

**Shaw University
Department of Education
EDU 499: Student Teaching
Spring, 2009**

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Conceptual Framework: The theme/purpose of the conceptual framework undergirding the Department of Education's programs is: To produce graduates who are critical-thinking problem solvers with the knowledge, pedagogical and technological skills, and professional dispositions needed to function as effective teachers in a diverse world.

Department of Education Mission Statement

The Shaw University Department of Education builds on the knowledge, skills, and values that students acquire through their liberal arts and science foundations. Candidates graduating from the department will have the specialty area knowledge, professional skills, and experiences that will enable them to function as competent and effective teachers who think critically and demonstrate effective problem-solving skills.

Departmental majors may choose a specific concentration from four different specialty areas. Each student is encouraged to choose one of the specialty areas listed below by the end of his/her sophomore year.

Birth through Kindergarten Education (B-K)
Elementary Education (K-6)

Graduate students may pursue a Master of Science in Curriculum and Instruction with a concentration in Early Childhood Education.

[The Secondary English Education (9-12) and Secondary Mathematics Education (9-12) programs are housed in the content areas. The University suspended the Special Education: General Curriculum (K-12) Program, effective in fall 2006.]

Department of Education/Program Goals

The goals of the Department of Education are:

1. to align the institutional mission and goals with state, regional, national, and departmental standards and requirements;
2. to prepare candidates to work in schools as teachers who know and can demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all P-12 students learn;
3. to implement an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs;
4. to collaborate with school partners to design, implement, and evaluate field experiences and clinical practice so that teacher candidates develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn;
5. to design, implement, and evaluate curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn;
6. to maintain a qualified faculty that models best professional practices in scholarship, service, and teaching; and
7. to maintain the leadership, authority, budget, personnel, facilities, and resources for the preparation of candidates to meet professional, state, and institutional standards.

NOTE: The mission statement and goals of the Department of Education are aligned with the mission statement and goals of each of its programs.

Required Text: Pelletier, Carol M. (2004). Strategies For Successful Student Teaching, 2nd ed. Boston: Pearson Publication.

Required Web Portfolio: LiveText

Required Materials and Equipment: Video cartridges, Items necessary for portfolio development, usb port (jumpdrive)

Course Description:

The student teaching seminar is a full twelve-week practicum in a classroom setting appropriate to the student teacher's program of study under the supervision of a qualified classroom teacher and the University Supervisor. The practicum provides opportunities for students to teach in a classroom setting. It prepares students personally and professionally to assume their roles as classroom teachers, to impact students' learning, and to work with families.

Course Objectives:

At the successful completion of this course, students will be able to:

1. Demonstrate content knowledge and professional dispositions.
2. Demonstrate a variety of pedagogical skills including problem solving, critical, and technological skills.
3. Reflect on best practices and areas for improvement such as classroom management.
4. Demonstrate ability to work with families.
5. Demonstrate ability to teach diverse learners.

NCDPI/NCATE Standards and Indicators

Note: Program Standards and Indicators are included in the appendix for use as is applicable.

Demonstrate knowledge of the content they teach. (Core Standard 1)

Demonstrate knowledge of how to teach students. (Core Standard 2)

Demonstrate ability to teach a diverse population of students. (Core Standard 3)

Demonstrate competence as leaders. (Core Standard 4)

Demonstrate ability to reflect about their practice (Core Standard 5)

Demonstrate respect and caring for students (Core Standard 6)

Demonstrate ability to provide active inquiry experiences by using various questioning skills. (Elementary Standard 10)

Demonstrate a sound understanding of technology operations and concepts. (Technology Standard 1)

Plan and design effective learning environments and experiences supported by technology. (Technology Standard 2)

Implement curriculum plans that include methods and strategies for applying technology to maximize student learning. (Technology Standard 3)

Demonstrate ability to apply technology to facilitate a variety of effective assessment and evaluation strategies. (Technology Standard 4)

Demonstrate an understanding of the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. (Technology Standard 6)

Demonstrate an understanding of 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. (Diversity Standard 1)

Demonstrate an understanding of how students' cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and addresses these factors when making instructional decisions. (Diversity Standard 2)

Demonstrate the ability to 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. (Diversity Standard 3)

Demonstrate knowledge that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners. (Diversity Standard 4)

Demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity. (Diversity Standard 5)

Demonstrate ability to be reflective practitioners who are committed to educational equity. (Diversity Standard 6)

Assignments:

In order to insure that the students will achieve the required standards, the following assignments provide an opportunity for students to see their overall development professionally and personally as they complete their student teaching experience.

Note: All written assignments must be typed and double-spaced using an 11-point font, with the exception of workbook assignments from the text. All assignments must be proofread and free of grammatical errors.

Refer to your program standards for program standards that need to be included with each assignment, including lesson plans.)

