

## **North Carolina Professional Teacher Standards**

### **Overview of the NCPTS and its importance to NC teachers**

The North Carolina Professional Teaching Standards (NCPTS) describe the various roles that a teacher must play in their classroom, school, profession, and community. They indicate that teachers should act as leaders, establish respectful environments for diverse populations, be knowledgeable of their content, facilitate learning, and reflect on their practice. These standards are important to teachers because they serve as the basis for teacher preparation, teacher evaluation, and professional development. In addition, these standards are a new vision for education that reflects the demands of teaching in the 21st century.

**Standard I** -- Teachers should lead in the classroom, school, and the teaching profession. They should also demonstrate leadership by advocating for schools and students as well as demonstrating high ethical standards.

**Standard II** -- Teachers establish a respectful environment for a diverse population of students by providing an environment in which all students are nurtured and respected. They recognize and respect diversity in their classroom and in the world at large. They recognize the individuality of each student and seek to tailor their practice to best meet their individual needs, working closely with other important adults in their students' lives.

**Standard III** -- Teachers know their content relevant to their teaching specialty, ensuring that it is aligned with the NCSCOS. At the same time, teachers recognize the interconnectedness of teaching disciplines and attempt to make instruction relevant.

**Standard IV** -- Teachers facilitate learning for their students through knowing what is appropriate for them, using a variety of methods and assessment, integrating technology, promoting cooperative learning and problem solving, and communicating effectively.

**Standard V** -- Teachers reflect on their practice through analyzing student learning and seeking to improve their teaching.

### **Compare NCPTS with NBPTS:**

Whereas the NCPTS address the broad roles that teachers play in their profession, the NBPTS tend to focus more on student learning. Both sets of standards emphasize the role the teacher plays in their communities as well as the importance of reflecting and developing their craft.

Aaron Willey, Joe & Anna Hester

## **NETS 2008 for teachers**

### **1. Facilitate and Inspire Student Learning and Creativity**

Teacher needs to model the technology and use it in a creative way in order to promote the learning process and student growth

Ex. An English teacher teaching a dramatic text can have students use video equipment to make a movie trailer for the text

### **2. Design and Develop Digital-Age Learning Experiences and Assessments**

Actively seek to create lessons using various forms of technology in order to facilitate different styles of learning

Ex. A math teacher offers a choice to students for learning how to factor... they can either make a music video, create a how-to wiki

### **3. Model Digital-Age Work and Learning**

Teachers should be role models of how to properly use technology in today's global society, and communicate that role to parents and peers as well as students

Ex. Have a class website

### **4. Promote and Model Digital Citizenship and Responsibility**

Make sure students understand the power of technology in their lives and how to use it safely and legally

Ex. Teachers should be careful about using social media websites and how accessible they are digitally

English teachers should spend time explaining how important it is to cite electronic sources, and how to judge which kinds are reputable

### **5. Engage in Professional Growth and Leadership**

Teachers should stay current with technology and stay involved in their school and community as global leaders

Ex. Utilization of teacher blogging

Kelsey Paul, Monica Doyle, John Davis

# 21<sup>st</sup> Century Skills Framework

## Background:

- The Department of Education worked with companies who create technology to develop this set of standards in 2002
- 16 states have adopted these standards, including North Carolina

## Four sets of standards:

### 1. Core Subjects and 21<sup>st</sup> Century Themes

- Students should master a set of core subjects and think about them on a higher level using 21<sup>st</sup> century interdisciplinary themes:
  - Global awareness
  - Financial, economic, business, and entrepreneurial literacy
  - Civic literacy
  - Health literacy
  - Environmental literacy
- Importance: This standard serves as the foundation for the other three, which promote a comprehensive learning experience.

