

# A Strategic Plan for Reading Literacy



**PUBLIC SCHOOLS OF NORTH CAROLINA**  
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# Foreword

Reading is the fundamental skill needed for success in life, especially in the 21<sup>st</sup> century. While students must be at proficiency or above in basic literacy (reading, writing, listening, speaking, using conventional or technology-based media), these skills are no longer sufficient for college- and work-ready high school graduates. As the world continues to change rapidly, schools must evolve to meet future needs. In many cases, this means we are trying to refine and structure an educational system for a future that many people cannot visualize.

Basic literacy is one component of comprehensive literacy instruction. Other necessary areas are

- **Technological Literacy** – Competence in the use of computers, networks, applications, and other technological devices.
- **Visual Literacy** – The ability to decipher, interpret and express ideas using images, graphics, icons, charts, graphs and videos.
- **Informational Literacy** – The competence to find, evaluate and make use of information appropriately.
- **Self Direction** – The ability to set goals, plan for achievement, independently manage time and effort, and independently assess the quality of one’s learning and any products that result.
- **Higher Order Thinking** – Processes of analysis, comparison, inference/interpretation, synthesis and evaluation.

North Carolina’s Strategic Plan for Reading Literacy strives to incorporate all of the areas of literacy. We gratefully acknowledge and appreciate the efforts of educators, parents, students and communities to produce high school graduates who are prepared to be contributing members of society who are self-directed, life-long learners, collaborative workers and complex thinkers.



# A Vision for Literacy in North Carolina

All students in North Carolina will graduate from high school with the reading, writing, speaking, listening and viewing skills necessary to interact successfully with a variety of audiences and for a variety of purposes. They will understand the characteristics of various types of text [technical, fiction, poetry, drama and non-fiction (such as history, geography, science, experiments, discoveries)] with emphasis on reading for information and digital literacy. They will read and communicate analytically and thoughtfully.

- All graduates will demonstrate competency in using 21<sup>st</sup> Century Learning Skills that include, but are not limited to, a combination of
- accessing information;
- communicating\* clearly and appropriately to different audiences through oral and written means;
- thinking\* critically and creatively;
- solving complex problems;
- applying information, communication and technology (ICT) and digital literacy (the use of computers, audio, video and other media) in all content areas for a variety of purposes;
- maintaining appropriate interpersonal/self-directed skills\*; and
- reading and writing technical information.

\* From *Mile Guide for 21<sup>st</sup> Century Skills: Milestones for Improving Learning and Education, 2005, Partnership for 21<sup>st</sup> Century Skills.*

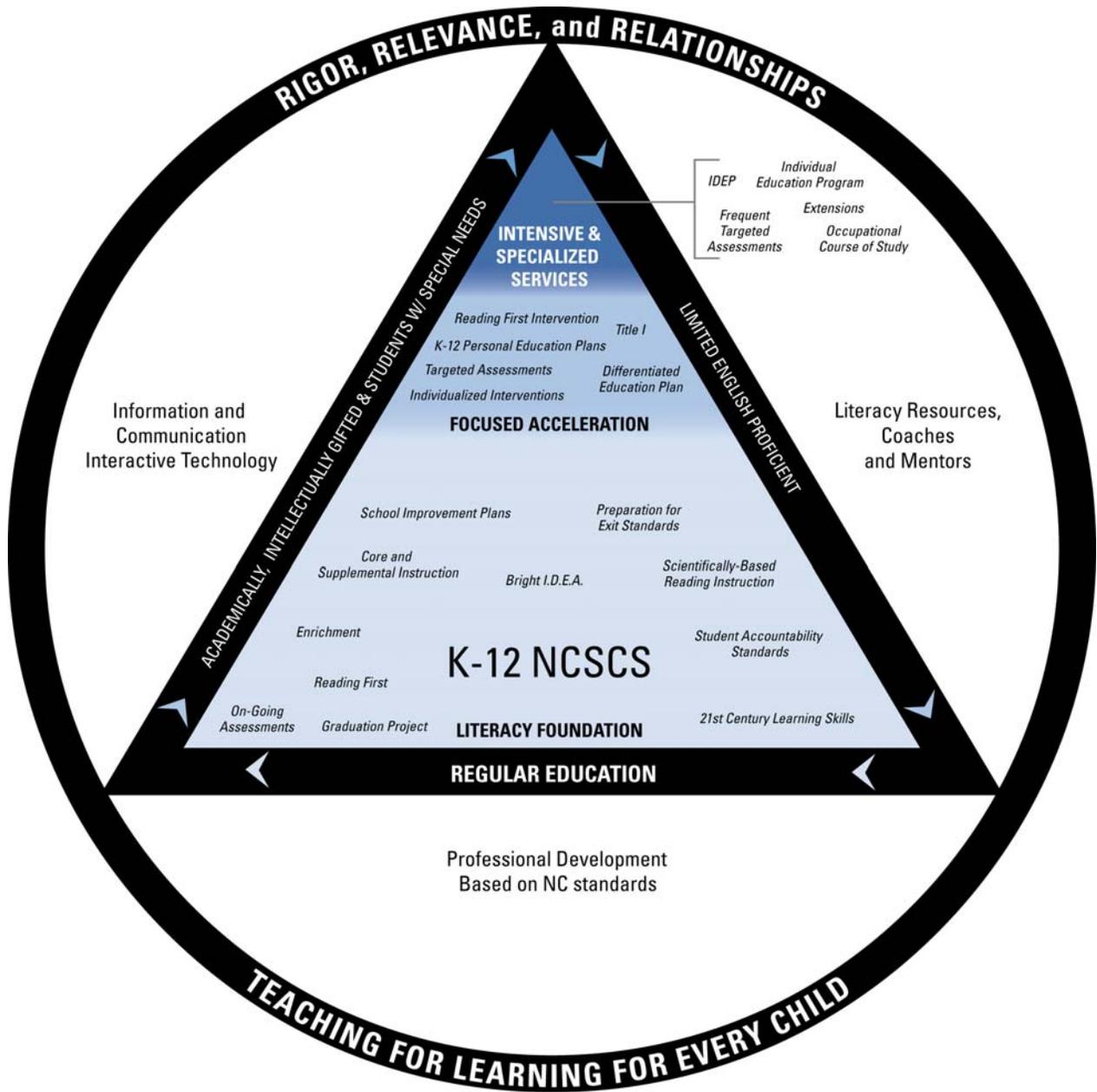
## Guiding Principles

- Each LEA/school will implement a data-driven, research-based literacy plan for preK-12 instruction that is coordinated across all grade levels and among all initiatives.
- Literacy instruction is rigorous and supports high expectations of all students and educators.
- Assessment of students is ongoing and embedded in instruction to determine level of performance in literacy skills and to modify instruction.
- Teachers are provided needs-driven professional development that aligns with the North Carolina Professional Development Standards.
- Teachers are given the necessary support and resources to provide research-based literacy instruction.
- All areas of the curriculum provide students with opportunities to interact with relevant and engaging text.

The ultimate purpose of literacy instruction is to prepare students to be contributing members of society who are self-directed, life-long learners, collaborative workers and complex thinkers.

# Implementing the Vision K-12 Literacy Scaffold

## Every Teacher A Teacher of Reading



## Implementing the Vision: K-12 Literacy Scaffold

The structure of the graphic, “Implementing the Vision: K-12 Literacy Instruction,” illustrates the relationship of the elements of quality literacy instruction. Encircled by academic rigor, relevance and supportive relationships, all children in North Carolina public schools receive the quality literacy instruction needed to learn. The following information provides a further explanation of the graphic.

Built on the strong foundation of the *North Carolina Standard Course of Study* (NCSCOS), the base of the triangle represents the foundation of literacy with the goal of improving reading achievement for ALL students. These literacy skills must be acquired, nurtured and refined through appropriate, scientifically-based instruction and support. The cornerstones of on-going assessments focused on the NCSCOS, inclusion of 21<sup>st</sup> Century Learning Skills and student accountability standards, provide access to literacy and success for all students.

Even with this foundation, nearly 20 percent of our students, including limited English proficient, academically, intellectually gifted and students with special needs, require focused acceleration or intensive and specialized services. The color variance shows the different intensity of support, intervention and acceleration available for children based on individual needs outlined in their personalized education plans and individualized education programs.

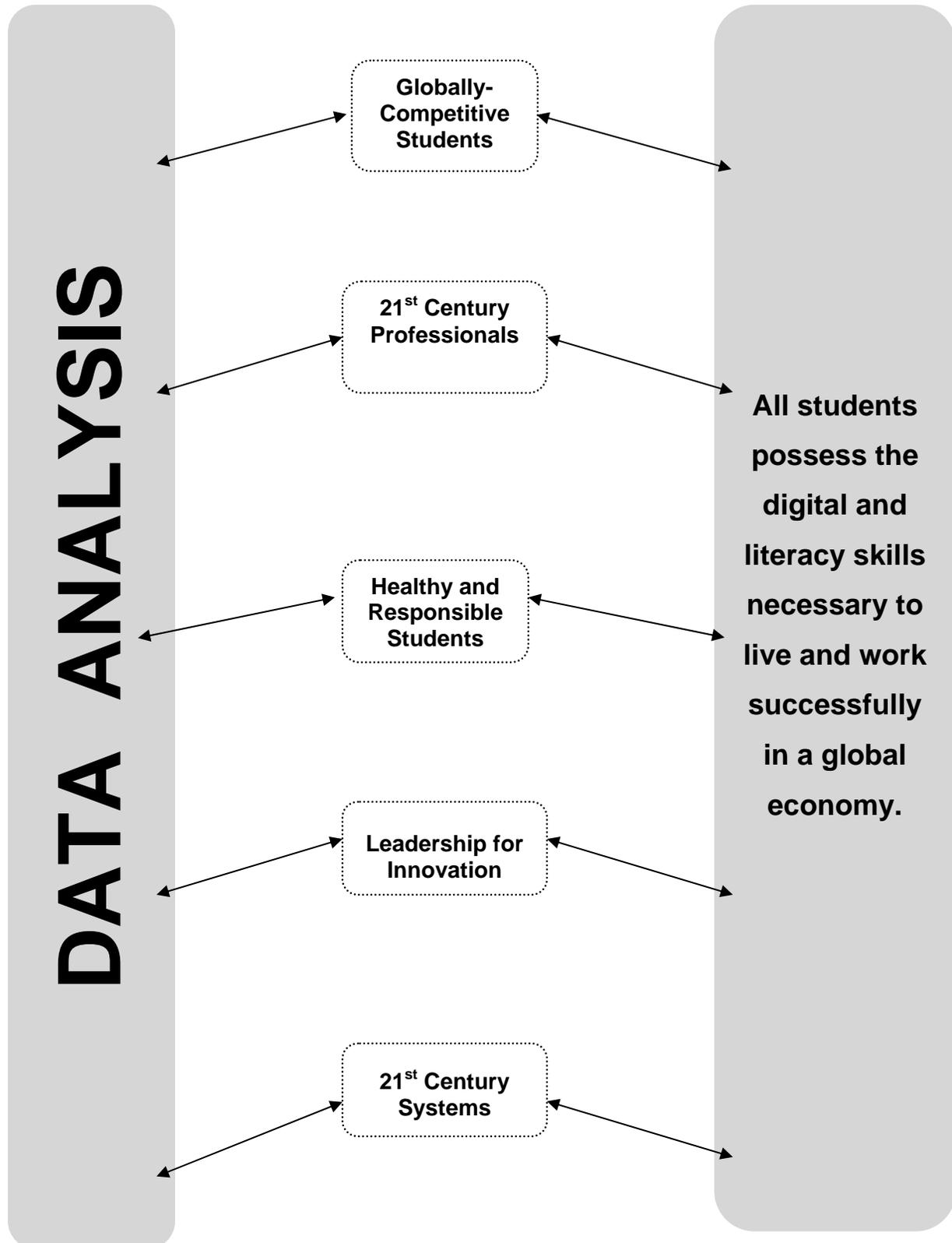
Within the triangle of quality literacy instruction and support, students will

- build strong foundational literacy skills.
- be provided individual support and scaffolding.
- be provided enrichment and rigor.
- move fluidly to and from the focused areas when appropriate.
- experience continual authentic language.