1. Teacher candidates will maintain a weekly log in which they give an accurate account of their experiences and reflections of such experiences. Your weekly grade will be based on the thoroughness of your reflections. Reflections must include:
 - Use of professional dispositions (CS 4; CS 5; CS 6; BKS 10). Discuss the meaning of professional dispositions and discuss how you expect to demonstrate professional dispositions and ethical practices while in the school to which you are assigned. This assignment must be one page typewritten and included in your portfolio, both hard copy and on Livetext. (pages 24-25 of the Department's Conceptual Framework, taken from Code of Professional Practice and Conduct for N.C. Educators, G.S. 115C-295)
 - Include professional dispositions each week as part of your weekly reflection, whether observed or demonstrated by you.
 - Use of instructional technology (TS1; TS 2; TS3; TS 4; TS 5; TS 6)
 - Strategies used with diverse populations DS 1; DS 2; DS 3; DS 4; DS 5; DS 6)
 - Description of activities that involve critical thinking and problem solving (CS 1; CS 2; CS)
 - Work done with families ((BKS 3, BKS 4) and any other grade or subject when applicable.
 - Participation in grade level and school-wide meetings to improve student achievement (CS 4; CS 5)
 - Participation in staff development (CS 4; CS 5)
 - Opportunities to demonstrate leadership (CS 4)
2. Teacher candidates will review and critique various teaching materials that are used in the classroom and discuss why it is important to select appropriate materials for diverse learners.
3. Teacher candidates will videotape a minimum of two teaching activities during their 12-week practicum. The candidates will critique the videos and identify professional dispositions, use of instructional technology, strategies used with diverse learners, and activities that involve critical thinking and problem solving. (CS 5)
4. Teacher candidates will submit a student teacher portfolio at the end of the semester. This portfolio will illustrate the full scope of their educational preparation and experience. It will include documentation that students know: the content they teach, how to teach all students, including diverse learners, skills necessary to be leaders, how to reflect on their practice, and care about students. The portfolio will also demonstrate technology operations and concepts and apply technology to maximize student learning and to assess student learning (**Cite appropriate standards with each**).
5. The library component of this class requires the candidate to meet with the media specialist to gain information on various websites such as NC Live, which may be used for current research and to gain access to lesson plans which have been developed by classroom teachers across the state.

Please note: Indicators that match standards are to be downloaded from the EDU 499 file on Livetext.

Topics

Standards of Professional Conduct
 Teaching As a Professional Career Choice: Preparing for Student Teaching: Am I Ready?
 Getting Started at the School
 Supervision during Student Teaching
 Classroom Management: Organizing Time and Space for Effective Teaching and Learning
 Classroom Management and Discipline Strategies
 Daily Lesson and Unit Planning
 Instructional Strategies for Diverse Learners
 Assessing, Documenting, and Communicating Student Progress

Topical Outline

January 21	Orientation; Syllabus review; Handbook review
January 28	Read and share main points of "Teaching As a Professional Career Choice; Preparing for Student Teaching: Am I Ready?" Student teaching begins January 27.
February 4	Getting Started at the School, Supervision During Student Teaching; Standards of Professional Conduct .
February 11	Classroom Management: Organizing Time and Space for Effective Teaching and Learning
February 18	Lesson Planning on your own
February 25	Classroom Management and Discipline Strategies
March 4	Daily Lesson and Unit
March 11	Portfolio development – No Class
March 18	Instructional Strategies for Diverse Learners
March 25	Portfolio development
April 1	Assessing, Documenting, and Communicating Student Progress
April 15	Spring Break (Shaw Univ.) Student teachers are required to follow the school system calendar.
April 22	Portfolio due in hard copy, jump drive, and on Blackboard
April 29	

Course Evaluation:

Grading Scale:	A:	90-100	(Target)
	B:	89-89	(Acceptable)
	C:	70-79	(Acceptable)
	D:	60-69	(Unacceptable)
	F:	Below 60	(Unacceptable)

1. The student teacher will have a midterm-formative evaluation during the fifth week of the placement by the cooperating teacher and university supervisor. In addition, the student teacher is encouraged to reflect on and engage in a self-evaluation of his/her progress as a part of their weekly journal entry assignment.
2. At the end of the semester, the university supervisor, cooperating teacher, and student teacher will prepare a final summative evaluation of their experience.
3. The assignments will be evaluated and used as part of the final grade. All assignments must be saved electronically, placed on Livetext, and submitted as a hard copy. All assignments will be evaluated on the performance ratings of: Target (90-100), Acceptable (70-89), Unacceptable (69 and below) based on the rubric for EDU 499.

Bibliography

Dryfoos, J. G. (1994). Full service schools: A revolution in health and social services for children, youth, and families. San Francisco: Jossey- Bass.

