The Conceptual Framework Theme
The theme/purpose of the conceptual framework undergirding the Department of Education's programs is: To produce graduates who are critical-thinking problem solvers with the knowledge, pedagogical and technological skills, and professional dispositions needed to function as effective teachers in a diverse world.

Course may involve Distance Learning delivery in its entirety, in part, or as needed. The Instructor cannot be held responsible for Distance Learning technicalities. The IT department is in charge of technology issues. The Instructor will deliver instruction in any possible way, including using Blackboard, or any other distance learning capabilities.

Department of Education Mission Statement
The Shaw University Department of Education builds on the knowledge, skills, and values that students acquire through their liberal arts and science foundations. Candidates graduating from the department will have the specialty area knowledge, professional skills, and experiences that will enable them to function as competent and effective teachers who think critically and demonstrate effective problem-solving skills.

Departmental majors may choose a specific concentration from four different specialty areas. Each student is encouraged to choose one of the specialty areas listed below by the end of his/her sophomore year.

- Birth through Kindergarten Education (B-K)
- Elementary Education (K-6)

Graduate students may pursue a Master of Science in Curriculum and Instruction with a concentration in Early Childhood Education.

[The Secondary English Education (9-12) and Secondary Mathematics Education (9-12) programs are housed in the content areas. The University suspended the Special Education: General Curriculum (K-12) Program, effective in fall 2006.]

Department of Education/Program Goals
The goals of the Department of Education are:

1. to align the institutional mission and goals with state, regional, national, and departmental standards and requirements;
2. to prepare candidates to work in schools as teachers who know and can demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all P-12 students learn;

3. to implement an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs;

4. to collaborate with school partners to design, implement, and evaluate field experiences and clinical practice so that teacher candidates develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn;

5. to design, implement, and evaluate curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn;

6. to maintain a qualified faculty that models best professional practices in scholarship, service, and teaching; and

7. to maintain the leadership, authority, budget, personnel, facilities, and resources for the preparation of candidates to meet professional, state, and institutional standards.

NOTE: The mission statement and goals of the Department of Education are aligned with the mission statement and goals of each of its programs.

Class rules:
- You cannot work on the computers, especially the Internet, while the professor is teaching.
- No hats, du-rags, or other inappropriate clothing.
- No cell phones out during class – this includes texting and answering calls.
- IF PROFESSOR CANNOT VIEW YOUR DIGITAL ASSIGNMENT YOU WILL RECEIVE “0” POINT. IF YOU DO NOT REGISTER AND “SHARE” YOUR ASSIGNMENTS IN LIVETEXT WITH THE PROFESSOR, YOUR FINAL GRADE WILL BE AN “F” IN THIS COURSE.

Required Hardware/Software (there will be no exception for requirements):
2. “Teachers Discovering and Integrating Microsoft Office” Thomson Course Technology, Copyright 2006. Professor will also incorporate several (most current) resources into the Lectures as needed.
3. 64GB - or higher - Flash Drive (USB Stick). Please remember that those are part of the artifacts or work-products that the Department keeps.
4. Please look forward to some other required readings.

Please note that there will be no exception for the required hardware/software.

General Description:
This course is designed to help students gain basic knowledge and skills in technology for their efficiency, functionality, and productivity as educators and in real life. This course is also structured to enable students to gain the basic technology competencies required of PK-12 educators in North Carolina schools. Knowledge gained in this course can be used universally, since technology is universal in this age of Global Economy.
General Objectives:
At the end of a successful completion of this course, students should be able to:
- demonstrate an acquisition of basic knowledge and skills in basic technologies operations
- describe the different categories of computer hardware/software and their uses
- demonstrate an understanding of some of the different uses of technology in education
- apply skills in using application programs of an integrated software for the enhancement of instruction and student learning
- demonstrate basic skills in using the Internet resources for the enhancement of instruction and student learning
- know the history, hardware and software, and current trends of technology, and how to use these things to teach people
- know the correlation of the Teacher Core Standards with the Technology Standards which were developed by *ISTE-NETS and adopted by NCATE and NCDPI.
- know the correlation of the Teacher Core Standards with the Diversity Standards which were developed by *ISTE-NETS and adopted by NCATE and NCDPI.

