Professional Education Conceptual Framework

North Carolina Agricultural and Technical State University

“21st Century Professional Educators: Catalysts for Learning”
North Carolina A & T State University
Professional Education Conceptual Framework

The Mission of North Carolina A & T State University
North Carolina Agricultural and Technical State University is a public, doctoral/research intensive, land-grant University committed to fulfilling its fundamental purposes through exemplary undergraduate and graduate instruction, scholarly and creative research, and effective public service. North Carolina Agricultural and Technical State University aspires to be the premier interdisciplinary-centered university in America that builds on its comparative advantages in engineering, technology, and business; a strong civil rights legacy; and status as an 1890 land-grant institution. The challenges of preparing our students to meet the complex needs of the global society necessitate that these exemplary and relevant educational experiences are inherently global in nature and interdisciplinary in focus. The commitment to excellence and the unique NC A&T SU legacy of nurturing the individual student remain strong.

The University’s evolution toward interdisciplinarity responds to societal and intellectual issues that require new solutions. Cross-functional teams with expertise from a variety of disciplines and perspectives are the best hope for the solution of complex modern challenges. As new problem-solving methods are needed, new disciplines are created at the intersection of old ones. Students are enthusiastic about courses that link learning to contemporary issues. An interdisciplinary education provides students with not only essential knowledge, but also connections across the disciplines, and finally, the ability to apply knowledge to life beyond the campus.

Interdisciplinary studies build upon disciplinary excellence while inspiring new possibilities beyond the strengths of traditional fields of study. This model provides a focus for curriculum innovation, fosters communication across disciplines, and promotes partnerships with public and private entities. This university creates a learning environment in which opportunities to build solutions are based on expertise in more than one discipline. Teaching focuses more on the ability to organize, assess, apply, and create interdisciplinary knowledge rather than the transmission of existing knowledge to students.

The teaching and learning process involves not only a commitment to knowledge and research but also appreciates the influences of diverse thoughts, values, processes, resources, and structures as it seeks to organize and plan lifelong learning experiences. High expectations are supported by an infrastructure that facilitates the opportunity for constituents within the University to achieve and excel individually and collectively. Opportunities for learning are enhanced by varied methods of instruction and through collaborative partnerships.

To be productive citizens of the 21st century, our students must be globally informed. Thus, current efforts to globalize the curriculum will continue. In addition, students will have the opportunity to enhance their undergraduate education by taking part in overseas study, internships, or service learning experiences. Some may even earn a certificate in international studies. Likewise, international partnerships enhance interdisciplinary efforts and provide new opportunities for faculty and students to participate in and contribute to global change. The University exists for a society that is committed to research, knowledge and service to humankind. The physical space for learning is not to be limited to a specific site, but deliverable in a variety of locations with a multiplicity of available resources.
The interdisciplinary-centered university envisions its role to serve the needs of individuals and groups who seek continuous opportunities for intellectual stimulation and growth. Utilizing the traditional disciplines and technological resources, this University fosters excellence in communication, enhances critical thinking, conducts research, and transmits new knowledge to a community that seeks to improve the quality of life for all in the 21st century.

**Philosophy of the Professional Education Program**
The philosophy of the Professional Education Program builds primarily upon the ideals of Constructivism as a vehicle to engage the learner although faculty do not espouse one single theory, which provides opportunities to explore and examine various theories of learning appropriate for a given context. Regardless of the framework utilized, faculty in the Teacher Education Program at North Carolina Agricultural and Technical State University understand Candidates construct meaning by connecting previous knowledge with new experiences such as interactions with various people, exposure to different resources, and the manipulation or evaluation of data. Given this understanding, the Teacher Education Program is structured for Candidates to utilize actively the information they acquire by working to make sense of it in real-world contexts. Using Constructivism as a framework, faculty create authentic learning opportunities for Candidates to design responsive learning environments for diverse populations of learners, to work collaboratively with various stakeholders to problem solve, and to seek various perspectives to achieve desired outcomes.

