incorporate appropriate field investigations and field trips
- Identify ‘real world’ questions and facilitate scientific investigations of these questions to teach science content
- Incorporate appropriate authentic assessment techniques to gauge student progress through inquiry based instruction

Standard 4: Elementary grades teacher candidates have the necessary knowledge specific for producing knowledgeable, global citizens who are critical thinkers in a democratic society. [Social Studies](#)

A. Culture and cultural diversity.

- A multitude of cultures and their diversities at the local, state, national and global levels.
- How rules, laws, and policies protect people and their environments
- Understand and apply the Five Themes of Geography

B. Time, continuity and change

- Major historical events that have profoundly affected and impacted local, state, national and global levels.
- How people in different times and places view the world differently
- Historic cause and effect and how it informs prediction and decision making

C. Economic, scientific, and technological development

- How local, state, national and global levels vary in terms of their access to and use of scientific and technological resources.
- How interdependence accounts for needs, wants, supply and demand.
- How science and technology changed the lives of people.
- Have a knowledge of financial literacy

D. Individuals, groups and institutions.

- How individuals, groups and institutions interact.
- Heroes, famous people, and historical figures.
- The development, purpose, and influence of communities.

E. Design and implement learning activities that incorporate civic ideals and practices.

- Forms and structures of government that exist at the local, state, national and global levels.
- How rules, laws, and authority protect people.
- The rights and responsibilities of citizenship

Standard 5: Elementary grades teacher candidates have the knowledge and understanding of mental, emotional, physical, and social health to empower students to make healthy lifestyle choices. [Healthful Living](#)

A. Benefits of a physically active life

- classroom practices that promote kinesthetic engagement
- structured and unstructured recess
- integrating physical activity into classroom content

To be hyperlinked

B. Importance of proper nutrition

- food choices according to the current food pyramid
- relationship between physical activity, caloric intake, and personal health
- awareness of the use of media that influence food choices

C. Promotion of healthy relationships

- interpersonal (i.e., friends, teachers, family, strangers, conflict resolution [bullying])
- intrapersonal (i.e., self confidence, self esteem, self control, positive self talk)

D. Consequences of substance abuse

- tobacco
- alcohol
- illicit drugs, over the counter, and prescription drugs

E. Accident/Injury Prevention

- school safety
- water safety
- community safety
- home safety

Standard 6: Elementary grades teacher candidates integrate art throughout the curriculum. [The Arts](#)

A. General knowledge of the fundamentals of music, dance, theatre, and/or visual arts.

B. Create interdisciplinary lessons/units that integrate the content areas with the arts to enhance classroom instruction and student learning.

Standards for Middle Grades (6-9) Teacher Candidates

These standards reflect the consensus among middle level educators, policymakers, and other stakeholders that middle level teachers need specialized professional preparation to be highly successful. There is also widespread agreement that middle level teachers should be prepared in specialized teacher preparation programs that focus directly and exclusively on the knowledge, skills, and dispositions needed to successfully teach young adolescents (enrolled in grades 6-9 within various grade configurations). More than 100 years of experience and research have shown that completion of teacher preparation programs designed to prepare teachers of young children in elementary schools or older adolescents in senior high schools is not sufficient. Effective middle level teacher preparation programs place a high priority on providing and requiring early and continuing middle level field experiences for prospective middle level teachers. The priority given these middle level clinical experiences reflects the views of practicing teachers and other stakeholders about the essential components of professional preparation programs. Although candidates for middle level licensure are required to complete one teaching concentration in the core areas of language arts, mathematics, science, or social studies, preparation in two content areas is strongly encouraged.

Standard 1: Middle level teacher candidates understand and apply the major concepts, principles, theories, and research related to young adolescent development that support student development and learning.

Middle level teacher candidates understand the unique characteristics and needs of young adolescents and use that knowledge to establish learning environments that result in high levels of student achievement. Middle level teacher candidates integrate multiple roles that include teacher, role model, coach and mentor.

- Create learning opportunities that reflect an understanding of the development of all young adolescent learners where differences are respected and supported and individual potential is encouraged.
- Use developmentally responsive (intellectual, physical, social emotional and moral) instructional strategies.
- Engage young adolescents in activities related to their interpersonal, community, and societal responsibilities.
- Evaluate the effect of societal changes, including the portrayal of young adolescents in the media, which impact the healthy development of young adolescents.

Standard 2: Middle level teacher candidates understand and apply the philosophical foundations of developmentally responsive middle level programs and schools and the organizational structures that support young adolescent development.

Middle level teacher candidates understand and apply the major concepts, principles, theories and research surrounding the philosophical foundations of developmentally responsive programs and schools, including flexible scheduling, common planning periods, and best teaching practices for the education of young adolescents. They will successfully work within interdisciplinary teams and with colleagues to maximize student learning and school improvement.

- Understand the philosophical foundations of developmentally responsive middle level programs and schools.
- Know best practices for the education of young adolescents in a variety of school organizational settings (e.g. K-8, 5-8, 7-12 organizational plans)

- Are knowledgeable about historical and contemporary models of schooling for young adolescents and the advantages and disadvantages of these models.
- Understand the rationale and characteristic components of developmentally responsive middle level schools.

Standard 3: Middle level teacher candidates plan and teach interdisciplinary curriculum based on core and elective/exploratory curricula that are relevant, challenging, and exploratory.

Middle level teacher candidates use their knowledge of content integration to address and connect knowledge, skills and concepts across the disciplines within the standard course of study to develop interdisciplinary approaches to curriculum. They implement these plans in ways that enable young adolescents to integrate knowledge and generate deeper levels of understanding.

- Make connections among subject areas when planning interdisciplinary curriculum.
- Demonstrate an in-depth understanding of the structure and knowledge of local, state, and national middle level curriculum standards and ways to assess the student knowledge reflected in those standards.
- Design and implement curriculum in ways that encourage all young adolescents to observe, question, and interpret knowledge and ideas from diverse perspectives and in integrated ways.

Standard 4: Middle level teacher candidates understand and apply the major concepts, principles, theories, and research unique to effective middle level instruction and assessment, and they employ a variety of developmentally responsive strategies to meet the varying abilities and learning styles of all young adolescents.

Middle level teacher candidates use a variety of teaching/learning strategies grounded in the principles of middle level instruction and resources that motivate young adolescents to learn. They create developmentally responsive learning experiences that encourage young adolescents to be actively engaged and successful in their learning.

- Motivate all young adolescents and facilitate their learning through the use of a wide variety of developmentally responsive instructional strategies, materials and resources (e.g. technological resources, manipulative materials).
- Understand the principles of middle level instruction and the middle school research base that supports them.
- Select, develop and apply a balance of authentic performance assessments, both formative and summative, related to the unique learning needs of young adolescents.

Standards for Secondary Grades (9-12) Teacher Candidates

Effective teachers in grades 9-12 understand both their content and principles of human development and learning. They articulate and apply a philosophy that is developmentally appropriate for the students they teach and that builds on the foundation of developmentally responsive early adolescent programs. This approach aims to assure that students learn to think critically and that they connect information across disciplines. Secondary teachers in all content areas demonstrate proficiency in concept-based and differentiated instruction, as well as in diagnostic, formative, and summative assessment. In keep with state and national level expectations, secondary teachers incorporate and cultivate rigor, relevance, and relationships in instruction.

Standard 1: Secondary grades teacher candidates articulate a rationale for instructional decisions that proceeds from an understanding of the unique and diverse curricular structures of high schools.

Secondary grades teacher candidates:

- Select from a range of instructional strategies to meet instructional goals and account for the constraints and opportunities of time and class schedules.
- Implement formative and summative assessments at the school level that account for the unique context of the learning environment.

Standard 2: Secondary grades teacher candidates connect discipline based content and concepts to real world applications and situations.

Secondary grades teacher candidates:

- Integrate service learning and community-based outreach.
- Make connections between content and the environment beyond school.
- Articulate an understanding of multi-modal learning activities and their implementation into the curriculum.

Standard 3: Secondary grades teacher candidates articulate the major concepts, principles and theories of development across adolescence (ages 10-22), and the structures and strategies that support adolescent developmental learning.

Secondary grades teacher candidates:

- Demonstrate the ability to make transitions in teaching strategies and learning outcomes from early to late adolescence.
- Demonstrate effective use of teaming and collaborative learning strategies.
- Make connections among subject areas when planning interdisciplinary curriculum.

Glossary

Multi-modal: Combination of various and diverse methods (genres) of presenting information

Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. (*What is Service-Learning*, Corporation for National & Community Service <http://www.servicelearning.org>)

Standards for English/Language Arts Teacher Candidates

English/Language Arts (ELA) teachers know what it means to be a literate citizen in the 21st century, acknowledging that the parameters of literacy are constantly shifting and expanding. ELA teachers know and are able to apply the language of the discipline of English/language arts appropriate for the developmental level of students and different grade level expectations. Teachers of ELA know and understand literacy processes to facilitate continuous growth in and beyond the classroom. ELA teachers recognize the importance of language practice in contexts within and beyond the academic environment of the classroom in preparation for success in a global society.

These standards are based on a philosophy of teaching and learning that is consistent with the current research, exemplary practices, and state and national standards.

Standard 1: ELA teacher candidates demonstrate knowledge and use of reading processes through the use of a wide range of texts.

ELA teacher candidates know what it means to be a literate citizen in the 21st century, acknowledging that the parameters of literacy are constantly shifting and expanding. Teacher candidates have an understanding of reading as a process and are able to employ strategies to encourage students to comprehend, interpret, evaluate, and appreciate text in all forms. They have an in-depth knowledge of a wide range of texts. Teacher candidates understand how to integrate carefully designed learning experiences that encourage students to demonstrate their ability to read and respond to texts of varying complexity and difficulty.

Middle School

- Demonstrate an in-depth knowledge of and an ability to use varied theories and teaching applications for a wide range of texts specifically written for young adolescents.
- Demonstrate an in-depth knowledge of and an ability to use varied theories and teaching applications of a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts appropriate to middle level/grades students.

High School

- Demonstrate an in-depth knowledge of and an ability to use varied theories and teaching applications for texts representing a global, multicultural, historical, and contemporary spectrum of literature.
- Demonstrate an in-depth knowledge of and an ability to use varied teaching applications for a range of works of literary theory and criticism and an understanding of their effect on reading and interpretive approaches.
- Demonstrate an in-depth knowledge of and an ability to use varied theories and teaching applications of a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts appropriate to high school.

Standard 2: ELA teacher candidates demonstrate the knowledge and use of multiple composing processes.

ELA teacher candidates understand that composition is a recursive process. They demonstrate a wide variety of effective composing strategies in various forms that generate meaning and clarify understanding. ELA teacher candidates distinguish among different conventions of composition for a variety of audiences, purposes, and contexts. Teacher candidates understand the complexity of assessment

when dealing with composition and use effective assessment strategies that value all aspects of the composing process.

Middle School

- Demonstrate an in-depth knowledge of and an ability to use varied theories and teaching applications of print and non-print texts.
- Demonstrate an in-depth knowledge of and an ability to use varied teaching applications that integrate time for and practice of composition in all aspects of learning.
- Demonstrate an in-depth knowledge of, and ability to use, varied theories and teaching applications of aesthetic and rhetorical conventions.

High School

- Demonstrate an in-depth knowledge of and an ability to use varied theories and teaching applications of print and non-print texts.
- Demonstrate an in-depth knowledge of and an ability to use varied teaching applications that integrate time for and practice of composition in all aspects of learning.
- Demonstrate an in-depth knowledge of and an ability to use varied theories and teaching applications of aesthetic and rhetorical conventions.

Standard 3: ELA teacher candidates demonstrate the knowledge and use of the function, the influence, and the diversity of language.

In order to plan and execute effective instruction, ELA teacher candidates have a comprehensive knowledge of the function, the influence, and the diversity of language. Teacher candidates understand and analyze the purposes of language in various contexts and forms: reading, writing, speaking, listening, and viewing. They understand the use of purpose, audience, and context within language to construct meaning; they apply knowledge of the choices in language structure and language conventions within these constructs. Teacher candidates offer continuous feedback and provide effective assessment to foster language development.

Middle School

- Demonstrate an in-depth knowledge of and an ability to connect reading, writing, speaking, listening, and viewing processes.
- Demonstrate an in-depth knowledge of and an ability to use varied theories and teaching applications of the conventions of English appropriate to the purpose, audience, and context.
- Demonstrate an in-depth knowledge of and an ability to use individual language acquisition and development, recognizing the impacts of cultural, economic, political, and social environments upon language.

High School

- Demonstrate an in-depth knowledge of and an ability to connect reading, writing, speaking, listening and viewing processes.
- Demonstrate an in-depth knowledge of and an ability to use varied theories and teaching applications of the conventions of English appropriate to the purpose, audience, and context.
- Demonstrate an in-depth knowledge of and an ability to use individual language acquisition and development, recognizing the impacts of cultural, economic, political, and social environments upon language.

Standard 4: ELA teacher candidates demonstrate the knowledge and use of the integrated practices of multimodal literacies.

In the 21st century there are increased cognitive demands on the audience to interpret the intertextuality of communication events that include combinations of print, speech, images, sounds, movement, music, and animation. Products may blur traditional lines of genre, author/audience, and linear sequence. Multimodal literacies acknowledge the idea that meaning is made through multiple modes of communication and expression and thus is not limited to traditional ideas of language.

Middle School

- Demonstrate an in-depth knowledge of and an ability to integrate a variety of instructional strategies and assessments to develop understanding of media, visual, aural, and critical literacies.
- Demonstrate an in-depth knowledge of and an ability to use multimodality as a way to enhance or transform the meaning of composing, reading, and analyzing print and non-print communication.
- Demonstrate an in-depth knowledge of and an ability to acquire, organize, evaluate, and creatively use multimodal information.

High School

- Demonstrate an in-depth knowledge of and an ability to integrate a variety of instructional strategies and assessments to develop understanding of media, visual, aural, and critical literacies.
- Demonstrate an in-depth knowledge of and an ability to use multimodality as a way to enhance or transform the meaning of composing, reading, and analyzing print and non-print communication.
- Demonstrate an in-depth knowledge of and an ability to acquire, organize, evaluate, and creatively use multimodal information.

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Standards for Mathematics Teacher Candidates

What mathematical knowledge do teacher candidates need to know? Content knowledge that pre-service teachers learn in mathematics education must strongly emphasize “mathematical knowledge for teaching.” This includes an understanding of the ways learners think, knowledge of didactic representations, the ability to make pedagogical judgments about students’ questions and solutions to mathematical problems, and the ability to make judgments about the mathematical quality of instructional materials. The advanced mathematics in a traditional college mathematics program, while important, may be “remote from the core content of the K-12 curriculum.”¹ It is important that the mathematics curriculum of a teacher licensure program include content necessary for teacher licensure candidates to develop deep understanding of the mathematics that *they will teach*.

An accredited teacher licensure program provides bridges from traditional mathematics content to the mathematics knowledge for teaching. Ideally, such bridges are integrated in mathematics coursework. However, given that this is not always possible, then other special courses may need to be designed specifically for pre-service teachers. Elementary grades teachers must be provided with *substantial* opportunities to focus on real numbers, data analysis and probability, geometry and measurement, and algebra. Similar and possibly more extensive opportunities are recommended for middle grade teachers, focusing on real and imaginary numbers with an emphasis on rational numbers and proportional reasoning, geometry, algebra, and data analysis and probability. Secondary mathematics teachers need *substantial* opportunities to address the mathematical knowledge for teaching 9-12 school mathematics. The focus needs to address knowledge of the mathematical understandings and skills that students acquire in elementary and middle school and how they affect learning in high school. In addition secondary mathematics teachers need a deep understanding of the fundamental mathematical ideas in grades 9-12 mathematics curricula and strong technical skills for application of those ideas (e.g., Algebra I/II, Geometry).

¹Online introduction to Ball, D.L., Hill, H.C., & Bass, H. (2005). Knowing mathematics for teaching: Who knows mathematics well enough to teach third grade, and how can we decide? *American Educator*. pp.14-22, 43-46. Retrieved April 19, 2008 from http://www.aft.org/pubs-reports/american_educator/issues/fall2005/bond.htm

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Standard 1: Mathematics teacher candidates possess the mathematical knowledge needed to enable students to understand numbers, ways of representing numbers, and relationships among numbers and number systems and to enable students to understand meanings of operations and how they relate to one another. Candidates enable students to develop computational fluency and to make reasonable estimates. At the middle and secondary grade levels, teacher candidates need the mathematical knowledge to enable students to transfer their understanding of numbers and number operations to symbolic expressions involving variables. **Number sense, numeration, numerical operation, and algebraic thinking**

Middle School

- Demonstrate conceptual understanding of rational numbers, facility in operating with rational numbers, and the ability to move flexibly among different representations of rational numbers (i.e. fractions, decimals, and percents).
- Understand and explain the distinctions among whole numbers, integers, rational numbers, and real numbers, and use properties (e.g. commutative, associative, distributive, and inverse) of these number systems.
- Understand and use mental computation and computational estimation.
- Understand and explain fundamental ideas of number theory (e.g. factors, multiples, divisibility, and primes) as they apply to middle school mathematics.
- Understand and extend the concepts of place value to make sense of large and small numbers, and use scientific notation.
- Demonstrate conceptual understanding of proportionality and facility in solving proportional reasoning problems, with an emphasis on multiplicative reasoning.

High School

- Understand and apply the mathematics of natural, integer, rational, real, and complex number systems.
- Understand and apply the mathematics of algebraic structures (e.g. groups, rings and fields) and rules for operations on expressions, equations, inequalities, vectors and matrices.
- Demonstrate skill in using algebra to model real-world applications.

Standard 2: Mathematics teacher candidates possess the mathematical knowledge needed to enable students to analyze the characteristics and properties of 2- and 3-dimensional geometric shapes; to develop mathematical arguments about geometric relationships; to understand units, processes of measure, and measurable attributes of objects; and to apply appropriate techniques, tools, and formulas to determine measurements. They enable students to develop the visualization, spatial reasoning, and geometric modeling to solve problems. Teacher candidates particularly at middle and secondary grade levels need the mathematical knowledge to enable students to use coordinate geometry in solving problems, to understand concepts of symmetry, and to apply transformations. **Spatial sense, measurement and geometry**

Middle School

- Identify basic characteristics and properties of common 2- and 3-dimensional shapes.
- Visualize and solve problems involving 2- and 3-dimensional shapes.
- Make conjectures about geometric shapes and prove or disprove the conjectures.
- Understand and use rigid motions (i.e. reflections, rotations, and translations) in the plane.
- Understand how similar figures result from dilation and the role of proportional relationships in determining similarity.