### 2. Learning and Innovation Skills

- Focuses on :
  - Creativity and innovation
  - Critical thinking and problem solving
  - Communication and collaboration
- Importance: These skills prepare students for the complexities of life in 21<sup>st</sup> century working environments

### 3. Information, Media and Technology Skills

- Components:
  - Information literacy: being able to access, evaluate, and apply information
  - Media literacy: interpreting media, understanding purposes, and being able to create media
  - ICT literacy: understanding how to use technology as a tool and awareness of ethical and legal issues surrounding technology
- Importance: This standard prepares students to navigate information, media and technology that is important in the 21<sup>st</sup> century

4. Life and Career Skills:

- Flexibility and adaptability
- Initiation and self-direction
- Social and cross-cultural skills
- Productivity and accountability
- Leadership and responsibility
- Importance: Basic skills needed to thrive in the 21<sup>st</sup> century

## NETS for Students

i. **Creativity and Innovation**

- a. The use technology fosters creativity and innovation in students. Promotes novel ideas
- i. Using videos for reenactment and act out plays.
  - ii. Making songs for memorization
  - iii. Models and simulations in math

ii. **Communication and Collaboration**

- a. Fosters collaborations and helps students learn to communicate effectively with one another.
- i. Pen-pal skyping
  - ii. Twitter
  - iii. Google Docs
  - iv. Problem solving

iii. **Research and Information Fluency**

- a. Effective use of technology for research. Encouraging students to ask questions with technology. Teaches students to report the information that they found.
- i. Learning to use databases
  - ii. Learning how to effectively use Wikipedia
  - iii. Excel statistical research studies/ normal distribution curves
  - iv.

iv. **Critical Thinking, Problem Solving, and Decision Making**

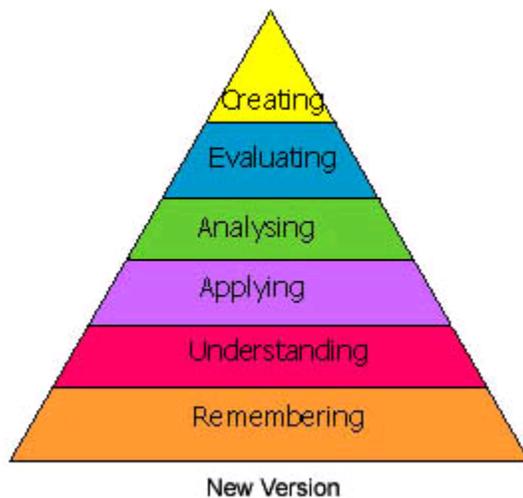
- a. Being able to critically use research. Using technology to make informed decisions when doing research.
- i. Coming up with research questions. Finding research and expand upon.
  - ii. Correcting Wikipedia articles
  - iii. Using Google Calendar to plan and manage projects
  - iv. Finding ways to math without a calculator/ quadratic equation.

v. **Digital Citizenship:**

- a. Understanding the various ethical problems involved with the use of technology
- i. Plagiarism English paper on Moby Dick
  - ii. Using technology, finding its benefits, and spreading that knowledge
  - iii. Educating students to safely use the internet

- iv. Finding primary and secondary source and learning how to treat them differently.
- vi. **Technology Operations and Concepts**
  - a. Learning to use technology and being to apply that outside the classroom
    - i. Using the internet for reading and promoting literacy
    - ii. Implementing technology in projects that can be used outside the classroom
    - iii. Learning reputable sources
    - iv. Using basic systems

## Revised Blooms Taxonomy



\*Most essential components are at the top

The new terms are defined as:

- **Remembering:** Retrieving, recognizing, and recalling relevant knowledge from long-term memory.
- **Understanding:** Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
- **Applying:** Carrying out or using a procedure through executing, or implementing.
- **Analyzing:** Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
- **Evaluating:** Making judgments based on criteria and standards through checking and critiquing.

- **Creating:** Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

The Revised Bloom's Taxonomy allows teachers to create classes and curriculum that are tailored to more thoroughly prepare their students to meet standards like NETS\*S and the 21<sup>st</sup> Century Skills Framework. With more of a focus on aspects like creating and less emphasis on memorization, students ultimately work with material in a more interactive manner and thus learn the material at a more complex level.