By adopting the metaphor “catalyst for learning,” the faculty in the Professional Education Program is resolute in the goal to develop professional educators who inspire and promote lifelong learning. Our philosophy leads Candidates to become educational leaders who construct and articulate strategic goals, who apply what they discover through inquiry to create responsive, rigorous learning environments, who assess students fairly and consistently, and who reflect actively and continually on what occurs throughout this process to improve decision making and learning environments. In essence, our Candidates have the ability to ignite the curiosity of learners and to transform learning environments into responsive, engaging contexts.

**Shared Vision of the Professional Education Program**
The Shared Vision of the Professional Education Unit at North Carolina A&T State University was developed in collaboration with four academic colleges, PK-12 education partners, and other stakeholders. The Vision is grounded in the land grant and research intensive mission of North Carolina Agricultural and Technical State University. Consistent with the mission of the University, the Unit strives to prepare 21st Century Professional Educators who understand the complex needs of a pluralistic global society and who respond to these needs by creating interdisciplinary learning environments where critical thinking, collaboration, communication, and commitment to service guide thinking and behavior. As such, the Professional Education Program at North Carolina A&T State University is committed to the development of 21st Century Professional Educators who are aware of diverse populations in their communities, who appropriately use and interpret assessment data to guide future decision making, who engage in the skillful art of reflection to transform thinking and practice, and who use various forms of technology to manage instruction and assessment.

**Mission of the Professional Education Program**
The specific mission of the School of Education (SOE) is to prepare students for careers in elementary and secondary schools as well as in industry, government and other agencies. Extracted
from this mission is the Shared Vision, which is to produce 21st Century Professional Educators who are committed to teaching and learning in a pluralistic global society by creating responsive learning environments that challenge students to think critically, to collaborate, to communicate, and to serve mankind. To achieve the Unit’s mission, faculty in the School of Education provide high quality programs through research, effective teaching, field experiences, internships, and ongoing formative assessments. Each course offered within the Professional Education Program is aligned with state, national, and professional organization standards. To ensure the program meets the desired goals of these standards, data are continually collected and analyzed to examine the program’s effectiveness in developing “catalysts for learning” and to improve program implementation when areas of concern or areas for improvement occur.

To meet this mission, the Unit strives to accomplish the following goals:

1. To provide candidates with a quality educational program at the Bachelor’s and Master’s level that satisfies requirements for licensure and accreditation.
2. To prepare candidates to think critically, to express themselves effectively, to collect data and draw appropriate conclusions, and to utilize their proficiencies to become a catalyst for learning.
3. To recruit quality candidates from diverse backgrounds, to retain them through quality programming and supportive resources, and to graduate them with the proficiencies required to function successfully in 21st Century learning environments.
4. To recruit, retain, and promote quality faculty, staff, and administrators.

Professional Education Program Coherence
At North Carolina A & T State University, the Dean of the School of Education is administratively responsible for the preparation of all 21st Century Professional Educators in the Professional Education Program. The faculty of the School of Education, PK-12 education partners, and key faculty in four external academic colleges—Agriculture, Arts and Sciences, Technology, Business—are committed to the Professional Education Program’s vision and mission and are invested with the authority to execute them. The Teacher Education Council (TEC), comprised of representatives from across the five academic colleges, provides curricular and policy oversight of all programs that lead to initial and advanced licensure in the state of North Carolina.

Core Values of the Professional Education Program
The Professional Education Program has adopted the theme “21st Century Professional Educators: Catalysts for Learning” as its core belief to produce educators who work with learners of all ages with varying experiences and various approaches to learning. Relying on an inquiry approach to teaching and learning where Candidates use critical thinking skills to work collaboratively with stakeholders, the Professional Education Program emphasizes the merging of theoretical and practical knowledge to develop educators who engage, inspire, and encourage learners to explore, discover, and become advocates for lifelong learning and service to humankind. Four core values interwoven throughout the Professional Education Program guide the development of professional educators at North Carolina A & T State University:

**Diversity:** 21st Century Professional Educators who are catalysts for learning have competence in the nine central tenets of human diversity: (1) race, (2) ethnicity, (3) gender, (4) socioeconomic status, (5) age, (6) sexual preference, (7) religion, (8) exceptionalities, and (9) geographic region (Diller & Moule, 2005). 21st Century
Professional Educators are culturally responsive and committed to the ideals of collaboration, trust, equity, advocacy, and the ethical use of power and empowerment. As such, these educators have the ability “to construct pedagogical practices that have relevance and meaning to students’ social and cultural realities” (Howard, 2003, p. 195) and have the ability to use knowledge of the learner’s family, community, culture, aspirations, and values as vehicles for engagement and learning.

**Assessment:** 21st Century Professional Educators “are continuously involved in making decisions about people or in helping people make decisions for and about themselves.” (Thorndike, 2005, p. 7) As such, 21st Century Professional Educators know the importance of systematically collecting, evaluating, and using assessment data to drive their decision making process (McMillan, 2007). These educators create and select appropriate assessments, conduct appropriate evaluation techniques, and make sound educational decisions. They understand fair, reliable, and consistent assessment practices are essential for making decisions regarding curricula, instructional strategies, and program improvement to ensure all learners have the opportunity to experience academic success.

**Reflection:** The 21st Century Professional Educator engages in continuous “deliberate thinking” (Hatton & Smith, 1995) to improve future actions and decision making. These educators utilize an explicit reflective model to engage in a metacognitive process that involves thinking critically, exploring various solutions to problems, and making sound, evidence-based inferences when appropriate data are available. The goal of this type of reflective practice is not simply the improvement of student learning but also the enhancement of the educator’s knowledge, the expansion of the educator’s skills, and the development of the educator’s awareness.

**Technology:** The 21st Century Professional Educator uses technology to gather, manage, and reach logical conclusions about data in the context of the subject area (Partnership for 21st Century Skills, 2007) as a means to bridge the social, cultural, economic, and cognitive gaps between learners. Such an educator knows when and how to use technology to help the learner examine content more critically, solve problems, and establish reliability. Such an educator knows what attributes of technology promote effective learning. The effective use of technology enhances the 21st Century Professional Educator’s ability to engage learners in the exploration of real-world issues, personalize learning environments to address various learning styles, engage dynamic learner characteristics, provide learners with varied formative and summative assessments, and communicate relevant information and ideas effectively to stakeholders.

**Core 21st Century Principles**

Infused throughout the Professional Education Program are seven key principles necessary for the growth and development of an effective 21st Century Professional Educator. These principles emerge from and align with the Unit’s core values:

- **Content Mastery:** The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, supports and/or leads. Using this
knowledge, the candidate has the ability to integrate other disciplines into the primary content area.

- **Pedagogical Knowledge**: The candidate understands how learners develop and differ in their approaches to teaching and learning, striving to create equitable instructional opportunities that encourage critical thinking, problem solving, and collaboration.

- **Professionalism**: The candidate practices ethical and caring behavior within and outside the classroom and engages in continuous professional development to accomplish self-directed growth.

- **Leadership**: The candidate responds to diverse populations by constructing and articulating a shared vision within the classroom that aligns with and expands the goals of the school, community, and professional organizations served.

- **Equity**: The candidate seeks to learn more about each learner as a means to create fair learning environments that present various perspectives and counteract stereotypes.

- **Global Awareness**: The candidate seeks opportunities to learn about various cultures, beliefs, and ways of learning and deliberately integrates this information into planning, instruction, and assessment.

- **Inquiry**: The candidate designs investigations to collect and analyze data to test hypotheses and beliefs that will transform future practice and decision making through reflective dialogue with students, colleagues, and community partners.

### UNIT OUTCOMES AND CANDIDATE PROFICIENCIES

The design of the Professional Education Program provides Candidates with numerous opportunities to develop competencies and skills to lead and serve in 21st Century learning environments. With seven key principles infused throughout the DART core values, Candidates who complete the Teacher Education Program at the initial or advanced level at North Carolina A&T State University possess the knowledge, skills, and dispositions to catalyze learning environments.