- Connect geometry to other mathematical topics (e.g. algebra and Pythagorean Theorem) and to nature and art.
- Understand and derive appropriate techniques, tools, and formulas to determine measurements.
- Choose appropriate tools, units, and systems for measuring.

High School

- Understand core concepts and principles of Euclidean geometry in the plane and space.
- Use axiomatic reasoning and demonstrate facility with proof.
- Understand and apply the use of coordinates in 2- and 3-dimensional geometry, vectors and transformations, including matrix representations of transformations.
- Understand and apply trigonometry from a geometric perspective and demonstrate skill in using trigonometry to solve problems.

Standard 3: Mathematics teacher candidates possess the mathematical knowledge needed to enable students to understand patterns, relations, and functions. This includes the use of algebraic symbols to represent and analyze mathematical situations, the use of mathematical models to represent and understand quantitative relationships, and the analysis of “change” in various contexts. *Patterns, relationships, and functions*

Middle School

- Understand the critical importance of the *concept* of variable and the use of variables in expressing functional relationships
- Understand and use algebra as a symbolic language; as a problem-solving tool; as generalized arithmetic; as a study of functions, relations, and variation; and as a way of modeling physical situations.
- Understand functions, including the abilities to read, interpret and create graphs, formulas (in closed and recursive forms), and tables for particular classes of functions.
- Understand linearity and how linear functions can illustrate proportional relationships.
- Recognize patterns of change associated with linear, quadratic, and exponential functions.
- Demonstrate algebraic skills and be able to provide rationales for common algebraic procedures.

High School

- Understand and move flexibly among algebraic representations (e.g. tables, graphs, or formulas).
- Understand and recognize patterns in data that are modeled by important classes of functions.
- Understand and perform transformations of functions by arithmetically combining, composing, and inverting.
- Demonstrate and apply knowledge of important classes of functions (e.g., polynomial, exponential and logarithmic, rational, and periodic), including the effect of changing parameters within these classes of functions.
- Use functions to solve problems in calculus, linear algebra, geometry, statistics, and discrete mathematics.

Standard 4: Mathematics teacher candidates possess the mathematical knowledge needed to enable students to formulate questions that can be addressed with data, along with the necessary skills to collect, organize, and display relevant data to answer those questions. They enable students to select and use appropriate statistical methods to analyze data, to understand and apply basic concepts of probability, and to develop and evaluate inferences and predictions that are based on data. *Data analysis, probability and statistics*

Middle School

- Engage in data investigations, including formulating questions and collecting data to answer questions.
- Understand and use a variety of ways to analyze variability in data distributions, including the use of summary statistics (e.g. measures of spread and center) and data representations (e.g. histograms, box plots, and scatter plots).
- Understand and apply basic concepts of experimental and theoretical probability.
- Understand principles of counting, including combinations, permutations and the Fundamental Counting Principle.
- Draw conclusions, generalizations and/or predictions that involve measures of uncertainty by applying basic concepts of probability.

High School

- Engage in data investigations, including formulating questions and collecting data to answer questions.
- Understand and use standard techniques for organizing, displaying and analyzing univariate data, with the ability to detect patterns and departures from patterns.
- Understand and use standard techniques for displaying and analyzing bivariate data (e.g. scatter plots, correlation and regression).
- Understand and use theory and simulations to study probability distributions
- Use probability models to draw conclusions from data and measure the uncertainty of those conclusions (e.g. confidence intervals and hypothesis tests).
- Understand and use basic rules and knowledge of probability such as conditional probability and independence, and develop skill in calculating probabilities associated with these concepts.
- Understand and use basic concepts of discrete mathematics (e.g. graph theory, combinatorics, iteration and recursion, modeling).

Standard 5: Mathematics teacher candidates possess the mathematical knowledge needed to enable students to develop skills in problem solving, making connections between various branches of mathematics, reasoning and proof, and communication and representation of mathematical ideas. [Mathematical process skills](#)

Middle School

- Use problem solving to build new mathematical knowledge, apply and adapt a variety of appropriate strategies to solve problems, and monitor and reflect on the process of mathematical problem solving.
- Use reasoning and proof to make and investigate mathematical conjectures, develop and evaluate mathematical arguments and proofs, and select and use various types of reasoning and methods of proof
- Communicate mathematical thinking coherently and clearly, analyze and evaluate mathematical thinking and strategies of others, and use the language of mathematics to express mathematical ideas precisely.
- Make connections by understanding how mathematics ideas interconnect and by applying mathematics in context outside of mathematics.
- Use representations to organize, record, and communicate mathematical ideas.

High School

- Use algebraic reasoning effectively for problem solving and proof in number theory, geometry, discrete mathematics, and statistics.
- Judge the reasonableness of numerical computations and their results.
- Judge the meaning, utility, and reasonableness of the results of symbolic manipulations, including those carried out by technology.

Standard 6: Mathematics teacher candidates must be versed in the appropriate use of mathematical tools and manipulatives. [Mathematical tools](#)

Middle School

- Understand appropriate use of technology (e.g. graphing calculators, computer algebra systems, dynamic drawing tools, spreadsheets, or statistical graphing software) to explore algebraic, geometric and data analysis concepts.
- Use appropriate math manipulatives (e.g., algebra tiles, computer virtual manipulatives, or computer applets) to clarify and develop mathematical concepts.

High School

- Understand appropriate use of technology (e.g. graphing calculators, computer algebra systems, dynamic drawing tools, spreadsheets, or statistical graphing software) to explore algebraic, geometric and data analysis concepts.
- Use appropriate math manipulatives (e.g., algebra tiles, computer virtual manipulatives, or computer applets) to clarify and develop mathematical concepts.

Standards for Science Teacher Candidates

Standard 1. Science teacher candidates understand safety and liability concerns in science and advocate for the provision and use of appropriate safety materials and enforcement practices in the classroom, laboratory, and field.

Science teacher candidates know and are able to:

Middle School

- Ensure that safety precautions and procedures are included in instruction and provide supervision during laboratory and field experiences.
- Analyze the lab/activities for safety and research materials/chemicals, including use of MSDS (Material Safety Data Sheets), to identify safety concerns before they are used.
- Have a working knowledge of, and comply with, science safety laws, codes, standards, and procedures.
- Model and enforce appropriate safety behaviors.
- Collaborate with colleagues to develop a short- and long-term plan for improvement of science safety.

High School

- Ensure that safety precautions and procedures are included in instruction and provide supervision during laboratory and field experiences.
- Analyze the lab/activities for safety and research materials/chemicals, including use of MSDS (Material Safety Data Sheets), to identify safety concerns before they are used.
- Have a working knowledge of, and comply with, science safety laws, codes, standards, and procedures.
- Model and enforce appropriate safety behaviors.
- Collaborate with colleagues to develop a short- and long-term plan for improvement of science safety.

Standard 2. Science teacher candidates understand and are able to use the unifying concepts of science in their instruction.

Science teacher candidates:

Middle School

Understand the following unifying concepts of science, and organize their instruction around them:

- Systems, Order and Organization
- Evidence, Models and Explanation
- Constancy, Change, and Measurement
- Evolution and Equilibrium
- Form and Function

Teacher candidates should possess the content knowledge of life sciences, physical sciences, and earth and environmental sciences as outlined in the North Carolina Standard Course of Study.

High School

Understand the following unifying concepts of science, and organize their instruction around them:

- Systems, Order and Organization

- Evidence, Models and Explanation
- Constancy, Change, and Measurement
- Evolution and Equilibrium
- Form and Function

Teacher candidates should possess the content knowledge of life sciences, physical sciences, and earth and environmental sciences as outlined in the North Carolina Standard Course of Study.

Standard 3. Science teacher candidates demonstrate an understanding of the nature of science, the historical development of scientific thought, the process of scientific inquiry, and the reciprocal relationship between science and society.

Science teacher candidates:

Middle School

Understand the following tenets of science, and organize their instruction around them:

- Science is universal, multidisciplinary, cumulative and self-revising.
- Science represents a way to answer questions based on observations, confirmable evidence and logical thinking.
- The development of scientific thought is not necessarily linear.
- Modern science is based on contributions, both past and present, from diverse cultures.
- Scientific knowledge and applications affect and change human society.
- Science progresses through communication within the scientific community, as well as with the public, allowing for feedback, challenges, and peer review.

High School

Understand the following tenets of science, and organize their instruction around them:

- Science is universal, multidisciplinary, cumulative and self-revising.
- Science represents a way to answer questions based on observations, confirmable evidence and logical thinking.
- The development of scientific thought is not necessarily linear.
- Modern science is based on contributions, both past and present, from diverse cultures.
- Scientific knowledge and applications affect and change human society.
- Science progresses through communication within the scientific community, as well as with the public, allowing for feedback, challenges, and peer review.

Standard 4. Science teacher candidates understand and are able to apply scientific skills and math concepts, using appropriate equipment and tools.

Science teacher candidates know and are able to:

Middle School

- Demonstrate proficiency in using measurement tools to perform investigations and gather accurate quantitative information.
- Employ principles and applications of mathematics appropriate to the science content they teach.
- Demonstrate proficiency in using scientific equipment commonly used in a given science discipline.

High School

- Demonstrate proficiency in using measurement tools to perform investigations and gather accurate quantitative information.
- Employ principles and applications of mathematics appropriate to the science content they teach.
- Demonstrate proficiency in using scientific equipment commonly used in a given science discipline.

Standard 5. Science teacher candidates plan and implement lessons that engage students in the process of hands-on, minds-on scientific inquiry.

Science teacher candidates know and are able to:

Middle School

- Plan for acquisition, dissemination and management of materials and equipment.
- Incorporate appropriate field investigations and field trips.
- Identify ‘real world’ questions and facilitate scientific investigations of these questions to teach science content.
- Incorporate appropriate authentic assessment techniques to gauge student progress through inquiry based instruction.

High School

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- Incorporate appropriate field investigations and field trips.
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- Incorporate appropriate authentic assessment techniques to gauge student progress through inquiry based instruction.

Standards for Social Studies Teacher Candidates

Five social studies content standards integrate the social science disciplines and humanities concepts on which social studies educators draw to prepare students for effective citizenship. Each of the standards articulated below assumes a global perspective on content and 21st century skills for successful teaching and learning. Social studies teachers must demonstrate skills that include research, critical reading, and analytical writing. They must interpret cultural and historical expressions beyond the written word and use an interdisciplinary approach in their teaching.

These social studies content standards provide a framework for distinct and developmentally appropriate pedagogies for student learners at the middle grades and high school levels.

- 1. Culture and Cultural Diversity: People, Places, and Environments**
Teacher candidates who teach social studies know and can facilitate learning about how culture and culture systems function. They are able to teach about how human beings relate to their environment and the impact of that relationship on culture.
- 2. Time, Continuity, and Change**
Teacher candidates who teach social studies know and can facilitate learning about historical periods and patterns. They teach about diverse perspectives and sources of information that inform an understanding of the past, present, and future.
- 3. Economic, Scientific, and Technological Development**
Teacher candidates who teach social studies know and can facilitate learning about how economic forces affect individuals and communities and about the management of individual and collective resources in a global economy. This includes the influence of science, technology, and ecologic interdependence on all aspects of human enterprise including systems such as transportation, communication, health care, warfare, agriculture, and industry.
- 4. Individuals, Groups, and Institutions: Their Development and Identities**
Teacher candidates who teach social studies know and can facilitate learning about how individual and collective identities are shaped by groups and institutions.
- 5. Civic Ideals and Practices: Power, Authority, and Governance**
Teacher candidates who teach social studies know and can facilitate learning about the principles of democracy and human rights and about the variety of ways that governments, leaders, and citizens exercise power, develop laws, and maintain order.

References/Resources

Expectations of Excellence: Curriculum Standards for Social Studies, National Council for the Social Studies.

<http://www.ncss.org/standards>

Geography for Life, National Council for Geography Education. <http://www.ncge.org/geography/standards/>

National Content Standards in Economics, National Council on Economic Education.

<http://www.ncee.net/ea/standards/>

National Standards for Civics and Government, Center for Civic Education.

<http://www.civiced.org/index.php?page=stds>

National Standards for History, National Center for History in the Schools. <http://nchs.ucla.edu/standards/toc.html>

National Standards for Social Studies Teachers, National Council for the Social Studies.

<http://www.ncss.org/teacherstandards/>

North Carolina Standard Course of Study, North Carolina Department of Public Instruction.

<http://www.ncpublicschools.org/curriculum/socialstudies/scos/>

The Partnership for 21st Century Skills. <http://www.21stcenturyskills.org/>

Standard 1: Social studies teacher candidates know and can facilitate learning about how culture and culture systems function. They are able to teach about how human beings relate to their environment and the impact of that relationship on culture. Culture and Cultural Diversity: People, Places, and Environments

Social studies teacher candidates know and can facilitate learning about:

Middle School

- culture and the historical and contemporary cultures of the major world regions and North Carolina
- the content and applications of the Five Themes of Geography
- roles and contributions of diverse groups of people in the world and North Carolina
- methods of cultural expression, art forms, and language
- the connection of geography and environment to culture

High School

- the definition and function of culture in societies
- culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns
- societal patterns that preserve and transmit culture and the dynamic relationship between cultures, environments, and societies
- comparative and analytical approaches to examining the differences and similarities among cultures
- specific cultural responses to persistent human issues
- demographic and spatial patterns using various representations of the earth (maps, globes, pictures, etc.)
- relationships between the cultural and physical characteristics of various places (landforms, climate, natural resources, population, etc.)
- how humans relate to their environment and the consequences of that relationship on the local, regional, and global levels

Standard 2: Teacher candidates who teach social studies know and can facilitate learning about historical periods and patterns. They teach about diverse perspectives and sources of information that inform an understanding of the past, present, and future. Time, Continuity, and Change

Social studies teacher candidates know and can facilitate learning about:

Middle School

- key events and historical eras of world regions and North Carolina history
- cause and effect relationships across time
- comparative chronologies of events and patterns of change in state and world histories
- how to analyze perspectives and sources of information (primary and secondary)
- how history informs understanding of the present and predictions about the future

High School

- significant historical periods and patterns at the local, state, national, and global levels
- similarities and differences, within and among cultures across time and place

- key concepts (chronology, cause and effect, change and continuity) used to examine how the world has changed and how it might change in the future
- historical knowledge and the concept of time as socially influenced constructions that lead researchers to be selective in the questions they seek to answer and the evidence they use
- the process of critical inquiry in history and the social sciences used to examine change over time and develop historical perspectives
 - identifying and framing a problem
 - using a variety of sources
 - using primary and secondary resources
 - evaluating the credibility of sources
 - putting sources into historical context
 - investigating, interpreting, and analyzing multiple viewpoints
 - clearly and effectively articulating conclusions

Standard 3: Social studies teacher candidates who teach social studies know and can facilitate learning about how economic forces affect individuals and communities and about the management of individual and collective resources in a global economy. This includes the influence of science, technology, and ecologic interdependence on all aspects of human enterprise including systems such as transportation, communication, health care, warfare, agriculture, and industry. *Economic, Scientific, and Technological Development*

Social studies teacher candidates know and can facilitate learning about:

Middle School

- the impact of industrialization, technology, and science on the economic development of North Carolina and world regions (including military developments and industrial and medical advancements)
- the significance of agriculture for subsistence and trade
- free enterprise; market, planned, command, and mixed economies and the mechanisms through which they function and interact
- economic push and pull factors in relation to human migration
- how North Carolina regions and world regions vary in terms of their access to and use of scientific and technological resources, health, education, and other human services
- the fundamental mechanisms of individual and collective decision making that account for needs, wants, supply and demand, and resource allocation

High School

- how the scarcity of resources (human, capital, technological, and natural) require economic systems that determine how goods and services will be produced and distributed
- a comparison of economic systems (market economies, command economies, mixed economies, etc.) regarding issues of specialization, supply and demand, prices, the role of government, banks, labor, labor unions, savings, investments, and sources and uses of capital
- the interaction among various economic systems from local to global
- the fundamentals of personal financial literacy that develops self-directed and responsible citizens
- the impact of scientific and technological innovation on economies and societies over the world
- the way in which science and technology influence core societal values, beliefs, and attitudes and how societal attitudes shape scientific and technological change
- current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings

Standard 4: Social studies teacher candidates who teach social studies know and can facilitate learning about how individual and collective identities are shaped by groups and institutions. Individuals, Groups, and Institutions: Their Development and Identities

Social studies teacher candidates know and can facilitate learning about:

Middle School

- the importance of notable and iconic figures, major religions, traditions, and philosophies
- cultural identity development and norms of diverse groups
- social institutions: their traditions, norms and influence
- the impact of stereotypes, conformity, acts of altruism, and other behaviors on individuals and groups
- individuality and conformity and the inherent tensions between them at personal and institutional levels
- immigration, emigration and population distribution as factors that influence the development and identities of regions

High School

- the extent to which groups and institutions meet individual needs and promote the common good
- how such institutions as religion, education systems, social classes, families, government agencies, and legal systems develop and exert influence over both individuals and groups
- concepts of role, status, social class, race, ethnicity, and gender shape the interactions among individuals, groups, and institutions in society
- the tension between expressions of individuality and the efforts of groups to promote social continuity using forces such as role models, perceptions, attitudes, values, beliefs, etc.
- the ways family, religion, gender, ethnicity, nationality, socioeconomic status and other group and cultural influences contribute to the development of a sense of self

Standard 5: Social studies teacher candidates who teach social studies know and facilitate learning about the principles of democracy and human rights and about the variety of ways that governments, leaders, and citizens exercise power, develop laws, and maintain order. Civic Ideals and Practices: Power, Authority, and Governance

Social studies teacher candidates know and can facilitate learning about:

Middle School

- governance structures, civic duties, and functions of individuals and groups in authority
- various forms of government that exist in world regions and levels and roles of government in North Carolina
- rights and responsibilities of citizens
- the relationship between civic ideals and practices that may include service learning in response to persistent problems and challenges to human well being and social justice

High School

- the forms, dynamics, and uses of power
- the purpose of government and how its powers are acquired, used, and justified
- how power structures are created, maintained, and changed at the local, state, national, and global levels

- basic principles of democratic constitutional government as articulated in the Founding Documents (United States Constitution, Bill of Rights, etc.)
- representative leaders from various branches and levels of the U. S. government
- the rights, roles, and status of individuals in relation to the general welfare
- the rights and responsibilities of citizens on the local, state, national, and global levels including what citizens need to know and be able to do in order to participate in public policy formulation
- how to analyze the origins and effects of public policy, and the effectiveness of public opinion in influencing and shaping public policy development and decision-making
- comparison of the structure, ideologies, institutions, processes, etc. of different political systems throughout the world, and how different governments respond to forces of unity and diversity
- global issues, international governing bodies, worldwide relations among nations, the role of the United States in global politics, and the global implications of civic decisions
- how governments attempt to achieve their stated ideals at home and abroad

Standards for Reading Teacher Candidates

The following standards were written with the assumption that K-12 reading teachers and reading teacher candidates have a broad knowledge of the foundations of reading, that they can use a wide range of reading assessments that inform instructional decisions for both individual students and groups of students, and that they have the expertise to create literate environments that foster reading and writing in the 21st century in their classrooms and schools.