NCATE/NCDPI Standards/Indicators Covered:
The conceptual framework standards of Content Knowledge, Disposition, Critical Thinking, Problem Solving and Diversity do apply to the coverage of this course.

ISTE/Technology Standards: 1.0, 1.1; 2.3; 3.2, 3.3; 4.1; 5.2; 5.3, 5.4; 6.0, 6.1, 6.3, 6.4, 6.5
Core Standards: 1.2, 1.4; 2.3, 2.5, 2.7; 3.1, 3.4, 3.5; 4.4, 4.5, 4.6; 5.2, 5.4
Diversity Standards: 1.1; 2.3; 4.3; 5.2; 6.2

Assignments:
Library Component (Core Std. 1.2):
Students must visit the library and the curriculum and material center (CMC), to read more on topics covered, while compiling the digital portfolio. Visit to the main library will also help students in getting guidance on how to search and use the Shaw University’s adopted academic databases for your class work and beyond. Please take advantage of this.

Microsoft Word Assignment (Core Std. 1.4, 2.3, ISTE/Tech Std. 1.0, 1.1; 2.3; 3.3; 5.3, 5.4; 6.3, 6.4, 6.5):
You will write a short essay on a topic to given by the professor. The essay will follow all activities of Microsoft Word as taught in class – February 4 & 5, 2009.

Microsoft PowerPoint Assignment (Core Std. 1.4, 2.3; ISTE/Tech. Std. 1.0, 1.1; 2.3; 3.3; 5.3, 5.4; 6.3, 6.4, 6.5):
You will prepare a PowerPoint presentation of a minimum of 10 slides. The presentation slides will follow all the activities of Microsoft PowerPoint and the Web as taught in class – February 25 & 26, 2009.

Quiz on Chapters on Microsoft Word and PowerPoint, including chapters 1 – 3 of “Integrating Technology” (Core Std. 2.3, 2.5; Diversity Std. 1.1; ISTE/Tech. Std. 1.1, 6.1):
Quiz will cover all that would be covered in class up to this point – from both text books. It will be a closed book Multiple Choice, Fill-ins, and short answers (or as given by professor), quiz – March 11 & 12, 2009.

Spreadsheet/Database Assignment (Core Std. 1.4, 2.3, 2.7; ISTE/Tech. Std. 1.0, 1.1; 2.3; 3.3; 5.3, 5.4; 6.3, 6.4, 6.5):
You will prepare a Spreadsheet/Database Grade book/Budget. The assignment will follow all the activities of Microsoft Excel/Access covered in class – April 1 & 2, 2009.

Cumulative Assignment using Microsoft Word, PowerPoint and Excel (Core Standard 3, Diversity Std.3). Details will be outlined towards the end of the semester, depending on the timeline. The assignment will combine course content. Students may do individual or projects in twos – April 29 & 30, 2009.

Final Comprehensive Exam/Comprehensive Presentation Final: (ISTE/Tech. standards 1.1, 1.2; 2.5; 3.3; 4.1; 5.2; 5.3, 5.4; 6.0; Core Std. 1.1, 2.3, 2.5, 2.7, 4.4, 4.5; 5.2, 5.4; Diversity Standards: 1.1; 2.3; 4.3; 5.2; 6.2): A final closed-book comprehensive exam on all items covered in the course OR a final presentation on all you have learned in class, and on all resources on Technology Integration – University Final exam day – May 6 or 7, 2009. It is imperative that while working on the final exams, students touch upon the ethical, legal, and social standards that should be applied when using technology in education - as discussed in class.

Final Storage Device of all class work (Core Std. 2.5; ISTE/Tech. Std. 1.1, 6.1): Submission of the storage device containing all work completed in this course – To be submitted on the day of your final exam.

**Topic Outline**

**Part I: Computers (and Other Technologies)**

1. **Historical Perspectives:** (Tech.Std: I,II,III,V; Core Std: I, IV; and Div. Std: I-VI)
   - a. History of Instructional technology and computers, (Instructional Technology & Educational Technology)
   - b. Development of other Technologies
   - c. The importance of the GUI to Instructional Technology.