#### Initial Preparation of Teacher Education Candidates at NCA&TSU

At the conclusion of the Teacher Education Program, Candidates seeking initial licensure will have the competencies and proficiencies to do the following:

**Outcome 1: Diversity**

**Knowledge**

A. Candidates identify the central tenets of diversity that impact student engagement and motivation in the learning process.

B. Candidates evaluate their biases and prejudices through self-examination and self-reflection as a foundation to inquire about differing points of view and perspectives.

C. Candidates discuss the implications of culturally responsive practices and its impact on student learning.

**Performance**

A. Candidates differentiate instruction using appropriate pedagogical strategies to promote active student engagement.

B. Candidates apply knowledge of diverse learners acquired through active inquiry to the subject area content taught.

C. Candidates construct explicit procedures to create equitable learning environments.
D. Candidates use learning materials reflective of their students’ cultural diversity.

Dispositions
A. Candidates create equitable and nurturing learning environments where academic and social growth are emphasized.
B. Candidates accept and value differing perspectives.

Outcome 2: Assessment
Knowledge
A. Candidates explain the basic concepts of assessment procedures and its impact on learning outcomes.
B. Candidates recognize the limitations of various forms of assessment data.
C. Candidates examine the various factors of diversity that can impact educational measurement.

Performance
A. Candidates construct, develop, and critique test items and other procedures for assessing and modifying instruction.
B. Candidates collect and analyze data to inform educational decisions.
C. Candidates use technology to create written plans for constructing instruments and procedures for assessing instructional outcomes.
D. Candidates create a variety of formative and summative assessments.

Dispositions
A. Candidates display awareness of current issues, problems, and trends in educational assessment.
B. Candidates advocate for ongoing educational assessment.
C. Candidates model positive attitudes about educational assessment.

Outcome 3: Reflection
Knowledge
A. Candidates describe the need and purpose for systematic, critical reflection throughout the instructional process.
B. Candidates apply the reflection process to various teaching and learning contexts.

Performance
A. Candidates engage in a systematic, critical reflection process to improve content knowledge, pedagogical strategies, assessment practices, and student engagement.
B. Candidates articulate the results of their reflective process in written and oral form.
C. Candidates utilize stakeholder feedback to improve professional performance.

Dispositions
A. Candidates accept feedback and differing points of view during the reflective process that transforms instructional practice, strengthens critical thinking, and improves decision making.
B. Candidates engage in professional development opportunities as a means to improve content knowledge, pedagogical strategies, and knowledge about learners.
Outcome 4: Technology
Knowledge
A. Candidates understand how the application of technology influences student engagement, motivation, and achievement.
B. Candidates select various technological applications to impact learning.

Performance
A. Candidates apply technology to manage the instructional process to improve teaching and learning.
B. Candidates apply technology to manage the assessment process to improve instructional decision making.
C. Candidates display knowledge of technology and integrate various technological applications in different educational settings.

Dispositions
A. Candidates create equitable learning environments using technology ethically during the instructional process.
B. Candidates integrate appropriate technology into the instructional process.
C. Candidates model positive attitudes about instructional technology.
D. Candidates formulate strategies to bridge the digital divide

Initial Preparation of School Executives at NCA&TSU
At the conclusion of the MSA School Executive Program, Candidates seeking initial licensure as school administrators will have the competencies and proficiencies to do the following:

Outcome 1: Diversity
Knowledge
A. Candidates understand the importance of diversity in developing, implementing, and assessing curriculum.
B. Candidates understand the impact multicultural awareness, gender sensitivity, and racial/ethnic appreciation has on school effectiveness.
C. Candidates comprehend literature, research, and theory associated with organizational climate particularly as it is manifested in schools.