In North Carolina schools, teachers who earn an initial K-12 reading license and those who earn advanced licensure need to be accountable for a shared set of reading standards. For that reason, the standards that follow apply to both licensure groups. In addition, those seeking the advanced K-12 reading license must meet the standards for graduate teacher licensure.

The following standards include examples of groupings, strategies and assessments in order to help guide the standards assessment process. These examples are meant to clarify the intention of these standard elements, but are not meant to be required of all candidates.

Standard 1: Reading teacher candidates have knowledge of foundations of reading.

Reading teacher candidates know and are able to understand and apply foundations of psychological, sociological, and linguistic foundations of the reading and writing processes and their underlying theories. They use knowledge of reading research and histories of reading to inform classroom practice. Teacher candidates understand knowledge of language, reading, and writing development and apply this knowledge to further cultivate student development in reading. They possess knowledge of cultural and linguistic diversity as related to the development of oral language, reading, and writing and use this knowledge to meet learners' needs. Teacher candidates understand the integrated nature of phonemic awareness, word identification, phonics, vocabulary, fluency, comprehension and writing within reading instruction and develop strategies and practices encompassing these components to drive their instruction.

- Analyze foundational reading theories to inform instructional practices and critique current theories to aid in development of new understandings and practices.
- Use appropriate practices and materials grounded in reading research to evaluate the impact of teaching practices on student learning in light of reading research, histories of reading and connections to writing.
- Use knowledge of developmental aspects of oral language and its relationship to reading and writing when making classroom and instructional decisions.
- Demonstrate how cultural and linguistic diversity impact literacy learning.

Standard 2: Reading teacher candidates use a wide range of reading assessment tools and results in order to provide developmentally appropriate instruction.

Reading teacher candidates know and are able to use, interpret, and incorporate a wide range of assessment tools and practices; to include individual, group standardized tests, and informal classroom reading assessments. Based on reading assessment information, teacher candidates compare, contrast, and/or analyze assessment data to determine learners' placements along a developmental continuum. Teacher candidates use reading assessment information to plan, evaluate, and revise effective instruction, as well as to initiate referrals. Additionally, teacher candidates collaborate with school professionals and families to determine appropriate instruction and services for students.

- Choose, administer, and interpret a variety of formal and informal reading assessments such as standardized diagnostic reading tests, informal reading inventories, and running records.
- Use reading assessment results to determine appropriate instructional intervention.

- Match instructional strategies and interventions to assessment results to promote continuous reading improvement.
- Collaborate with other school professionals and families to plan and implement appropriate reading instruction and services for students.

Standard 3: Reading teacher candidates understand and apply best instructional practices and techniques in the reading process for all learners.

Reading teacher candidates know and are able to use a variety of tools to help diverse K-12 learners develop reading strategies and skills that promote content comprehension. It is necessary for educators to know a variety of instructional approaches to reading and appropriately employ instructional grouping options. Teacher candidates utilize a wide range of instructional materials to optimize student proficiency as readers. Overall, reading teacher candidates are able to provide a strong evidence-based rationale in responding to a diverse group of learners, learner needs, and learning situations with a variety of instructional practices and techniques.

- Provide evidence-based rationale for diagnostic reading instructional decisions.
- Employ appropriate instructional grouping options for reading such as independent reading, partner reading, shared reading, and guided reading.
- Employ a variety of instructional practices, approaches, and methods to improve reading and writing outcomes for students such as language experience approach, repeated reading, shared reading, read aloud, reader's theatre, literature circles, directed reading thinking activity (DRTA), and dialogue journals.
- Employ strategies appropriate to the teaching of phonemic awareness, word identification, fluency, vocabulary, and comprehension
- Select a wide range of instructional materials such as leveled texts, trade books, digital texts, and expository and narrative texts.

Standard 4: Reading teacher candidates create a literate environment that fosters reading and writing competencies by integrating foundational knowledge and technology.

Reading teacher candidates know and are able to use multimodal literacies, such as technology based information and non-print materials, for reading instructional planning. They match materials and instructional plans to student interests, abilities and diverse backgrounds. Materials will represent multiple levels, broad interests, and reflect global connections. The teacher candidates' relationships will develop and enhance a culture of reading and writing that motivates, empowers, and prepares students to be life long readers and writers.

- Collect information about learners' interests/abilities and apply information to instructional reading planning.
- Develop appropriate reading strategies that respond to learners' interests, reading abilities, and backgrounds of foundations for the reading and writing environment.
- Use technology to gather and implement reading instructional planning and effective practices.
- Demonstrate a broad knowledge of children's and adolescent literature, including multicultural and international literature and informational texts.

Standards for Second Language Teacher Candidates

The *Standards for Second Language Teacher Candidates* reflect the content standards for 21st century modern foreign language educators in North Carolina public schools. The standards add to the *NC Professional Teaching Standards* by specifying what is unique to second language teachers, covering practices as suggested by leading professional organizations, especially the American Council for the Teaching of Foreign Languages (ACTFL). Modern foreign language teachers empower K-12 students to function proficiently as global citizens in the 21st century. Modern foreign language teachers integrate the diversity of target cultures into instruction. They understand the importance of a sequential K-12 learning process and the existence of multiple entry points in second language instruction. Teachers acknowledge that second language learning is appropriate for all students. They value the contributions of heritage language learners.

Standard 1: Second language teacher candidates demonstrate a high proficiency level in all modes of communication (presentational, interpretive, and interpersonal).

Second Language teacher candidates communicate efficiently and effectively in formal and informal styles on familiar topics for varied purposes and audiences. They also demonstrate awareness of language as defined by social contexts. Second language teacher candidates:

- use language in functional and meaningful situations with a high degree of linguistic accuracy.
- understand the process involved in improving language proficiency and continue to develop and maintain their high levels of proficiency in the language.
- understand and apply linguistic features of the target language.
- utilize various types of texts for personal and academic applications on the literal, interpretive, or critical levels.

Standard 2: Second language teacher candidates integrate knowledge of socio-cultural products, practices, and perspectives into instruction.

Second Language teacher candidates demonstrate that they understand the connections among the perspectives of a culture and its practices and products to integrate the cultural framework for modern foreign language standards into instructional practices within and beyond the school setting. Second language teacher candidates:

- integrate target cultures and the importance of multi-cultural study into instruction.
- acknowledge the relationship between language and society.
- understand the perspectives of target cultures as represented by a range of practices and products.
- demonstrate that culture and language constantly evolve.
- promote cross-cultural understanding.

Standard 3: Second language teacher candidates demonstrate familiarity with current theories in second language acquisition and research.

Second Language teacher candidates develop a variety of instructional practices that incorporate pertinent research in teaching and learning in the field. In this manner, modern foreign language teacher candidates focus on proficiency-oriented outcomes and produce articulated models that address the needs of diverse language learners. Second language teacher candidates:

- implement age-appropriate pedagogical techniques pertaining to second language instruction.
- implement current best practices that reflect second language acquisition theory.
- recognize the complexities resulting from multiple entry points within the second language sequence.
- incorporate knowledge about their students' backgrounds in order to differentiate instruction in second languages.

Standard 4: Second language teacher candidates differentiate instruction for the diverse needs of heritage language learners.

Second Language teacher candidates recognize the unique contributions of heritage language learners. Teacher candidates adapt curriculum and instruction to meet these learners' needs. Second language teacher candidates:

- identify the particular instructional needs of heritage learners and integrate these learners into the second language program.
- select materials that enhance first-language instruction for heritage learners, taking into account available program models.
- provide opportunities for heritage learners to share their language and their cultural experiences.

Standards for Classical Language Teacher Candidates

The *Standards for Classical Language Teacher Candidates* reflect the content standards for 21st century classical language educators in North Carolina public schools. The standards add to the *NC Professional Teaching Standards* by specifying what is unique to classical language teachers, covering practices as suggested by leading professional organizations, especially the American Council for the Teaching of Foreign Languages (ACTFL), the American Classical League (ACL), and the American Philological Association (APA). Classical language teachers empower K-12 students to function proficiently as global citizens and lifelong learners in the 21st century and integrate the diversity of classical cultures into instruction. They understand the importance of a sequential K-12 learning process and the existence of multiple entry points in classical language instruction. Classical language teachers acknowledge that classical language learning is appropriate for all students.

Standard 1: Classical language teacher candidates demonstrate a high proficiency level in interpretive and presentational modes of communication, using reading, writing and some oral skills.

Classical language teacher candidates demonstrate classical language competency commensurate with their role as readers, writers and speakers of classical languages. Classical language teacher candidates:

- understand the linguistic components of the classical language including, but not limited to, units of sound, morphology, grammar, vocabulary, syntax, and pragmatics.
- accurately read, comprehend, and translate adapted and authentic texts on the literal, interpretative and critical levels.
- rephrase, summarize, critique, or make personal application of the material read.
- use the language accurately in writing and in speaking.
- understand the process involved in improving their language proficiency and continue to develop and maintain high levels of proficiency in the classical language.

Standard 2: Classical language teacher candidates demonstrate familiarity with cultures represented by the classical languages as they relate to products, practices, and perspectives, and as they compare to the students' own language(s) and culture(s).

Classical language teacher candidates demonstrate they understand the connections among the perspectives of a culture and its practices and products in order to enable students to appreciate both classical and modern cultures, through their similarities and differences. Classical language teacher candidates:

- acknowledge the relationship between language and society, and recognize the impact of history and geography on culture.
- integrate into their instruction knowledge of the diversity of classical cultures and their significance in the modern world.
- promote cross-cultural understanding of the values and beliefs of both classical and contemporary cultures.
- acknowledge the linguistic influence of classical languages on English and other modern languages.

Standard 3: Classical language teacher candidates demonstrate familiarity with current theories and research in second language acquisition, as appropriate to classical languages.

Classical language teacher candidates develop a variety of instructional practices that incorporate pertinent research in teaching and learning in the field. Classical language teacher candidates develop articulated models that address the needs of diverse language learners, toward competency-oriented outcomes. Classical language teacher candidates:

- implement age-appropriate pedagogical techniques pertaining to classical language instruction.
- implement current best practices that reflect both second language acquisition and literacy theories.
- recognize the complexities resulting from multiple entry points within the second language sequence.
- incorporate knowledge about their students' language background(s) in order to differentiate instruction.
- seek to maximize the transfer of cognitive, academic and communicative skills between the student's first language and the classical language.

Standard 4: Classical language teacher candidates understand the sequential nature of the classical language curriculum and articulate the instructional program accordingly.

Classical language teacher candidates develop language specific curricula based on the generic framework of the Standard Course of Study. Classical language teacher candidates:

- recognize the complexities resulting from multiple entry points within the classical language program and incorporate knowledge about their students' prior classical language experiences into their instruction.
- understand the importance of aligning instructional resources for classical languages to support horizontal (within a level) and vertical (level to level) curricular articulations as well as the scope and sequence of the content.

Standards for American Sign Language Teacher Candidates

The *Standards for American Sign Language Teacher Candidates* reflect the content standards for 21st century American Sign Language educators in North Carolina public schools. The standards add to the *NC Professional Teaching Standards* by specifying what is unique to ASL teachers, covering practices as suggested by leading professional organizations, especially the American Sign Language Teachers Association (ASLTA). ASL teachers empower K-12 students to function proficiently as global citizens in the 21st century and integrate the diversity of target cultures into instruction. They understand the importance of a sequential K-12 learning process and the existence of multiple entry points in ASL language instruction. Teachers acknowledge that ASL learning is appropriate for all students.

Standard 1: ASL teacher candidates demonstrate a high proficiency level in all modes of ASL communication (presentational, interpretive, and interpersonal).

American Sign Language teacher candidates communicate efficiently and effectively in formal and informal styles on familiar topics for varied purposes and audiences. They also demonstrate awareness of language as defined by social contexts. ASL teacher candidates:

- use language in functional and meaningful situations with a high degree of linguistic accuracy.
- understand the process involved in improving language proficiency and continue to develop and maintain their high levels of proficiency in the language.
- understand and apply linguistic features of the target language.
- utilize various types of visual texts for personal and academic applications on the literal, interpretive, or critical levels.

Standard 2: ASL teacher candidates integrate knowledge of socio-cultural products, practices, and perspectives into instruction.

American Sign Language teacher candidates demonstrate they understand the connections among the perspectives of a culture and its practices and products to integrate the cultural framework for American Sign Language standards into instructional practices. ASL teacher candidates:

- integrate target cultures and the importance of multi-cultural study into instruction.
- acknowledge the relationship between language and society.
- understand the perspectives of target cultures as represented by a range of practices and products.
- demonstrate that culture and language constantly evolve.
- promote cross-cultural understanding.

Standard 3: ASL teacher candidates demonstrate familiarity with current theories in second language acquisition and research.

American Sign Language teacher candidates develop a variety of instructional practices that incorporate pertinent research in teaching and learning in the field. In this manner, American Sign Language Teachers focus on proficiency-oriented outcomes and produce articulated models that address the needs of diverse language learners. ASL teacher candidates:

- implement age-appropriate pedagogical techniques pertaining to ASL instruction.
- implement current best practices that reflect second language acquisition theory.

- recognize the complexities resulting from multiple entry points within the ASL sequence.
- incorporate knowledge about their students' second language backgrounds in order to differentiate instruction.

Standard 4: ASL teacher candidates differentiate instruction for the diverse needs of heritage or native language learners.

American Sign Language teachers recognize the unique contributions of heritage or native language learners. Teachers adapt curriculum and instruction to meet these learners' needs. ASL teacher candidates:

- identify the particular instructional needs of heritage or native language learners and integrate these learners into the ASL program.
- select materials that enhance first-language instruction for heritage or native language learners, taking into account available program models.
- provide opportunities for heritage or native language learners to share their language and their cultural experiences.

Standards for Dual Language Elementary Teacher Candidates

This set of standards combines Elementary, English as a Second Language, and Second Language teacher candidate standards to meet the requirements for Dual Language K-6 Teachers in a Dual Language Program. Content instruction is delivered in a language other than English. It also articulates standards that are specific to Dual Language Teachers. The term “Dual Language” is the comprehensive term for Immersion, Developmental Bilingual, and Two-Way Immersion program models which are defined by the different student populations being served.

Standard 1: Dual Language K-6 teacher candidates demonstrate socio-cultural and academic language competency in the target languages commensurate with their roles in dual language programs.

Dual language K-6 teacher candidates function effectively in interpersonal, interpretive and presentation modes using listening, speaking, reading, and writing skills. They deliver lessons integrating applicable languages and academic content objectives. Dual language K-6 teacher candidates:

- use languages in all functional and meaningful situations with a high degree of linguistic accuracy.
- use languages in functional and meaningful situations with a high degree of academic content knowledge.
- continue to develop and maintain high levels of proficiency in the respective languages.
- understand and apply the linguistic systems of the respective languages.
- structure opportunities for the acquisition of socio-cultural language needed to negotiate meaningful interaction in various settings, academic and non-academic, throughout the school day.

Standard 2: Dual language K-6 teacher candidates understand and apply Second Language Acquisition theory for elementary school learners.

Dual Language K-6 Teacher candidates apply effective methods, practices, and strategies based on second language acquisition theories and research to plan, implement and manage language and content instruction. Dual language K-6 teacher candidates:

- demonstrate familiarity with current theories in second language acquisition, human cognitive development and research.
- know how students learn at varying levels of language proficiency.
- understand the sequential nature of language acquisition to articulate the instructional program accordingly.

Standard 3: Dual language K-6 teacher candidates plan and deliver instruction that integrates the combined purposes of language development through the Standard Course of Study for elementary schools.

Dual language K-6 teacher candidates design instructional elementary programs that build on students' experiences and the development of language skills and strategies in order for the students to become competent, effective users of both languages. Dual language K-6 teacher candidates:

- model and adapt effective communication in content instruction.
- have a broad knowledge and understanding of the major concepts in elementary Language Arts and Literacy.
- have a broad knowledge and understanding of how to integrate and teach the major concepts in mathematics, science, social studies, healthful living and the arts for elementary learners.
- understand and use the processes of problem solving, reasoning and proof, communication, connection, and representation as the foundation for the teaching and learning across the curriculum.
- incorporate knowledge about their students' language background in order to differentiate instruction.

Standard 4: Dual language K-6 teacher candidates make relevant cultural connections between academic content areas and students' daily lives, prior knowledge and experiences.

Dual language K-6 teacher candidates demonstrate familiarity with the products, practices, and perspectives of the target cultures. Teacher candidates demonstrate insight into how the target languages and cultures compare to the students' personal backgrounds. Dual language teacher candidates:

- 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.
- integrate target cultures and the importance of multi-cultural study into academic content.
- take responsibility for promoting awareness of and appreciation for different cultures among all students.
- are aware of their worldview, of how it impacts their teaching, and the extent to which it reflects the culture and diversity of their student population.
- emphasize the inextricable relationship between language and culture.

Standard 5: Dual language K-6 teacher candidates understand a variety of assessment methods and materials as related to the education of the elementary school learners.

Dual language K-6 teacher candidates demonstrate knowledge of formal and informal assessment tools and strategies appropriate for identifying the educational needs of elementary students with respect to both content and language objectives. Teachers demonstrate the ability to bridge the gap between students learning content through the target language and taking end of grade assessments in English. Dual language K-6 teacher candidates:

- assess and analyze student proficiency in the target language in all four modalities (reading, writing, speaking, and listening), and prescribe necessary modifications to instruction.
- are familiar with the format and vocabulary of formal assessment instruments in order to teach successful test taking strategies in both languages.
- teach students content mastery in the target language, and ensure that students can demonstrate that mastery in the state end of grade assessment in English.