Gardner, H. (1995, November). Reflections on multiple intelligences: Myths and messages. Phi Delta Kappan, 200-03, 206-209.

Gardner, H. (1999). The disciplined mind: What all students should understand. New York: Simon and Schuster.

Hunter, M. (1994). Enhancing teaching. New York: Macmillan.

Lewis, R. B., and Doorlag, D. H. (1999). Teaching special students in general education classrooms, 5th ed. Upper Saddle River, NJ: Merrill.

Pang, V. O. (1994, December). Why do we need this class: Multicultural education for teachers. Phi Delta Kappan.

Parkay, Forrest W. and Stanford, Beverly Hardcastle. (2001). Becoming a teacher. New York: Allyn and Bacon.

Rosenberg, Michael J., O'Shea, Lawrence J. and O'Shea, Dorothy J. (2002). Student teacher to master teacher. New Jersey: Pearson Education, Inc.

Class Rules/Expectations:

1. Attendance:

You are expected to comply with the **University Attendance Policy**. It is your responsibility to explain to your instructor any absence, reason for tardiness, or early departure from class at the earliest possible time. You are expected to notify your cooperating teacher and Coordinator of Field Experiences immediately of an impending absence. You are required to make up any time missed from the field experience. You will have one week from the day of the absence to present your supervisor with a university excuse. Candidates are allowed as many unexcused absences as the number of times the course meets per week.

2. Student Responsibility

Students are responsible for attending class on time and adhering to the University's Class Attendance Policy. Students are expected to attend all classes and not be absent without adequate cause. It is the responsibility of students to make-up any scheduled class work missed because of a class absence(s). Absences from unannounced quizzes, tests, or other assignments may be made up at the discretion of the faculty member. Students who exceed the maximum number of absences may receive a failing grade for the course.

3. Demonstration of Professional Dispositions

Candidates are required to conduct themselves in an orderly, professional manner at all times. Candidates are required to dress in a professional manner, refraining from wearing any garment or item (s) that will draw attention away from classroom activities.

4. Policy on Plagiarism

Plagiarism is presenting other people's work as your own. Using another person's idea, words, or work is theft. As members of the academic community, students must be mindful of other people's property. Failure to respect such property rights is considered a serious and punishable violation of appropriate conduct at Shaw University.

A student who plagiarizes an assignment can expect that he or she will receive a zero for the assignment and that the plagiarism incident will be reported to the Vice President for Academic Affairs.

A second incident of plagiarism by the same student in the same class will result in automatic expulsion from the class and a grade of "F" in the course. The reason for the "F" will be

documented in the grade report to the Registrar. A record of students expelled from classes will be forwarded to the Vice President for Academic Affairs at the end of each semester.

Three incidents of plagiarism in a student's college career will be cause for additional disciplinary action by the Vice President for Academic Affairs up to and including suspension.

5. Classroom Decorum Expectations

To enhance the learning atmosphere of the classroom, students are expected to dress and behave in a fashion conducive to learning in the classroom. More specifically, students will refrain from disruptive classroom behavior (i.e., talking to classmates, disrespectful responses to teacher instructions; swearing; wearing clothes that impede academic learning such as but not limited to, wearing body-revealing clothing and excessively baggy pants; hats/caps, and/or headdress. Students will turn off telephones prior to entering the classroom. Students who exhibit the behaviors described above, or similar behaviors will immediately be dismissed from class at the third documented offense. The student will be readmitted to class only following a decision by the department chair. The student may appeal the decision of the department chair to the Dean of the College offering the course, and, subsequently, to the Office of the Vice President for Academic Affairs, and then to the President of Shaw University. The decision of the President will be final. Failure to follow the procedures herein outlined will result in termination of the appeal, and revert to the decision of the department chair.

SIGNIFICANT DATES

Sept. 2 Last date to add or drop courses:

October 23 Last day to withdraw

October 20-24 Academic Advising

December 4 Final Exam

NCDPI Standards and Indicators For Each of the Two Programs Offered By The Department of Education and English and Mathematics Departments (These are included for use in lesson plans).

STANDARDS FOR BIRTH-KINDERGARTEN

Standards and Indicators

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

Birth-Kindergarten professionals:

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

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

Birth-Kindergarten professionals:

- Indicator 1: Are aware of a variety of appropriate assessment tools and procedures and their purposes, including on-going observation, data collection and analysis.
- Indicator 2: Are knowledgeable of informal and formal assessment procedures and the need for collaboration with families and other professionals.
- Indicator 3: Are knowledgeable of health appraisal procedures and referral processes.
- Indicator 4: Understand that appropriate assessment is an embedded (rather than pull-out) process that supports children's development and learning.