Performance
A. Candidates promote and monitor the delivery of instructional content that presents diverse and multiple perspectives.
B. Candidates involve the school community and other stakeholders in appropriate diversity policy implementation, program planning, and assessment efforts.
C. Candidates create a collaborative environment where stakeholders provide input on the shared vision and strategic goals of the school.
Dispositions
A. Candidates challenge prejudices, stereotypes, or discordant issues that threaten to weaken the quality of instruction or school effectiveness.
B. Candidates formulate strategies and mechanisms to address prejudices and cultural incompetence among faculty and staff.
C. Candidates advocate for the positive, culturally responsive traditions of the school community

Outcome 2: Assessment
Knowledge
A. Candidates understand the alignment between the curriculum of the school and the state’s accountability program
B. Candidates understand the alignment between the curriculum of the school and the standards of national and professional content area organizations.
C. Candidates identify strengths and weaknesses in learning, teaching, curriculum, and instruction.

Performance
A. Candidates work with school faculty and other stakeholders to systematically collect, analyze, and use data to improve teaching, learning, curriculum, and school organization.
B. Candidates utilize multiple sources of data for the improvement of instruction and school effectiveness.
C. Candidates create processes for collecting and using student test data and other formative data for the improvement of instruction.

Disposition
A. Candidates support opportunities for learning and utilizing 21st Century best instructional practices based on student achievement data and school improvement plans
B. Candidates work with school faculty and other stakeholders to align instruction to the 21st century best practices in assessment.
C. Candidates communicate a positive attitude about the necessity of ongoing assessment to improve teaching, learning, and school effectiveness.

Outcome 3: Reflection
Knowledge
A. Candidates discuss the theoretical importance of reflection as a means for self improvement and professional growth.
B. Candidates engage in and foster an environment for others to engage in reflective and innovative thinking.
C. Candidates understand the importance of providing formal feedback to teachers concerning the effectiveness of their classroom instruction.

Performance
A. Candidates foster an environment where educators reflect critically on best practices
B. Candidates construct strategies for building a sense of efficacy and empowerment among faculty and staff.
C. Candidates create schedules that provide for collaborative design, sharing, evaluation, and reflection.

Dispositions
A. Candidates model the importance of learning by routinely participating in and encouraging professional development opportunities designed to enhance self awareness and knowledge of learners.
B. Candidates accept stakeholder feedback to improve professional performance and school effectiveness.
C. Candidates challenge faculty and staff to reflect on the knowledge, skills, and dispositions necessary to the educational development of students

Outcome 4: Technology
Knowledge
A. Candidates understand the connection between a balanced operational budget and acquisition of technological tools
B. Candidates understand the role of technological tools in relationship building, effective communication, and instructional delivery.
C. Candidates understand the role of technological applications in tracking fiscal, intellectual, and human resources.

Performance
A. Candidates create processes for identifying and providing students, faculty, and staff access to a variety of technological tools and applications for meeting the needs of diverse learners.
B. Candidates utilize technological applications to account for fiscal, intellectual, and human resources within the school.
C. Candidates use various technological applications and tools to communicate effectively with faculty, staff, and other stakeholders.

Disposition
A. Candidates adhere to Board policy and state mandate regarding the use of technology in the school setting.
B. Candidates communicate strong ideals and beliefs about the effective and ethical use of technological tools and applications within schools.
# STANDARD ALIGNMENT FOR INITIAL TEACHER LICENSURE PROGRAMS