Standards for English-As-A-Second Language Teacher Candidates

The purpose of English as a Second Language (ESL) instruction in North Carolina is to enable students whose first language is not English to develop the academic and social English they need to access and participate fully in the total school curriculum and society. The focus of an ESL Program is instruction in English language skills and strategies which prepare students to succeed academically and socially with their English speaking peers. ESL teachers must demonstrate a high level of competence as English language models. They must also demonstrate an understanding of research related to second language acquisition and literacy development of limited English proficient students and inform their professional practice with this knowledge. ESL teachers must understand the interaction of culture and language in the education of culturally and linguistically diverse students and affirm that all students can learn English. ESL teachers value diversity in languages (including the varieties of English) and cultures. ESL teachers apply effective and appropriate methods, practices, and strategies in planning, implementing, and managing ESL instruction and assessment.

Standard 1: ESL teacher candidates have knowledge and understanding of the different internal systems of language specific to English. [Internal System of Language](#)

ESL teacher candidates have a thorough understanding of the structure and function of the English language. This standard focuses on supporting student development of linguistic competence. An understanding of the internal system of English provides teacher candidates with the ability to analyze other languages. ESL teacher candidates are knowledgeable in and able to:

- Apply the principles of phonology and phonetics to help students develop skills and strategies in identifying the differences between the sound system of English and other languages and to recognize the sound-symbol correspondence with respect to literacy development.
- Apply the principles of morphology to help students develop skills and strategies 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.
- Apply the principles of syntax and semantics to help students develop skills and strategies to understand how structure contributes to meaning and thereby develop strategies to acquire and monitor spoken and written language for a variety of purposes.

Standard 2: ESL teacher candidates have knowledge and understanding of the interaction between language and culture, and how sociocultural factors impact second language acquisition. [Language and Culture](#)

ESL teacher candidates have an understanding of how language functions within society. ESL teacher candidates have knowledge of how language varies with respect to non-linguistic variables including region, socio-economic class, and register. This standard focuses on supporting student development of sociolinguistic competence, emphasizing Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). ESL teacher candidates are knowledgeable in and able to:

- Analyze how context affects oral and written language and help students develop strategies and skills to recognize language variation in terms of a variety of pragmatic factors (e.g., politeness, nonverbal communication, colloquial usages, and styles, organization, and conventions of texts.)
- Inform their practice by expanding knowledge about world cultures and languages, including concepts such as cultural diversity, dynamic relativism, universalism, acculturation, and assimilation, and their relationship to English language learners and their families.

- Inform their practice with an understanding of cultural conflicts within the ESL classroom and model positive cross-cultural interaction.
- Design and deliver instruction that supports first language literacy, and cultural values and beliefs.

Standard 3: ESL teacher candidates have knowledge and understanding of concepts, theories, research, and practice related to the language acquisition and literacy development of English Language Learners. [Second Language Acquisition and Theory](#)

ESL teacher candidates know and understand the theoretical principles of second language acquisition. This standard focuses on understanding the processes of language learning and teaching and the variables involved. ESL teacher candidates are knowledgeable in and able to:

- Inform their practice with major theories, concepts, and current research in the field of second language acquisition to identify and employ effective strategies that support students' social and academic language.
- Inform their practice with an understanding of the physiological, social and psychological variables that influence language learning.
- Understand the challenges associated with first language literacy, second language literacy, and second language development.
- Evaluate various program models for differing needs of English language learners, and understand their rationales.

Standard 4: ESL teacher candidates have knowledge and understanding to apply effective methods, best practices, and strategies based on second language acquisition theories and research to plan, implement, and manage the process of language and content instruction. [Methodology of teaching and strategies to teach ALL skills](#)

ESL teacher candidates design and implement learning tasks that enhance the language development of English language learners. This standard focuses on supporting student development of discourse and strategic competence. Teacher candidates apply effective methods, practices, and strategies in planning, implementing, and managing English language development and content instruction appropriate to culturally and linguistically diverse students with differing language proficiency levels. ESL teacher candidates are knowledgeable in and are able to:

- Evaluate, select, and design materials that foster the acquisition of both spoken and written English in a variety of social and academic settings.
- Evaluate, select, and design materials that foster the acquisition of cognitive, metacognitive, and social strategies to develop proficiency in all four modalities – speaking, listening, reading, and writing and lead to learner autonomy.

Standard 5: ESL teacher candidates have knowledge and understanding of a variety of assessment tools as related to the education of the English Language Learner. [Assessment](#)

ESL teacher candidates demonstrate knowledge of formal and informal assessment tools and strategies appropriate for identifying the educational needs of second language learners with respect to both content and language objectives. They analyze data to facilitate appropriate educational support for English Language Learners throughout the process of placement, monitoring, and exiting programs. They accommodate the needs of special populations of students (gifted, special needs, etc.) within communities of English Language Learners. ESL teacher candidates are knowledgeable in and are able to:

- Demonstrate understanding of the state accountability system and use a variety of formal and informal language proficiency and diagnostic assessments which are appropriate to language and content instructional objectives to identify, place, monitor, and exit English Language Learners.
- Assess and analyze student proficiency in all four modalities (reading, writing, speaking, and listening) and prescribe any necessary modifications.
- Initiate collaboration with other teachers and support personnel to prepare English Language Learners for statewide assessments.

Standard 6: ESL teacher candidates have knowledge and understanding of current laws, regulations, and policies at the federal, state, and local levels that relate to serving English Language Learners. [Legal Issues](#)

ESL teacher candidates have broad knowledge of federal and state legal mandates as they pertain to English Language Learners. ESL teacher candidates are knowledgeable in and are able to:

- Demonstrate knowledge of historical development of laws and regulations which have influenced the educational opportunities of English Language Learners.
- Demonstrate knowledge of current trends and research related to language policy, legislative regulations, and procedures.

Standards for Academically and Intellectually Gifted Teacher Candidates

Preparing gifted learners for the 21st century presents a unique opportunity for teachers. Gifted/talented¹ students must be appropriately identified and supported with a challenging curriculum designed to enhance their critical thinking skills and problem-solving abilities, which will prepare them to become capable, valuable, effective, and successful contributors to our global society. In order to do this Academically and Intellectually Gifted (AIG) licensure candidates must understand the social, emotional, and cognitive needs and characteristics of gifted learners from diverse backgrounds and special populations; key issues and trends; legislation and policies that relate to gifted learners; and theories, research-based delivery models, and exemplary pedagogical practices that lead to effective curricular, instructional, and management strategies for these learners.

These standards and elements are aligned with the research-supported knowledge standards of the National Association for Gifted Children and Council for Exceptional Children (NAGC-CEC) Teacher Preparation Standards (2006) and the National Council for the Accreditation of Teacher Education (NCATE).

Standard 1: AIG licensure candidates demonstrate knowledge of the historical foundations, key issues and trends, legislation and policies of gifted and talented education as well as the need to become an advocate for gifted learners and their families.

- Historical foundations of gifted education including theories, models, points of view and individuals contributions and research supporting gifted education.
- Key issues and trends enhancing or inhibiting the development of gifts and talents such as diversity; inclusion; societal, cultural, and economic factors, including anti-intellectualism and equity vs. excellence.
- Legislation and policies at local, state and national levels related to gifted and talented education.
- Advocacy for gifted learners and their families in multiple venues.
- Role of environment, families, and communities in supporting the development and education of individuals with gifts.
- Role of collaboration with school personnel and families in order to facilitate the implementation, evaluation, and revision of the local plan for gifted education.

Standard 2: AIG licensure candidates demonstrate knowledge of multiple non-biased assessment measures used to identify learners with gifts including those from diverse backgrounds and special populations.

- Issues in conceptions, definitions, and identification of gifts and talents, including those of individuals from diverse backgrounds and special populations i.e., English Language Learners (ELL), and twice exceptional learners.
- Uses, limitations, interpretations, and technical adequacy of multiple assessments in different domains for screening and identifying students with exceptional learning needs including those from diverse backgrounds and special populations.

¹ As defined by NAGC-CEC Standards and the Federal Title IX, A, definition 22 (2002).

Standard 3: AIG licensure candidates demonstrate knowledge of the cognitive, affective, and socio-cultural characteristics of gifted learners including those from diverse backgrounds and special populations.

- Developmental differences in individuals with gifts manifested in various learning domains.
- Similarities and differences in learning patterns of individuals with gifts, as compared to the general population.
- Influence of socio-emotional development on learning and interpersonal relationships of individuals with gifts.

Standard 4: AIG licensure candidates demonstrate knowledge of effective curricular, instructional, management, and assessment strategies for gifted learners.

- Resources, theories, and research-based service delivery models that form the basis of curriculum development and differentiated instructional practice for gifted learners and talents.
- Resources, theories, and research-based curricular, instructional, management, and assessment strategies for gifted and talented learners, including but not limited to complex instruction, independent learning, critical thinking, and advanced problem solving.

References and Resources

- NAGC. (2006). NAGC-CEC Teacher Knowledge & Skill Standards for Gifted and Talented Education. Retrieved July 11, 2008, from [http://www.nagc.org/uploadedFiles/Information_andResources/NCATE_standards/final%20standards%20\(2006\).pdf](http://www.nagc.org/uploadedFiles/Information_andResources/NCATE_standards/final%20standards%20(2006).pdf)
- NCATE. (2006). NCATE Standards Revision. Retrieved July 11, 2008, from http://www.ncate.org/documents/Standards/May06_revision/GlossaryAdditionsEdits.doc
- NC Department of Public Instruction. Academically and Intellectually Gifted. Retrieved July 11, 2008, from <http://www.ncpublicschools.org/ec/development/gifted/>

Standards for Special Education: General Curriculum Teacher Candidates

Both NCLB and IDEA work to ensure that students with disabilities have access to the general curriculum and be educated in the least restrictive environment. The new standards for special education teachers have been developed to align with the ABC Plus accountability outcomes and the US Department of Education's accountability standards established in NCLB legislation. The new standards for special education teachers are in addition to the *North Carolina Professional Teaching Standards* that were adopted by the North Carolina State Board of Education in June 2007. The new specialty area standards for Special Education: General Curriculum were developed in the spring 2008 to better prepare teachers to address the unique needs of students with disabilities in the 21st century. The new standards were aligned with the Council for Exceptional Children (CEC) Standards and are the basis for teacher program development, teacher preparation program evaluation, and professional development.

In the 21st century, teachers of student with disabilities will need to know and be able to address:

- the policies, process and procedures for providing special education services.
- assessment and how it drives instructional and behavioral intervention.
- research-validated instructional and behavioral strategies.
- mathematics, language and literacy instruction in a systematic, explicit, multi-sensory approach.
- the impact of the environment on behavior and learning for students with disabilities.
- the needs of families, general education teachers and other professionals through effective collaborative and consultation.

Standard 1: Special Education: General Curriculum teacher candidates know the policies, process and procedures for providing special education services.

Special Education: General Curriculum teacher candidates have a thorough understanding of the Policies Governing Services for Children with Disabilities. Through this knowledge of the process of referral, evaluation, and development of the individualized education program (IEP), teachers provide appropriate individualized education in the least restrictive environment.

- Know the Policies Governing Services for Children with Disabilities
- Understand the placement process from referral to delivery of services
- Know the typical characteristics of students in each disability category.
- Understand and facilitate effective planning for transitions (preschool, school, postsecondary/adult).

Standard 2: Special Education: General Curriculum teacher candidates have the knowledge and skills to use a variety of assessment techniques to plan and implement instruction, monitor student progress, and document learning.

Special Education: General Curriculum teacher candidates use a variety of assessment strategies and sources to determine students' prior knowledge, skills, interests and learning styles. They plan appropriate instruction, evaluate progress toward learning goals and inform families and professional service providers. Teacher candidates view assessment as an integral part of the teaching/learning cycle, in which assessment drives instruction, and evaluation of learner outcomes informs further instruction. Teacher candidates use regular, frequent, valid, and reliable outcome measures to evaluate and respond to the progress of individual students toward annual goals and to differentiate instruction in a tiered model.

- Evaluate reliability, validity, and the technical soundness to select measures used in assessing students for eligibility, instructional decisions, and progress monitoring.

- Demonstrate instructional decisions using grade-level benchmarks, CBM, and progress monitoring data in a tiered model for differentiation of instruction.
- Assess students' reading performance by obtaining measures of phonemic awareness, letter-sound association skills, word identification skills, fluency, vocabulary and comprehension.
- Assess students' written language performance by gaining measures of fine motor skills, mechanics of writing, writing fluency and written expression.
- Assess students' mathematics performance through analysis of error patterns and an understanding of the components of number sense (quantity/magnitude, form of a number, base ten, equality, numeration, algebraic and geometric equation and proportional reasoning).
- Use age appropriate transition assessments for students ages 14 and above.

Standard 3: Special Education: General Curriculum teacher candidates have a broad working knowledge of research-validated instructional and behavioral strategies to facilitate learning across the curriculum for K-12 students.

Special Education: General Curriculum teacher candidates utilize research-validated instructional and behavioral strategies to facilitate learning across the various disciplines. Cognitive and behavioral techniques support the use of best practices for all students. Research-validated techniques support innovative integration of standards-based content with appropriate use of technology.

- Demonstrate how to teach social skills using explicit and systematic instruction.
- Demonstrate competency to design a self-management program and instruct students on implementation of program.
- Know research-validated cognitive learning strategies.
- Know research-validated meta-cognitive learning strategies.
- Demonstrate the principles of Universal Design for Learning through the use of multiple means of representation, expression, and engagement across the curriculum.
- Plan and facilitate comprehensive transition services.

Standard 4: Special Education: General Curriculum teacher candidates have the knowledge and skills to use systematic, explicit, multi-sensory methods to teach communication skills, reading, written expression, and mathematics.

Special Education: General Curriculum teacher candidates provide a comprehensive series of daily instructional lessons in communication skills, reading, written language and math that are systemic, explicit and multi-sensory.

- Understand the essential components of the English language (phonetics and phonology, sound production, morphology and orthography, semantics and syntax and pragmatics) and the impact of language on learning.
- Understand the critical components of comprehensive reading instruction (phonemic awareness, letter-sound associations, word identification, spelling, reading fluency, vocabulary, reading comprehension).
- Understand and provide instruction in the essential components of math instruction (quantity/magnitude, form of a number, base ten, equality, numeration, algebraic and geometric application and proportional reasoning).
- Understand and provide instruction in the essential components of written language instruction (composition and conventions).

Standard 5: Special Education: General Curriculum teacher candidates have the knowledge and skills to teach students to use behaviors that promote success in the learning environment, which include the development of social competence.

Special Education: General Curriculum teacher candidates use effective strategies that promote a positive learning environment. They also use small-group and individualized strategies that enable students with behavior problems to develop academic and social competence. Teacher candidates use individualized behavior management strategies for those with more severe behavior problems.

- Know how to establish rules and procedures that convey behavioral expectations.
- Demonstrate how to teach social skills using explicit and systematic instruction.
- Demonstrate competency to conduct and analyze a functional behavior assessment.
- Demonstrate competency to use functional behavioral assessment results to develop a positive behavior support plan based on research-validated interventions.
- Know how to implement individualized positive behavior support strategies based on functional behavior assessment results for students with significant behavior problems.

Standard 6: Special Education: General Curriculum teacher candidates collaborate and consult with families, general education teachers and other professionals to further the academic and social development of students.

Special Education: General Curriculum teacher candidates recognize how accessing resources and collaborating with families, schools, and the community can impact student success. Communicating and building trusting partnerships with families, including those from culturally and linguistically diverse backgrounds, are essential elements that must be implemented. Teacher candidates partner with families to gather critical information to assess student progress and design instruction. Inclusive education and other collaborative teaching models assist with providing access to the general curriculum.

- Demonstrate effective communication strategies
- Establish effective interagency collaboration with adult service providers
- Model evidence based variations of co-teaching
- Collaborate and consult with interpreters, transliterators and other related / adult service providers.
- Maintain confidentiality
- Provide effective paraeducator supervision

Standards for Special Education: Adapted Curriculum Teacher Candidates

Both NCLB and IDEA work to ensure that students with disabilities have access to the general curriculum and be educated in the least restrictive environment. The new standards for special education teachers have been developed to align with the ABC Plus accountability outcomes and the US Department of Education's accountability standards established in NCLB legislation. The new standards for special education teachers are in addition to the *North Carolina Professional Teaching Standards* that were adopted by the North Carolina State Board of Education in June 2007. The new specialty area standards for Special Education: Adapted Curriculum were developed in the spring 2008 to better prepare teachers to address the unique needs of students with disabilities in the twenty-first century. The new standards were aligned with the Council for Exceptional Children (CEC) Standards and are the basis for teacher program development, teacher preparation program evaluation, and professional development.

In the twenty-first century, teachers of student with disabilities will need to know and be able to address:

- the policies, process and procedures for providing special education services.
- assessment and how it drives instructional and behavioral intervention.
- research-validated instructional and behavioral strategies.
- mathematics, language and literacy instruction in a systematic, explicit, multi-sensory approach.
- the impact of the environment on behavior and learning for students with disabilities.
- the needs of families, general education teachers and other professionals through effective collaborative and consultation.

Teachers of student with moderate to severe disabilities also need to know and be able to address the generalization of the Standard Course of Study.

Standard 1: Special Education: Adapted Curriculum teacher candidates know the policies, process and procedures for providing special education services.

Special Education: Adapted Curriculum teacher candidates have a thorough understanding of the Policies Governing Services for Children with Disabilities. Through this knowledge of the process of referral, evaluation, and development of the individualized education program (IEP), teachers provide appropriate individualized education in the least restrictive environment.

- Know the Policies Governing Services for Children with Disabilities
- Understand the Placement process from referral to delivery of services
- Know the characteristics of students in each disability category.
- Understand and facilitate effective planning for transitions (preschool, school, postsecondary/adult)

Standard 2: Special Education: Adapted Curriculum teacher candidates have the knowledge and skills to use a variety of assessment techniques to plan and implement instruction, monitor student progress, and document learning.

Special Education: Adapted Curriculum teacher candidates use a variety of assessment strategies and sources to determine students' prior knowledge, skills, interests and learning styles. They plan appropriate instruction, evaluate progress toward learning goals and inform families and professional service providers. Teacher candidates view assessment as an integral part of the teaching/learning cycle, in which assessment drives instruction, and evaluation of learner outcomes informs further instruction. Teacher candidates use regular, frequent, valid, and reliable outcome measures to evaluate and respond to the progress of individual students toward annual goals and to differentiate instruction in a tiered model.

