Standards for English/Language Arts Teachers

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

Standard 1: ELA teachers demonstrate knowledge and use of reading processes through the use of a wide range of text.

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

**Middle School**
- Demonstrate an in-depth knowledge of, and an ability to use, varied theories and teaching applications for a wide range of text specifically written for older children and younger adults
- Demonstrate an in-depth knowledge of, and an ability to use, varied theories and teaching applications of a wide range of strategies to comprehend, interpret, evaluate, and appreciate text appropriate to middle school

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

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

ELA teachers understand that composition is a recursive process. They demonstrate a wide variety of effective composing strategies in various forms that generate meaning and clarify understanding. ELA teachers distinguish among different conventions of composition for a variety of audiences, purposes, and contexts. Teachers understand the complexity of assessment when dealing with composition and use effective assessment strategies that value all aspects of the composing process.
Middle School

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

High School

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

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

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

Middle School

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

High School

- Demonstrate an in-depth knowledge of, and an ability to connect reading, writing, speaking, listening and viewing processes.
- Demonstrate an in-depth knowledge of, and an ability to use, varied theories and teaching applications of the conventions of English appropriate to the purpose, audience, and context.
- Demonstrate an in-depth knowledge of, and an ability to use, individual language acquisition and development, recognizing the impacts of cultural, economic, political, and social environments upon language.
Standard 4: ELA teachers demonstrate the knowledge and use of the integrated practices of multimodal literacies.

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

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

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

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

In North Carolina schools, teachers who earn an initial K-12 reading license and those who earn advanced licensure need to be accountable for a shared set of reading standards. For that reason, the standards that follow apply to both licensure groups. In addition, those seeking the advanced K-12 reading license must meet the competencies outlined in the Graduate standards, which include “teacher as researcher” and “teacher as leader” requirements, key skills for master reading teachers.

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

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

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

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

**Standard 2: Reading teacher candidates use a wide range of reading assessment tools and results to place students along a developmental continuum.**

Reading teacher candidates use, interpret, and incorporate a wide range of assessment tools and practices; to include individual, group standardized tests, and informal classroom reading assessments. Based on reading assessment information, teachers compare, contrast, and/or analyze assessment data to determine learners’ placements along a developmental continuum. Teachers use reading assessment information to plan, evaluate, and revise effective instruction, as well as initiating referrals. Additionally, teachers collaborate with school professionals and families to determine appropriate instruction and services for students.
Choose, administer, and interpret a variety of [formal and informal] reading assessments such as standardized diagnostic reading tests, informal reading inventories, and running records.

Use reading assessment results to determine appropriate instructional intervention.

Match instructional strategies to assessment results to promote continuous reading improvement.

Collaborate with other school professionals and families to plan and implement appropriate reading instruction and services for students.

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

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

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

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

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

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

Both NCLB and IDEA work to ensure that students with disabilities have access to the general curriculum. Exceptional needs students should be educated in the least restrictive environment. These standards for special education teachers have been developed to align with NCLB and IDEA, NC’s ABC Plus accountability outcomes, and the U S Department of Education’s accountability standards established in NCLB legislation. These standards for special education teachers are in addition to the North Carolina Professional Teaching Standards which were adopted by the North Carolina State Board of Education in June 2007.

These specialty area standards for Special Education: General Curriculum (Initial Entry License) and Special Education: Adapted Curriculum (Initial Entry License) were developed to better prepare teachers to address the unique needs of students with disabilities in the 21st century. The new GC and AC standards were aligned with the CEC Standards and are the basis for teacher program development, teacher preparation program evaluation, and professional development.

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

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

In the 21st century, teachers of student with moderate to severe disabilities will need also to know and be able to address the generalization of the Standard Course of Study.

Special Education: General Curriculum

**Standard 1: 21st century teachers know the policies, process and procedures for providing special education services.**

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

- Know the Policies Governing Services for Children with Disabilities
- Understand the Placement process from referral to delivery of services
- Know the characteristics of students in each disability category.

**Standard 2: 21st century teachers have the knowledge and skills to use a variety of assessment techniques to determine instructional content, instructional practices, and documentation of student learning and progress.**

Teachers use a variety of assessment strategies and sources to determine students’ prior knowledge and skills, plan appropriate instruction, evaluate progress toward learning goals and inform families and professional service providers. Teachers view assessment as an integral part of the teaching/learning
cycle, in which assessment drives instruction, and evaluation of learner outcomes informs further instruction. Student progress is used to modify instruction.

