

# CORE STANDARDS FOR ALL TEACHERS

---

## Introduction

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

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

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

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

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

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

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

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

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

Teachers are skilled at using technology to teach. They know when and how to use current educational technology, and they understand the most appropriate type and level of technology to use to maximize student learning.

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

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

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

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

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

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

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

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

Teachers have and actively seek knowledge of others through reading, personal interaction, and direct experience. They strive to understand how an individual child's culture and background influence his or

her school performance. In schools and communities where population diversity is limited, teachers find ways to acquaint children with the wide variety of people who make up our society and world.

Teachers make inclusion of special needs students in the regular classroom a positive experience for each student in the class. Teachers collaborate with the range of support specialists to help them meet the needs of all students.

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

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

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

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

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

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

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

Teachers think systematically about what happens in their classrooms and schools, why it happens, and

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

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

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

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

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

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

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

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

## Standards and Indicators

Core Standard 1: Teachers know the content they teach.

Indicator 1: Teachers have a broad knowledge of content.

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

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

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

Core Standard 2: Teachers know how to teach students.

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

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

Indicator 3: Teachers are expert communicators.

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

Indicator 5: Teachers are able to use positive student behavior management strategies for defusing and deescalating disruptive or dangerous behavior. They understand the safe and appropriate use of seclusion and restraint.

Indicator 6: Teachers have strong and current technology skills.

Indicator 7: Teachers plan instruction that is appropriate for the students they teach.

Indicator 8: Teachers use a variety of methods to assess what students have learned.

Indicator 9: Teachers teach communication, thinking, and problem solving skills.

Indicator 10: Teachers help students develop skills of teamwork, leadership, and cooperation in their classrooms and schools. They understand the importance of building a positive classroom climate through emphasizing constructive communication.

Indicator 11: Teachers instill a love of learning and self-confidence based on achievement.

Indicator 12: Teachers align their instruction with the required curriculum.

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

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

Indicator 2: Teachers treat students as individuals.

Indicator 3: Teachers know and respect the influence of race, ethnicity, gender, religion and other aspects of culture on a child's development and personality. They understand how an individual's belief system affects behavior.

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

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

Core Standard 4: Teachers are leaders.

Indicator 1: Teachers lead in their classrooms.

Indicator 2: Teachers lead in the school.

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

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

Indicator 5: Teachers meet high ethical standards of practice.

Indicator 6: Teachers support the teaching profession.

Core Standard 5: Teachers are reflective about their practice.

Indicator 1: Teachers analyze the results of teaching.

Indicator 2: Teachers collaborate with their colleagues.

Indicator 3: Teachers use research in their classrooms.

Indicator 4: Teachers continue to grow professionally.

Core Standard 6: Teachers respect and care about students.

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

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

Indicator 3: Teachers maintain the dignity of each student.

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

# DIVERSITY STANDARDS

---

## Introduction

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

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

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

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

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

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

## Standards and Indicators

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

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

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

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

Indicator 4: Teachers understand and utilize anger management and conflict resolution strategies as appropriate in the classroom.

Indicator 5: Teachers use a variety of assessment procedures/instruments.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Indicator 1: Teachers become strong advocates for educational equity.

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

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

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

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

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

## Technology Standards

---

### Introduction

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

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

## Standards and Indicators

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Indicator 3: Teachers apply technology to increase productivity.

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

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

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

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

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

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

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