- Evaluate reliability, validity, and the technical soundness to select measures used in assessing students for eligibility, instructional decisions, and progress monitoring.
- Demonstrate instructional decisions using grade-level benchmarks, CBM, and progress monitoring data in a tiered model for differentiation of instruction.
- Assess students' reading performance by obtaining measures of phonemic awareness, letter-sound association skills, word identification skills, fluency, vocabulary and comprehension.
- Assess students' written language performance by gaining measures of fine motor skills, mechanics of writing, writing fluency and written expression.
- Assess students' mathematics performance through analysis of error patterns and an understanding of the components of number sense.
- Use age appropriate transition assessments for students ages 14 and above.
- Conduct assistive technology assessments.

Standard 3: Special Education: Adapted Curriculum teacher candidates have knowledge of the North Carolina Standard Course of Study: Extended Content Standards.

In order to provide maximum benefit for students with significant cognitive/physical disabilities, teacher candidates are familiar with the levels of the Extended Content Standards, as well as the sample evidences. They adapt and modify academic instruction to meet the unique learning needs of individual students. Teacher candidates make curriculum choices based on the individual needs of students, with input from the IEP Team as well as all available assessment data.

- Design instruction based on the Extended Content Standards of the North Carolina Standard Course of Study.
- Teach necessary functional skills, as guided by the student's IEP (e.g. daily living, skills, AAC, functional reading, functional math, functional writing, etc.)
- Plan and facilitate comprehensive transition services.

Standard 4: Special Education: Adapted Curriculum teacher candidates have the knowledge and skills to teach students to use behaviors that promote success in the learning environment, which include the development of social competence.

Special Education: Adapted Curriculum teacher candidates use effective strategies that promote a positive learning environment. They also use small-group and individualized strategies that enable students with behavior problems to develop academic and social competence. Teacher candidates use individualized behavior management strategies for those students with more severe behavior problems.

- Know how to establish rules and procedures that convey behavioral expectations.
- Demonstrate how to teach social skills using explicit and systematic instruction.
- Demonstrate competency to conduct and analyze a functional behavior assessment.
- Demonstrate competency to use functional behavioral assessment results to develop a positive behavior support plan based on research-validated interventions.
- Know how to implement individualized positive behavior support strategies based on functional behavior assessment results for students with significant behavior problems.

Standard 5: Special Education: Adapted Curriculum teacher candidates have the knowledge and skills to organize the educational environment for student learning.

Special Education: Adapted Curriculum teacher candidates use their knowledge of structured teaching, scheduling and lesson planning, adapted positioning techniques, medical conditions, and assistive technology to integrate IEP objectives, including related services, into naturally occurring routines.

- Maximize use of instructional time
- Demonstrate appropriate/safe procedures for movement/positioning
- Locate and develop sites for community-based instruction
- Demonstrate the principles of Universal Design for Learning through the use of multiple means of representation, expression, and engagement across the curriculum.

Standard 6: Special Education: Adapted Curriculum teacher candidates have the knowledge and skills to use systematic, explicit, multi-sensory methods to promote communicative competence and teach and facilitate generalization of reading, written expression, and mathematics.

Special Education: Adapted Curriculum teacher candidates use knowledge of systematic, explicit, multi-sensory teaching strategies, including the use of appropriate assistive technology, and functional, age-appropriate materials, to individualize instruction and generalization of skills.

- Understand the essential components of the English language (phonetics and phonology, sound production, morphology and orthography, semantics and syntax and pragmatics) and the impact of language on learning.
- Understand and provide instruction in the critical components of comprehensive reading instruction (phonemic awareness, letter-sound associations, word identification, spelling, reading fluency, vocabulary, reading comprehension).
- Understand and provide instruction in the essential components of math instruction.
- Understand and provide instruction in the essential components of written language instruction (composition and conventions).
- Know and teach research validated self-determination learning strategies
- Use assistive technology, if appropriate
- Use functional, age-appropriate materials
- Apply instructional techniques such as prompt sequence, task analysis, chaining techniques

Standard 7: Special Education: Adapted Curriculum teacher candidates collaborate and consult with families, general education teachers and other professionals to further the academic and social development of students.

Special Education: Adapted Curriculum teacher candidates recognize how accessing resources and collaborating with families, schools, and the community can impact student success. Communicating and building trusting partnerships with families, including those from culturally and linguistically diverse backgrounds, are essential elements that must be implemented. Teacher candidates partner with families to gather critical information to assess student progress and design instruction. Inclusive education and other collaborative teaching models assist with providing access to the general curriculum.

- Demonstrate effective communication strategies
- Establish effective interagency collaboration with adult service providers
- Model evidence based variations of co-teaching
- Collaborate and consult with interpreters, transliterators and other related / adult service providers.
- Maintain confidentiality
- Provide effective paraeducator supervision

Standards for Advanced Licensure – Emotional Disabilities Teacher Candidates

Standard 1: Emotional Disabilities licensure candidates know the legal, medical, historical and philosophical foundations of the field of emotional disabilities; teachers know the research, theories, and issues related to the causes and the instruction of students.

It is important that teachers with an advanced license in emotional disabilities are aware of the significant historical figures in the field and their contributions to the theoretical underpinnings of the field. Teachers must know the legal requirements in the Individuals with Disabilities Education Improvement Act (IDEIA) regarding students with emotional disabilities.

- Demonstrate knowledge of cognitive, behavioral and psychodynamic theories
- Demonstrate knowledge of legal requirements of IDEIA as related to students
- Demonstrate knowledge of key legislation and litigation affecting services

Standard 2: Emotional Disabilities licensure candidates know how to collect, analyze, and use behavioral and academic data that will assist in instructional planning and decision-making.

The identification of skill deficits requires teachers to collect, analyze, and use behavioral/academic/observational data, information from student and family interviews, and data from other types of assessments. It is important that deficits be identified early to ensure that instruction is provided when it can be of most benefit. It is also important that teachers appreciate the developmental, cultural and leaning problems that may either confound or complicate the behavioral and emotional problems being displayed by students.

- Use and interpret a variety of behavior rating scales and academic assessments to inform instruction, document student progress, and make educational decisions
- Collect and analyze observational data in the classroom and other school settings
- Conduct student and family interviews and interpret data for instructional planning
- Conduct functional behavioral assessments (FBAs) to design, implement and evaluate behavior intervention plan (BIPs)
- Recognize and articulate family/community strengths and use those strengths to develop and implement effective IEPs

Standard 3: Emotional Disabilities licensure candidates use effective classroom management skills and research-verified instructional strategies to improve behavioral and academic outcomes for students with emotional disabilities.

Teachers must be skilled in the use of positive behavior supports (PBS) to create classroom environments that support appropriate behavior. They must employ specific behavior supports that teach needed social skills and address the more severe behavioral needs of students. Teachers know the Standard Course of Study and demonstrate an understanding of classroom research. They use this information to inform planning and provide instruction for students.

- Teach rules and routines to explicitly convey behavioral expectations
- Use behavioral interventions (i.e., positive reinforcement, negative reinforcement) to promote appropriate behavior

- Use research-verified instructional strategies to address student needs and ensure access to the general curriculum
- Task-analyze complex academic tasks
- Provide explicit and direct instruction
- Assist students in using self-monitoring strategies
- De-escalate aggressive behavior and avoid coercive interactions (e.g., power struggles)
- Develop a crisis plan to ensure the safety of all involved with a violent or disruptive behavior

Standard 4: Emotional Disabilities licensure candidates know the stages of social/affective development for school-age students and use social skills instruction to promote age-appropriate social interactions.

Teachers use a variety of social skills curricula and strategies to help students establish and maintain positive interpersonal relationships with peers and adults.

- Evaluate students' capacity to communicate effectively with others
- Assess students' capacity to listen to others, take turns in conversation, greet others, join in ongoing activities, give compliments, accept criticism and express anger in socially acceptable ways
- Demonstrate knowledge of how to teach social skills

Standard 5: Emotional Disabilities licensure candidates demonstrate the capacity to collaborate effectively with families and professionals and advocate for services and resources required to address the educational needs of students.

Teachers demonstrate the importance of collaborating with families, school, and the community to advocate for services and resources for children.

- Demonstrate effective communication strategies with family and community members, and professionals in agencies involved with service delivery in a wraparound system
- Appreciate family diversity
- Know research-verified approaches for linking schools and families with the community
- Demonstrate the capacity to collaborate and consult with families, school personnel, and professionals in community agencies

Standard 6: Emotional Disabilities licensure candidates know early intervention research regarding social and emotional development and advocate for services for children with persistent behavioral problems.

Teachers recognize the importance of knowing early intervention research-verified practices for students with persistent behavioral problems.

- Demonstrate skill in helping students form and maintain relationships with others
- Demonstrate knowledge of how to approach young children who are socially withdrawn, aggressive and/or demonstrate persistent behavior problems
- Utilize strategies to promote social competence, social role formation and maintenance, and pro-social behavior

Standard 7: Emotional Disabilities licensure candidates serve as leaders in the transition process.

Teachers are instrumental in helping students develop and clearly define post-secondary school goals. Teachers work collaboratively with students, parents, colleagues, and the community to identify resources that support successful transition.

- Assess student preferences, interests, and post-secondary aspirations for the purpose of transitioning the students successfully into the community after graduation
- Assist students in the development of career objectives
- Assist students in the development of problem-solving and self-determination skills
- Involve students and families in the transition process by assisting them in setting post-secondary goals and accessing support services
- Build a network of resources for training, employment, and community-based living

Standards for Advanced License - Learning Disabilities Teacher Candidates

Standard 1: Learning Disabilities licensure candidates know the policies, processes and procedures for the identification of students with learning disabilities.

Teachers demonstrate an understanding of legal requirements that guide educational services for students with learning disabilities including referrals, evaluation and identification, Individual Education Programs, instructional services and placement, and for the involvement of parents and students in the planning process.

- Know the historical foundations of educational programs for students with learning disabilities and their impact on current educational services and teacher competencies
- Demonstrate an understanding of research on etiology, characteristics, identification of, and treatment for learning disabilities
- Know and demonstrate the rules and laws on confidentiality
- 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

Standard 2: Learning Disabilities licensure candidates use research-verified instructional strategies to improve academic and behavioral outcomes for students with learning disabilities.

Teachers know the Standard Course of Study and demonstrate an understanding of classroom research. They use this information to inform planning and instruction for students with learning disabilities.

- Promote the use of intervention strategies to address basic needs of children and ensure access to the general curriculum
- Provide explicit and direct instruction
- Assist students in using self-monitoring strategies
- Assist students in making transitions throughout school levels and to post secondary environments

Standard 3: Learning Disabilities licensure candidates use data to guide instructional planning.

Teachers demonstrate the ability to conduct and interpret comprehensive assessments to guide instruction.

- Demonstrate ability to conduct, interpret, and utilize assessments
- Demonstrate ability to integrate assessment information to develop comprehensive instructional plans

Standard 4: Learning Disabilities licensure candidates collaborate with parents, other professionals, agencies and service providers and practice their profession with ethical commitment to the use of validated practices, to advance the lives of individuals with learning disabilities.

Teachers demonstrate the importance of collaborating with families, school, and the community to advocate for services and resources for children. They actively participate in activities that enhance the learning environment, support successful transitions, and promote professional growth.

- Know and demonstrate advocacy for resources and information to assist students, parents, and other professionals in providing services for students with learning disabilities
- Demonstrate awareness of resources and materials from school, community, professional organizations, and literature to enhance instruction and services

Standard 5: Learning Disabilities licensure candidates serve as leaders in the transition process.

Teachers are instrumental in helping students develop and clearly define post-secondary school goals. Teachers work collaboratively with students, parents, colleagues, and the community to identify resources that support successful transition.

- Assess student preferences, interests, and post-secondary aspirations for the purpose of transitioning the students successfully into the community after graduation
- Assist students in the development of career objectives
- Assist students in the development of problem-solving and self-determination skills
- Involve students and families in the transition process by assisting them in setting post-secondary goals and accessing support services
- Build a network of resources for training, employment, and community-based living

Standards for Advanced License - Intellectual Disabilities Teacher Candidates

Standard 1: Intellectual Disabilities licensure candidates have an extended knowledge of conceptual, legal, historical, and philosophical foundations and the major milestones and contributions in the field of intellectual disabilities.

Teachers have a deep knowledge of the significant historical events and figures in the field of intellectual disabilities and their contributions to advancement within the field. They have a thorough understanding of the laws and policies impacting individuals with intellectual disabilities and the implications of these for teachers working in the field.

- Know major historical eras associated with dominant trends in the field of intellectual disabilities
- Know the contributions of persons (including self-advocates) who have had a significant effect in the advancement of the field of intellectual disabilities
- Know how the various sociopolitical events have affected the services and supports provided to persons with intellectual disabilities
- Know special and general education, career vocational, and assistive technology laws that affect individuals with intellectual disabilities
- Know the critical concepts of self-determination by individuals with intellectual disabilities
- Know the curriculum frameworks for the Occupational Course of Study and Extended Content Standards
- Know the basic tenets of the laws that impact persons with disabilities (e.g. Carl Perkins, IDEIA, Vocational Rehabilitation Act (Vocational Rehabilitation Act of 1973 – Section 504), ADA, Social Security, Workforce Investment Act, Fair Labor Standards Act, NC Child Labor, Greenblatt, and Olmstead Act)

Standard 2: Intellectual Disabilities licensure candidates know the research, theories, and issues related to the causes, identification, and instruction of individuals with intellectual disabilities.

Teachers have a deep knowledge of intellectual disabilities and the instructional methodologies most appropriate for this population of students. They readily share this knowledge with others to increase awareness and opportunities for students. Teachers help colleagues develop effective strategies for students.

- Know the current research, theories, and issues related to causation of intellectual disabilities (e.g., genetics, heredity, environmental aspects) and use this information to inform other professionals, parents and community members
- Know ethical issues concerning the provision of services for individuals with intellectual disabilities and use this information to inform other professionals, parents and community members
- Use information gathered from literature review to select research-verified instructional strategies
- Understand various medical issues and the implications for learning

Standard 3: Intellectual Disabilities licensure candidates utilize data and specialized teaching strategies to provide instruction across a variety of curricula, environments, and people.

Teachers demonstrate their understanding of how to provide a comprehensive series of daily instructional lessons. They know how to utilize augmentative/alternative communication equipment to develop skills

and promote student learning. They provide motivating tasks and actively engage all students. The classroom is well managed and an appropriate learning environment.

- Know the North Carolina Standard Course of Study including the Occupational Course of Study and the Extended Content Standards
- Provide direct instruction in adaptive skills (e.g. Communication, Social, Daily Living)
- Use methods and assistive technology to enable students to learn and communicate effectively (including creating and customizing assistive technology devices)
- Use a variety of materials and equipment to increase generalization of skills and promote student independence across environments
- Create stimulating learning environments, which promote active student participation and engagement
- Structure, direct, and support the activities of Para educators
- Select, adapt, and use assessment tools, instructional strategies, and materials according to characteristics of students with intellectual disabilities
- Manage schedules, materials, resources, and people to maintain an appropriate learning environment that allows for the successful integration of related services
- Use formative and summative assessment to inform instruction

Standard 4: Intellectual Disabilities licensure candidates know and provide supportive resources and information to students, parents, and other professionals that maximize student learning experiences and educational outcomes.

Teachers recognize how accessing resources and collaborating with families, school, and the community can impact student success. They partner with families to increase their knowledge about children with intellectual disabilities. They mentor and support others interested in the education of these students.

- Know how to access current resources and information in critical areas and apply the identified information accurately and appropriately
- Collaborate with school personnel, family, and community members in integrating individuals with intellectual disabilities into various settings
- Coordinate provision of related services (e.g. Occupational Therapy, Physical Therapy, Speech/Language Therapy, and Counseling)
- Assist professionals and families in becoming more knowledgeable about student disabilities, strengths, and needs
- Disseminate current resources and information to students, parents, and other professionals

Standard 5: Intellectual Disabilities licensure candidates practice their profession with ethical commitments to confidentiality and advocacy for appropriate services for students with intellectual disabilities.

Teachers understand and demonstrate strong ethics and advocacy for students with intellectual disabilities. They hold high standards and practice confidentiality.

- Maintain confidential communication about students
- Follow regulations for confidentiality as addressed in HIPPA, FERPA, and IDEIA
- Advocate for services that promote student integration and positive student outcomes

Standard 6: Intellectual Disabilities licensure candidates serve as leaders in the transition process.

Teachers are instrumental in helping students develop and clearly define post-secondary school goals. Teachers work collaboratively with students, parents, colleagues, and the community to identify resources that support successful transition.

- Assess student preferences, interests, and post-secondary aspirations for the purpose of transitioning the students successfully into the community after graduation
- Assist students in the development of career objectives
- Assist students in the development of problem-solving and self-determination skills
- Involve students and families in the transition process by assisting them in setting post-secondary goals and accessing adult transition service providers
- Build a network of resources for training, employment, and community-based living

Standards for Advanced License - Severe Intellectual Disabilities Teacher Candidates

Standard 1: Severe Intellectual Disabilities licensure candidates have an extended knowledge of conceptual, legal, historical, and philosophical foundations and the major milestones and contributions in the field of severe intellectual disabilities.

Teachers have a deep knowledge of the significant historical events and figures in the field of severe intellectual disabilities and their contributions to advancement within the field. They have a thorough understanding of the laws and policies impacting individuals with severe intellectual disabilities and the implications of these for teachers working in the field.

- Know major historical eras associated with dominant trends in the field of severe intellectual disabilities
- Know the contributions of persons (including self-advocates) who have had a significant effect in the advancement of the field of severe intellectual disabilities
- Know how the various sociopolitical events have affected the services and supports provided to persons with severe intellectual disabilities
- Know special and general education, career vocational, and assistive technology laws that affect individuals with severe intellectual disabilities
- Know the critical concepts of self-determination by individuals with severe intellectual disabilities
- Know the curriculum frameworks for the Occupational Course of Study and Extended Content Standards
- Know the basic tenets of the laws that impact persons with disabilities (e.g. Carl Perkins, IDEIA, Vocational Rehabilitation Act (Vocational Rehabilitation Act of 1973 – Section 504), ADA, Social Security, Workforce Investment Act, Fair Labor Standards Act, NC Child Labor, Greenblatt, and Olmstead Act)

Standard 2: Severe Intellectual Disabilities licensure candidates know the research, theories, and issues related to the causes, identification, and instruction of individuals with severe intellectual disabilities.