The following matrix delineates the alignment between the Teacher Education Program Candidate proficiencies and the standards for the Interstate New Teacher and Support Consortium (INTASC) and North Carolina Professional Teaching.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>INTASC Standards</th>
<th>NC Professional Teaching Standards</th>
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| Candidates identify the central tenets of diversity that impact student engagement and motivation in the learning process. | #3 - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.  
#5- The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages social interaction, active engagement in learning, and self motivation. | #2 - Teachers establish a respectful environment for a diverse population of students.  
#4 - Teachers facilitate learning for their students. |
| Candidates evaluate their biases and prejudices through self examination and self reflection as a foundation to inquire about differing points of views and perspectives. | #2 - The teacher understands how children learn and develop and can provide learning opportunities that support a child's intellectual, social, and personal development.  
#3 - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.  
#9 - The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. | #2 - Teachers establish a respectful environment for a diverse population of students.  
#5 - Teachers reflect on their practice. |
| Candidates can discuss the implications of culturally responsive practices and its impact on student learning. | #2 - The teacher understands how children learn and develop and can provide learning opportunities that support a child's intellectual, social, and personal development.  
#3 - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. | #2 - Teachers establish a respectful environment for a diverse population of students.  
#5 - Teachers reflect on their practice. |
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| Candidates differentiate instruction using appropriate pedagogical strategies to promote active student engagement | #4 - The teacher uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.  
#5 - The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages social interaction, active engagement in learning, and self motivation. | #3 - Teachers know the content they teach  
#4 - Teachers facilitate learning for their students                                                                                                                   |
| Candidates connect knowledge of diverse learners acquired through active inquiry to the subject area content taught | #1 - The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.  
#2 - The teacher understands how children learn and develop and can provide learning opportunities that support a child’s intellectual, social, and personal development.  
#7 - The teacher plans based upon knowledge of subject matter, students, the community, and curriculum goals.  
#10 - The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well being. | #2 - Teachers establish a respectful environment for a diverse population of students.  
#3 - Teachers know the content they teach.  
#4 - Teachers facilitate learning for their students.                                                                                                               |
| Candidates construct explicit procedures to create equitable learning environments | #3 - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.  
#5 - The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages social interaction, active engagement in learning, and self motivation. | #1 - Teachers demonstrate leadership.  
#2 - Teachers establish a respectful environment for a diverse population of students.  
#3 - Teachers know the content they teach.                                                                                                                        |
| Candidates use learning materials reflective of their students’ cultural diversity | #3 - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.  
#5 - The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages social interaction, active engagement in learning, and self motivation.  
#7 - The teacher plans based upon knowledge of subject matter, students, the community, and curriculum goals. | #1 - Teachers demonstrate leadership.  
#2 - Teachers establish a respectful environment for a diverse population of students.  
#3 - Teachers know the content they teach.                                                                                                                        |
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| Candidates comply with principles of equity by creating a safe, nurturing learning environment where academic and social growth are emphasized | #2 - The teacher understands how children learn and develop and can provide learning opportunities that support a child's intellectual, social, and personal development.  
#4 - The teacher uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.  
#5 - The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages social interaction, active engagement in learning, and self motivation. | #1 - Teachers demonstrate leadership.  
#2 - Teachers establish a respectful environment for a diverse population of students.  
#4 - Teachers facilitate learning for their students. |
| Candidates accept and value differing perspectives | #3 - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.  
#9 - The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. | #1 - Teachers demonstrate leadership.  
#2 - Teachers establish a respectful environment for a diverse population of students. |
| Candidates identify the basic concepts of assessment procedures and its impact on learning outcomes | #8 - The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. | #4 - Teachers facilitate learning for their students  
#5 - Teachers reflect on their practice. |
| Candidates recognize the limitations of various forms of assessment data | #8 - The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. | #4 - Teachers facilitate learning for their students  
#5 - Teachers reflect on their practice. |
| Candidates can indicate the various factors of diversity that can impact educational measurement | #3 - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners  
#8 - The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. | #2 - Teachers establish a respectful environment for a diverse population of students.  
#4 - Teachers facilitate learning for their students. |
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| Candidates construct, develop, and critique test items and other procedures for assessing and modifying instruction | #4 - The teacher uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.  
#8 - The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner | #1 - Teachers demonstrate leadership.  
#4 - Teachers facilitate learning for their students.                                                                 |
| Candidates collect and analyze data to inform educational decisions            | #8 - The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner | #1 - Teachers demonstrate leadership.  
#4 - Teachers facilitate learning for their students.                                                                 |
| Candidates use technology to create written plans for constructing instruments and procedures for assessing instructional outcomes | #8 - The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner | #1 - Teachers demonstrate leadership.  
#4 - Teachers facilitate learning for their students.                                                                 |