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

Birth-Kindergarten professionals:

- Indicator 1: Understand that families are the first and most important teachers and key decision makers for their children.
- Indicator 2: Understand the characteristics of each child's family and community while developing programs in partnership that support development and learning.
- Indicator 3: Understand family systems theory, family structures, functioning styles, and stages of family and adult development.
- Indicator 4: Understand the role of family as a partner in promoting the child's development, sharing information, making decisions, and implementing and evaluating program plans for their child.
- Indicator 5: Are aware of resources, range of services, and program options available to families and procedures for guiding families in choice making or decision-making.
- Indicator 6: Understand the characteristics of effective team functioning and various team models such as multidisciplinary, interdisciplinary, and transdisciplinary, especially as they impact interagency relationships and service coordination.

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

Birth-Kindergarten professionals:

- Indicator 1: Use positive, consistent relationships and supportive interactions as the foundation for their work with families and ALL young children.
- Indicator 2: Guide and foster interactions (child-child, child-adult, adult-adult) that facilitate inquiry and discovery.
- Indicator 3: Establish principles for guiding ALL young children's behavior, problem solving with children and fostering independence.
- Indicator 4: Display warm, nurturing, respectful, and reciprocal interactions with families and ALL young children.
- Indicator 5: Use responsive techniques to enhance social interaction among adults and ALL young children to create a caring community of learners.

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

Birth-Kindergarten professionals:

- Indicator 1: Collect and synthesize relevant assessment information that informs practice.
- Indicator 2: Share assessment information results with appropriate family members and professionals.
- Indicator 3: Link assessment information to practice, including appropriate implementation of Individualized Education Plans (IEPs) and Individualized Family Service Plans (IFSPs).
- Indicator 4: Use assessment information, including observation, to plan, implement, and evaluate program(s).

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

Birth-Kindergarten professionals:

- Indicator 1: Use play/active learning processes as a foundation for ALL young children's learning.
- Indicator 2: Plan a suitable balance between child-initiated and adult-initiated activities.
- Indicator 3: Create and adapt integrated, meaningful, challenging, and engaging developmentally supportive learning experiences.
- Indicator 4: Implement and adapt developmental and functional curricula across all domains (including cognitive, physical, social, emotional, and language) in response to ALL young children's strengths, interests, needs and differing ability levels.
- Indicator 5: Integrate content from disciplines that set the stage for subsequent academic development to include emergent reading, writing, mathematics the arts (visual art, music, movement, drama, dance), science, and social studies.
- Indicator 6: Create and adapt developmentally supportive environments with attention to curriculum, interactions, teaching practices, and learning materials.
- Indicator 7: Create, manage, and adapt environments with developmentally appropriate interpersonal, spatial, and temporal organization.

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

Birth-Kindergarten professionals:

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

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

Birth-Kindergarten professionals:

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

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

Birth-Kindergarten professionals:

- Indicator 1: Support families as the primary developmental context for their children's learning and development.
- Indicator 2: Respect cultural preferences and socioeconomic influences when identifying family resources, concerns, and priorities.
- Indicator 3: Respect diverse cultural values and family structures.
- Indicator 4: Communicate effectively with families from diverse backgrounds.

Standard 10: Birth-Kindergarten professionals function professionally.

Birth-Kindergarten professionals:

- Indicator 1: Identify with and actively involve themselves in birth-kindergarten professional organizations.
- Indicator 2: Respect confidentiality and informed consent.
- Indicator 3: Articulate the philosophies of the professional organizations that provide the guiding framework for birth-kindergarten practice (e.g., National Association for the Education of Young Children, Division of Early Childhood of the Council for Exceptional Children).
- Indicator 4: Know and follow legal and ethical mandates, policies, and procedures related to services for young children and families.
- Indicator 5: Serve in the roles as advocate, consultant, collaborator, and team member.
- Indicator 6: Integrate knowledge and strategies from other professionals in designing and implementing learning activities.
- Indicator 7: Facilitate effective transitions between programs and services for children and their families.

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

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

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

STANDARDS FOR ELEMENTARY TEACHERS

Standards and Indicators

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

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

Indicator 2: Teachers know and understand influences on dialect.

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

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

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

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

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

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

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

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

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

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

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

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

- Indicator 3: Teachers have knowledge of patterns, relationships, functions, symbols and models. Teachers:
- Understand patterns, relationships, functions, systems, and models,
 - Recognize and use likeness and differences in defining and describing patterns with actions, words, objects, numbers, and set,
 - Create, extend, and predict using geometrical and numerical patterns and sequences,
 - Construct tables to illustrate a relationship,
 - Illustrate open number sentences by describing relationships,
 - Identify and apply variables, expressions and relationships,
 - Use problem solving to give meaning to patterns, functions and relationships, and
 - Use appropriate software applications to extend and promote understanding of patterns, functions, and relationships.