Three factors significantly influence the quality of literacy instruction: professional development, resources, and technology. Educators must be provided relevant, meaningful professional learning experiences to be able to offer the sound basic and targeted instruction needed to sustain learning for all children. Literacy resources include district and site-based resources, as well as community resources and family involvement. The utilization of resources and collaboration among everyone concerned about a literate citizenship is essential. Finally, the nature of our ever-changing, “flat” world requires all educators and students to have access to appropriate technology. These information and communication tools are essential for interacting and succeeding in today’s society.

The vision for literacy in North Carolina is for all students to graduate from high school with the skills necessary for personal success and life-long learning. This graphic illustrates the interrelated elements required to ensure quality literacy instruction for all children with the ultimate outcome of producing high school graduates who are college- and work-ready and self-directed learners.

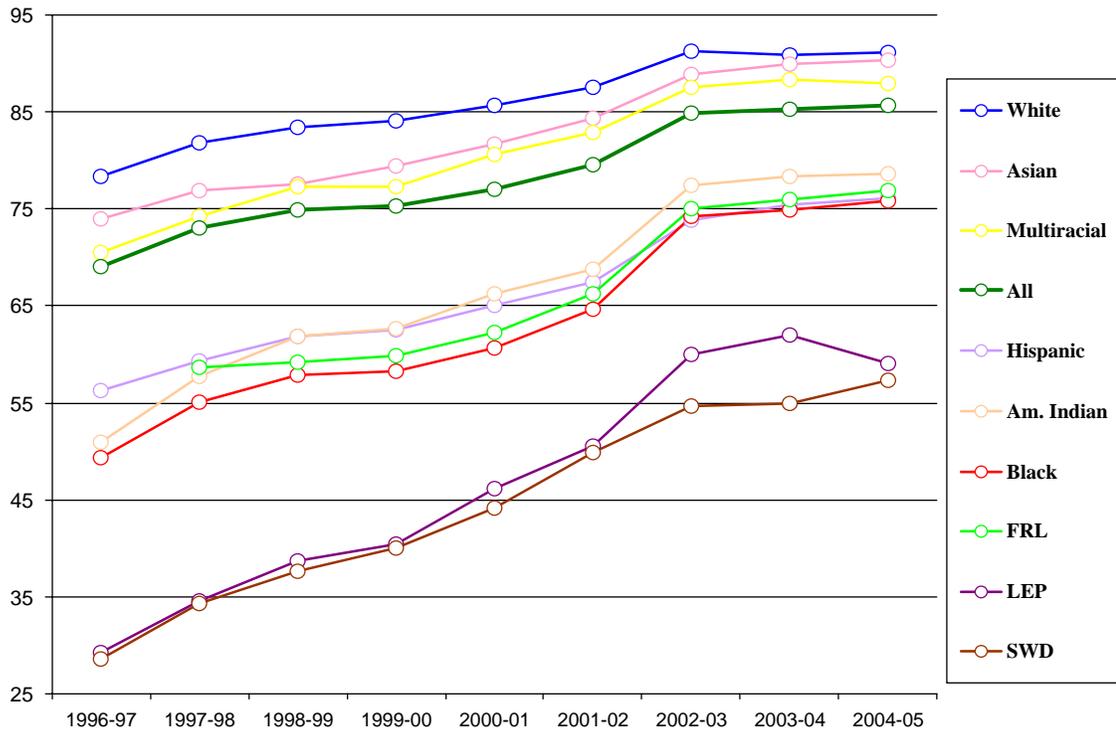
## Planning for Reading and Digital Literacy



# Status of Reading Achievement

## Data Analysis and Trends

### End-of-Grade Reading Percentage Proficiency 1996-97 through 2004-05



### Summary Comments

- Since 1996-97, when the ABCs of Public Education were implemented in North Carolina's schools, reading proficiency (the percentage of students at or above grade level) has improved.
- There were wide gaps in proficiency among subgroups that have, in most cases, narrowed somewhat over time. In the case of limited English proficient students, accountability rules and federal regulations have mandated greater inclusion and fewer exemptions from testing.
- While reading proficiency has increased over time, gaps among groups have persisted.
- In recent years, there has been a leveling-off in proficiency for all groups.
- There remain students in every subgroup (more than 15% of all students statewide in grades 3 through 8) who are performing below grade level in reading. While less than 10% of the students who belong to the White subgroup are not proficient, nearly 45% of the students who belong to the Students with Disabilities and Limited English Proficiency subgroups are not proficient.

# National Assessment of Educational Progress (NAEP)

## 2005 Grade 4 Reading: Percentage Achieving at Each Level

Race/Ethnicity	Below Basic		Basic		Proficient		Advanced	
	US	NC	US	NC	US	NC	US	NC
White	25	26	75	74	39	39	10	10
African American	59	59	41	41	12	13	2	2
Latino	56	54	44	46	15	17	2	2
Asian/Pacific Islander	28	37	72	62	40	31	12	10
American Indian/Alaskan Eskimo	51	NA	49	NA	19	NA	3	NA

### Grade 4 Summary

- In 2005, the average scale score for fourth grade students in North Carolina was lower than their average in 2003 and higher than the average score in 1992.
- The percentage of students in North Carolina who performed at or above the NAEP proficient level was 29 percent in 2005. This percentage was not significantly different from that in 2003 and was greater than that in 1992.
- In 2005, Black students had an average score that was lower than that of White students by 27 points. In 1992, the average score for Black students was lower than that of White students by 26 points.
- In 2005, the score gap between students at the 75<sup>th</sup> percentile and students at the 25<sup>th</sup> percentile was 49 points. In 1992, the score gap between students at the 75<sup>th</sup> percentile and students at the 25<sup>th</sup> percentile was 50 points.

# National Assessment of Educational Progress (NAEP)

## 2005 Grade 8 Reading: Percentage Achieving at Each Level

Race/Ethnicity	Below Basic		Basic		Proficient		Advanced	
	US	NC	US	NC	US	NC	US	NC
White	17	21	42	79	37	35	4	3
African American	46	51	41	49	12	10	1	Estimate rounds to 0
Latino	44	43	41	57	15	17	1	1
Asian/Pacific Islander	21	16	39	84	35	46	5	6
American Indian/ Alaska Eskimo	43	NA	40	Reporting standards not met	16	Reporting standards not met	1	Reporting standards not met

### Grade 8 Summary

- In 2005, North Carolina's average score was lower than that of the Nation's public schools.
- The percentage of students in North Carolina who performed at or above the NAEP proficient level was 27 percent in 2005. This percentage was not significantly different from that in 2003 and was not significantly different from that in 1998.
- The percentage of students in NC who performed at or above the NAEP basic level was 69 percent in 2005. This percentage was smaller than that in 2003 and was smaller than that in 1998.
- In 2005, Black students had an average score that was lower than that of White students by 28 points. In 1998, the average score for Black students was lower than that of White students by 25 points.

## Major Professional Development Providers of Reading/Literacy Only – 2005

Partners for professional development in North Carolina include, but are not limited to

- North Carolina Department of Public Instruction
- Teacher Academy
- Center for School Leadership Development (including North Carolina Center for the Advancement of Teaching and the Principals' Executive Program) served approximately 550 school leaders with some level of professional development in reading literacy. Literacy is addressed in most CSLD programs.
- Principals' Executive Program
- North Carolina Association of Educators - 202 participants to date in 2005
- North Carolina Reading Association
- RESAs (in collaboration with DPI for Reading First) – contracted to serve 1700 contact days per RESA (7 RESAs) in Reading First during 2005
- LEARNNC – in collaboration with DPI

### Strategic Objectives

NAEP data clearly illustrate that the percentage of fourth-grade students in North Carolina who performed at or above the NAEP proficient level was 29 percent in 2005 and not significantly different from that of 2003. Likewise, the percentage of eighth-grade students in North Carolina who performed at or above the NAEP proficient level was 27 percent in 2005. This was not significantly different from scores in 2003 or 1998. In addition, the achievement of students in all grade levels on the end-of-grade tests has leveled off for all subgroups. Consequently, a concerted effort is needed to ensure that all students will possess the research-based digital and literacy skills necessary to live and work successfully in a global economy.

1. All students will graduate with the necessary literacy and digital skills to function effectively in a global economy.
2. All North Carolina students will read at or above grade level at the end of eighth grade.
3. North Carolina students will score in the top five percent of states on the National Assessment of Educational Progress (NAEP).

## Six Priority Action Steps

1. Amend the curriculum revision process to include literacy strategies in each content area and a focus on digital reading.
2. Develop student assessment processes that provide for open-ended and performance assessments.
  - Internet-based,
  - Focused interventions for personalized education plans (PEPs) and
  - Teacher use to diagnose and address student reading problems.
3. Provide opportunities for leadership development for principals and central office staff.
  - Reading coaches K-8 and
  - Internet-based.
4. Enhance preparation and professional development for elementary, middle and high school teachers.
  - Access to high quality, online professional development,
  - Additional reading coaches and
  - Consistent emphasis on teaching research-based reading strategies in all teacher preparation programs.
5. Analyze the need(s) for policy revision and development.
  - Reading in the content areas for initial and continuing licensure (currently required for K-8),
  - System of extra help and assistance to struggling readers, especially middle and high school students,
  - Personalized education plans,
  - Revisions in requirements for license renewal to include high school,
  - K-3 assessment,
  - Teacher preparation competencies and
  - The role of partners in meeting professional development needs in reading.
6. Develop benchmarks at the school level for each grade level and subgroup.

# Strategic Plan for Reading Literacy in North Carolina

Although North Carolina has made tremendous progress in improving student achievement according to the ABCs of Public Education, and now there are a number of new strategies to undertake to ready students for success in the 21<sup>st</sup> Century. These major initiatives align with the new strategic goals of the State Board of Education. Please note that some strategies could be appropriately listed under several priorities but are listed only once. Strategies are not listed in priority order.