2. **Introduction To Hardware:** (Tech. Std: I,II,IV,V; Core Std: I, II, IV; and Diversity Std: I, IV, VI, V, VI)
   - Categories of Computer Hardware PC’s (IBM & IBM compatibles), Macintosh, Laptops, etc.
   - Computer System Components: Input devices, CPU, Memory (RAM and ROM), Output devices
   - Microcomputer Compatibility
   - Peripheral Devices
   - Multimedia Device e.g. WebCam, WebTV, CD – ROM/DVD, that is applicable to the classroom.
   - Making decisions concerning hardware uses and/or purchases -- by first having a Tech. Plan

3. **Introduction To Software:** (Tech. Std.: I, II, IV,V; Core Std: I, II, IV, V; and Diversity Std: I, IV, VI, V, VI)
   - What are Operating systems ?
   - What are Programming languages?
   - What are Application programs?
   - Multimedia software including the CD-ROM, Media Player, HyperStudio (IBM) and HyperStack.
   - Making decisions concerning software uses and/or purchases – An aspect of a Technology Plan.

**Part II: Computers (and Other Technologies, including some Assistive Technologies)**

1. **Applications (I)** We will explore the use of Windows 2007 & upgrades, Office 2007 & upgrades (Tech. Std: I,II,III,V; Core Std: I, II, IV, V; and Div. Std: I)
   - Word Processing programs e.g. Word-for-Windows, Works-for-Windows, etc.
   - Desktop Publishing e.g. M.S. Office Publisher, and others
   - Spreadsheet programs e.g. M.S. Excel
   - Database Management programs e.g. M.S. Access
   - Communications & Presentation applications e.g. M.S. PowerPoint
• Use and Control of hardware/software as they relate to teaching

   • What is Cyberspace? What is its importance?
   • Blackboard CMS
   • Commercial Information Service Providers, e.g. ISP's
   • Internet Services and Access Software
   • Connecting to the Internet
   • Electronic Mail
   • The World Wide Web (www)
     - Electronic-Educational search in the different Specialty areas (the institutions libraries assist).
     - Saving Office documents as Web pages and creating Hyperlinks within these documents.

3. Introductory effective technology infusion to impact teaching, & learning in the 21st Century Schools
   (Tech. Std: I,II,III, IV, V, VI; Core Std: I, II, IV, V; and Div. Std: I)
   • Basic and appropriate infusion of hardware/software discussed above to impact teaching & learning.

4. Introduction to Social, Legal, and Ethical Issues, including the Special Students, As they Relate to Technology & Education. (Tech. Std: VI; Core Std: II, III, VI, VI; and Div. Std: I)

Evaluation:

Word & PowerPoint Assignments 10% of your final grade
(Content knowledge, Tech. Skills, Critical thinking, Problem solving, Diversity)

Midterm Exam 25% of your final grade
(Content knowledge, Tech. Skills, Critical thinking, Problem solving, Diversity)

Spreadsheet/Database Assignment 05% of your final grade
(Content knowledge, Tech. Skills, Critical thinking, Problem solving, Diversity)

Class Participation/Attendance 05% of your final grade
(Content knowledge, Tech. Skills, Disposition, Critical thinking, Problem solving)

Final Storage Device of all class work 05% of your final grade
(Content knowledge, Tech. Skills)

Final Exam (Comprehensive Technology Infusion Exam) 40% of your final grade
(Content knowledge, Tech. Skills, Disposition, Critical thinking, Problem solving, Diversity)

Upload Final Exam onto the Web 10% of your final grade
(Tech. Skills, Disposition, Critical thinking, Problem solving)

(Professor will decide if and when to accept "extra credit" work, as it will remain a privilege. Skipping classes for instance, automatically disqualifies you from submitting any type of extra credit work.)