| Candidates use a variety of formative and summative assessments               | #8 - The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner | #1 - Teachers demonstrate leadership.  
#4 - Teachers facilitate learning for their students.                                                                 |
| Candidates display awareness of current issues, problems, and trends in educational assessment | #8 - The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner | #1 - Teachers demonstrate leadership.  
#4 - Teachers facilitate learning for their students.                                                                 |
| Candidates advocate for ongoing educational assessment                        | #8 - The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner | #1 - Teachers demonstrate leadership.  
#4 - Teachers facilitate learning for their students.                                                                 |
| Candidates model positive attitudes about educational assessment              | #8 - The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner | #1 - Teachers demonstrate leadership.  
#4 - Teachers facilitate learning for their students.                                                                 |
| Candidates can describe the need and purpose for systematic, critical reflection throughout the instructional process | #9 - The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. | #1 - Teachers demonstrate leadership.  
#5 - Teachers reflect on their practice.                                                                 |
| Candidates can adapt the reflection process to various teaching and learning contexts | #9 - The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. | #1 - Teachers demonstrate leadership.  
#5 - Teachers reflect on their practice.                                                                 |
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| Candidates engage in a systematic, critical reflection process to improve content knowledge, pedagogical strategies, assessment practices, and student engagement | #2 - The teacher understands how children learn and develop and can provide learning opportunities that support a child's intellectual, social, and personal development.  
#9 - The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. | #1 - Teachers demonstrate leadership.  
#4 - Teachers facilitate learning for their students.  
#5 - Teachers reflect on their practice. |
| Candidates articulate the results of their reflective process in written and oral form | #6 - The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.  
#9 - The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. | 5- Teachers reflect on their practice. |
| Candidates utilize stakeholder feedback to improve professional performance. | #9 - The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.  
#10 - The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well being. | 1- Teachers demonstrate leadership.  
2- Teachers establish a respectful environment for a diverse population of students  
5- Teachers reflect on their practice. |
| Candidates welcome feedback and differing perspectives during the reflective process that transforms instructional practice, strengthens critical thinking, and improves decision making. | #9 - The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.  
#10 - The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well being. | 1- Teachers demonstrate leadership.  
2- Teachers establish a respectful environment for a diverse population of students  
4- Teachers facilitate learning for their students.  
5- Teachers reflect on their practice. |
| Candidates engage in professional development opportunities as a means to improve content knowledge, pedagogical strategies, and knowledge about learners | #9 - The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. | 3- Teachers know the content they teach.  
4- Teachers facilitate learning for their students.  
5- Teachers reflect on their practice. |
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| Candidates understand how the application of technology influences student engagement, motivation, and achievement. | #5 - The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages social interaction, active engagement in learning, and self motivation.  
#6 - The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. | 1 - Teachers demonstrate leadership.  
4 - Teachers facilitate learning for their students.                                         |
| Candidates can use various technological applications to impact learning         | #4 - The teacher uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.  
#6 - The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. | 1 - Teachers demonstrate leadership.  
4 - Teachers facilitate learning for their students.                                         |
| Candidates select appropriate technology to manage the instructional process to improve teaching and learning | #6 - The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.  
#7 - The teacher plans based upon knowledge of subject matter, students, the community, and curriculum goals. | 1 - Teachers demonstrate leadership.  
4 - Teachers facilitate learning for their students.                                         |
| Candidates select appropriate technology to manage the assessment process to improve instructional decision making | #6 - The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.  
#8 - The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner | 1 - Teachers demonstrate leadership.  
4 - Teachers facilitate learning for their students.                                         |
| Candidates integrate appropriate technological applications into the instructional process | #4 - The teacher uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.  
#6 - The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. | 1 - Teachers demonstrate leadership.  
4 - Teachers facilitate learning for their students.                                         |
| Candidates create equitable learning environments by using technology ethically during the instructional process | #6 - The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. | 1 - Teachers demonstrate leadership.  
4 - Teachers facilitate learning for their students.                                         |
<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>INTASC Standards</th>
<th>NC Professional Teaching Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates model positive attitudes about the use of technology throughout the</td>
<td>#6 - The teacher uses knowledge of effective verbal, nonverbal, and media</td>
<td>1- Teachers demonstrate leadership.</td>
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<tr>
<td>instructional process</td>
<td>communication techniques to foster active inquiry, collaboration, and supportive</td>
<td>3- Teachers know the content they teach.</td>
</tr>
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<td></td>
<td>interaction in the classroom.</td>
<td>4- Teachers facilitate learning for their students.</td>
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<tr>
<td>Candidates develop strategies to protect against issues associated with the</td>
<td>#6 - The teacher uses knowledge of effective verbal, nonverbal, and media</td>
<td>1- Teachers demonstrate leadership.</td>
</tr>
<tr>
<td>digital divide during the instructional process</td>
<td>communication techniques to foster active inquiry, collaboration, and supportive</td>
<td>4- Teachers facilitate learning for their students.</td>
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<td>interaction in the classroom.</td>
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</tbody>
</table>
Advanced Certification of Professional Education Candidates