## Globally-competitive students

- ensuring that limited English proficient students achieve proficiency in English,
- ensuring that exceptional children achieve proficiency,
- using student data to provide smooth transitions between grade levels and school organizational patterns,
- ensuring that academically gifted students continue to make growth and achieve at high levels,
- having access to and using appropriate diagnostic assessment tools for reading literacy for students in grades 3 through 12,
- including literacy strategies in every curriculum content area,
- adopting state-level policy on struggling readers at the middle and high school levels and
- providing personalized education plans (PEPs) for focused intervention in literacy for all students in K-12.

## Healthy and responsible students

- ensuring a school culture that values and supports reading at all grade levels and
- setting and maintaining high expectations for teachers, staff and administrators to serve as role models for reading.

## 21<sup>st</sup> Century professionals

- providing research-based training to DPI staff in all specialty areas to ensure that digital and literacy skills are infused in all areas of the curriculum and addressed in all training delivered by DPI staff;
- coordinating state resources (staff, funding, materials, etc.) to serve 90,000 classroom teachers in addition to administrators, instructional support staff and central office staff;
- participating in high quality, research-based professional development and teacher education programs that prepare all teachers to be teachers of reading;
  - retraining content area teachers to include the teaching of research-based reading strategies (at the IHE level) communicating research-based professional development opportunities and best practices;

- providing professional development on teaching reading in each specialty area for currently practicing classroom teachers rather than generic training (especially at the middle school level);
  - providing time, resources, support and expectations for all teachers to become teachers of reading;
  - providing clear guidance and expectations on the role of the principal in teaching reading and literacy skills and in creating a culture of learning that also creates a context supportive of that learning; assisting teachers in understanding English acquisition;
  - coordinating professional development among various providers (community colleges, institutions of higher education (IHEs), professional organizations, private and other State providers, other State providers and DPI;
  - providing opportunities for paraprofessionals to meet all tenets of NCLB learning and to equip them with the knowledge and skills to be teaching assistants as opposed to teacher assistants;
  - communicating research-based professional development opportunities and best practices; and
  - articulating and maintaining high expectations for educators to teach reading in all content areas and at all grade levels.
- strengthening the academically and intellectually gifted (AIG) college/university licensure program for AIG students; and
  - including all DPI curriculum and instructional support staff (including media and technology specialists) in the development of program approval standards for teacher education programs.

### **Leadership for innovation**

- ensuring that school administrators create a culture that embraces change and promotes dynamic continuous improvement;
- training school administrators who collaborate with national and international partners to discover innovative transformational strategies that will facilitate change, remove barriers for 21<sup>st</sup> Century learning and understand global connections;
- encouraging parents to serve as role models for reading and to be positive role models for reading in the home or other environments.
- ensuring that after school and 21<sup>st</sup> century learning centers provide research-based reading instruction.
- expanding involvement of the faith-based community in increasing students' reading skills.

### **21<sup>st</sup> Century systems**

- conducting a gap analysis to determine needed resources for schools, LEAs and DPI;
- ensuring systemic changes at the LEA level within the confines of local control;
- providing adequate resources (staff, funding, materials, etc.) at the LEA level to provide leadership for reading at all grade levels and in all content areas;

- providing access to print and electronic resources;
- providing planning time during the school day for teachers and instructional support staff to meet, work and plan collaboratively; and
- assisting schools and LEAs in maximizing the use of resources that provide age-appropriate materials and resources.

## Proposed Strategic Plan for Reading Literacy

**Guiding Mission:** The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school globally competitive for work and postsecondary education and prepared for life in the 21<sup>st</sup> century.