Grading Scale:

90 -100 = A (Target)
80 - 89 = B (Acceptable)
70 - 79 = C (Acceptable)
60 - 69 = D (Unacceptable)
Below 60 = F (Unacceptable)
Professor may curve some tests, as appropriate.
Bibliography:
Even though the professor’s teaching/lecture series covered all that need to be known in this course you may go through the following just for further readings:


Expectations:
In addition to Shaw University’s Attendance Policy, class attendance is mandatory if you plan to pass this course. Missing classes means missing vital information necessary to do well in the Assignments & Tests. If you still miss class anyway, you should catch up by getting your notes from at least 2 to 3 students that attended class. PROFESSOR IS NOT RESPONSIBLE FOR CLASSES THAT YOU MISS. IT WILL BE SOLELY YOUR RESPONSIBILITY. It is very important that you always check LiveText for “Announcements” and/ or “Assignments.”

No make-up tests unless certification by attending Physician is shown. There will be zero tolerance for cheating or helping to cheat in any case or form, on an assignment or exam. If caught cheating, a ‘0’ will be given on the assignment. Late assignments will not be accepted without an excuse. Arranging your own class-presentation is part of your responsibility in this course as it will be your responsibility when you become a teacher or a professional. On your presentation date and time, you must be fully ready to present or else you will loose your presentation points. Please take these expectations very seriously as there will be no exceptions.

Children in Computer Labs Policy:
Please avoid bringing children into the computer laboratory facilities. Please leave kids comfortably outside of the class as you see fit. ABSOLUTELY, CHILDREN CANNOT TOUCH ANY OF THE LABORATORY TECHNOLOGIES. Children cannot run around in the laboratory. If they do, you will be sent out of the lab. We have had some very bad experiences in the past, hence this class policy.

Food in the Computer Labs:
Under no circumstance would you be allowed to bring food or drink into the computer labs. If you are diabetic or must eat or drink, you can excuse yourself and step outside of the computer labs to do that briefly. In this case, the Professor will not be responsible for whatever you missed during the class session. You can seek the assistance of your peers in the classroom for that.
Disabilities Policy:
In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to “reasonable accommodations.” Please notify the instructor during the first week of class of any special accommodations needed.

Possible Tutor assistance:
Try the computer labs on campus including the curriculum lab in the TOS building. The labs are not obligated to give you computer use assistance, since it is not part of their assignments. They may be able to assist you. You may also inform the Advisement Center (in TOS) about your tutoring needs. They may be able to direct you to the right tutoring venue or needs. **PLEASE NOTE THAT THE PROFESSOR IS NOT IN CHARGE OF YOUR CAMPUS TUTORING NEEDS.**

Please note:
In this class, professor **will not** change grades after the final exam. Attend all class sessions, complete your course responsibilities and address all problematic issues **before** the course concludes. “Incomplete” will **only** be given if you are passing the course, have attended all class sessions, and have brought in genuine Physician's note (phone number/s included), in case of serious illness. Thank you for your cooperation.

Student Classroom Decorum Expectations
(Include in all faculty syllabi)
**From the Vice President for Academic Affairs**
(This section was added for distribution by the V.P. for Academic Affairs)

To enhance the learning atmosphere of the classroom, students are expected to dress and behave in a fashion conducive to learning in the classroom. More specifically, students will refrain from disruptive classroom behavior (i.e., talking to classmates, disrespectful responses to teacher instructions; swearing; wearing clothes that impede academic learning such as but not limited to, wearing body-revealing clothing and excessively baggy pants; hats/caps, and/or headdress. Students will turn off telephones prior to entering the classroom. Students who exhibit the behaviors described above, or similar behaviors will be immediately dismissed from class at the third documented offense. The student will be readmitted to class only following a decision by the department chair. The student may appeal the decision of the department chair to the Dean of the College offering the course, and, subsequently, to the Office of the Vice President for Academic Affairs, and then to the President of Shaw University. The decision of the President will be final. Failure to follow the procedures herein outlined will result in termination of the appeal, and revert to the decision of the department chair.

Each behavior construed by the teacher/professor as non-contributive to learning will be recorded, properly documented, and appropriately reported to the student and to the chair of the academic department offering the course. The report will be in written form with a copy provided to both the student and the department chair. The faculty member should retain a copy for his/her own records.