Teachers have a deep knowledge of severe intellectual disabilities and the instructional methodologies most appropriate for this population of students. They readily share this knowledge with others to increase awareness and opportunities for students. Teachers help colleagues develop effective strategies for students.

- Know the current research, theories, and issues related to causation of severe intellectual disabilities (e.g., genetics, heredity, environmental aspects) and use this information to inform other professionals, parents and community members
- Know ethical issues concerning the provision of services for individuals with severe intellectual disabilities and use this information to inform other professionals, parents and community members
- Use information gathered from literature review to select research-verified instructional strategies
- Understand various medical issues and the implications for learning

Standard 3: Severe Intellectual Disabilities licensure candidates utilize data and specialized teaching strategies to provide instruction across a variety of curricula, environments, and people.

Teachers demonstrate their understanding of how to provide a comprehensive series of daily instructional lessons. They know how to utilize augmentative/alternative communication equipment to develop skills and promote student learning. They provide motivating tasks and actively engage all students. The classroom is well managed and an appropriate learning environment.

- Know the North Carolina Standard Course of Study including the Extended Content Standards
- Use methods and assistive technology to enable students to learn and communicate effectively (including creating and customizing assistive technology devices)
- Use a variety of materials and equipment to increase generalization of skills and promote student independence across environments
- Create stimulating learning environments, which promote active student participation and engagement
- Structure, direct, and support the activities of Para educators
- Select, adapt, and use assessment tools, instructional strategies, and materials according to characteristics of students with severe intellectual disabilities
- Manage schedules, materials, resources, and people to maintain an appropriate learning environment that allows for the successful integration of related services
- Use formative and summative assessment to inform instruction

Standard 4: Severe Intellectual Disabilities licensure candidates structure the learning environment to accommodate the medical, physical, and adaptive needs of students with severe intellectual disabilities.

Teachers know and respond to the medical and physical needs of their students. They are knowledgeable of medical conditions and syndromes that impact student learning. They ensure the safety of students and staff.

- Provide direct instruction in adaptive skills (e.g. Communication, Social, Daily Living)
- Know and use transfer, lifting, and positioning techniques
- Respond appropriately to medical situations
- Know and use equipment that assists with the physical and medical needs of students
- Use universal precautions as related to blood borne pathogens
- Understand the effects of various medications
- Coordinate provision of related services (e.g. Occupational Therapy, Physical Therapy, Speech/Language Therapy, Nursing)

Standard 5: Severe Intellectual Disabilities licensure candidates know and provide supportive resources and information to students, parents, and other professionals that maximize student learning experiences and educational outcomes.

Teachers recognize how accessing resources and collaborating with families, school, and the community can impact student success. They partner with families to increase their knowledge about children with severe intellectual disabilities. They mentor and support others interested in the education of these students.

- Know how to access current resources and information in critical areas and apply the identified information accurately and appropriately
- Collaborate with school personnel, family, and community members in integrating individuals with severe intellectual disabilities into various settings

- Assist professionals and families in becoming more knowledgeable about student disabilities, strengths, and needs
- Disseminate current resources and information to students, parents, and other professionals

Standard 6: Severe Intellectual Disabilities licensure candidates practice their profession with ethical commitments to confidentiality and advocacy for appropriate services for students with severe intellectual disabilities.

Teachers understand and demonstrate strong ethics and advocacy for students with severe intellectual disabilities. They hold high standards and practice confidentiality.

- Maintain confidential communication about students
- Follow regulations for confidentiality as addressed in HIPPA, FERPA, and IDEIA
- Advocate for services that promote student integration and positive student outcomes

Standard 7: Severe Intellectual Disabilities licensure candidates serve as leaders in the transition process.

Teachers are instrumental in helping students develop and clearly define post-secondary school goals. Teachers work collaboratively with students, parents, colleagues, and the community to identify resources that support successful transition.

- Assess student preferences, interests, and post-secondary aspirations for the purpose of transitioning the students successfully into the community after graduation
- Assist students in the development of career objectives
- Assist students in the development of problem-solving and self-determination skills
- Involve students and families in the transition process by assisting them in setting post-secondary goals and accessing adult transition service providers
- Build a network of resources for training, employment, and community-based living

Standards for Deaf and Hard of Hearing Teacher Candidates

Standard 1: Teacher candidates of students who are deaf and hard of hearing have a comprehensive working knowledge of language through spoken and signed communication, and implement programs that successfully incorporate these understandings. Communication

As a member of the educational team, teacher candidates of students who are deaf and hard of hearing work to ensure that language and communication are accessible to each student in the overall educational environment, and are proficient in the language strategies and techniques that provide full access to content. They communicate with students in ways that facilitate age appropriate language and literacy, and support the student's family in providing full access to language.

- Apply knowledge of language development of American Sign Language and English to facilitate communication and learning.
- Apply knowledge of first and second language acquisition to learning.
- Identify the possible implications of hearing loss on communicative competence.
- Apply knowledge of the interrelated functioning of communicative competence, social skill development, and self-advocacy.
- Apply a broad knowledge of sign language (American Sign language) and visual communication systems options available to students who are deaf and hard of hearing (e.g., Cued American English, Manually Coded English systems, speech reading)
- Apply a broad knowledge of audition and speech to promote spoken language development with students who are deaf and hard of hearing (e.g., Auditory Verbal and Auditory Oral techniques, auditory based learning, speech acoustics).
- Apply knowledge of Assistive and Augmentative Technologies (AAT) to ensure that students have access to communication input via vision and/or audition.

Standard 2: Teacher candidates of students who are deaf and hard of hearing use a variety of assessments to develop educational plans, document learning and evaluate the effectiveness of instruction. Assessment

Teacher candidates of students who are deaf and hard of hearing understand the critical role that ongoing assessment plays in identifying needs and in designing and monitoring instruction. They apply an understanding of the interactions of hearing loss with additional challenges (e.g., physical, cultural, linguistic, cognitive, behavioral) of students when assessing and using assessment data. They use a collaborative, multidisciplinary and comprehensive approach to gathering and utilizing data.

- Use formal and informal assessment information such as audiological, educational, speech-language, sign language, psychological, social-emotional, behavioral, functional, perceptual, motor, and curricular assessments to develop and monitor Individual Education Programs and Individual Family Service Plans.
- Collaborate with the educational team in the effective use of formal and informal assessments, including standardized and curriculum based assessment information, to plan instruction and intervention.

Standard 3: Teacher candidates of students who are deaf and hard of hearing implement strategies that support the development of literacy and learning. They facilitate access to the curriculum by developing and adapting instruction based on communicative, linguistic, social, and cognitive abilities of the learner. Instructional Content and Practice

Teacher candidates of students who are deaf and hard of hearing analyze the student's academic ability, language proficiency and the Standard Course of Study to design instructional plans. They prioritize content objectives to focus on meaningful goals for students with limited incidental learning opportunities. They provide effective instruction for children with delayed language/literacy development due to hearing loss.

- Assist the student in developing conversational skills as well as the language necessary for academic learning
- Use a variety of strategies in addition to those available to the general educator to facilitate literacy development (e.g., ASL as a bridge to written English, Cued American English, visual phonics,).
- Apply understanding of the unique implications of hearing loss to the delivery of instruction by effectively adapting, modifying, and augmenting the curriculum
- Apply understanding of the range of educational needs of students who are hard of hearing and how these needs differ from students with profound hearing loss.
- Provide instruction in an expanded curriculum for those educational needs specific to deaf and hard of hearing students (e.g., transition planning, deaf studies, family communication skills, ASL, social skills, emotional development, peer interactions, and self advocacy)
- Organize an acoustically and/or visually appropriate and effective learning environment.
- Advocate for and utilize assistive communication technology specifically designed to allow students who are deaf or hard of hearing to access and fully participate in the educational environment
- Define the roles and responsibilities of service providers (e.g., interpreters, transliterators, note takers, teacher assistants, ASL Specialists, speech language pathologists, audiologists) and how they impact student learning.
- Provide consultative services for deaf and hard of hearing students who might not otherwise require additional services.
- Educate the regular teachers, staff, and administrators regarding all aspects of deafness and regarding the implications of hearing loss to promote successful outcomes across educational settings.
- Utilize community agencies specific to deafness to assist in instructional and transition planning.

Standard 4: Teachers of children who are deaf and hard of hearing foster relationships with families that support children's development and learning. Families

Teacher candidates of children who are deaf and hard of hearing understand that families are the first and most important teachers and key decision makers for their children. They understand diverse family structures and functioning styles, family systems and human ecological theories. Teachers of children who are deaf and hard of hearing apply this knowledge while working with children and their families.

- Acknowledge families as the first and most important teachers and key decision makers for their children.
- Demonstrate skills in partnering with families to promote the child's development and learning by exchanging information, making collaborative decisions, and cooperatively implementing and evaluating program plans for the child
- Demonstrate knowledge of the practical challenges and psychological processes that families experience as they address the implications of hearing loss for their children
- Collaborate with families to make decisions and support families advocating for their children

References:

Meeting the Needs of Students Who are Deaf and Hard of Hearing: Educational Services Guideline. (2006). National Association of State Directors of Special Education, Inc., 1800 Diagonal Road, Suite 320, Alexandria, VA, 2231.

Council on the Education of the Deaf (2003). *Standards for Programs Preparing Teachers of Students who are Deaf or Hard of Hearing.* Retrieved July 19, 2008 from www.deafed.net/activities/ManualOneRevised.htm

National Board for Professional Teaching Standards (2001). *Exceptional Needs Standards*, NBPTS.

Standards for Visual Arts Teacher Candidates

Visual Arts teacher candidates understand and respect the unique, individual set of experiences and perspectives their students bring to the art making process. They promote an understanding of the importance of visual arts and their power to cultivate creativity, encourage problem solving and promote global understanding of history through cultural artifacts and customs. “Visual Arts” include historical and contemporary fine arts, crafts, and emerging art media. Visual Arts teacher candidates have 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, origins and locations. They know that the creation and study of art are intertwined. Visual Arts teacher candidates understand the way images and forms communicate meaning. Visual Arts teacher candidates have a thorough knowledge and understanding of the goals and objectives of the *North Carolina Standard Course of Study* in Visual Arts.

The standards reflect important components of art content, including:

- Design Fundamentals
- Art Making
- Art History and Visual Culture
- Critical and Creative Thinking
- Program Development

Standard 1: Visual Arts teacher candidates demonstrate an understanding of historical and contemporary theories of visual expression across global perspectives

Visual Arts teacher candidates have knowledge of Western and non-Western fundamentals of art. They are able to articulate their understanding of these concepts using appropriate vocabulary specific to the field. Visual Arts teacher candidates demonstrate an understanding of:

- Art elements
- Principles of design
- Composition
- Conceptualizing

Standard 2: Visual Arts teacher candidates demonstrate competency in a variety of media, techniques, and processes through the conceptualization and creation of art.

Visual Arts teacher candidates understand that the creation of art involves both process and product. They develop ideas from concept to product, generate media specific solutions, and produce finished artwork. Visual Arts teacher candidates demonstrate an understanding of:

- A variety of two- and three-dimensional processes to communicate innovative ideas, information and feelings (i.e. drawing, painting, sculpture, crafts, ceramics, fibers, photography, conceptual art, design, printmaking, digital media and technology).
- A variety of four-dimensional or time-based processes to communicate innovative ideas, information and feelings (i.e. conceptual art, video, performance, installation, environmental art).
- How to analyze, access, manage, integrate, evaluate and create art in a variety of forms and combinations of media.
- How to create and maintain a safe, appropriate, and ecologically conscious working environment through the responsible management and use of media, tools, and equipment.

Standard 3: Visual Arts teacher candidates demonstrate cross-cultural knowledge and understanding of ancient through contemporary art history and visual culture.

Visual Arts teacher candidates understand that all art develops within social, cultural, and historical contexts. They understand the contribution of various artists and cultures around the world from ancient periods to the modern era. They recognize the reciprocal impact of historical and societal forces upon cultures, artists and the work they produce. Visual Arts teacher candidates:

- Examine and comprehend the interconnections of art and artists through the context of history, culture, society, place, function, purpose, influence, style, and genre.
- Recognize and differentiate art, artists, style, and genre.
- Be open and responsive to diverse and global perspectives of art.
- Explore relationships between visual communication and political, economic, and civic institutions.

Standard 4: Visual Arts teacher candidates demonstrate an understanding of art through critical and creative thinking.

An increasingly complex world demands the ability to interpret, assimilate and respond to an expanding volume of imagery and visual information. Visual Arts teacher candidates are critical thinkers and problem solvers in their roles as artists and educators. They recognize the role the visual arts play in equipping students with 21st century skills. Visual Arts teacher candidates:

- Understand the nature of art, inclusive of ideas, subject matter, symbols, metaphors, themes, and concepts.
- Develop a personal artistic vision for creating art.
- Understand the role of aesthetic experience in the enjoyment, preference, and appreciation of art.
- Understand the affective and self-expressive aspects of art for self-actualization and empowerment.
- Critique art through verbal and written expression, applying various critical thinking approaches, such as description, analysis, interpretation, and judgment.

Standard 5: Visual Arts teacher candidates develop and manage a program inclusive of the goals, values, and purposes of visual arts education.

Visual Arts teacher candidates have a unique role in the schools to build, promote and sustain a viable art program. They recognize and communicate the vital roles that visual arts play in education and lifelong learning to students, parents, colleagues in other disciplines, school administrators, and the larger community. Visual Arts teacher candidates must have the knowledge, skills and dispositions to facilitate this process. Visual Arts teacher candidates:

- Make informed selection of instructional content.
- Make decisions regarding budgeting, inventory, and their relation to instructional needs.
- Know the importance of exhibiting and promoting student art as an advocacy tool which reflects the visual arts program.
- Develop as artists engaging in their own studio work and seeking opportunities to learn more about art.
- Understand career avenues within the arts in a global marketplace

Standards for Music Teacher Candidates

The success of 21st century PreK-12 music programs depends upon the quality of music teacher preparation. To ensure this success, music teacher candidates must develop proficiency in performance skills, theory and aural skills, improvisation and composition skills, and knowledge of music history. Music teacher candidates must develop an understanding of varied music cultures to promote global awareness. They must acquire an understanding of the importance of music and its power to cultivate creativity, aesthetic sensitivity, and critical thinking. Twenty-first century music teachers must understand the importance of music technology in the classroom. They must be advocates for music as an essential part of a dynamic culture. They must be effective instructional program managers who have a thorough understanding of the *North Carolina Standard Course of Study* goals and objectives in music.

Standard 1: Music teacher candidates demonstrate essential skills of musical performance.

Music teacher candidates understand that music performance is both process and product. This understanding is essential for effective music teaching and learning. Music teacher candidates also understand the importance of analyzing and evaluating musical performances.

Music teacher candidates:

- perform a varied repertoire of music on a primary instrument.
- analyze, interpret, and evaluate music and musical performances.
- demonstrate basic piano skills.
- demonstrate basic vocal skills.
- demonstrate basic instrumental skills.
- demonstrate rehearsal techniques and error detection skills in conducting various ensembles.

Standard 2: Music teacher candidates possess comprehensive knowledge of music theory and demonstrate essential aural skills.

Music teacher candidates understand the elements and organizational structures of music and their interactions, as a means to improvise, compose, arrange, and analyze. Music teacher candidates apply this understanding through aural, verbal, visual, and technological means.

Music teacher candidates:

- improvise melodies, variations and accompaniments.
- compose and arrange music within specified guidelines.
- sight-sing and transcribe.
- listen to, analyze and describe musical scores and compositions.
- demonstrate an understanding of 21st century music technology as a vital delivery system for teaching and learning music.

Standard 3: Music teacher candidates possess comprehensive knowledge of music history and use critical thinking skills in the analysis of literature, performance styles, and genres of Western and non-Western music.

Music teacher candidates have knowledge of music history and varied music cultures, including those of the 21st century. They possess a comprehensive knowledge and ability to analyze music in its cultural context and make connections between music and other disciplines.

Music teacher candidates:

- relate history and culture to music.
- make relationships between music, the other arts, and disciplines outside the arts.
- design 21st century music-making experiences that promote musical and cultural inclusiveness.

Standard 4: Music teacher candidates possess an understanding of music through aesthetic experience and critical and creative thinking.

Music teacher candidates understand that aesthetic experience is a synthesis of personal experiences, cultural context, and musical knowledge as it relates to performing, creating, and responding to music. It is essential to promote critical thinking, interpretation and artistic vision.

Music teacher candidates:

- demonstrate an understanding of the role of aesthetic experience in the enjoyment, preference, and appreciation of music.
- use critical thinking to make personal judgments about music through verbal and written expression.
- develop a personal artistic style for creating music.

Standard 5: Music teacher candidates develop and manage a program inclusive of the goals, values, and purposes of music education.

Music teacher candidates know how to manage music programs within the school setting. They understand the impact of both sound pedagogical and administrative responsibilities and decisions.

Music teacher candidates:

- make decisions regarding budgeting, inventory, and their relation to instructional needs.
- articulate the importance of advocating for and exhibiting high quality programs as essential to the total school curriculum.

Standards for Dance Teacher Candidates

Dance teachers in the 21st century promote the importance of dance and its power in the lives of individuals and communities. Dance teachers must be able to use the *North Carolina Standard Course of Study in Dance* to foster creativity, problem solving, critical thinking, and global awareness. The Content Standards in dance include the following four strands:

- perform dance skillfully and safely,
- create and produce dance that is meaningful artistically and socially,
- watch and respond to dance thoughtfully and critically, and
- make connections to individuals, other disciplines, the larger community, and beyond.

Standard 1: Dance teacher candidates will demonstrate and articulate skills and knowledge in performing dance.

- Safe movement practices necessary to avoid injuries and maximize learning. This includes understanding how to sequence dance technique skills and give appropriate corrective feedback.
- Proper dynamic alignment, understanding of human kinesiology, and efficient use of the body to develop dance technique.
- Wide range of movement vocabulary/dance skills, including musicality, from contemporary dance and a variety of other dance forms/genres.
- Performance presence.
- Organizing the physical classroom for effective transitioning and sequencing.