- Curriculum-based assessment (CBA) is used for progress monitoring.
- Students’ reading performance is assessed by obtaining measures of phonemic awareness, letter-sound association skills, word identification skills, sight word reading skills, fluency, vocabulary and comprehension.
- Students’ written language performance is assessed by gaining measures of fine motor skills, mechanics of writing, writing fluency and written expression.
- Students’ mathematics performance is assessed through analysis of error patterns and an understanding of the effects of language-based disabilities on understanding math concepts.

**Standard 3:** Teachers have a broad working knowledge of research-validated instructional and behavior strategies to facilitate learning across the curriculum for K-12 students.

Teachers know how to utilize research-validated instructional and behavioral strategies to facilitate learning across the various disciplines. Cognitive and behavioral techniques support the use of best practices for all students. Research-validated techniques support innovative integration of standards-based content with technology and methods which connects various general principles of learning and teaching.

- Demonstrate competency to effectively teach a specific, research-validated, social skills development program.
- Demonstrate competency to design a self-monitoring program and instruct students on implementation of program.
- Know research-validated learning strategies including strategies related to acquiring, storing, remembering and expressing information; demonstrating competence; developing social interaction; and content enhancement.
- Know research-validated self-determination learning strategies including choice making, decision-making, problem-solving, goal setting and attainment, self-awareness, self-advocacy, self-regulation and self-efficacy.
- Demonstrate the principles of Universal Design for Learning through the use of multiple means of representation, expression, and engagement across the curriculum.

**Standard 4:** 21st century teachers have the knowledge and skills to use systematic, explicit, multi-sensory methods to teach communicative competence, reading, written expression, and mathematics.

Teachers demonstrate their understanding of how to provide a comprehensive series of daily instructional lessons in spoken language, reading, written language and math, that are systemic, explicit and multi-sensory.

- Understand the essential components of the English language (Phonetics and Phonology, Sound Production, Morphology and Orthography, Semantics and Syntax and Pragmatics) and the impact of language on learning.
- Understand and provide instruction in the critical components of comprehensive reading instruction (phonemic awareness, letter-sound associations, word identification, spelling, reading fluency, vocabulary, reading comprehension).
- Understand and provide instruction in the essential components of math instruction (quantity/magnitude, form of a number, base ten, equality, numeration, algebraic and geometric application and proportional reasoning).
Standard 5: 21st century teachers have the knowledge and skills to teach students to use behaviors that promote success in the learning environment, which includes the development of social competence.

Teachers effectively use universal strategies that promote a positive learning environment. They are also capable of using small-group and individualized strategies that enable students with behavior problems to develop academic and social competence. Teachers use individualized behavior management strategies for those with more severe behavior problems.

- Know how to establish rules and procedures that convey behavioral expectations.
- Demonstrate how to teach a research-based social skills curriculum.
- Demonstrate how to conduct a functional behavioral assessment and devise a behavior intervention plan.
- Know how to implement individualized behavior strategies (cognitive behavioral therapy, anger management) for students with significant behavior problems.

Standard 6: 21st century teachers collaborate and consult with families, general education teachers and other professionals to further the academic and social development of students.

Teachers recognize how accessing resources and collaborating with families, schools, and the community can impact student success. Communicating and building trusting partnerships with families, including those from culturally and linguistically diverse backgrounds, is an essential element that must be implemented. Teachers partner with families to gather critical information to assess student progress and design instruction. Inclusive education and other collaborative teaching models assist with providing access to the general curriculum.

- Demonstrate Communication strategies
- Model variations of Co-teaching
- Collaborate and consult with interpreters, transliterators and other related service providers.
- Know the importance of confidentiality
- Provide effective paraeducator supervision

Special Education: Adapted Curriculum

Standard 1: 21st century teachers know the policies, process and procedures for providing special education services.

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

- Know the Policies Governing Services for Children with Disabilities
- Understand the Placement process from referral to delivery of services
- Know the characteristics of students in each disability category.
Standard 2: 21st century teachers have the knowledge and skills to use a variety of assessment techniques to determine instructional content, instructional practices, and documentation of student learning and progress.

Teachers use a variety of assessment strategies and sources to determine students’ prior knowledge and skills, plan appropriate instruction, evaluate progress toward learning goals and inform families and professional service providers. Teachers view assessment as an integral part of the teaching/learning cycle, in which assessment drives instruction, and evaluation of learner outcomes informs further instruction. Student progress is used to modify instruction.