- Indicator 4: Teachers have knowledge of data, probability, and statistics. Teachers demonstrate an understanding of:
- The importance of formulating the proper question in order to obtain measurement and reliable answers through analysis,
 - How to systematically collect, organize, analyze, and summarize data in order to predict outcomes,
 - Various methods for reporting and representing data (graphs, charts, tables, and grids),
 - The likelihood of an event occurring by completing simple probability experiments, and
 - Ways to use appropriate software to extend and promote an understanding of data collection, analysis of data, and display of data.

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

- Indicator 1: Teachers have knowledge of basic life science concepts including:
- Characteristics of living things
 - Diversity of organisms and their environments
 - Life cycles, mutations, and adaptations
 - Structure and function of plants, animals, and their parts
 - Growth and development of organisms
 - Health and human biology
 - Relationship between humans, organisms, and the environment (ecology)

- Indicator 2: Teachers have knowledge of basic physical science concepts including:
- Systems of measurements, analysis, and interpretation of data
 - Structure and properties of matter
 - Factors affecting chemical reactions
 - Forces of motion
 - Electromagnetism
 - Waves and optics (light, heat, and sound)
 - Sources, forms, conservation of energy

- Indicator 3: Teachers have knowledge of basic earth science concepts including:
- Planetary astronomy (objects in the sky, changes in the earth and sky, and weather)
 - Properties of earth materials (rocks, minerals, fossils, water, air)
 - Earth dynamics and systems
 - Interaction of earth and living systems including management of natural resources and pollution

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

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

- Indicator 1: Teachers have a basic knowledge and understanding of the tapestry of world cultures. Teachers:
- Know and appreciate creative works of world cultures,
 - Value the contributions of world cultures and religions,
 - Have an awareness of, an appreciation for, and sensitivity to diverse cultures, and
 - Recognize the impact of social diversity in a complex world.

- Indicator 2: Teachers understand the social science disciplines. Teachers:
- Understand the interdisciplinary nature of social studies,
 - Know spatial and temporal concepts and their relationships,
 - Are aware of the rights and responsibilities of democratic citizenship, and
 - Acquire new knowledge in the social sciences.
- Indicator 3: Teachers know and understand the developmental progression from the individual to the nation: Self and family, home and school, neighborhoods, communities, state, nation
- Indicator 4: Teachers have knowledge of and appreciation for multicultural children’s literature. Teachers select appropriate literature that is free from racist and sexist bias.
- Indicator 5: Teachers have a basic knowledge of local and national traditions.
- Indicator 6: Teachers understand basic geographic concepts and how they can be integrated including:
- Map, globe and chart skills
 - Five Themes of Geography
 - Six Essential Elements of Geography
 - Environmental issues and concerns
- Indicator 7: Teachers understand basic economic concepts, including:
- Supply and demand
 - Interdependence/international trade
 - Limited resources resource allocation
 - Opportunity cost
 - Economic Systems (Free enterprise/market economy, planned/command economy, mixed economy)
 - Industrialization and technology
 - Commercial and subsistence agriculture
- Indicator 8: Teachers have a knowledge of history and historical concepts including:
- Sense of chronology
 - Cause and effect
 - Continuity and change
 - North Carolina History
 - United States History
 - World History
- Indicator 9: Teachers have a knowledge of political science, including:
- Comparative governments (*Government in a democratic society*)
 - Local, state, and national governments
 - International relations
- Indicator 10: Teachers demonstrate a knowledge and understanding of physical, regional, and cultural geography and their effects on the relationship between people and their environments.
- Indicator 11: Teachers promote the basic principles of being a citizen as vital to the development of responsible members of society by promoting an understanding of character development, including: Responsibility, Integrity, Self-discipline, Caring, Respect, Perseverance, Courage, and Citizenship.
- Indicator 12: Teachers present historical perspectives. Teachers:
- Link current events to past events and future trends
 - Highlight continuity in the human experience
 - Foster a respect and appreciation for enduring traditions
 - Demonstrate the ability of groups or individuals to initiate changes
 - Develop experiences to help students learn about the historical development of democratic values
- Indicator 13: Teachers enhance understanding of global interdependence. Teachers:
- Develop an understanding of our nation’s place in the global economy
 - Foster an understanding of our nation’s role in global politics
 - Shape an understanding of world environmental problems
- Indicator 14: Teachers apply content to life skills. Teachers:
- Provide an environment that fosters critical thinking and effective use of information
 - Emphasize the use of maps for practical purposes
 - Require consideration of multiple views

- Indicator 15: Teachers develop spatial perspectives. Teachers:
- Develop a sense of place - human and physical
 - Aid understanding patterns of distributions among people, ideas, and resources

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

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

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

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

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

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

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

Indicator 1: Teachers develop and implement the pacing and alignment of curriculum that is consistent with the NC SCOS, LEA standards and pacing guides, and national standards in all subject areas.