Additional student behavior codes may be found in Student Affairs.

**ADDENDUM:** Students can check Standards/Indicators that apply above

**THE ISTE INSTRUCTIONAL TECHNOLOGY STANDARDS ADOPTED BY NCATE AND NCDPI**
TECHNOLOGY STANDARDS AND INDICATORS

1.0 Standard 1: Teachers demonstrate a sound understanding of technology operations and concepts.
   1.1 Indicator 1: Teachers demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students).
   1.2 Indicator 2: Teachers demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

2.0 Standard 2: Teachers plan and design effective learning environments and experiences supported by technology.
   2.1 Indicator 1: Teachers design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
   2.2 Indicator 2: Teachers apply current research on teaching and learning with technology when planning learning environments and experiences.
   2.3 Indicator 3: Teachers identify and locate technology resources and evaluate them for accuracy and suitability.
   2.4 Indicator 4: Teachers plan for the management of technology resources within the context of learning activities.
   2.5 Indicator 5: Teachers plan strategies to manage student learning in a technology-enhanced environment.

3.0 Standard 3: Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.
   3.1 Indicator 1: Teachers facilitate technology-enhanced experience that addresses content standards and student technology standards.
   3.2 Indicator 2: Teachers use technology to support learner-centered strategies that address the diverse needs of students.
   3.3 Indicator 3: Teachers apply technology to develop students’ higher order skills and creativity.
   3.4 Indicator 4: Teachers manage student-learning activities in a technology-enhanced environment.

4.0 Standard 4: Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.
   4.1 Indicator 1: Teachers apply technology in assessing student learning of subject matter using a variety of assessment techniques.
   4.2 Indicator 2: Teachers use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
   4.3 Indicator 3: Teachers apply multiple methods of evaluation to determine students’ appropriate use of technology resources for learning, communication, and productivity.

5.0 Standard 5: Teachers use technology to enhance their productivity and professional practice.
   5.1 Indicator 1: Teachers use technology resources to engage in ongoing professional development and lifelong learning.
   5.2 Indicator 2: Teachers continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
   5.3 Indicator 3: Teachers apply technology to increase productivity.
   5.4 Indicator 4: Teachers use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

6.0 Standard 6: Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.
   6.1 Indicator 1: Teachers model and teach legal and ethical practice related to technology use.
   6.2 Indicator 2: Teachers apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
   6.3 Indicator 3: Teachers identify and use technology resources that affirm diversity.
   6.4 Indicator 4: Teachers promote safe and healthy use of technology resources.
   6.5 Indicator 5: Teachers facilitate equitable access to technology resources for all students.

CORE STANDARDS & INDICATORS

1.0 Core Standard 1: Teachers know the content they teach.
   1.1 Indicator 1: Teachers have a broad knowledge of content.
   1.2 Indicator 2: Teachers know the content appropriate to their teaching specialty.
   1.3 Indicator 3: Teachers understand the ways in which their teaching area connects to the broad curriculum.
   1.4 Indicator 4: Teachers know relevant applications of the content they teach.

2.0 Core Standard 2: Teachers know how to teach students.
   2.1 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.
   2.2 Indicator 2: Teachers use a variety of methods to teach students.
2.3 Indicator 3: Teachers are expert communicators.
2.4 Indicator 4: Teachers are able to use communication skills to circumvent or manage conflict as it arises in the classroom.
2.5 Indicator 5: Teachers have strong and current technology skills.
2.6 Indicator 6: Teachers plan instruction that is appropriate for the students they teach.
2.7 Indicator 7: Teachers use a variety of methods to assess what students have learned.
2.8 Indicator 8: Teachers teach communication, thinking, and problem solving skills.
2.9 Indicator 9: 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.
2.10 Indicator 10: Teachers instill a love of learning and self-confidence based on achievement.
2.11 Indicator 11: Teachers align their instruction with the required curriculum.