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
1. Globally-competitive students	<p><b>1.1.</b> Revise all content area curricula as necessary to include digital and literacy skills for the 21<sup>st</sup> century to ensure that all students are college- and work-ready</p>	<p><b>1.1.1.</b> Include literacy and digital skills requirement in each content area during the curriculum revision cycle.</p>	<p><b>1.1.1.1.</b> 100% of content areas will include digital and literacy skills at the end of the next curriculum revision cycle.</p>		
	<p><b>1.2.</b> Provide additional instructional information accessible to all LEAs and teachers</p>	<p><b>1.2.1.</b> Develop a website/ document to explain the continuum of reading interventions and best practices</p>	<p><b>1.2.1.1.</b> The website will be completed and posted by October 30, 2007.</p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<p><b>1. Globally competitive students - <i>continued</i></b></p>	<p><b>1.2.</b> Provide additional instructional information accessible to all LEAs and teachers - <i>continued</i></p>	<p><b>1.2.2.</b> Work with partners to use contemporary technology to deliver information, resources and professional development to LEA school leaders and teachers</p>	<p><b>1.2.2.1.</b> The <i>reading continuum</i> graphic (see page 4) will be finalized and posted on the web by April 15, 2007. Posters will be prepared and distributed to 100% of schools by April 30, 2007.</p> <p><b>1.2.2.2.</b> Information on best practices in classrooms will be made available through electronic and print media to 100% of K-12 schools by December 30, 2007.</p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<p><b>1. Globally-competitive students - <i>continued</i></b></p>	<p><b>1.3.</b> Promote smooth academic and social transitions as <u>students move</u> among/between grades and schools, preK-12.</p>	<p><b>1.3.1.</b> Use current data to develop best practices in transitions for all grade levels (preK-K, 2-3, 5-6, 8-9, beyond high school).</p>	<p><b>1.3.1.1.</b> By May 1, 2007, the preK-12 transitions document will be completed, printed and posted on the web and 100% of principals will have received notification of document availability.</p> <p><b>1.3.1.2.</b> By December 31, 2007, an implementation guide will be completed, printed and posted on the web. 100% of principals will have received notification of information availability.</p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<p><b>1. Globally-competitive students – <i>continued</i></b></p>	<p><b>1.4.</b> Ensure that limited English proficient students are literate in English.</p>	<p><b>1.4.1.</b> Coordinate with partners to develop and provide professional development for all classroom teachers as requested.</p> <p><b>1.4.2.</b> Identify model sites in NC that work with students in their native language and in English.</p>	<p><b>1.4.1.1.</b> By December 31, 2007, professional development will be developed and available as requested.</p> <p><b>1.4.1.2.</b> By August 1, 2008, 100% of teachers of limited English proficient students will have access to training in best practices for working with limited English students on an as-requested basis.</p> <p><b>1.4.2.1.</b> By August 1, 2009, model sites will have been identified and shared with 100% of LEP teachers.</p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<p><b>1. Globally competitive students - <i>continued</i></b></p>	<p><b>1.5.</b> Offer Reading First professional development to all non-Reading First schools upon request.</p>	<p><b>1.5.1.</b> Analyze schools' comprehensive needs assessments and teacher interest in using PDA to gather and analyze data.</p> <p><b>1.5.2.</b> Develop suggestions for LEAs for local-based funding to support the expansion without additional federal funds.</p> <p><b>1.5.3.</b> Provide professional development to teachers on using PDAs to gather and analyze students' reading skills data.</p>	<p><b>1.5.1.1.</b> Needs assessments survey sent to K-3 schools by September 1, 2007.</p> <p><b>1.5.1.2.</b> Determine interest by Zoomerang survey to classroom teachers.</p> <p><b>1.5.1.3.</b> All survey data will be compiled by December 30, 2007.</p> <p><b>1.5.2.1.</b> Information on funding sources provided to 100% of K-3 schools by June 30, 2008.</p> <p><b>1.5.3.1.</b> Training will be provided as determined by teacher interest and need.</p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<p><b>1. Globally competitive students - <i>continued</i></b></p>	<p><b>1.5.</b> Offer Reading First professional development to all non-Reading First schools upon request – <i>continued</i>.</p>	<p><b>1.5.4.</b> Determine schedules for Reading First training through online courses and RESAs.</p> <p><b>1.5.5.</b> Make Reading First registration information for requested online training available to schools and LEAs.</p>	<p><b>1.5.4.1.</b> Work with Virtual School staff and other partners to plan, schedule and implement online professional development through NC Virtual Public School.</p> <p><b>1.5.5.1.</b> Schedules for online training distributed to 100% of K-3 schools that request it by March 1, 2008.</p> <p><b>1.5.5.2.</b> Registration information received from 100% of participants by April 1, 2008.</p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<p><b>1. Globally competitive students- continued</b></p>	<p><b>1.6.</b> Develop examples of systems of extra help and assistance for all struggling readers at all grade levels and in all content areas that schools could use as models</p>	<p><b>1.6.1.</b> Develop policies and secure funding to ensure that each LEA has system of assistance in place. Present proposed policies for discussion to the State Board of Education by January 1, 2008.</p> <p><b>1.6.2.</b> Develop models and NC examples of school/LEA systems of success with struggling readings (all grade levels and content areas) and distribute via current technology, including a directory of successful programs.</p>	<p><b>1.6.1.1.</b> Draft policies and present to the Globally-Competitive Students Committee for discussion and referral to the State Board of Education by January 1, 2008.</p> <p><b>1.6.2.1.</b> By December 1, 2008, model programs will be identified.</p> <p><b>1.6.2.2.</b> By April 30, 2009, information on successful models of assistance to students will be available to all schools via current technology.</p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<p><b>1. Globally competitive students-<i>continued</i></b></p>	<p><b>1.7.</b> Engage UNC General Administration to discuss options for providing juniors and seniors in K-3 teacher preparation programs with fundamentals of Reading First training.</p>	<p><b>1.7.1.</b> Schedule meeting to discuss feasibility.</p> <p><b>1.7.2.</b> Plan and conduct sessions for junior and senior teacher preparation students (as agreed upon by DPI, SBE and UNC-GA).</p>	<p><b>1.7.1.1.</b> By September 1, 2007, DPI/SBE representatives will have met with representatives from UNC General Administration to discuss the training.</p> <p><b>1.7.1.2.</b> Upon agreement by all parties, the plan will be developed by February 1, 2008.</p> <p><b>1.7.2.1.</b> Training in fundamentals of reading will be provided to pre-service elementary teachers by June 30, 2008.</p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<p><b>2. 21<sup>st</sup> Century Professionals</b></p>	<p><b>2.1.</b> Expand support for reading at the school level</p>	<p><b>2.1.1.</b> Seek funding from the General Assembly to expand middle grades literacy coaches to all middle schools on a phase-in basis.</p> <p><b>2.1.2.</b> Seek a percentage of disadvantaged student supplemental funds (DSSF) to be allocated for literacy programs (percentage to be determined by SBE).</p>	<p><b>2.1.1.1.</b> By June 30, 2008, 75% of middle schools will have reading coaches.</p> <p><b>2.1.1.2.</b> By June 30, 2010, 50% of elementary schools will have reading coaches.</p> <p><b>2.1.1.3.</b> By June 30, 2011, 75% of elementary and middle schools will have reading coaches.</p> <p><b>2.1.1.4.</b> By June 30, 2013, 100% of elementary and middle schools will have reading coaches.</p> <p><b>2.1.2.1.</b> By July 1, 2007, the SBE will develop guidelines for using a set percentage of DSSF funds for literacy programs.</p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<p><b>2. 21<sup>st</sup> Century professionals - <i>continued</i></b></p>	<p><b>2.1.</b> Expand support for reading at the school level - <i>continued</i></p> <p><b>2.2.</b> Require training (defined by the Teacher Academy) for all principals at C21 literacy coaches' school sites.</p>	<p><b>2.1.3.</b> Conduct additional research of the impact of literacy coaches in the high schools and review Deshler research.</p> <p><b>2.2.1.</b> Develop training content for principals.</p> <p><b>2.2.2.</b> Secure SBE policy requirement for principals' training.</p> <p><b>2.2.3.</b> Implement training for 21C principals.</p>	<p><b>2.1.3.1.</b> By June 1, 2007, SERVE will present research findings and recommendations on high school literacy coaches, and Deshler research will be included.</p> <p><b>2.1.3.2.</b> Research completed by June 30, 2007.</p> <p><b>2.2.1.1.</b> Training materials and agenda will be completed by August 1, 2007.</p> <p><b>2.2.2.1.</b> State Board policy will be adopted and included in policy manual by September 30, 2007.</p> <p><b>2.2.3.1</b> Roster of all principals who completed the training will be available by October 1, 2007.</p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
	<p><b>2.3.</b> Develop resources and professional development on the support process needed from principals and superintendents to ensure globally competitive students</p> <p><b>2.4.</b> Ensure that academically/intellectually gifted students continue to make growth.</p>	<p><b>2.3.1.</b> Conduct research on school and districtwide strategies for providing student support.</p> <p><b>2.3.2.</b> Prepare materials from research and promising practices.</p> <p><b>2.4.1.</b> Continue professional development for teachers on strategies for applying AIG instructional strategies in all classrooms.</p>	<p><b>2.3.1.1</b> Materials will be published by January 30, 2008.</p> <p><b>2.3.1.2.</b> Information disseminated by April 30, 2008.</p> <p><b>2.4.1.1.</b> Initial professional development completed. Future offering available based on teachers' needs (as determined by LEA/teacher request).</p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
	<p><b>2.5.</b> Ensure that limited English proficient students are literate in English <i>continued</i></p>	<p><b>2.5.1.</b> Coordinate with professional development partners to develop and provide professional development for all classroom teachers on working with limited English proficient students. Training will be made available on an as-requested basis.</p>	<p><b>2.5.1.1.</b> By December 31, 2008, professional development will be available.</p> <p><b>2.5.2.1.</b> By June 30, 2008, 100% of teachers of limited English proficient students will have had the opportunity to participate in training on best practices.</p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<p><b>2. 21<sup>st</sup> Century professionals - <i>continued</i></b></p>	<p><b>2.5.</b> Ensure that limited English proficient students are literate in English <i>continued</i></p> <p><b>2.6.</b> Expand opportunities for professional development in research-based reading instruction</p>	<p><b>2.5.2.</b> Identify model sites in NC that work with students in their native language and in English.</p> <p><b>2.6.1.</b> Develop a 30-hour web-based reading course that is available to teachers and focused on research-based strategies to ensure that all teachers are prepared to teach reading in the content areas that is available to teachers and that aligns with national standards</p>	<p><b>2.5.2.2.</b> By August 1, 2009, model sites will have been identified and shared with 100% of teachers of LEP students.</p> <p><b>2.6.1.1.</b> By December 31, 2008, the professional development will be designed and ready to launch.</p> <p><b>2.6.1.2.</b> By September 30, 2009, 100% of in NC will have access to individualized training based on an assessed need.</p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<p><b>2. 21<sup>st</sup> Century professionals - <i>continued</i></b></p>	<p><b>2.6.</b> Expand opportunities for professional development in research-based reading instruction - <i>continued</i></p>	<p><b>2.6.2.</b> Revisit personalized education plan (PEP) requirements and work with partners to provide specific professional development to develop focused interventions tailored to meet individual student needs.</p> <p><b>2.6.3.</b> Provide teachers, administrators and instructional support personnel with assessment tools and training to use to assess and address literacy skills/needs of students. Include formative screening for sixth grade students that would be required four times each year.</p>	<p><b>2.6.2.1.</b> By June 30, 2011, research-based professional development training will be developed and made available to 100% of schools (based on a training of trainers model) for all LEAs.</p> <p><b>2.6.3.1.</b> By June 30, 2008, assessment tools will be developed/ identified.</p> <p><b>2.6.3.2.</b> By June 30, 2010, 100% of teachers administrators and instructional support personnel, will have access to the training as based on individual needs.</p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<p><b>2. 21<sup>st</sup> Century professionals - <i>continued</i></b></p>	<p><b>2.6.</b> Expand opportunities for professional development in research-based reading instruction - <i>continued</i></p>	<p><b>2.6.4.</b> Recommend teachers, administrators and instructional support personnel in grades 9-12 to successfully complete credit for licensure renewal. Topics must be selected from a DPI-generated a list of topics/ objectives that are acceptable/ recommended.</p>	<p><b>2.6.4.1.</b> By October 1, 2007, DPI will have generated the list of topics/objectives that are acceptable/ recommended for high school teachers for licensure renewal.</p> <p><b>2.6.4.2.</b> By January 1, 2009, DPI and partners will have developed online courses that are available to 100% of teachers.</p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<p><b>2. 21<sup>st</sup> Century professionals - <i>continued</i></b></p>	<p><b>2.7.</b> Strengthen and expand IHE teacher preparation programs for working with AIG students.</p>	<p><b>2.7.1</b> Work with the Center for School Leadership Development to identify the present status of AIG licensure and develop recommendations for changes.</p> <p><b>2.7.2.</b> Present recommendations for changes to the State Board of Education and request approval.</p>	<p><b>2.7.1.1.</b> Completed.</p> <p><b>2.7.2.1.</b> Completed.</p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<p><b>2. 21<sup>st</sup> Century professionals - <i>continued</i></b></p>	<p><b>2.8.</b> Include key DPI staff curriculum and instruction staff (including IT staff) in program approval for teacher preparation programs at IHEs</p> <p><b>2.9.</b> Include literacy training in preparation for lateral entry teachers</p>	<p><b>2.8.1.</b> Include specialty area staff to participate in program review.</p> <p><b>2.8.2.</b> Develop and schedule program reviews that include DPI specialty area consultants.</p> <p><b>2.9.1.</b> Convene a meeting of SBE members, Office of the Governor and DPI to draft a SBE policy and outline training requirements regarding lateral entry training for teachers (including effective date)</p>	<p><b>2.8.1.1.</b> By September 1, 2007, 100% of staff to participate in program review.</p> <p><b>2.8.2.1.</b> By October 1, 2007, schedules of program review and onsite visits will be scheduled and include DPI specialty area consultants.</p> <p><b>2.9.1.1.</b> The meeting will be conducted by July 15, 2007.</p> <p><b>2.9.1.2.</b> The training outline and effective date will be completed by May 30, 2008.</p> <p><b>2.9.1.3.</b> Training requirements will be disseminated by December 1, 2008.</p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<p><b>2. 21<sup>st</sup> Century professionals - <i>continued</i></b></p>	<p><b>2.10.</b> Develop and require for pre-service preparation at higher education institutions</p>	<p><b>2.9.1.</b> Use committee outlined in 2.10.1 to discuss pre-service literacy preparation</p>	<p><b>2.9.1.1.</b> The meeting will be convened by July 1, 2007.</p> <p><b>2.9.1.2.</b> Recommendations will be developed by May 30, 2008.</p> <p><b>2.9.1.3.</b> Recommendations (with modification as suggested by the State Board) will be presented to the State Board of Education for action by December 2008.</p> <p><b>2.9.1.4.</b> Requirements set by the State Board will be disseminated to IHEs by February 1, 2009.</p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<b>3. Healthy, Responsible Students</b>	<b>3.1.</b> Expand initiatives to build school cultures that value and demonstrate strong support for literacy and research-based reading instruction.	<b>3.1.1.</b> Disseminate the State's Vision for Literacy.  <b>3.1.2.</b> Provide a variety of models to teachers' and media coordinators' collaboration to sponsor reading incentive programs that promote readers as life-long learners.	<b>3.1.1.1.</b> By July 31, 2007, the State's Vision for Literacy will be posted on the web and disseminated statewide.  <b>3.1.2.1.</b> By January 1, 2008, 100% of teachers and media coordinators will have models of reading incentive programs to consider implementing at the school level.		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<p><b>3. Healthy, Responsible Students</b></p>	<p><b>3.1.</b> Expand initiatives to build school cultures that value and demonstrate strong support for literacy and research-based reading instruction – <i>continued.</i></p>	<p><b>3.1.3.</b> Expand teachers/media coordinators/literacy specialists collaboration to identify high-interest reading materials appropriate for students' reading skills to provide equal access to interactive technology and electronic resources.</p>	<p><b>3.1.3.1.</b> Media specialists will continue to receive annual print publications (also available online in a searchable database) that identify appropriate high interest reading materials and include the reading level of each document.</p> <p><b>3.1.3.2.</b> Notify teachers and literacy specialists of annual print publications and online database to provide information and strategies for collaboration with media specialists to identify high-interest, reading materials and equal access to interactive technology and electronic resources.</p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<p><b>4. Leadership for Innovation</b></p>	<p><b>4.1.</b> Include families, communities and faith-based organizations as valuable partners in developing literate students by maximizing the use of school resources.</p>	<p><b>4.1.1.</b> Provide information to parents on how to model reading in the home and to limit time students watch television and use electronic tools for entertainment.</p> <p><b>4.1.2.</b> Expand parent and student participation in 21<sup>st</sup> Century Learning Centers.</p>	<p><b>4.1.1.1.</b> By December 30, 2007, 100% of LEAs will be encouraged to work with faith-based organizations and (identified) parent involvement programs to provide information on strategies for reading to/with children and serving as a role model in the home.</p> <p><b>4.1.2.1.</b> By September 1, 2007, 100% of 21<sup>st</sup> Century Learning Centers will have sent recruitment letters to parents in the community outlining the benefits of participation in the program.</p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<p><b>4. Leadership for Innovation -</b> <i>continued</i></p>	<p><b>4.1.</b> Include families, communities and faith-based organizations as valuable partners in developing literate students by maximizing the use of school resources - <i>continued</i></p>	<p><b>4.1.3.</b> Expand student and parent access to print and interactive technology resources.</p> <p><b>4.1.4.</b> Develop and implement a public information campaign that highlights NC's research-based reading initiative and strategic plan and the work to improve reading achievement at all grade levels.</p>	<p><b>4.1.3.1.</b> By December 1, 2007, 100% of school administrators will have received information (in print and electronic formats) on strategies used to keep computer labs and media centers open after hours and during the summer.</p> <p><b>4.1.3.2.</b> Work with NC PTA to provide information to parents on access to print and interactive technology resources.</p> <p><b>4.1.4.1.</b> By November 1, 2007, the information campaign will be implemented statewide.</p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<p><b>4. Leadership for Innovation - continued</b></p>	<p><b>4.2.</b> Provide information to schools and LEAs on maximizing the use of local resources (fiscal, personnel, time, community, etc.) - <i>continued</i></p>	<p><b>4.2.1.</b> Gather data and prepare a report on the implementation of common planning time for teachers to plan collaboratively, integrate the curriculum, develop instructional strategies, plan curriculum activities and assess student needs. Include strategies for full implementation of HB 1151 (duty-free lunch and planning time for teachers).</p> <p><b>4.2.2.</b> Continue current efforts to align reading and mathematics (preK-12) with the American Diploma Project</p>	<p><b>4.2.1.1.</b> The report will be presented to the State Board of Education in January 15, 2008 and then made available Statewide.</p> <p><b>4.2.2.1.</b> Mathematics and English will be aligned with ADP standards by Spring 2007 (Phase I)</p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
	<p><b>4.2.</b> Provide information to schools and LEAs on maximizing the use of local resources (fiscal, personnel, time, community, etc.) – <i>continued</i></p> <p><b>4.3.</b> Adopt the International Reading Association's <i>Standards for Middle and High School Literacy Coaches.</i></p>	<p><b>4.2.3.</b> Continue current efforts to align reading and mathematics (preK-12) with the American Diploma Project - <i>continued</i></p> <p><b>4.3.1.</b> Present standards to the State Board of Education for in March 2007/ April 2007.</p>	<p><b>4.2.3.1.</b> Phase II of Mathematics will be aligned with ADP standards and 21<sup>st</sup>C skills by November 2007.</p> <p><b>4.2.3.2.</b> Phase II English will be aligned with ADP standards and 21<sup>st</sup>C skills by November 2008.</p> <p><b>4.2.3.3.</b> PreK-8 grade curriculum standards will be aligned with ADP standards and 21<sup>st</sup>C skills by November 2008</p> <p><b>4.3.1.1.</b> Standards for literacy coaches will be approved by September 15, 2007.</p>		

