



Watson School of Education
Professional Development System University-School Partnership
*Ideas, Insights, and Challenges for PDS Intern Preparation:
Thinking Together to Promote Learning*

Ideas, Insights, and Challenges

Tools for the Taking

Examining the NC Professional Teaching Standards

Created by PDS Partners
at the
Watson School of Education
March 2008

*"For every student in North Carolina,
a knowledgeable, skilled compassionate teacher...
a **star** in every classroom"*



Standard 1: Teachers Demonstrate Leadership

Supporting Our Students

- Establish a safe environment- students can take positive risks
- Empowering students to think for themselves
- Modeling our expectations
- Take responsibility for student learning
- Student ownership
- Remind ourselves that students are our customers



Standard 1: Teachers Demonstrate Leadership

Supporting Our Students

- Keep students informed of expectations
- Let students help develop personal expectations that meet the classroom goals
- Analyze data to tailor practices effectively
- Teach students to analyze their own classroom data to model leadership
- Create an environment where all students feel safe and supported
- Expose students to varying subjects and topics that will empower them to be a part of our greater world.
- Expose ourselves to the “global” community first



Standard 1: Teachers Demonstrate Leadership

Supporting Our Interns

- Work collaboratively together to plan lessons and analyze student performance data.
- Let the intern take a leadership role in things they may excel in, such as technology
- Maintain a positive atmosphere in the classroom
- Work together to improve the growth and development of personal, teaching practices.
- Treat our interns as we treat our other colleagues rather than as students



Standard 1: Teachers Demonstrate Leadership

Supporting Our Interns

- Establish a safe environment- interns can take positive risks and develop
- Tell them not to mimic their partnership teacher but change his/her style to work for their own personality and beliefs
- Empowering interns to think for themselves
- Modeling our expectations
- Take responsibility for intern training
- Intern ownership
- Cohesion of experiences across grade and loop levels



Standard 2: Teachers Establish A Respectful Environment For a Diverse Population of Students

Supporting Our Students

- Implement a character education program
- Model good character in front of our students and community members
- More involvement with the counselors, ELS, EC, Autism, AIG specialists
- Use of novels to expose students to a wide variety of cultures, disabilities and backgrounds
- Increase the number and diversity of parent nights...increase teacher and parent involvement
- Increase the number and diversity of after school programs
- Ask parents what they think
- Ask students how school could work for them and their needs



Standard 2: Teachers Establish A Respectful Environment For a Diverse Population of Students

Supporting Our Students

- Provide lessons that counteract stereotypes and incorporate contributions
- Establish high expectations for *all* students
- Acknowledge diverse cultures
- Consider and incorporate all points of view
- Teach children to value differences in one another
- Let children experience respectful discourse in appropriate situations
- Don't hide differences, celebrate them
- Remember every parent sends "the best" kid they have. They are not keeping the good ones at home.



Standard 2: Teachers Establish A Respectful Environment For a Diverse Population of Students

Supporting Our Students

- Provide instructional materials and curriculum based field trips for all students
- Utilize Cooperative Learning Structures to develop peer relationships
And meaningful learning
- Book Buddies, Latino Night, Culture Club, Poetry Café, LEAP
- Focus on intrinsic motivation
- Joyful and meaningful learning opportunities
- Build close and meaningful relationship with students and families
- Inclusion, differentiation
- Community partnerships (Junior Achievement, tutoring programs, PAWS)
- Student focused learning environment
- Grading practices (no “0’s” for not turning in homework!)
- Nurse’s grant to provide clothes, transportation, medical needs, etc.



Standard 2: Teachers Establish A Respectful Environment For a Diverse Population of Students

Supporting Our Students

- Model character education traits (Children do what you DO, not what you say)
- Celebrate different cultures to teach the differences and acceptance of varying cultures
- Conduct home visits, have interpreters and translators, parent survey to meet their needs
- Bring motivation and smiles to the classroom each day



Standard 2: Teachers Establish A Respectful Environment For a Diverse Population of Students

Supporting Our Interns

- Involve interns in all aspects of day to day school operations including: PTA meetings, special events, team meetings, faculty meetings, field trips, department meetings, SIT, SST,
- Interns should use teacher web-sites to communicate with parents in addition to phone calls, notes home, and conferences
- Have interns meet with support staff (EC chair, ESL chair, SRO, nurse, counselors, administrators, data manager, book keeper)



Standard 2: Teachers Establish A Respectful Environment For a Diverse Population of Students

Supporting Our Interns

- Model an understanding of differences in children
- Collaborate with the intern in planning and discussing ways to create a respectful environment with diverse students
- Assist interns in the communication between school and home
- Celebrate your/our own differences with your students
- Help interns determine their own strengths and weaknesses
- Give interns access to others who may not be like them or agree with them



Standard 2: Teachers Establish A Respectful Environment For a Diverse Population of Students

Supporting Our Interns

- Staff Development
- Modeling
- Reflection
- Book Studies
- Collaborating with colleagues
- Involvement in parent meetings and Problem Solving Model
- Diversity training



Standard 2: Teachers Establish A Respectful Environment For a Diverse Population of Students

Supporting Our Interns

- Give them the tools and resources that encourage the resp. environment for diverse pop.
- Learn through the internet websites, workshops, literature, time to visit/observe other classrooms
- Discuss how student diversity contributes to the educational environment and provides a learning opportunity for others.
- Invite interns to attend parent conferences of diverse students.



