North Carolina

*Professional Teaching Standards*

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

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

**A NEW VISION OF TEACHING**

The different demands on 21st Century education dictate new roles for teachers

in their classrooms and schools. The following defines what teachers

need to know and do to be able to teach students in the 21st Century:

STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP

**1.1 Teachers lead in their classrooms.**

• Communicate vision to students

• Take responsibility for all students’ learning

• Use data to organize, plan, and set goals

• Use a variety of assessment data throughout the year to evaluate progress

• Establish a safe and orderly environment

• Empower students

**1.2 Teachers demonstrate leadership in the school.**

• Work collaboratively with all school personnel to create a professional learning community

• Analyze data

• Develop goals and strategies through the school improvement plan

• Assist in determining school budget and professional development

• Participate in hiring process

• Collaborate with colleagues to mentor and support teachers to improve effectiveness

**1.3Teachers lead the teaching profession.**

• Strive to improve the profession

• Contribute to the establishment of positive working conditions

• Participate in decision-making structures

• Promote professional growth

**1.4 Teachers advocate for schools and students.**

• Advocate for positive change in policies and practices affecting student learning

• Participate in the implementation of initiatives to improve education

**1.5 Teachers demonstrate high ethical standards.**

• Demonstrate ethical principles

• Uphold the Code of Ethics and Standards for the Professional Conduct

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

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

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

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

• Demonstrate knowledge of diverse cultures

• Select materials and develop lessons that counteract stereotypes and incorporate contributions.

• Recognize the influences on a child’s development, personality, and performance

• Consider and incorporate different points of view

**2.3 Teachers treat students as individuals.**

• Maintain high expectations for all students

• Appreciate differences and value contributions by building positive, appropriate relationships

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

• Collaborate with specialists

• Engage students and ensure they meet the needs of their students through inclusion and other models of effective practice

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

• Improve communication and collaboration between the school and the home and community

• Promote trust and understanding and build partnerships with school community

• Seek solutions to overcome obstacles that prevent family and community involvement

STANDARD III: TEACHERS KNOW THE CONTENT THEY TEACH

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

• Teach the *North Carolina Standard Course of Study*

• Develop and apply strategies to make the curriculum rigorous and relevant

• Develop literacy skills appropriate to specialty area

**3.2 Teachers know the content appropriate to their teaching specialty.**

• Know subject beyond the content they teach

• Direct students’ curiosity into an interest in learning

**3.3 Teachers recognize the interconnectedness of content areas/disciplines.**

• Know links between grade/subject and the *North Carolina Standard Course of Study*

• Relate content to other disciplines

• Promote global awareness and its relevance

**3.4 Teachers make instruction relevant to students.**

• Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity,

personal responsibility, people skills, self-direction, and social responsibility

• Demonstrate the relationship between the core content and 21st Century content that includes global

awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and

wellness awareness

STANDARD IV: TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS

**4.1 Teachers know the ways in which learning takes place, and they know the appropriate levels**

**of intellectual, physical, social, and emotional development of their students.**

• Know how students think and learn

• Understand the influences on student learning and differentiate instruction

• Keep abreast of evolving research

• Adapt resources to address the strengths and weaknesses of students

**4.2 Teachers plan instruction appropriate for their students.**

• Collaborate with colleagues

• Use data for short and long range planning

• Engage students in the learning process

• Monitor and modify plans to enhance student learning

• Respond to cultural diversity and learning needs of students

**4.3 Teachers use a variety of instructional methods.**

• Choose methods and materials as they strive to eliminate achievement gaps

• Employ a wide range of techniques using information and communication technology, learning styles

, and differentiated instruction

**4.4 Teachers integrate and utilize technology in their instruction.**

• Know appropriate use

• Help students use technology to learn content, think critically,

solve problems, discern reliability, use information, communicate, innovate, and collaborate

**4.5 Teachers help students develop critical thinking and problems solving skills.**

• Encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions

• Help students exercise and communicate sound reasoning; understand connections; make complex choices;

and frame, analyze, and solve problems

**4.6 Teachers help students work in teams and develop leadership qualities.**

• Teach the importance of cooperation and collaboration

• Organize learning teams in order to help students define roles, strengthen social ties, improve communication

and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities

**4.7 Teachers communicate effectively.**

• Communicate clearly with students in a variety of ways

• Assist students in articulating thoughts and ideas clearly and effectively

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

• Use multiple indicators, both formative and summative, to evaluate student progress

• Provide opportunities for self-assessment

• Use assessment systems to inform instruction and demonstrate evidence of students’ 21st Century

knowledge, skills, performance, and dispositions

STANDARD V: TEACHERS REFLECT ON THEIR PRACTICE

**5.1 Teachers analyze student learning.**

• Think systematically and critically about learning in their classroom: why learning happens and what

can be done to improve student achievement

• Collect and analyze student performance data to improve effectiveness

**5.2 Teachers link professional growth to their professional goals.**

• Participate in continued, high quality professional development

**5.3 Teachers function effectively in a complex, dynamic environment.**

• Actively investigate and consider new ideas that improve teaching and learning

• Adapt practice based on data