State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<b>5. 21<sup>st</sup> Century Systems</b>	<b>5.1.</b> Provide information to schools and LEAs on maximizing the use of local resources (fiscal, personnel, time, community, etc.) - <i>continued</i>	<b>5.1.1.</b> Examine the gap analysis (taken from UNC's audit of DSSF districts) depicting resources needed to accomplish reading/literacy initiatives at both DPI and LEA levels.	<b>5.1.1.1.</b> By January 1, 2007, the interim report from UNC will be completed.  <b>5.1.1.2.</b> By July 7, 2007, the gap analysis compiled by UNC will be presented to the State Board of Education.		

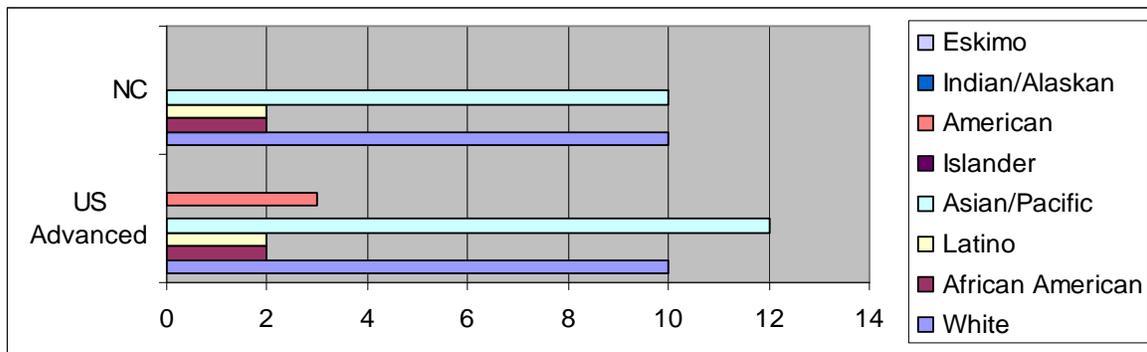
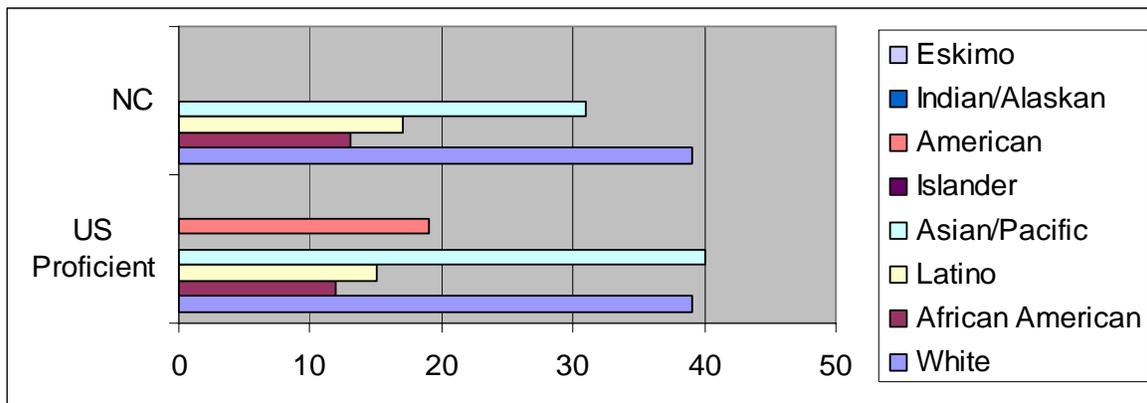
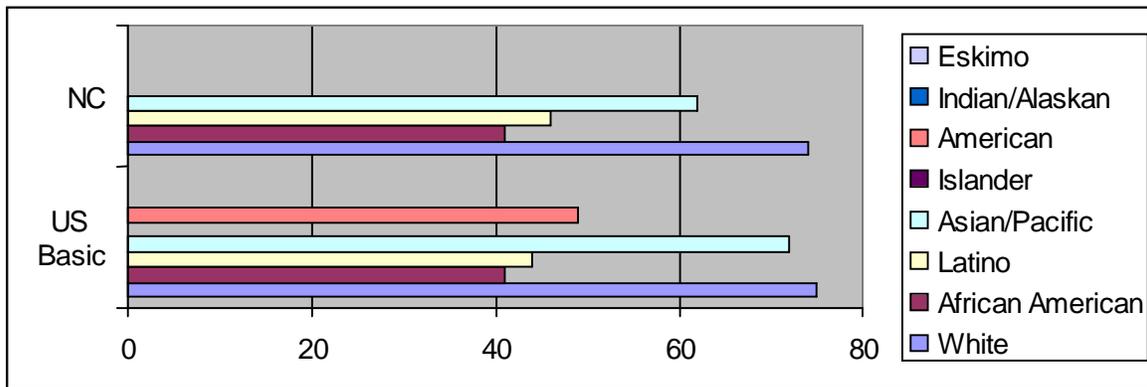
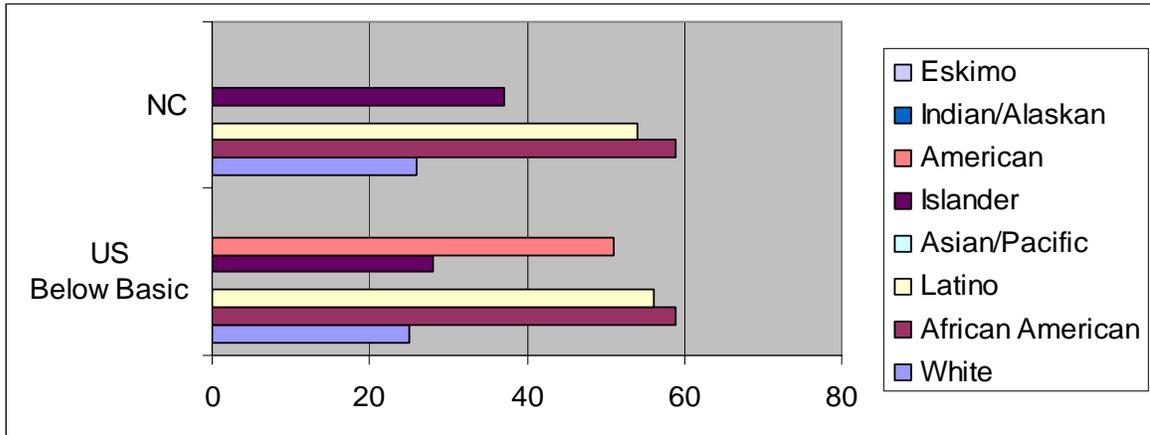
State Board Goal	Objective	Strategies	Outcome Measure	Entity Responsible	Resources Needed
<b>5. 21<sup>st</sup> Century Systems - <i>continued</i></b>	<b>5.1.</b> Provide information to schools and LEAs on maximizing the use of local resources (fiscal, personnel, time, community, etc.) - <i>continued</i>	<b>5.1.2.</b> Re-examine the school improvement plan policy of the SBE to incorporate reading plans.	<b>5.1.2.1.</b> By June 30, 2008, the policy on school improvement plans will be revised and approved.  <b>5.1.2.2.</b> Changes in the school improvement plan and the plan format will be implemented with the 2008-09 school year.		