3.0 Core Standard 3: Teachers are successful in teaching a diverse population of students.
3.1 Indicator 1: Teachers demonstrate their belief that diversity in the classroom, in the school, and in the society is strength.
3.2 Indicator 2: Teachers treat students as individuals.
3.3 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.
3.4 Indicator 4: Teachers adapt their teaching for the benefit of students with special needs.
3.5 Indicator 5: Teachers work collaboratively with the families and significant adults in the lives of their students.

4.0 Core Standard 4: Teachers are leaders.
4.1 Indicator 1: Teachers lead in their classrooms.
4.2 Indicator 2: Teachers lead in the school.
4.3 Indicator 3: Teachers lead in advocating for schools and children.
4.4 Indicator 4: Teachers function effectively in a complex, dynamic environment.
4.5 Indicator 5: Teachers meet high ethical standards of practice.
4.6 Indicator 6: Teachers support the teaching profession.

5.0 Core Standard 5: Teachers are reflective about their practice.
5.1 Indicator 1: Teachers analyze the results of teaching.
5.2 Indicator 2: Teachers collaborate with their colleagues.
5.3 Indicator 3: Teachers use research in their classrooms.
5.4 Indicator 4: Teachers continue to grow professionally.

6.0 Core Standard 6: Teachers respect and care about students.
6.1 Indicator 1: Teachers enjoy spending time in the company of children and young adults.
6.2 Indicator 2: Teachers learn all they can about each of their students.
6.3 Indicator 3: Teachers maintain the dignity of each student.
6.4 Indicator 4: Teachers express pride in their students’ accomplishments.

DIVERSITY STANDARDS AND INDICATORS
1.0 Standard 1: Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.

Indicator 1: Teachers select, evaluate and incorporate unbiased instructional materials.
Indicator 2: Teachers use multiple strategies to address the needs of individual learners.
Indicator 3: Teachers create a safe, inclusive and caring environment in which all students can learn.
Indicator 4: Teachers use a variety of assessment procedures/instruments.

2.0 Standard 2: Teachers understand how students’ cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and addresses these factors when making instructional decisions.

Indicator 1: Teachers seek and apply good matches among instructional goals, methods, and materials, and students’ skills and abilities.
Indicator 2: Teachers assist students in developing multiple learning strategies to address discipline specific content, communication, critical thinking, and problem solving skills.
Indicator 3: Teachers modify instruction and assessment to meet the needs of individual student.

3.0 Standard 3: Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.

Indicator 1: Teachers develop strategies to communicate with the families of their students, help them understand and value the educational process and encourage their participation in a variety of school activities.
Indicator 2: Teachers recognize and value the family’s role in education and offer them suggestions on how to help their children complete school-related tasks.

Indicator 3: Teachers make links with the learners’ other environments on behalf of students, by working with in-school personnel, and community professionals and agencies.

Indicator 4: Teachers talk with and listen to the student, are sensitive and responsive to clues of distress or conflict, investigate situations, and seek outside help as needed and appropriate to remedy problems.

4.0 Standard 4: Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.

Indicator 1: Teachers become knowledgeable of diverse cultures and encourage families to share the richness of their backgrounds.

Indicator 2: Teachers provide opportunities for students and their families to share their diversities.

Indicator 3: Teachers promote appreciation and respect for diversity by rejecting the use of stereotypes.

Indicator 4: Teachers provide P-12 students with the skills necessary for evaluating their beliefs, attitudes, and behaviors to enable them to understand how their attitudes affect their behaviors.

5.0 Standard 5: Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.

Indicator 1: Teachers become strong advocates for educational equity.

Indicator 2: Teachers continually refine practices that address the individual needs of diverse learners.

Indicator 3: Teachers are proactive and deliberate in promoting and fostering respect among students.

6.0 Standard 6: Teachers of diverse students are reflective practitioners who are committed to educational equity.

Indicator 1: Teachers identify own biases and reflect on them in terms of practice.

Indicator 2: Teachers provide equity and access to learning in classroom.

Definition of Terms:

ISTE: International Society for Technology in Education.
NCATE: National Council for Accreditation of Teacher Education.
NCDPI: North Carolina Department of Public Instruction.