Indicator 2: Teachers understand and use an interdisciplinary approach to teaching by connecting and integrating language arts, mathematics, science, social studies, healthful living, and arts concepts and processes, with appropriate technologies to enhance their teaching.

Indicator 3: Teachers promote new learning by using students' prior knowledge, misconceptions, and interests when designing lessons.

Indicator 4: Teachers implement a variety of teaching and communication strategies for instruction.

Indicator 5: Teachers assist students in developing multiple learning strategies to address discipline specific content, critical thinking, and problem solving skills.

Indicator 6: Teachers modify instruction and assessments to meet the needs of individual students.

Indicator 7: Teachers develop and use a variety of formal and alternative assessment strategies as an integral part of instruction and learning appropriate for assessing individual, peer, team, and collaborative skills.

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

Indicator 1: Teachers teach children to read with a balanced instructional program that includes an emphasis on the use of letter/sound relationships (phonics), context (semantic and syntactic), and text that has meaning for students.

Indicator 2: Teachers help students use a variety of strategies to monitor their own reading comprehension.

Indicator 3: Teachers guide and encourage students to think critically about what they write and read.

Indicator 4: Teachers encourage students' enjoyment of reading.

Indicator 5: Teachers provide students opportunities to explore the use of different genres of writing and speaking to a variety of audiences.

Indicator 6: Teachers model Standard English.

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

Indicator 1: Elementary teachers develop instruction in problem solving that enable all students to:

- Build new mathematical knowledge through problem solving;
- Solve problems that arise in mathematics and in other contexts;
- Apply and adapt a variety of appropriate strategies to solve problems;
- Monitor and reflect on the process of mathematical problem solving.

Indicator 2: Teachers develop instruction in reasoning that enables all students to:

- Recognize reasoning and proof as fundamental aspects of mathematics;
- Make and investigate mathematical conjectures;
- Develop and evaluate mathematical arguments and proofs;
- Select and use various types of reasoning and methods of proof.

Indicator 3: Teachers develop instruction in communication that enable all students to:

- Organize and consolidate their mathematical thinking through communication;
- Communicate their mathematical thinking coherently and clearly to peers, teachers, and others;
- Analyze and evaluate the mathematical thinking and strategies of others;
- Use the language of mathematics to express mathematical ideas precisely.

Indicator 4: Teachers develop instruction in making connections that enables all students to:

- Recognize and use connections among mathematical ideas;
- Understand how mathematical ideas interconnect and build on one another to produce a coherent whole;
- Recognize and apply mathematics in contexts outside of mathematics

Indicator 5: Teachers develop instruction in representation that enables all students to:

- Create and use representations to organize, record, and communicate mathematical ideas;
- Select, apply, and translate among mathematical representations to solve problems;
- Use representations to model and interpret physical, social, and mathematical phenomena

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

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

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

Indicator 1: Teachers incorporate communication in their lessons.

Indicator 2: Teachers enhance students understanding of the humanities.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Indicator 2: Teachers participate in meetings that establish policy.

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

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

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

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

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

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

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

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

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

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

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

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

Indicator 4: Teachers model and communicate appropriate safety behaviors.

Indicator 5: Teachers develop a short and long-term plan for improvement of school safety, but also deep understanding of how students learn mathematics.

STANDARDS FOR 9-12 ENGLISH TEACHERS

Standards and Indicators

Standard 1: Teachers know and understand the English language.

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

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

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

Standard 2: Teachers know and understand reading processes.

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

Indicator 2: Teachers understand comprehension strategies.

Indicator 3: Teachers understand reading theory.

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

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

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

Indicator 3: Teachers understand composition theory.

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

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

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

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

Indicator 4: Teachers understand literary theory.

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

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

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

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

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

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

Indicator 2: Teachers develop interdisciplinary teaching strategies and materials.

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

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

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

Indicator 1: Teachers emphasize interdisciplinary connections through materials selected.

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

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

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

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

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

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

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

- Indicator 1: Teachers develop a variety of formal and informal assessments appropriate to curricular goals and student needs.
- Indicator 2: Teachers interpret and report assessment results clearly, accurately, and purposefully to students, administrators, parents and other audiences.
- Indicator 3: Teachers encourage student self-assessment, both formal and informal.
- Indicator 4: Teachers employ formative and summative assessments and use resulting data to make pedagogical decisions and to modify instruction.

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

- Indicator 1: Teachers model Standard English.
- Indicator 2: Teachers employ a variety of dialects and registers to demonstrate understanding of audience and purpose.
- Indicator 3: Teachers read and write regularly with students.