## **Fiscal Notes**

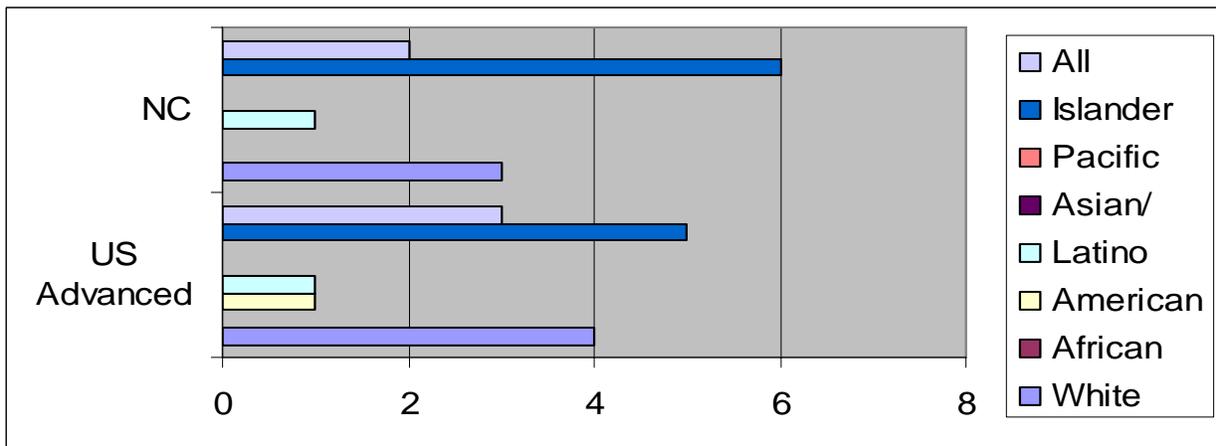
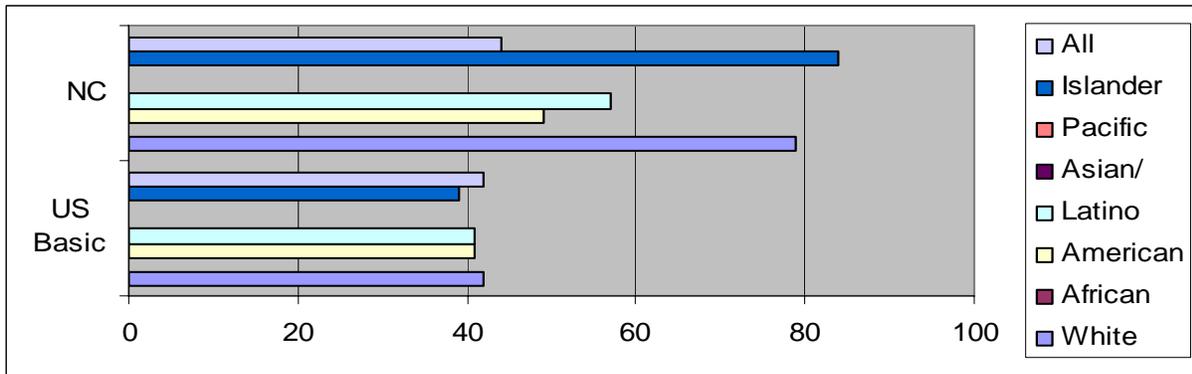
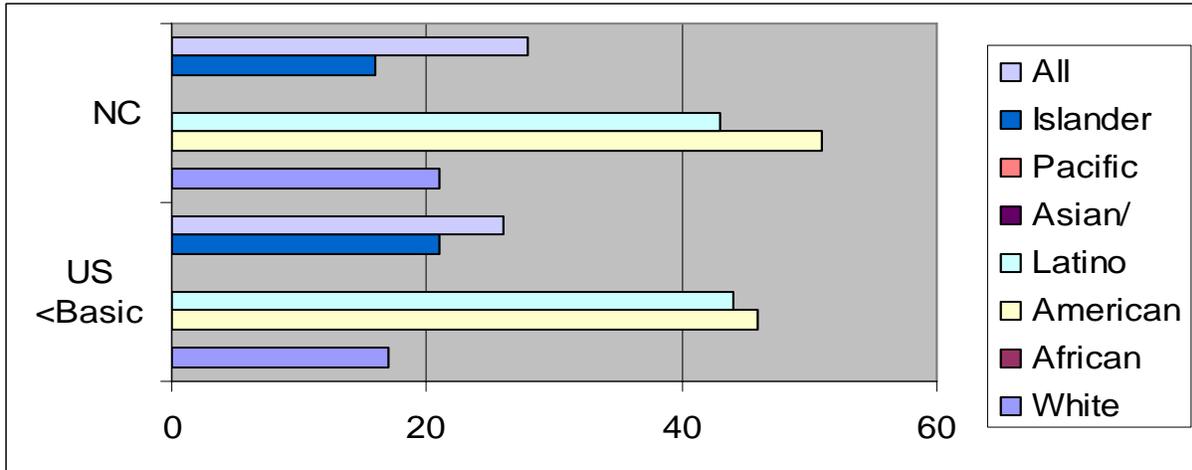
1. LEAs should be reminded of sources of funding that can be used to provide the salary differential for national board certified teachers who accept school-based roles outside of the classroom but within the school (such as reading/literacy coaches).

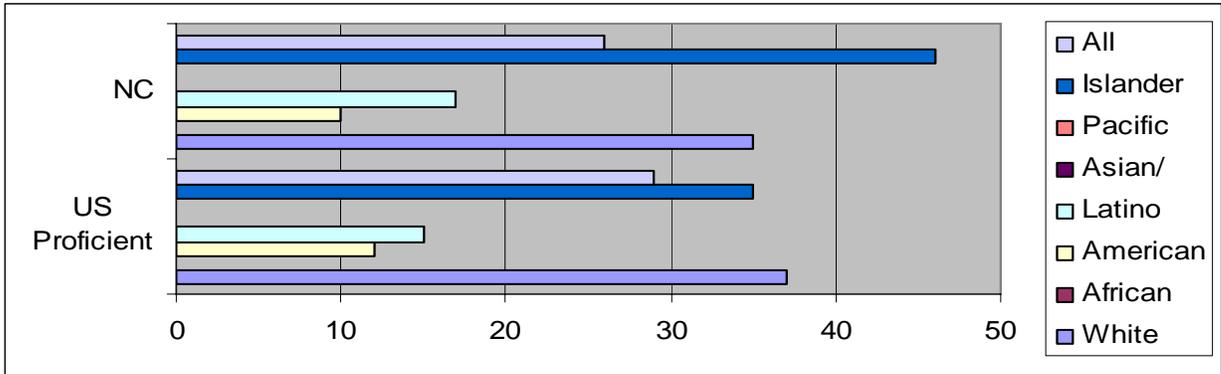
# Appendices

## 2005 Grade 4 Reading: Percentage Achieving at Each Level



### 2005 Grade 8 Reading: Percentage Achieving at Each Level





## How to Know a Good Adolescent Literacy Program When You See One: Quality Criteria to Consider

Policymakers, educators, parents, and other concerned stakeholders need to make informed decisions about literacy programs for struggling readers. No one program will solve the problem of low literacy levels that are prevalent among large numbers of middle and high school students. Yet, while more research needs to be done, there is widespread agreement about the key components of effective literacy intervention programs. It is critical that those in positions to make decisions about designing and implementing programs consider the following:

- Programs should be appropriate for both the reading level and the age level of the students involved.
- Programs should be flexible enough to allow for students' different learning styles, abilities, backgrounds, and interests.
- It is unlikely that any single program will address all the literacy needs of a school; schools are complex institutions composed of many different types of students who require different types of instruction.

In order to assess any literacy program, the following questions should be addressed:

1. For what age group is the program designed?
2. For what reading level is the program designed?
3. Is there independent research about the program? If so, what does it say about the program's effectiveness?
4. Has the program been demonstrated to be effective with the age group(s) and reading level(s) of the students in question?
5. What sort of support (such as training) does the program offer the teacher?
6. What is the cost, both direct and indirect, of the program?
7. To what extent does the program require changes in the structure of the school or district?

Other considerations include how the program addresses the key reading elements outlined in research – motivation, fluency, vocabulary, comprehension, phonics and phonemic awareness, writing, and assessment.

Examples of such considerations include evaluating whether the program includes:

### **Motivation**

- Explicit rationale that compels students to use reading to gain knowledge – the ultimate goal of any literacy program should be for students to use reading as a strategy for learning
- A cooperative learning environment designed for students to discuss readings

### **Fluency**

- Uses repeated readings, in which students read and reread passages
- Includes guided readings accompanied by feedback to correct errors

### **Vocabulary**

- Strategies to learn new words through frequent contact with the same words (repetition), verbal and written use of learned vocabulary words (active engagement), and learning vocabulary through direct instruction and read-aloud sessions
- Computer technology to build vocabulary skills

### **Comprehension**

- Before, during, and after reading activities designed to access what the student knows about a particular topic
- Teaching components that enable students to evaluate a text based on its structure and discern relative importance of parts of the text and to make connections between different portions of the text
- Teacher modeling that shows and teaches students effective strategies
- Opportunities for students to generate and answer questions that encourage higher-order thinking about reading passages

### **Phonics and Phonemic Awareness**

- Direct instruction using explicit instruction plans
- Frequent practice of words in the context of their meaning and an emphasis on word recognition

### **Writing**

- Writing about what the student reads and providing an audience for students' writing
- Environment in which writing is viewed as a five-stage process that requires outlining, drafting, revising, rewriting, and publishing

## **Assessment**

- Professional development to allow teachers to become skilled in determining and correcting the reading needs of students
- Make assessment a regular extension of instruction
- Monitor student performance on a regular basis and include components to diagnose students' initial ability and also to assess how students are progressing

Taken from: Alliance for Excellent Education, *How to Know a Good Adolescent Literacy Program When You See One: Quality Criteria to Consider*. Issue Brief (Washington, DC: Alliance for Excellent Education, May 2004). Full brief is available online at [www.teacher.scholastic.com/products/read180/pdfs/CriteriaforAdolescentLiteracyPrograms.pdf](http://www.teacher.scholastic.com/products/read180/pdfs/CriteriaforAdolescentLiteracyPrograms.pdf)

## Reading Advisory Committee Members

### Reading Strategic Plan Reading First Grant Adolescent Literacy Grant

The State Board of Education and the Department of Public Instruction appreciate the contributions of its education partners as we developed the Reading Strategic Plan for North Carolina. They provided valuable input into this document, and look forward to their guidance as we pursue the full implementation of this plan, including the Adolescent Literacy Grant and the Reading First grant program.

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36. Elnora Shields	Community Literacy Program	

**GENERAL ASSEMBLY OF NORTH CAROLINA**

**SESSION 2005**

**SESSION LAW 2006-153**

**HOUSE BILL 1151**

**AN ACT TO PROVIDE FOR INSTRUCTIONAL PLANNING TIME AND A  
DUTY-FREE LUNCH PERIOD FOR TEACHERS.**

The General Assembly of North Carolina enacts:

**SECTION 1.** G.S. 115C-105.27 reads as rewritten:

**"§ 115C-105.27. Development and approval of school improvement plans.**

(a) In order to improve student performance, each school shall develop a school improvement plan that takes into consideration the annual performance goal for that school that is set by the State Board under G.S. 115C-105.35. The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot. Unless the local board of education has adopted an election policy, parents shall be elected by parents of children enrolled in the school in an election conducted by the parent and teacher organization of the school or, if none exists, by the largest organization of parents formed for this purpose. Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff. Parental involvement is a critical component of school success and positive student achievement; therefore, it is the intent of the General Assembly that parents, along with teachers, have a substantial role in developing school improvement plans. To this end, school improvement team meetings shall be held at a convenient time to assure substantial parent participation.

(b) The strategies for improving student performance:

- (1) Shall include a plan for the use of staff development funds that may be made available to the school by the local board of education to implement the school improvement plan. The plan may provide that a portion of these funds is used for mentor training and for release time and substitute teachers while mentors and teachers mentored are meeting;

**(1a) Shall, if the school serves students in kindergarten or first grade, include a plan for preparing students to read at grade level by the time they enter second grade. The plan shall require kindergarten and first grade teachers to notify parents or guardians when their child is not reading at grade level and is at risk of not reading at grade level by the time the child enters second grade. The plan may include the use of assessments to monitor students' progress in learning to read, strategies for teachers and parents to implement that will help students improve and expand their reading, and provide for the recognition of teachers and strategies that appear to be effective at preparing students to read at grade level. ~~level.~~ level.**

**SECTION 4.** This act becomes effective July 1, 2006, and applies to school improvement plans beginning with the 2007-2008 school year.