Standard 3: Teachers Know The Content They Teach

Supporting Our Students

- Integrate curriculum
- Use the NCSCOS as a basic guide-it is the least they need to know
- High expectations for all students
- Vertical Planning
- Horizontal Planning
- Real world learning experiences
- Application of knowledge



Standard 3: Teachers Know The Content They Teach

Supporting Our Students

- Assess prior knowledge
- Make learning relevant
- Use up to date research
- Gain student interest through a variety of activities



Standard 3: Teachers Know The Content They Teach

Supporting Our Interns

- Make them develop a deeper knowledge of their content, by working on moving into the higher level thinking skills
- Help them facilitate meaningful instruction
- Model strategies for maximizing content knowledge
- Share resources



Standard 3: Teachers Know The Content They Teach

Supporting Our Interns

- Collaboration
- Immediate feedback
- Reflection
- Establishing trust
- Allowing interns to implement new techniques



Standard 3: Teachers Know The Content They Teach

Supporting Our Interns

- Teach them to plan w/ NCSCOS
- Model vertical alignment
- Why and how of content
- Ensure their lessons include real world experiences
- Show how to integrate content
- Share resources
- Teach to tailor instruction to different groups of children



Standard 3: Teachers Know The Content They Teach

Supporting Our Interns

- Create environment where interns build tools to expand their repertoire of teaching tools
- Help them facilitate meaningful instruction
- Model strategies for maximizing content knowledge
- Share 21st Century resources



Standard 4: Teachers Facilitate Learning For Their Students

Supporting Our Students

- Research based staff development
- analyze pre and post assessment and testing data in order to differentiate instruction
- Student referrals and support for diverse learners (EC AIG)
- Hands-on, multi-sensory, inquiry based instruction (higher order thinking), technology incorporation (Promethean, Ipad, computer labs), literacy based
- real life problems
- Cooperative heterogeneous groups
- Instructional feedback accessible to the students



Standard 4: Teachers Facilitate Learning For Their Students

Supporting Our Students

- Know students' backgrounds (life outside of school)
- Differentiate instruction (follow IEP's & PEP's; address multicultural awareness)
- Character education instruction
- Maximize use of available technology
- Guide creativity and critical thinking for young learners (graphic organizers, facilitate literature circles, model and assist problem solving)
- Develop learning teams that address all levels/needs/learning styles
- Utilize formal assessments and assist student with self assessments



Standard 4: Teachers Facilitate Learning For Their Students

Supporting Our Interns

- Modeling variety of instructional methods, assessments and technologies
- Reflection Sessions and journals
- Provide access to resources and help develop skills to enable them to acquire resources on their own
- Attend planning/staff development sessions
- Conduct conferences/address behavior issues with parents/students
- Review lesson plans and check for critical thinking skills



Standard 4: Teachers Facilitate Learning For Their Students

Supporting Our Interns

- Model questioning strategies
- Encourage use of learning teams/rotations
- Collaborate with planning teams as a leader
- Explanation/Modeling of Assessments at K-2
- Make available resources for successful implementation
- Involvement in staff development
- Discuss methods of explanations that are developmentally appropriate



Standard 4: Teachers Facilitate Learning For Their Students

Supporting Our Interns

- Collaboration Meetings (CHAMPS training; Writing Training; 3-5 Assessment Training)
- Communication Log; Coaching Plans
- Staff Development, Grade Level Planning, Involvement w/ conferences, extra-curricular school wide activities)
- Provide a nurturing and supportive environment for them to become great teachers.



Standard 5: Teachers Reflect On Their Practice

Supporting Our Students

- Quality analysis and feedback – Timely and appropriate
- Empowerment of student through direct involvement and reflection of one's work.
- Share whole class data through charts and graphs.
- Differentiate instruction to actively involve students and try new ideas to improve instruction.



Standard 4: Teachers Facilitate Learning For Their Students

Supporting Our Students

- Safe and Civil School wide Discipline and Guidelines for success.
- Resources: Book Room, United Streaming, technology websites/tools
- CHAMPS Training-(Classroom Management and Motivation) Research base tool
- IMPACT Model (2nd Grade)
- PALS Program (Staff Mentoring Students)
- Interest Clubs (Enrichment)
- Civic Oration/Academic Derby/Student Council
- Variety of Assessments



Standard 5: Teachers Reflect On Their Practice

Supporting Our Students

- Attending professional development that is relevant to their needs.
- Analyze student performance and adjust accordingly.
- Be open minded—consider new ideas that improve teaching and learning.
- Identify student needs early in the year
- Don't be afraid to have a new challenging student-they open doors for growth
- See students as opportunities, not problems



Standard 5: Teachers Reflect On Their Practice

Supporting Our Interns

Encouraging student interns to:

- Attend professional development that is relevant to their needs.
- Analyze student performance and adjust accordingly.
- Be open minded—consider new ideas that improve teaching and learning.
- Continually reflect on teaching strategies.
- Educating intern on the diversity of all students. (EX. IEP, 504,) through student folders, communication with parents, and communication with teammates.
- Exposing your intern to different types of staff development both on and off campus.
- Allow opportunity to observe a variety of different teaching methods through observation of peers.
- Communication with intern about self-assessment(reflection) of lessons and interaction with students.