Standard 2: Dance teacher candidates demonstrate and articulate skills and knowledge in creating, performing, and producing dance.

- Dance elements, including body, space, time and energy.
- Dance-making processes, including improvisation and use of choreographic tools.
- How to create and communicate meaning in dance.
- How cultural and historical movement vocabularies, including diverse aesthetic criteria, affect dance creation and performance.
- How to use production skills for dance, including technical theater, costuming, and accompaniment, to enhance and produce choreography.

Standard 3: Dance teacher candidates demonstrate and articulate skills and knowledge in responding to dance.

- Understanding of dancers, dances, and dance works from a variety of historical and emerging cultures and genres.
- How all dance evolves within cultural/historical contexts, reflecting the values and interest of individuals and communities.
- Skills and vocabulary appropriate to dance observation, description, analysis, interpretation, and evaluation.
- Multiple responses to dance, including kinesthetic, visual, and other modalities.

Standard 4: Dance teacher candidates demonstrate the ability to interconnect within the greater community and across content areas.

- How to integrate performing, creating and responding to dance in developing learning experiences.
- How to use written and media-based resources for the study of dance and dance history and as a resource in performing, creating and producing, and responding to dance.
- How to connect dance with principles from other art forms.
- How to develop connections between dance content and other disciplines within and beyond the K-12 curriculum.
- Options for careers related to dance in a global marketplace.
- How to develop community partnerships.
- The vital roles that dance plays in education and lifelong learning.
- How to manage and develop program resources.

Standards for Theatre Arts Teacher Candidates

Theatre is a multi-faceted and collaborative discipline which requires theatre arts teachers to demonstrate knowledge in creative drama, theatre history, literature and criticism, technical theatre, performance and professional practice. While the theatre arts curriculum is centered in process (referred to as drama), it values productions (referred to as theatre) that are both formal and informal. The theatre arts program encompasses both curricular and co-curricular learning.

This document addresses practices and knowledge that are unique to theatre arts teachers and is designed to be used in conjunction with the *North Carolina Teacher Candidate Evaluation Rubric*. Theatre arts teachers must have a thorough knowledge and understanding of the goals and objectives of the *North Carolina Standard Course of Study* in theatre.

Standard 1: Theatre arts teacher candidates demonstrate practical knowledge of creating theatrical performance.

Theatre arts teacher candidates possess a practical knowledge of movement, voice, acting, script analysis, performance assessment and critique.

- Utilize techniques and methods to develop body, voice and imagination (i.e. Alexander, Berry, Lessac, Linklater, etc.)
- Demonstrate the use of the mind, voice, and body as instruments for creating performance and dramatic expression.
- Demonstrate knowledge and skills in acting techniques (i.e. Hagen, Meisner, Stanislavski, etc.)
- Provide support materials and documentation for character development and script analysis.
- Apply constructive criticism and assessments to theatre performance.
- Demonstrate knowledge and skills in directing a theatrical performance.

Standard 2: Theatre arts teacher candidates apply creative drama pedagogy that is improvisational, non-exhibitional, reflective and process-oriented.

Theatre arts teacher candidates plan and facilitate drama lessons that develop language and communication, interpersonal and problem solving skills, creativity, positive self-concept, social and global awareness, empathy, values and attitudes and an understanding of the art of theatre.

- Implement creative drama techniques in lesson planning (i.e. drama games, pantomime, storytelling, story drama, process drama, improvisation, puppetry, social drama, movement and creative play, etc.)
- Assess process-based work using student reflections, rubrics, worksheets, written and verbal student feedback and creative artifacts developed during the lesson.
- Create lessons that differentiate creative drama process-versus-product pedagogy as appropriate to student age and skill level.

Standard 3: Theatre arts teacher candidates understand theatre history, literature, dramatic theory and criticism.

Theatre arts teacher candidates possess a working knowledge of the origins, styles, and forms of theatre, dramatic literature and criticism. They exhibit an understanding of how theatre embraces and expresses global awareness through diverse cultural and human experiences.

- Know and use classical through contemporary dramatic literature including multi-cultural and international texts.
- Implement the process of playwriting and adapting literature for performance.
- Understand and use play analysis and the elements of dramatic structure.
- Identify the origin and development of theatre in its historical context in western and non-western society and how theatre reflects cultural periods.
- Demonstrate knowledge of the history and development of the physical theatre, technical theatre elements, performance styles, directing and playwriting.

Standard 4: Theatre arts teachers demonstrate a working knowledge of technical elements of theatre.

Theatre arts teacher candidates possess a practical knowledge of production planning, design concepts, technology, safety, scenery, properties, lighting, sound, costume, makeup, theatre management, promotion and stage management.

- Utilize available technologies to design and implement technical theatre.
- Provide support materials and documentation for elements of technical theatre.
- Demonstrate knowledge of theatre management and promotion including publicity, copyright laws, royalties, ticket sales and financial literacy.
- Model constructive criticism and collaborative practices.

Standard 5: Theatre arts teacher candidates develop and manage a program inclusive of the goals, values, and purposes of arts education.

Theatre arts teacher candidates demonstrate knowledge of resources, ethical practices, civic literacy, leadership and advocacy for the arts.

- Identify and utilize professional resources and organizations.
- Practice leadership and advocacy for theatre arts in an effective and professionally responsible manner.
- Apply theatre arts and drama as a tool for school and community outreach and engagement.
- Develop as theatre artists by practicing, networking and learning more about the world of theatre.

Standards for Health Education Teacher Candidates

Health education promotes an understanding of the scientific basis for health status, the role of human behavior and the impact of public policy upon health status. The 21st century health education teacher knows the theoretical foundations of health behavior, the principles essential to developing health literacy, and the concepts relevant for risk reduction and health promotion.

Standard 1: Health education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of health literate individuals. Scientific and Theoretical Knowledge

Health education teacher candidates:

- describe and apply biological, psychological, historical, behavioral, and sociological concepts related to risk reduction and health promotion
- identify legal and liability issues related to health education and adjust instructional approaches as needed
- identify global trends of health behaviors, health education, and health promotion
- demonstrate, analyze, and correct the appropriate application of health skills
- utilize the 21st century learning skills to acquire appropriate content resources to meet the needs of a constantly changing learning environment
- apply behavioral and structural intervention theories to effective health education practices

Standard 2: Health education teacher candidates demonstrate the knowledge, skills, and dispositions of a health literate educator. Content Knowledge and Implementation

Health education teacher candidates:

- analyze the etiological factors and social influences that compromise health behavior outcomes
- describe the learned concepts, functional knowledge, health education performance indicators and essential health skills needed to be a health literate consumer
- describe ways to establish effective collaborative relationships that support structural interventions within a Coordinated School Health Program
- demonstrate proficiency in accessing and applying resources such as the National Health Education Standards, CDC Priority Health Behaviors, and local, state, and national data in designing effective health education curricula and programs
- demonstrate a thorough understanding and application of health education content areas including nutrition, lifelong fitness, relationships, mental and emotional health, intentional and unintentional injury prevention, personal and consumer health, alcohol, tobacco, and other drug prevention, chronic and infectious disease prevention, and environmental health awareness

Standard 3: Health education teacher candidates plan and coordinate a school health education program. Administration and Coordination

Health education teacher candidates:

- initiate a plan for comprehensive school health education within a coordinated school health program
- articulate how a health education program fits within the culture of a school and contributes to the school's mission

- collaborate with others such as school personnel, community health educators, and students' families in planning and implementing health education programs

Standard 4: Health Education teacher candidates demonstrate knowledge and understanding of assessing individual and community needs for health education. Needs Assessment

Health Education teacher candidates:

- obtain and analyze a variety of data sources related to health
- collect health-related data
- recognize and respond to health disparities and social inequities
- infer needs for health education from data obtained
- utilize inferences from data to inform future instruction

Standard 5: Health Education teacher candidates communicate and advocate for health and school health education. Communication and Advocacy

Health Education teacher candidates:

- analyze and respond to factors that influence current and future needs in comprehensive school health education.
- apply a variety of communication methods and techniques.
- advocate for school health education

References

NC Healthful Living Standard Course of Study (2006).

AAHE/NCATE proposed standards, 2008.

GS115C-81-(e)

Youth Risk Behavior Survey (2007).

Standards for Physical Education Teacher Candidates

The *Physical Education Teacher Candidate Standards* reflect the new roles and responsibilities for physical educators in the 21st century. The physical education teacher will implement effective methods of instruction specific to the unique physical education environment.

Standard 1: Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals. [Scientific and Theoretical Knowledge](#)

Physical education teacher candidates:

- describe and apply the biological, psychological, historical, and sociological concepts related to physical education
- identify legal and liability issues of physical education and adjust instructional approaches as needed
- identify global trends of physical activities and physical education
- analyze, correct and apply critical elements and performance concepts of motor skills
- adapt physical education content for diverse student needs; adding specific accommodations and/or modifications for student exceptionalities
- utilize 21st century learning skills to acquire appropriate content resources to meet the needs of a constantly changing learning environment

Standard 2: Physical education teacher candidates have the knowledge, skills and dispositions to effectively teach safe and developmentally appropriate fundamental motor skills, movement forms and physical activities. [Fundamental Motor Skills and Movement Forms](#)

Physical education teacher candidates:

- demonstrate and apply movement education concepts and the critical elements of locomotor, nonlocomotor and manipulative skills
- demonstrate personal competence in a variety of fundamental motor skills and movement forms
- demonstrate individual responsibility for physical and emotional safety during activity

Standard 3: Physical education teacher candidates have the knowledge, skills and dispositions to teach fitness and nutrition concepts needed to reduce and prevent obesity. [Fitness, Nutrition and Obesity Prevention](#)

Physical education teacher candidates:

- achieve and maintain a health-enhancing level of fitness
- demonstrate and apply the five components of health-related fitness
- demonstrate knowledge in a variety of obesity reduction and prevention intervention practices
- demonstrate the skills necessary to assess dietary patterns that contribute to obesity
- promote lifelong physical activity throughout the school environment

Standard 4: Physical education teacher candidates have the knowledge and skill competence of multiple sport and leisure activities. *Sport, Physical and Leisure Activities Knowledge*

Physical education teacher candidates:

- apply knowledge of skills for a variety of sports, physical and leisure activities
- demonstrate and apply personal competence in a variety of sports, physical and leisure activities
- apply knowledge of rules, modified game forms, tactical awareness, and strategic play
- utilize managerial rules and routines to create and maintain a safe and effective learning environment
- recognize the changing dynamics of the environment and adjust instructional and managerial tasks
- understands, exhibits and applies knowledge of responsible personal and social behaviors

References

NASPE/NCATE proposed Standards and Outcomes (2008)

NC Healthful Living Standard Course of Study (2006).

Standards for Health and Physical Education Teacher Candidates

The Health and Physical Education Teacher Candidate Standards reflect the essential knowledge, skills, and dispositions that teacher candidates should possess in an initial dual-licensure program and address the NC state laws regarding health education and physical education. They reflect the NC K-12 *Healthful Living Standard Course of Study* and national standards. They are representative of new roles and responsibilities for educators in the 21st century.

Standard 1: Health and physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of health educated and physically educated individuals. [Scientific and Theoretical Knowledge](#)

Health and physical education teacher candidates:

- describe and apply the biological, psychological, historical, behavioral, and sociological concepts related to health status and physical education
- identify legal and liability issues of health education and physical education and adjust instructional approaches as needed
- identify global trends of health behaviors, physical activities, health education, and health promotion
- analyze, correct, and apply critical elements and performance concepts of motor skills
- demonstrate, analyze, and correct the appropriate application of health skills
- utilize 21st century learning skills to acquire appropriate content resources to meet the needs of a constantly changing learning environment
- apply behavioral and structural intervention theories to effective health education and physical education practices

Standard 2: Health and physical education teacher candidates have the knowledge, skills and dispositions to effectively teach safe and developmentally appropriate fundamental motor skills, movement forms, multiple sports, and physical activities. [Fundamental Motor Skills and Movement Forms](#)

Health and physical education teacher candidates:

- demonstrate and apply movement education concepts and the critical elements of locomotor, nonlocomotor, and manipulative skills
- demonstrate and apply personal competence in a variety of physical education content areas
- understand, exhibit, and apply knowledge of responsible personal and social behaviors
- understand and apply knowledge of rules, modified game forms, tactical awareness, and strategic play
- demonstrate and apply knowledge of skill-related fitness concepts
- utilize managerial rules and routines to create and maintain a safe and effective learning environment
- recognize the changing dynamics of the environment and adjust instructional and managerial tasks

Standard 3: Health and physical education teacher candidates have the knowledge, skills and dispositions to teach fitness and nutrition concepts needed to reduce and prevent obesity. [Fitness, Nutrition and Obesity Prevention](#)

Health and physical education teacher candidates:

- achieve and maintain a health-enhancing level of fitness and weight management
- demonstrate and apply the five components of health-related fitness, nutrition, and stress management
- demonstrate knowledge of a variety of obesity reduction and prevention intervention practices
- demonstrate the skills necessary to assess dietary patterns that contribute to obesity and initiate prevention education strategies
- demonstrate and apply health behavior change theory to programming and prevention practices
- promote lifelong healthy nutrition and physical activity throughout the school environment
- demonstrate functional knowledge of behavioral and structural interventions that modify health-compromising behaviors and reinforce health-promoting behaviors

Standard 4: Health and physical education teacher candidates demonstrate the knowledge, skills and dispositions necessary for developing and implementing effective practices that foster health literacy. [Health Education and Promotion](#)

Health and physical education teacher candidates:

- analyze the etiological factors and social influences that compromise health behavior outcomes
- describe the learned concepts, functional knowledge, health education performance indicators and essential health skills needed to be a health literate consumer
- describe ways to establish effective collaborative relationships that support structural interventions within a Coordinated School Health Program
- demonstrate proficiency in accessing and applying resources such as the National Health Education Standards, CDC Priority Health Behaviors, and local, state, and national data in designing effective health education curricula and programs
- demonstrate a thorough understanding and application of health education content areas including nutrition, lifelong fitness, relationships, mental and emotional health, intentional and unintentional injury prevention, personal and consumer health, alcohol, tobacco, and other drug prevention, chronic and infectious disease prevention, and environmental health awareness
- analyze and respond to factors that impact needs in comprehensive sequential health education

References

NASPE/NCATE proposed Standards and Outcomes, February, 2008

NC Healthful Living Standard Course of Study (2006)

AAHE/NCATE proposed standards, 2008

GS115C-81-(e)

Youth Risk Behavior Survey (2007)

Common Standards for Career and Technical Education Teacher Candidates

Standard 1: Career and Technical Education teacher candidates coordinate the career technical student organization (CTSOs) appropriate to their program area according to State and National guidelines.

Career and Technical Education Teacher Candidates:

- Encourage and support student involvement in CTSOs.
- Manage an effective CTSO.
- Identify and describe the process for establishing a CTSO chapter as an integral part of a career and technical education program.
- Apply teacher/student roles in concepts and activities needed for effectively managing and evaluating CTSO chapters.
- Integrate CTSO leadership, award programs and competitive events into curriculum planning and instruction as a tool for reinforcing learning.

Standard 2: Career and Technical Education teacher candidates integrate career development into the program, including career planning and readiness.

Career and Technical Education Teachers Candidates:

- Identify demands and responsibilities that are part of balancing work, family and life goals.
- Describe career pathways and use them to develop career plans reflecting graduation requirements.
- Identify continuing changes in gender roles and non-traditional career opportunities.
- Facilitate student development of positive self-awareness.
- Motivate students through real world connections.
- Research career opportunities, employment trends, and industry standards (when applicable) to assist students in making career decisions.
- Demonstrate the relationship between academic and core content and expertise at work, home and in the community.

Standard 3: Career and Technical Education teacher candidates use strategies that facilitate student development of workplace knowledge and skills.

Career and Technical Education Teachers Candidates:

- Implement and manage work-based learning experiences such as apprenticeships, cooperative education, internships, school-based enterprises, job shadowing, community and service learning, field trips and business ownership.
- Develop collaborative working relationships with business and industry.
- Identify legal, ethical, and safety issues in the workplace.
- Develop employability skills including teamwork, communication, information technology skills, problem-solving, decision-making, goal setting and self-management.

Standard 4: Teacher candidates develop and manage successful Career and Technical Education Programs.

Career and Technical Education Teacher Candidates:

- Maintain positive public relations within the community.
- Establish, manage, and maintain an active advisory committee including community leaders.
- Establish and manage appropriate budgets and secure financing from local, state, and federal resources for classroom supplies, student organizations, and program equipment.
- Develop a marketing/promotion program that will recruit and maintain program enrollment.
- Develop a program that promotes safety as identified by local, state, and federal health and safety guidelines.
- Design, manage, and maintain instructional laboratories.
- Use appropriate data from employment follow-up, community trends and assessments to update programs.
- Work collaboratively with other teachers in the school for relevant integration.

Standards for Agricultural Education Teacher Candidates

The Standards for Agricultural Education Teacher Education are organized to reflect the North Carolina Standard Course of Study and the Food, Agriculture and National Resources Content Standards developed by the National Council of Agricultural Education.

Standard 1: Agricultural education teacher candidates will demonstrate competence in the application of scientific principles and techniques to the production and management of plants.

Agricultural education teacher candidates know and are able to:

- Classify plants according to taxonomy systems.
- Prepare a plant management plan that addresses the influence of environmental factors, nutrients and soil on plant growth.
- Propagate, culture and harvest plants.

Standard 2: Agricultural education teacher candidates will demonstrate competence in the application of scientific principles and techniques to the production and management of animals.

Agricultural education teacher candidates know and are able to:

- Examine the components, historical development, global implications and future trends of the animal systems industry.
- Classify, evaluate, select and manage animals based on anatomical and physiological considerations.
- Provide for the proper health care of animals.
- Apply principles of animal nutrition to ensure the proper growth, development, reproduction and economic production of animals.
- Evaluate and select animals based on scientific principles of animal production.
- Outline handling procedures for the safety of animals, producers and consumers of animal products.
- Analyze environmental factors associated with animal production.

Standard 3: Agricultural education teacher candidates will demonstrate competence in the application of scientific principles and techniques to the management of natural resources.

Agricultural education teacher candidates know and are able to:

- Explain interrelationships between natural resources and humans necessary to conduct management activities in natural environments.
- Apply scientific principles to natural resource management activities.
- Apply knowledge of natural resources to production and processing industries.
- Demonstrate techniques used to protect natural resources.
- Use effective methods and venues to communicate natural resource processes to the public.