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

- Indicator 1: Teachers incorporate diverse resources in context to connect global ideas to student experiences.
- Indicator 2: Teachers respect students' native languages in their relation to the conventions of Standard English.
- Indicator 3: Teachers enhance students' understanding of themselves and others to establish classroom cultures of mutual respect.

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

- Indicator 1: Teachers provide an open trusting environment for sharing oral language.
- Indicator 2: Teachers understand that student reading and writing involve personal interpretations in order to respond to literature and other texts.

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

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

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

Standards for 9 - 12 Mathematics Teachers

Standards and Indicators

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

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

Mathematics Teachers:

Indicator 1: demonstrate an understanding of the properties of, and operations on real and complex numbers, polynomials, vectors, matrices, and other concrete algebraic systems;

Indicator 2: demonstrate an understanding of algebra and algebraic systems, including linear and abstract algebra;

Indicator 3: demonstrate an understanding of elementary number theory;

Indicator 4: demonstrate an understanding of set theory;

Indicator 5: use computational tools and strategies and estimate appropriately.

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

Mathematics Teachers:

Indicator 1: demonstrate an understanding of Euclidean and non-Euclidean geometry;

Indicator 2: recognize geometry as an example of a deductive system, built from undefined terms, axioms, definitions, and theorems;

Indicator 3: use deduction to establish the validity of geometric conjectures and to prove theorems;

Indicator 4: demonstrate an ability to connect geometry to other strands of mathematics and use it to solve problems;

- Indicator 5: demonstrate an understanding of the properties of two- and three-dimensional geometric objects;
- Indicator 6: demonstrate an ability to solve geometric problems using vectors in two- and three-dimensions;
- Indicator 7: demonstrate an understanding of other coordinate systems and representational models and their uses;
- Indicator 8: demonstrate an ability to use trigonometric relationships to solve problems;
- Indicator 9: use appropriate technology to explore geometric concepts.

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

Mathematics Teachers:

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

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

Mathematics Teachers:

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

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

Standard 5: Process Skills

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

Mathematics Teachers develop instructional programs that enable all students to:

Problem Solving

Indicator 1: build new mathematical knowledge through problem solving;

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

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

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

Reasoning and Proof

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

Indicator 6: make and investigate mathematical conjectures;

Indicator 7: develop and evaluate mathematical arguments and proofs;

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

Communication

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

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

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

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

Connections

Indicator 13: recognize and use connections among mathematical ideas;

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

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

Representation

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

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

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

Standard 6: Curriculum pacing and alignment

Mathematics teachers are aware of the importance of and implement effective instructional pacing and alignment.

Mathematics Teachers are:

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

Standard 7: Instructional strategies

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

Mathematics Teachers:

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

Standard 8: Instructional tools

K-12 mathematics teachers understand and use effectively the hierarchy of the use of instructional tools.

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

- Indicator 1: hands-on tools (e.g. cubes, counters, rods, etc.);
- Indicator 2: representational tools (e.g. base-ten blocks, calculators, computer applications, algebra tiles/blocks, fraction bars, decimal squares, geometric blocks, etc.);
- Indicator 3: transitional tools (e.g. expanded notation, paper and pencil, calculator and computer methods, metaphors, analogies, etc.) that enable students to make connections between representational and symbolic levels of understanding;
- Indicator 4: symbolic tools (e.g. standard and alternative algorithms, calculator and computer applications, etc.).

Standard 9. Assessment practices

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

Mathematics Teachers are able to:

- Indicator 1: use assessment to inform instructional practice;
- Indicator 2: recognize and use formative and summative assessment;
- Indicator 3: match assessment strategies to instructional strategies;
- Indicator 4: use assessment to enhance student learning.

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

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

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

Mathematics Teachers:

- Indicator 1: are sensitive to the needs and strengths of the mathematical backgrounds and abilities of individual students and have high expectations for all students;
- Indicator 2: treat students equitably, not necessarily equally, by accommodating individual student needs;
- Indicator 3: understand the need to encourage parental involvement in all students' education and frequently communicate with parents or guardians of their students;
- Indicator 4: strive to dispel the myths regarding the learning of mathematics, challenging derogatory and/or stereotypical beliefs based on ethnicity, gender, race, or socioeconomic status;
- Indicator 5: understand and confront their own beliefs and biases to effectively and sensitively accommodate differences among students.

Standard 11: Accommodating individual needs

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

Mathematics Teachers:

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

Standard 12: Historical perspective

Mathematics teachers understand that historically based pedagogy can give all students, regardless of

their learning preferences, the opportunity to learn mathematics. It provides an opportunity to focus on special interests, and it provides the teacher with insights into the diversity in the development of mathematics.

Mathematics Teachers:

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

Student: _____
Semester: _____

Coordinator of Field Experiences: _____

EDU 499: STUDENT TEACHING PORTFOLIO GRADE SHEET

Teaching portfolios should be a collection of documentation gathered during student teaching. Be sure to identify each section and item that is included in the portfolio. Include a table of contents. The portfolio must be submitted in hard copy and electronically in Livetext.