In the General Assembly read three times and ratified this the 13<sup>th</sup> day of July, 2006.

s/ Beverly E. Perdue  
President of the Senate

s/ James B. Black  
Speaker of the House of Representatives

s/ Michael F. Easley  
Governor

Approved 1:45 p.m. this 23<sup>rd</sup> day of July, 2006

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**GENERAL ASSEMBLY OF NORTH CAROLINA**  
**SESSION 2001**

**SESSION LAW 2002-178**  
**SENATE BILL 1275**

AN ACT TO DIRECT THE STATE BOARD OF EDUCATION TO DEVELOP A PLAN TO IMPROVE THE STATE'S TRACKING OF DROPOUT DATA, TO EXAMINE THE ACCOUNTABILITY FORMULA TO REWARD HIGH SCHOOLS FOR REDUCING THEIR DROPOUT RATE, TO IDENTIFY CURRENT STATE TECHNICAL HIGH SCHOOLS AND CAREER CENTERS AND TO COOPERATE WITH THE STATE BOARD OF COMMUNITY COLLEGES TO ENCOURAGE CONCURRENT ENROLLMENT, TO STUDY THE RELATIONSHIP BETWEEN ACADEMIC RIGOR AND REDUCING THE DROPOUT RATE, TO ENCOURAGE LOCAL BOARDS OF EDUCATION TO PLACE EXCELLENT, EXPERIENCED TEACHERS IN GRADES SEVEN THROUGH NINE, TO DIRECT THE JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE TO STUDY WHETHER RAISING THE COMPULSORY ATTENDANCE AGE TO EIGHTEEN WILL REDUCE THE DROPOUT RATE, TO DIRECT THE STATE BOARD OF EDUCATION TO ADOPT A POLICY TO REQUIRE KINDERGARTEN THROUGH EIGHTH GRADE TEACHERS TO TAKE THREE RENEWAL CREDITS IN READING METHODS COURSES, TO DIRECT THE UNC BOARD OF GOVERNORS TO STUDY WHETHER TO REQUIRE AT LEAST TWO READING METHODS COURSES FOR ALL ELEMENTARY EDUCATION MAJORS AND AT LEAST ONE READING METHODS COURSE FOR ALL MIDDLE GRADES EDUCATION MAJORS, TO DIRECT THE JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE TO STUDY THE FISCAL AND INSTRUCTIONAL ACCOUNTABILITY OF LOCAL SCHOOL ADMINISTRATIVE UNITS, AND TO DIRECT THE STATE BOARD OF EDUCATION TO TAKE OVER ALL POWERS AND DUTIES RELATED TO A SCHOOL WHEN THAT SCHOOL AND ITS LOCAL BOARD OF EDUCATION FAIL TO IMPLEMENT RECOMMENDATIONS OF AN ASSISTANCE TEAM ASSIGNED TO THAT SCHOOL.

**SECTION 5.(a) The State Board of Education shall adopt a policy that requires kindergarten through eighth grade teachers to take three renewal credits in reading methods courses during each five-year license renewal cycle.**

**SECTION 8.** This act is effective when it becomes law.

In the General Assembly read three times and ratified this the 23<sup>rd</sup> day of September, 2002.

s/ Marc Basnight  
President Pro Tempore of the Senate

s/ James B. Black  
Speaker of the House of Representatives

s/ Michael F. Easley  
Governor

Approved 4:15 p.m. this 31<sup>st</sup> day of October, 2002

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**NORTH CAROLINA STATE BOARD OF EDUCATION**  
**Policy Manual**

**Policy Identification**

**Priority:** Quality Teachers, Administrators, and Staff

**Category:** Licensure

**Policy ID Number:** QP-A-001

**Policy Title:** Policies on General Licensure Requirements

**Current Policy Date:** 05/04/2006

**Other Historical Information:**

Previous Board Dates: 01/05/1997, 07/09/1998, 01/13/1999, 07/01/1999, 07/13/2000, 09/14/2000, 10/04/2001, 01/09/2003, 2/6/2003, 06/05/2003, 08/07/2003, 9/11/03, 11/22/2004, 5/05/2005, 6/30/2005, 8/04/2005, 10/06/2005, 11/03/2005, 12/01/2005, 01/05/2006

**Statutory Reference:**

PL 107-110, the No Child Left Behind Act of 2001

**Administrative Procedures Act (APA) Reference Number and Category:**

**POLICIES ON GENERAL LICENSURE REQUIREMENTS**

**[Only the relevant section of QP-A-001 has been printed here.]**

**1.70 Lateral Entry License**

An individual who has not completed an approved teacher education program may be licensed under the following lateral entry provisions:

- (1) Be selected for employment by a North Carolina school system;
- (2) Hold at least a bachelor's degree from a regionally accredited college or university in the subject area in which they are employed to teach or hold at least a bachelor's degree from a regionally accredited college or university and have satisfied Praxis II testing requirements for the license area and meet the requirements to be designated "highly qualified" as prescribed by No Child Left Behind. To be designated "highly qualified," elementary and exceptional children's teachers must pass a rigorous state assessment (currently Praxis II exams). To be designated "highly qualified," middle school, high school, and special subject area teachers (e.g., art, music, second languages) must hold a bachelor's or master's

- degree in the specific area, or have 24 semester hours in the area, or pass a rigorous state assessment (currently Praxis II exams) in the area.
- (3) Have a minimum cumulative grade point average (GPA) of 2.5 or have five years of experience considered relevant by the LEA, or have passed the Praxis I exams and have attained one of the following:
- a) a GPA of at least 3.0 on all work completed in the senior year;
  - b) a GPA of at least 3.0 in the major; or
  - c) a GPA of at least 3.0 in a minimum of 15 semester hours of course work completed within the last 5 years.

A person who holds a lateral entry license shall complete a program that includes the following components:

- (1) completion of an approved teacher education program in the area of licensure at a college or university or completion of a program of study outlined by the Regional Alternative Licensing Centers;

Prescribed academic *content* coursework that is available through community colleges may be used to satisfy licensure requirements. General pedagogy competencies can be satisfied as follows.

General Pedagogy Competencies	Completed Through
Educational/Instructional Technology	Approved Teacher Education Program or Community College or Local Education Agency (if employed)
Understanding the Learner: Human Growth and Development	Approved Teacher Education Program or Community College
Learning Theory; Learning Styles; Motivation; How Children/Adolescents Learn	Approved Teacher Education Program or Community College
Meeting Special Learning Needs; Exceptionalities; Diversity	Approved Teacher Education Program
Literacy/Reading Methods	Approved Teacher Education Program
Instructional Methods	Approved Teacher Education Program
School Policies/Procedures	Approved Teacher Education Program or Community College or Local Education Agency (if employed)
Home/School/Community Collaborations	Approved Teacher Education Program or Community College or Local Education Agency (if employed)
Classroom Management/Organizing the Classroom to Maximize Learning	Approved Teacher Education Program or Community College or Local Education Agency (if employed)

- (2) attaining passing score on appropriate PRAXIS subject exam(s) during the first three school years of holding the lateral entry license if the exam(s) was/were not the basis of qualifying for the license;
- (3) completion of a staff development program that includes a two-week training course prior to beginning the work assignment;
- (4) completion of a cumulative of six semester hours of course work in the approved program each school year;
- (5) successful completion of at least a three-year initial licensure program in the lateral entry license area;
- (6) completion of all above requirements within 3 years of becoming eligible for a lateral entry license and recommendation of the IHE or RALC for clear licensure.

**Individuals who possess five or more years of experience considered relevant by the LEA and satisfy testing requirements (currently Praxis II) for the licensure area within the first year of teaching shall be issued a Standard Professional 1 License upon:**

- a. Completion of the NC TEACH modules or the equivalent through an approved teacher education program: 1) The Teacher, The Learner, and The School; 2) Diversity; 3) Content Area Pedagogy. (Note: The NC TEACH modules are offered and administered through NC colleges and universities with approved teacher education programs. **and**
- b. Completion of the NC TEACH module on Instructional Technology or the equivalent through an approved teacher education program, community college, or through professional development offered by the LEA; **and**
- c. Completion of one year of successful teaching as verified by the employing LEA.

The employing school system shall formally commit to supporting the lateral entry teacher by:

- (1) providing a two-week orientation that includes:
  - a. lesson planning,
  - b. classroom organization,
  - c. classroom management, including positive management of student behavior, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate use of seclusion and restraint,
  - d. an overview of the ABCs Program including the standard course of study and end-of-grade and end-of-course testing, and
  - e. the identification and education of children with disabilities.
- (2) assignment of a mentor on or before the first day on the job;
- (3) providing working conditions that are appropriate for all novice teachers;
- (4) giving regular focused feedback to the teacher for improving instruction;

- and
- (5) assisting the individual in accessing prescribed course work and professional development opportunities.

## CORE STANDARDS FOR ALL TEACHERS

### Introduction

Articulated by the North Carolina Professional Teaching Standards Commission, and adopted by the State Board of Education in November 1999, the Core Standards reflect what teachers in North Carolina should know and be able to do. They reflect the following beliefs.

Teachers serve as role models of educated citizens. To teachers, the world is a fascinating place. They pass on to their students a high level of interest in and curiosity about all aspects of knowledge. Teachers are dedicated to learning and knowing in the same way an athlete is dedicated to physical fitness or an orchestra conductor is dedicated to music. All teachers have a background in basic subject areas--the arts, humanities, mathematics, and sciences. They have broad understanding of the major cultures, religions, geography, political systems, philosophies and economic systems by which people organize their lives. Teachers know and appreciate the great creative works of world cultures.

Some teachers, often teachers of young children, are generalists. Because they teach everything, generalists have a broad knowledge of every discipline. They are prepared to direct a child's natural curiosity into an interest in learning about science, mathematics, the arts, and social sciences.

Some teachers are specialists in a specific subject. Specialists know their subjects considerably beyond the content they are expected to teach. This allows them to bring richness and depth of understanding to their classrooms, and to work well with students who wish to go beyond the curriculum. They understand how technological advances affect their discipline. Specialists also have a strong background in the subjects related to their specialty area--algebra teachers know calculus and geometry, physical science teachers know biology and chemistry. In addition to knowledge of content, specialist teachers know how professionals in their field think and analyze the world.

Teachers know how their teaching specialty connects to the general curriculum. In order to deepen understanding and make learning more interesting for students, teachers help students understand how different subjects are related to each other. Teachers know the links between the grade or subject they teach and what comes before and after their course or grade.

Students often ask their teachers, "What difference does this make?" "Why does this matter?" Teachers have the answers to these questions. They understand ways in which the subjects they teach have an impact on the world in which we live.

Teachers in elementary schools know how young children think, and teachers in secondary schools understand adolescents. Even within age and grade levels, however, there is a wide scope of expected skills and behaviors. Teachers design their instruction for the range of students that they teach. Teachers recognize when students think and act outside of the expected range and when to refer such students to specialists for evaluation.