Outcome 1: Diversity
Knowledge
A. Understands various learning theories and their effects on current educational methods for students from diverse backgrounds.
B. Recognizes the cultural and social factors prominent in current research that influence student performance.
C. Understands research principles and their effects on current educational methods for students from diverse backgrounds.

Performance
A. Applies appropriate research-based instructional techniques and strategies to meet the needs of children of differing cultures.
B. Locates, interprets, and evaluates current research pertaining to the instruction of children from diverse backgrounds.
C. Utilizes the techniques of research to conceptualize, plan, and implement classroom-based inquiry.

Dispositions
A. Expresses an appreciation of human diversity by creating equitable learning opportunities for all learners.
B. Acknowledges the importance of valuing multiple perspectives from learners from differing backgrounds.

Outcome 2: Assessment
Knowledge
A. Understands the role of assessment in the intellectual, social, and physical development of learners.
B. Develops an understanding for assessing student learning using a variety of assessment tools and/or instruments.

Performance
A. Uses formal and informal assessments to provide information about and to students, to monitor student progress, and to improve learning opportunities within the discipline.
B. Analyzes and interprets data on student learning and draws appropriate inferences to improve instruction and/or enhance the learning environment.
C. Uses a variety of assessment strategies to evaluate and modify the teaching and learning process ensuring the continuous development of students.

Dispositions
A. Appreciates assessment strategies supported by current research to improve student learning.
B. Acknowledges the benefit of utilizing various forms of data to improve educational outcomes.
Outcome 3: Reflection

Knowledge
A. Understands the significance of reflecting on one’s practice to improve educational performance.
B. Develops an understanding of how to reflect on one’s practice in various ways.

Performance
A. Analyzes one’s performance in the learning environment to assess areas for improvement based on current research literature.
B. Analyzes one’s use of communication techniques to foster collaboration, active inquiry, and supportive interaction in the classroom.
C. Reflects on one’s engagement as a “teacher leader” to support continuous improvement within the learning environment.

Dispositions
A. Expresses the importance for serving as an advocate for students and parents within the learning environment.
B. Acknowledges the significance of contemporary research on pedagogy, educational leadership, and/or problems in education.

Outcome 4: Technology

Knowledge
A. Understands the role of instructional design in the learning process.
B. Aware of the various forms and types of 21st Century technologies that enhance learning environments.
C. Understands technological principles and their effects on current educational methods for students from diverse backgrounds.

Performance
A. Uses appropriate 21st Century technologies in one’s instructional delivery to engage the learner.
B. Articulates a specific plan to enhance technological integration into a learning environment.
C. Analyzes the use of technology within one’s profession to determine its effectiveness in influencing the learning process.

Dispositions
A. Appreciates emergent technologies supported by current research to improve student learning.
B. Acknowledges unethical uses of emergent technologies in learning environments.
References