____ 30 Include the following items. Additional relevant items may be added to this list.

Part I Narrative

1. Introduction
2. Vita/resume
3. Current Philosophy of Education (CS 5)
4. A description of student teaching experiences including a description of school, children, activities, and responsibilities (profile of students to include ethnicity, special needs, and multicultural background). (CS 5, DS 1,2,3, 4,5,6)
5. Describe a critical incident and how it was handled. (This may be an exceptionally well-taught lesson or a meeting with a parent in which you demonstrated professional dispositions, classroom management, etc.). (CS 1,2,3,4,5,6)
6. Describe your teaching style. Use examples from lessons or units actually taught) Include instructional strategies, resources, materials, and use of Gardner's Multiple Intelligences, which were used to impact your student learning. (CS 1,2,3,4,5,6)
7. Describe professional development efforts that you were involved in during student teaching. (CS 1,4,5)
8. Describe opportunities that you were given during which you demonstrated leadership. (CS 4)

____ 70 Part II. Portfolio Support Documentation

1. Sample lesson plans (minimum of five)
2. Samples and descriptions of activities designed to demonstrate your pedagogical knowledge
 - Copies of activities designed to work with diverse learners, including students with special learners and from diverse backgrounds (DS 2)
 - Evidence of your impact on student learning (pretest and posttest information including running records, etc when applicable) (CS 2:8)
 - Evidence of content knowledge (CS 1)
 - Evidence of critical thinking/problem solving activities, questions, etc. (CS 2: 1,2)
 - Evidence of pedagogical skills (may highlight evidences found on lesson plans)(CS 2, 3, DV 1, 2,TS 1, 2, 3,4,5)
 - Samples of assessments, including assessments done through the use of technology (CS 2:7, TS 4:1)
 - Description of reflective activities used to decide whether lessons were effective or whether you needed to re-teach ((CS 2:6,7, CS 5)
 - Description of activities involved in working with families (CS 3:5)
2. Samples of creative work (CS 2)
 - Pictures of bulletin boards
 - Reports of field trips
3. Copies of materials that you produced (CS 2)
 - Quizzes
 - Examinations
 - Charts, maps, etc.

4. Copies of students' work (Remove student's name. (three copies)
5. Copies of evaluations
 - Cooperating teacher
 - Principal
 - University supervisor
 - Program coordinator
6. Description of information gained from conferences and/or professional development (CS 5:4)

Lesson Plan Format

Student: _____ Date _____

Objective : ***(Include applicable N. C. Standards and Indicators):***

Activity	Description of Activities	Materials and Supplies	Time
1. Focus and Review			
2. Statement of Objectives			
3. Teacher Input			
4. Guided Practice			
5. Independent Practice			
6. Closure			
7. Unique Learner			
8. Assessment Procedure			

Professional Ethics and Dispositions In the Education Environment

Dress

Professional dispositions and ethics are determined by the profession, community standards, grade taught, activities, and school climate.

Attendance

Know time you are to be there and be on time. Call the school immediately and notify the cooperating teacher of your impending absence and that you will make up your time. Call the Department's Coordinator of Field Experiences with the same information. Failure to do so will affect your final grade.

School system and school policy

Acquaint yourself with them and abide by them.

Gossip

Avoid school gossip.

Your personal life

It becomes "their" business when it invades the school environment, affects performance, or if you break the law

Hands Off

Don't touch the students.

Code of Professional Practice and Conduct for North Carolina Educators

The purpose of these Rules is to establish and uphold uniform standards of professional conduct for licensed professional educators throughout the State. These rules shall be binding on every person licensed by the SBE, hereinafter referred to as "educator" or "professional educator," and the possible consequences of any willful breach shall include license suspensions or revocation. The prohibition of certain conduct in these rules shall not be interpreted as approval of conduct not specifically cited.

History Note: Authority G.S. 115C-295.3

Effective April 1, 1998

.0602 STANDARDS OF PROFESSIONAL CONDUCT

- a. The standards listed in this Section shall be generally accepted for the education profession and shall be the basis for State Board review of performance of professional educators. These standards shall establish mandatory prohibitions and requirements for educators. Violations of these standards shall subject and educator to investigation and disciplinary action by the SBE or LEA.
- b. Professional educators shall adhere to the standards of professional conduct contained in this Rule. Any intentional act or omission that violates these standards is prohibited.

1. Generally recognized professional standards. The educator shall practice the professional standards of federal, state, and local governing bodies. (The Department of Education recognizes and adopts the NBPTS standards.)

2. Personal conduct. The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.
3. Honesty. The educator shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.

History Note: Authority G. S. 115C-295.3