There is no single way to teach all of the students all of the time. Teachers choose the methods and techniques that are successful in helping a specific class or a specific student learn on a specific day. This may be direct, teacher-centered instruction, it may be small group projects, or it may be student-directed discovery. What is appropriate for one class may not work for another. To teach all students successfully, teachers must have command of a wide range of techniques.

Teachers express their thoughts and ideas in ways that are clearly understood by their students. Teachers also understand that communication is a two-way process. They are expert listeners and interpreters of what students mean. Teachers are skilled at distinguishing the difference between a

student's expression of deep anger or mild annoyance, between expressions of true fear or of brief anxiety, and between a student who is momentarily frustrated and one who is seriously discouraged.

Teachers are skilled at using technology to teach. They know when and how to use current educational technology, and they understand the most appropriate type and level of technology to use to maximize student learning.

Teachers develop short and long-range plans for their instruction. These plans reflect understanding of how students learn, and allow for students who learn at a faster or slower pace than others to be successful and engaged in learning. Teachers understand that plans are general guidelines and must be constantly monitored and modified to enhance the learning that is occurring in the classroom.

Teachers make teaching decisions based on what individual and groups of students know and understand. Gathering and interpreting data about what students know and are able to do is the basis for making good teaching decisions. Teachers use formal tests, responses to quizzes, evaluation of class assignments, student performances and projects, and standardized achievement tests to understand what students know. Teachers also evaluate informal measures of student understanding, such as the questions asked in class and the level of student enthusiasm.

Students need to know how to use their knowledge. Teachers help students evaluate information, consider alternatives, and make wise choices. For example, teachers encourage students to synthesize knowledge, draw conclusions, and ask questions. Teachers encourage their students to think creatively and critically.

Surveys of employers identify teamwork and the ability to work with others as highly important workplace skills. Our neighborhoods and communities also require these skills for a high quality of life. There is no better place to teach teamwork and cooperation than in schools, where children from diverse backgrounds gather daily. Teachers take advantage of this opportunity to teach students how to live and work together productively and in a positive manner.

Successful adults in the 21st century will have both the skills and the desire to continue learning and growing long after they leave formal education. They will hold high personal standards for achievement, appreciate and enjoy learning, and have confidence in their abilities. Skilled teachers lay the groundwork for these skills and attitudes during the years students are in school. They observe and nurture hidden talents and skills, and encourage young people to make decisions and follow a path that will use these talents. Teachers know and teach the importance of cooperation and working together in order for students to be successful both in school and in their adult lives.

Teachers know the North Carolina Standard Course of Study and local curriculum framework. They are familiar with the content standards developed by professional organizations in their specialty areas. Teachers develop and apply strategies to make this curriculum significant to the students they teach. Teachers are skilled at meeting the requirements of the entire curriculum, while recognizing and focusing on those concepts in the curriculum which are fundamental to student understanding. Among the basic components of the curriculum are reading, communicating orally, and using mathematics. Teachers know how to develop literacy, communication, and mathematical skills appropriate to their specialty areas. They know how to assess a student's level of competence in these fundamentals, to recognize problems and to help the student find assistance and resources when necessary.

Teachers show their commitment to this belief by their daily conduct. They do not allow subtle or overt intolerance or bigotry in their classrooms or schools, and they actively select materials and develop lessons that counteract stereotypes.

Teachers maintain high expectations for children of all backgrounds. Teachers avoid stereotypes or jumping to conclusions about individual children based on race and ethnicity, gender, language, family economic level, or any of the other ways in which our society defines groups.

Teachers have and actively seek knowledge of others through reading, personal interaction, and direct experience. They strive to understand how an individual child's culture and background influence his or her school performance. In schools and communities where population diversity is limited, teachers find ways to acquaint children with the wide variety of people who make up our society and world.

Teachers make inclusion of special needs students in the regular classroom a positive experience for each student in the class. Teachers collaborate with the range of support specialists to help them meet the needs of all students.

Teachers recognize that educating children is a shared responsibility involving the school, parents, and the larger community. Teachers reach out beyond the school to promote trust and understanding, and build partnerships with all segments of the school community. Teachers overcome obstacles that stand in the way of effective family and community involvement in the education of their children.

Teachers exercise leadership by taking personal responsibility for the progress of all students. They organize and motivate their students to act in ways that meet the needs of both the individual student and the class as a whole. In their classrooms, teachers maximize efficiency, maintain discipline and morale, promote teamwork, plan, communicate, focus on results, evaluate progress, and make constant adjustments.

Teachers assume additional responsibility in the schools. They help develop school goals and strategies, mentor new teachers, improve the effectiveness of their departments or grade levels, and work with their school improvement committees to improve student achievement. Teachers frequently lead extra-curricular activities, such as coaching, sponsoring student clubs, editing the yearbook, directing the school musical, or organizing field trips.

Teachers are informed about policy issues, and they initiate or assist in implementing initiatives to improve the education of children. They contribute to discussions of education and social policy affecting children. Teachers are respected members of the community who play key roles in helping improve communication and collaboration between the members of the community and educators in the school and the school system.

Teachers understand that many factors beyond their control affect the classroom and school environment, and they find ways for students to learn despite everything that happens. They realize that everything that happens in the community, between individual students, with families, or with colleagues has an impact in the classroom. Teachers work to minimize disruptions in student learning and take advantage of unexpected events to teach students. They are resourceful and flexible in meeting the demands of their profession and are skilled at facilitating consensus and mediating conflict. Teachers are enthusiastic about teaching even when faced with obstacles and frustrations.

Teachers keep the needs of students at the center of their professional thoughts and actions. They live up to universal ethical principles of honesty, truthfulness, integrity, fair treatment, and respect for others. Teachers meet ethical standards for competent practice, for example, by only accepting a teaching assignment for which they are qualified and adhering to the confidentiality procedures for student testing. Teachers maintain a clear distinction between personal values and professional ethics. Teachers have opinions and beliefs, but they do not impose their personal religious, political, or social values on students. Teachers recognize that families are the primary shapers of children's values, and they treat any conflict between school and family values with great caution and care.

Teachers believe in the teaching profession. They advocate for teacher professionalism, for school conditions that encourage teaching and learning, and for decision-making structures that take advantage of the expertise of teachers. Teachers promote professional growth and assist their colleagues in improving their teaching skills. They support and assist new teachers, either formally as mentors or informally as colleagues. They strive to create learning communities in their schools and participate in

their professional organizations. Teachers encourage talented students to consider becoming teachers, and they work with teacher cadet and internship programs.

Teachers think systematically about what happens in their classrooms and schools, why it happens, and what can be done to improve student achievement. They search in their own practice for reasons why a student has difficulty with comprehending a reading passage, or why one class has great success in learning a math concept. Teachers collect and use data on student performance to analyze and improve school and classroom effectiveness.

Teachers value and learn from the expertise of other educators. They offer and accept support, encouragement, and advice. Teachers assume responsibility for the effectiveness of their colleagues and of the entire school. Teachers observe and learn from professionals in other schools and communities. They collect the best ideas and practices to use in their own schools.

Teachers study educational literature and can interpret research and apply it in their classrooms and schools. They discuss research-based books and articles, either in study groups or more informally. Teachers conduct action research in their classrooms and schools to determine the most effective teaching strategies.

Teachers recognize that life-long learning is an integral part of their profession. They know they can always be more effective. Teachers are constantly looking for new and better ways to teach.

Teachers find young people interesting and enjoy interacting with them. Teachers understand that young people make mistakes and act in ways that are difficult to understand, but that such behavior is part of growing up. Teachers find pleasure and satisfaction in helping children develop into responsible adults.

Teachers know about each child's interests, hobbies, and activities. Teachers find out what is special about each student and use this knowledge to help students grow and develop self-confidence and a sense of self-worth.

Teachers teach students to respect themselves, other students, and adults in the school. They establish a respectful, caring classroom atmosphere where every student feels worthy and valued. Even when it is necessary to correct student behavior, it is done in ways that maintain the dignity of the student.

Teachers encourage students to set and achieve high standards for themselves by praising their accomplishments and celebrating their successes.

## Standards and Indicators

Core Standard 1: Teachers know the content they teach.

Indicator 1: Teachers have a broad knowledge of content.

Indicator 2: Teachers know the content appropriate to their teaching specialty.

Indicator 3: Teachers understand the ways in which their teaching area connects to the broad curriculum.

Indicator 4: Teachers know relevant applications of the content they teach.

Core Standard 2: Teachers know how to teach students.

Indicator 1: Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of the students they teach.

Indicator 2: Teachers use a variety of methods to teach students.

Indicator 3: Teachers are expert communicators.

Indicator 4: Teachers are able to use communication skills to circumvent or manage conflict as it arises in the classroom.

Indicator 5: Teachers are able to use positive student behavior management strategies for defusing and deescalating disruptive or dangerous behavior. They understand the safe and appropriate use of seclusion and restraint.

Indicator 6: Teachers have strong and current technology skills.

Indicator 7: Teachers plan instruction that is appropriate for the students they teach.

Indicator 8: Teachers use a variety of methods to assess what students have learned.

Indicator 9: Teachers teach communication, thinking, and problem solving skills.

Indicator 10: Teachers help students develop skills of teamwork, leadership, and cooperation in their classrooms and schools. They understand the importance of building a positive classroom climate through emphasizing constructive communication.

Indicator 11: Teachers instill a love of learning and self-confidence based on achievement.

Indicator 12: Teachers align their instruction with the required curriculum.

Core Standard 3: Teachers are successful in teaching a diverse population of students.

- Indicator 1: Teachers demonstrate their belief that diversity in the classroom, in the school, and in the society is a strength.
- Indicator 2: Teachers treat students as individuals.
- Indicator 3: Teachers know and respect the influence of race, ethnicity, gender, religion and other aspects of culture on a child's development and personality. They understand how an individual's belief system affects behavior.
- Indicator 4: Teachers adapt their teaching for the benefit of students with special needs.
- Indicator 5: Teachers work collaboratively with the families and significant adults in the lives of their students.

Core Standard 4: Teachers are leaders.

- Indicator 1: Teachers lead in their classrooms.
- Indicator 2: Teachers lead in the school.
- Indicator 3: Teachers lead in advocating for schools and children.
- Indicator 4: Teachers function effectively in a complex, dynamic environment.
- Indicator 5: Teachers meet high ethical standards of practice.
- Indicator 6: Teachers support the teaching profession.

Core Standard 5: Teachers are reflective about their practice.

- Indicator 1: Teachers analyze the results of teaching.
- Indicator 2: Teachers collaborate with their colleagues.
- Indicator 3: Teachers use research in their classrooms.
- Indicator 4: Teachers continue to grow professionally.

Core Standard 6: Teachers respect and care about students.

- Indicator 1: Teachers enjoy spending time in the company of children and young adults.
- Indicator 2: Teachers learn all they can about each of their students.
- Indicator 3: Teachers maintain the dignity of each student.
- Indicator 4: Teachers express pride in their students' accomplishments.