- Curriculum-based assessment (CBA) is used for progress monitoring.
- Students’ reading performance is assessed by obtaining measures of phonemic awareness, letter-sound association skills, word identification skills, sight word reading skills, fluency, vocabulary and comprehension.
- Students’ written language performance is assessed by gaining measures of fine motor skills, mechanics of writing, writing fluency and written expression.
- Students’ mathematics performance is assessed through analysis of error patterns and an understanding of the effects of language-based disabilities on understanding math concepts.
- Conduct assistive technology assessments.

Standard 3: 21st century teachers have knowledge of the North Carolina Standard Course of Study Extended Content Standards.

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

- Design instruction based on the Extended Content Standards of the North Carolina Standard Course of Study.
- Teach necessary functional skills, as appropriate.

Standard 4: 21st century teachers have the knowledge and skills to teach students to use behaviors that promote success in the learning environment, which includes the development of social competence.

Teachers effectively use universal strategies that promote a positive learning environment. They are also capable of using small-group and individualized strategies that enable students with behavior problems to develop academic and social competence. Teacher use individualized behavior management strategies for those with more severe behavior problems.

- Know how to establish rules and procedures that convey behavioral expectations.
- Demonstrate how to teach a research-based social skills curriculum.
- Demonstrate how to conduct a functional behavioral assessment and devise a behavior intervention plan.
- Know how to implement individualized interventions that address the functions of challenging behavior.
Standard 5: 21st century teachers have the knowledge and skills to organize the educational environment for student learning.

Teachers use their knowledge of structured teaching, scheduling and lesson planning, adapted positioning techniques, medical conditions, and assistive technology to integrate IEP objectives, including related services, into naturally occurring routines.

- Maximize use of instructional time
- Demonstrate appropriate/safe procedures for movement/positioning
- Locate and develop sites for community-based instruction

Standard 6: 21st century teachers have the knowledge and skills to use systematic, explicit, multi-sensory methods to promote communicative competence and teach and facilitate generalization of reading, written expression, and mathematics.

Teachers use knowledge of systematic, explicit, multi-sensory teaching strategies, including the use of appropriate assistive technology, and functional, age-appropriate materials, to individualize instruction and generalization of skills.

- Understand the essential components of the English language (Phonetics and Phonology, Sound Production, Morphology and Orthography, Semantics and Syntax and Pragmatics) and the impact of language on learning.
- Understand and provide instruction in the critical components of comprehensive reading instruction (phonemic awareness, letter-sound associations, word identification, spelling, reading fluency, vocabulary, reading comprehension).
- Understand and provide instruction in the essential components of math instruction (quantity/magnitude, form of a number, base ten, equality, numeration, algebraic and geometric application and proportional reasoning).
- Use assistive technology, if appropriate
- Use functional, age-appropriate materials
- Apply instructional techniques such as prompt sequence, task analysis, chaining techniques

Standard 7: 21st century teachers collaborate and consult with families, general education teachers and other professionals to further the academic and social development of students.

Teachers recognize how accessing resources and collaborating with families, schools, and the community can impact student success. Communicating and building trusting partnerships with families, including those from culturally and linguistically diverse backgrounds, is an essential element that must be implemented. Teachers partner with families to gather critical information to assess student progress and design instruction. Inclusive education and other collaborative teaching models assist with providing access to the general curriculum.

- Demonstrate communication strategies
- Model variations of Co-teaching
- Collaborate and consult with interpreters, transliterators and other related service providers.
- Know the importance of confidentiality
- Provide effective paraeducator supervision
Standards for Graduate Programs

**Standard 1: Teacher Leadership**

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

- Promote effective ongoing communication, collaboration, and team-building among colleagues.
- Facilitate mentoring and coaching with novice teachers.
- Set goals and establish priorities while promoting educational initiatives that positively affect student learning.
- Create and strengthen professional learning communities at the local, state, and/or national levels.

**Standard 2: Respectful Educational Environments**

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

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

**Standard 3: Content and Curriculum Expertise**

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

- Demonstrate in-depth knowledge of curriculum, instruction, and assessment.
- Promote and model the integration of 21st Century Life Skills into educational practices.
- Collaboratively develop relevant, rigorous curriculum.
Standard 4: Student Learning

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

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

Standard 5: Reflection

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

- Promote an educational culture that values reflective practice.
- Encourage the development of meaningful professional goals among colleagues.
- Take a leadership role in professional development.
- Model personal and professional reflection to extend student learning and school improvement.