Standard 4: Agricultural education teacher candidates will demonstrate competence in the application of principles and techniques for the development and management of agribusiness systems.

Agricultural education teacher candidates know and are able to:

- Utilize economic principles to establish and manage an agricultural, food or natural resources enterprise.
- Utilize appropriate management planning principles in an agricultural, food or natural resources business enterprises.
- Utilize record keeping to accomplish agricultural, food or natural resources business objectives while complying with laws and regulations.
- Apply generally accepted accounting principles and skills to manage cash budgets, credit budgets and credit for an agricultural, food or natural resources businesses.
- Use industry-accepted marketing principles to accomplish agricultural, food or natural resources business objectives.
- Create an agricultural, food or natural resources business plan.

Standard 5: Agricultural education teacher candidates will demonstrate competence in the application of principles and techniques for the development and management of power, structural and technical systems.

Agricultural education teacher candidates know and are able to:

- Use physical science principles and engineering applications with power, structural, and technical systems to solve problems and improve performance.
- Design, operate and maintain mechanical equipment, structures, biological systems, power and technology.
- Service and repair mechanical equipment and power systems.
- Plan, build and maintain agricultural structures.

Standards for Business and Information Technology Education Teacher Candidates

Business and Information Technology teachers must be prepared for a globally competitive world of work which includes experiences in project-based learning, collaborative work teams, virtual environments, effective interpersonal relationships, and technological skills necessary to communicate in a 21st century global economy. Business and Information Technology teachers must also be prepared to demonstrate research, decision making, critical thinking, and analytical skills necessary to function effectively in a business environment. Due to the ever changing nature of the business and information technology environment, teachers must be self-motivated, life-long learners.

Standard 1: Business and Information Technology Education teacher candidates know and can facilitate learning about business management and administration. [Business Management and Administration](#)

Business and Information Technology Education teacher candidates know and can facilitate learning about:

- Business Principles and Ethics
- Business Communication and Technical Writing
- Business Law
- Management
- Marketing
- International Business
- Entrepreneurship
- Business Statistics

Standard 2: Business and Information Technology Education teacher education candidates know and can facilitate learning about finance and economics. [Finance and Economics](#)

Business and Information Technology Education teacher candidates know and can facilitate learning about:

- Accounting
- Business Finance
- Personal Financial Literacy
- Economics
- Global Finance and Economics
- Insurance and Risk Management

Standard 3: Business and Information Technology Education teacher candidates know and can facilitate learning about information technology. [Information Technology](#)

Business and Information Technology Education teacher candidates know and can facilitate learning about:

- Networking and Communication Technologies
- Programming and Software Development
- Productivity Tools
- Interactive Multimedia and Web Technologies

- Database Management Systems
- Systems Analysis and Design
- Security, Privacy, and Risk Management
- Ethical and Legal Issues
- Emerging Technologies

Standards for Family and Consumer Sciences Education Teacher Candidates

Family and Consumer Sciences Education Standards are correlated with the North Carolina Professional Teaching Standards and reflect those practices and knowledge that are unique to Family and Consumer Sciences teachers. These standards are aligned with the North Carolina Standard Course of Study, the Family and Consumer Sciences National Standards, and the Family and Consumer Sciences Teacher Education National Standards. The standards describe what Family and Consumer Sciences teacher candidates in North Carolina should know and be able to do to prepare students for the 21stst century. The standards are organized to correlate with the North Carolina Professional Teaching Standards and the North Carolina Common Standards for Career-Technical Education teachers.

Standard 1: Family and Consumer Sciences teacher candidates understand and apply the dynamics of family systems and human development across the life span. [Child Development, Interpersonal, and Family Relations](#)

Family and Consumer Sciences Teacher Candidates:

- Explain cognitive, psychological, and social/emotional development of humans and their interrelationships throughout the life span.
- Explain effects of societal issues and public policy on individuals and families.
- Identify industry standards related to early childhood education and related areas.
- Use developmentally appropriate practices and skills in caring for infants and children.
- Apply stress management and coping skills.

Standard 2: Family and Consumer Sciences teacher candidates understand and apply resource management strategies. [Consumer Economics and Family Resources](#)

Family and Consumer Sciences Teacher Candidates:

- Evaluate individual, family, work, and community responsibilities and resources.
- Demonstrate ways to balance work and family.
- Explain influences of the world market and its impact on consumers.
- Apply sound financial planning in managing individual and family resources.
- Explain the relationship of the environment to family and consumer resources.
- Interpret policies that support consumer rights and responsibilities.

Standard 3: Family and Consumer Sciences teacher candidates understand and apply concepts related to nutrition, food, and wellness. [Nutrition, Food, and Wellness](#)

Family and Consumer Sciences Teacher Candidates:

- Apply knowledge of nutrients to promote healthy food selection and menu planning.
- Apply math and science concepts in the study of food.
- Demonstrate safe and sanitary procedures in producing, processing, handling, storing, and serving food.
- Apply procedures to plan, prepare, and serve nutritious foods to maintain individual, family, and community health.

- Explain global, cultural, and economic influences on food supply, nutrition, and wellness.
- Explain the relationship between physical activity, diet, and wellness.

Standard 4: Family and Consumer Sciences teacher candidates understand and apply the principles of design, selection, and care of clothing and textile products. [Apparel and Textiles](#)

Family and Consumer Sciences Teacher Candidates:

- Evaluate clothing decisions in terms of value, function, and appearance.
- Apply procedures to select, maintain, and redesign clothing and textile products using elements and principles of design.
- Evaluate fibers and fabrics in textile products to determine appropriate use.
- Perform basic construction skills to use and alter patterns, fit garments, make repairs, and alter garments.
- Explain the cultural and aesthetic aspects of textiles, clothing, and fashion to promote use in the home and industry.

Standard 5: Family and Consumer Sciences teacher candidates understand and apply housing and interior design concepts. [Housing and Interiors](#)

Family and Consumer Sciences Teacher Candidates:

- Apply design elements and principles to create safe and aesthetic environments.
- Demonstrate ways to allocate space.
- Compare architectural styles, furniture designs, and floor plans.
- Explain the impact of living environments on individuals and families.
- Interpret local, state, and federal housing codes and policies.
- Apply home maintenance procedures.

Standards for Health Occupations Education Teacher Candidates

These standards for *Health Occupations Education* are appropriate for teacher licensure candidates 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 the health professions practitioner 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 *Health Occupations Education Teacher Candidate* standards are correlated with the NC Professional Teaching Standards 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 and the National Health Care Skill Standards. They describe what beginning Health Occupations Education teachers in North Carolina should know and be able to do.

Standard 1: Health Occupations Education teacher candidates demonstrate knowledge of health, wellness and fundamentals of disease prevention to promote healthy behaviors.

Health Occupations Education Teacher Candidates:

- Demonstrate knowledge and understanding of concepts related to health, wellness and disease prevention.
- Identify human needs in each stage of human development.
- Promote healthy behaviors and wellness strategies, products, information and services.
- Evaluate social issues that impact health and wellness.
- Analyze risk factors and consequences of risky behaviors.
- Evaluate product information and the relationship to wellness.

Standard 2: Health Occupations Education teacher candidates understand the role of health care providers.

Health Occupations Education Teacher Candidates:

- Demonstrate knowledge and integration of health care delivery systems.
- Demonstrate knowledge and use of technology in health care delivery systems.
- Demonstrate knowledge and understanding of assessment, monitoring and interpretation of clinical indicators.
- Demonstrate knowledge and understanding of the language of health care delivery systems.
- Demonstrate knowledge and understanding of the legal professional liabilities.
- Demonstrate knowledge and understanding of existing and potential hazards relevant to the health care industry.
- Demonstrate knowledge, understanding and application of health and safety standards related to safe work practices that follow health and safety policies to prevent injury or illness to self, coworkers and patients/clients.

Standard 3: Health Occupations Education teacher candidates possess knowledge and understanding of legal and ethical behavior standards.

Health Occupations Education Teachers Candidates:

- Demonstrate knowledge and understanding of legal and ethical health care practices.
- Demonstrate knowledge and understanding of legal and ethical liability issues.
- Demonstrate knowledge of clients' health care rights, responsibilities and health care options.
- Demonstrate legal and ethical compliance relating to scope of practice.

Standards for Marketing Education Teacher Candidates

The *Standards for Marketing Education Teacher Candidates* are correlated with the NC Professional Teaching Standards 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 National Content Standards for Entrepreneurship Education, and the National Standards for Business Education. The standards describe what beginning *Marketing Education* teachers in North Carolina should know and be able to do to prepare students for the 21st century.

Standard 1: Marketing Education teacher candidates know and can facilitate learning about the processes of planning, pricing, promoting, selling and distributing ideas, goods, or services to create exchanges that satisfy the organization and its customers and other stakeholders. They are able to teach about consumer motivation and behavior, ethical and regulatory concerns, the marketing mix, and planning for marketing activities.

Marketing Education teacher candidates know and can facilitate learning about:

- Generating goods/services/ideas to contribute to ongoing business success.
- Advertising, personal selling, public relations/publicity, and sales promotions.
- Concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.
- Distribution activities utilizing concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.
- Methods used to reach consumers through target marketing.
- The importance of marketing functions.

Standard 2: Marketing Education teacher candidates know and can facilitate learning about the economic principles and concepts fundamental to the global market place, and financial literacy. They are able to teach about scarcity, choice, and opportunity costs; economic systems, institutions and incentives; supply and demand; markets, prices, and competition; and the role of consumers, governments, and citizens.

Marketing Education teacher candidates know and can facilitate learning about:

- Influences on a nation's ability to trade.
- Economic principles and concepts fundamental to marketing.
- Roles of government in business.
- Economic systems.
- Economic measurements and the business cycle.
- Forms of business ownership.

Standard 3: Marketing Education teacher candidates know and can facilitate learning about the process of using organizational resources effectively and efficiently to achieve organizational goals through planning, organizing, leading/directing, and evaluation/controlling. They are to teach about the management of products/services, marketing information and human resources.

Marketing Education teacher candidates know and can facilitate learning about:

- Selecting, hiring, training and developing, evaluating, and terminating employees.
- Ethics and social responsibility.
- Collecting, processing, and employing market research to assist in business operations.
- Creating, evaluating, and eliminating a business' product mix.
- Product/service positioning to obtain desired business image and market share.
- Gathering and using information to foster customer relationships.
- Team building and relationships.
- Human resources/staff communications.
- Dealing with conflict and difficult colleagues.

Standard 4: Marketing Education teacher candidates know and can facilitate learning about entrepreneurship and the contributions that entrepreneurs have made to the wellbeing of our country and economy. They are able to teach about recognizing a business opportunity, initiating a business venture, nurturing its development, and maintaining that business's successful operation and growth.

Marketing Education teacher candidates know and can facilitate learning about:

- The traits/behaviors associated with entrepreneurial success.
- How to prepare a successful business plan.
- Reducing, transferring, and retaining business risk.
- Financial resources, statements and matters associated with owning/managing a business.
- Ethical behavior and legal issues.

Standards for Technology Education Teacher Candidates

In North Carolina, technology education is a discipline designed to promote technological literacy at the secondary level. This program is designed to provide students with an understanding of the pervading technological culture so they can be intelligent users and producers of technology. Technology education programs are designed to prepare individuals who can solve real world problems in a technological manner using design and engineering concepts and principles. Technology education programs capitalize on the need humans have for expressing themselves with tools, processes and materials. Appreciation and understanding of technology, design and engineering are considered essential for citizens in today's global society.

The Standards for Technology Teacher Education are organized to reflect the North Carolina Standard Course of Study and the ITEA/CTTE/NCATE Standards for Technology Education Teachers.

References/Resources

[ITEA/CTTE/NCATE Curriculum Standards](#)

[Standards for Technological Literacy: Content for the Study of Technology](#)

Standard 1: Technology Education teacher candidates demonstrate knowledge, understandings and abilities in technology, design, and engineering.

Technology Education Teacher Candidates:

- Comprehend the nature and attributes of technology, design, and engineering.
- Apply the processes of design and engineering, invention and innovation, research and development, troubleshooting, and problem solving in the development of technological products and systems.
- Analyze, assess, modify, and efficiently use technological products and systems based on established criteria.
- Explain the key components of and relationships between technological products and systems such as: agricultural, biotechnology, energy and power, information and communication, manufacturing, medical, structural, and transportation.
- Explain the historical significance of technology education and evolution of its philosophy.

Standard 2: Technology Education teacher candidates develop an understanding of technology and society within the context of technological literacy, design, and engineering.

Technology Education Teachers Candidates

- Explain how the use and evolution of technology affects society and the environment.
- Understand and apply the relationship among technology and other disciplines.
- Evaluate the impacts of technology on societal, cultural, political, ethical, and economic systems.
- Make informed decisions based on knowledge of intended and unintended effects of technology on individuals (as consumers and producers), society, and the environment.
- Apply engineering and design principles and techniques to develop optimized technological products and systems within given constraints.

Standard 3: Technology Education teacher candidates design, create, and manage safe learning environments and programs that promote technology, design, and engineering.

Technology Education Teacher Candidates:

- Maintain a technology classroom and laboratory facility that enables students to maximize their technological capabilities such as problem solving, product development and design, experimentation, research and experimentation, simulations, and real world open-ended problems.
- Teach, monitor, and assess safe practices in the technology laboratory enabling students to safely develop their technological capabilities.
- Select and use instructional strategies and learning activities appropriate to the technological concepts and skills being studied such as cooperative learning, inquiry based learning, problem based learning, project based learning, demonstration, and design briefs.

Standards for Trade and Industrial Education Teacher Candidates

Trade and Industrial Education teachers prepare students for careers in one of the 16 US Department of Education Career Clusters. While completing course sequences in the clusters, teachers have students participate in instructional units that educate them in standardized industry processes related to: concepts, layout, design, materials, production, assembly, quality control, maintenance, troubleshooting, construction, repair and service of industrial, commercial and residential goods and products. As a component of Career and Technical Education, Trade and Industrial Education, provides students the opportunity to advance in a wide range of trade and industrial occupations. Teachers prepare their students for initial employment, further education at the community college or university level and/or business ownership. The career pathways in Trade and Industrial Education are commercial and artistic production, construction, engineering, industrial, public service and transport systems technologies.

Resources

[2007 New T&I Teacher Handbook](#)

Standard 1: Trade and Industrial Education teacher candidates demonstrate competence in a specific skilled trade area.

Trade and Industrial Education Teacher Candidates:

- Demonstrate trade area competencies based on industry skill standards.
- Analyze the factors that influence content and practices within the specific occupational area.
- Adapt emerging technologies to existing trade and industrial skill standards.
- Demonstrate the ability to plan a job or activity by identifying the cost, time, equipment, tools, materials, labor, and other factors.

Standard 2: Trade and Industrial Education teacher candidates design and implement an instructional program that prepares students for active participation as citizens and workers within the occupational area.

Trade and Industrial Education Teacher Candidates:

- Provide for the development of manipulative skills and technical knowledge needed for employment in the occupational area.
- Integrate the academic skills needed to be successful for emerging and current careers within the occupational area.
- Examine our economic system from both a producer and consumer perspective.
- Construct learning experiences that integrate classroom instruction with work-based learning.

Standard 3: Trade and Industrial Education teacher candidates 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 Teacher Candidates:

- Understand the history, philosophy, and contemporary practices of Trade and Industrial Education.
- Analyze Trade and Industrial occupations and job trends using the concept of occupational analysis.
- Teach, monitor, and assess safety practices that conform to state and national safety regulations, and provide documentation of safety understanding among students.

Standards for Graduate Teacher Candidates

The North Carolina Professional Teaching Standards Commission developed teaching standards based on a “new vision of teaching” in light of 21st century opportunities, needs and demands. The following five graduate program standards are parallel to and expand upon those standards. These are advanced standards, appropriate for teacher education programs to use as guidelines in developing their graduate level teaching programs. Teachers granted the master’s degree license are expected to be teacher leaders in their specialty area, to facilitate the creation of healthy educational environments, to have deep knowledge and skills in their content and curriculum, to use research in making decisions about effective practice for student learning, and to be continuous, reflective practitioners who model the values of lifelong learning, critical thinking, problem-solving and innovation.

Standard 1: Teacher Leadership

Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership. Teacher leaders will know and be able to:

- Demonstrate effective ongoing communication, collaboration, and team-building among colleagues.
- Facilitate mentoring and coaching with novice teachers.
- Set goals and establish priorities while promoting educational initiatives that positively affect student learning.
- Participate in professional learning communities.

Standard 2: Respectful Educational Environments

Teacher leaders model leadership by establishing a positive and productive environment for a diverse population of students, their families, and the community. Teachers are knowledgeable about cultures and global issues and how they are contextualized locally. Teachers help colleagues develop effective strategies for students with special needs. They encourage positive, constructive relations among colleagues and students. Teacher leaders:

- Facilitate the development of inviting, respectful, supportive, inclusive, and flexible educational communities.
- Create collaborative partnerships with families, schools, and communities to promote a positive school culture.
- Facilitate and model caring and respectful treatment of individuals within the learning community.
- Demonstrate knowledge and understanding of diverse world cultures and global issues.
- Encourage high expectations for all students.
- Collaboratively design and implement curriculum and instruction that is responsive to learner differences.

Standard 3: Content and Curriculum Expertise

Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development. They value collaboration and the interconnectedness of disciplines. They understand the importance of curriculum relevance in engaging students in content. Teacher leaders:

- Demonstrate in-depth knowledge of curriculum, instruction, and assessment.
- Model the integration of 21st century content and skills into educational practices.
- Develop relevant, rigorous curriculum.

Standard 4: Student Learning

Teacher leaders facilitate student learning through evidence-based practice informed by research. They understand and apply research in child and adolescent development, cognitive development, and general and specialized pedagogy. They encourage critical reading, writing and thinking in the learning process. They foster instructional and evaluation methods that embrace variety and authenticity. They promote student reflection and self-assessment. They encourage colleagues and students to take on leadership roles and work in teams. Teacher leaders:

- Seek out and use existing research to inform school practices.
- Design action research to investigate and improve student learning and school policies and practices.
- Model technology integration that supports student learning.
- Critically analyze student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base.

Standard 5: Reflection

Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. They are lifelong learners who model and support ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation. Teacher leaders:

- Promote an educational culture that values reflective practice.
- Model the development of meaningful professional goals.
- Model personal and professional reflection to extend student learning and school improvement.