Standard 11: Teachers are committed to professional development.

Health Occupations Education Teachers:

Indicator 1: Participate in professional organizations for career-technical education.

Indicator 2: Create a program that reflects a changing workplace.

Indicator 3: Engage in continual learning through formal and informal channels.

Indicator 4: Integrate information technologies to enhance instruction.

Indicator 5: Describe the historical significance of career-technical education.

Indicator 6: Interpret laws, regulations, and procedures that impact career-technical education.

Standard 12: Teachers conduct successful Health Occupations Education Programs.

Health Occupations Education Teachers:

Indicator 1: Maintain positive public relations within the community.

Indicator 2: Establish, manage, and maintain an active advisory committee including community leaders.

Indicator 3: Establish and manage appropriate budgets and secure financing from local, state and federal resources for classroom supplies, student organizations, and program equipment.

Indicator 4: Develop a marketing/promotion program that will recruit and maintain enrollment.

Indicator 5: Develop a program that promotes safety as identified by OSHA guidelines.

Indicator 6: Design, manage and maintain instructional laboratories.

Indicator 7: Use appropriate data from employment follow-up, community trends, and assessments to update program.

Indicator 8: Work collaboratively with other teachers in the school for relevant integration.

STANDARDS FOR TECHNOLOGY EDUCATION TEACHERS

Introduction

Technology Education standards are correlated with the Core Standards for teachers in North Carolina and reflect those practices and knowledge that are unique to Technology Education teachers. These standards are aligned with the North Carolina Standard Course of Study, the *Standards for Technology Literacy*: *Content for the Study of Technology*, the standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC). and the National Educational Technology Standards (NETS).The standards describe what beginning *Technology Education* teachers in North Carolina should know and be able to do. The standards are organized to reflect the Core Standards developed by the NC Professional Teaching Standards Commission.

Standards and Indicators
Technology Education

Standard 1: Teachers possess knowledge and abilities in Technology Education.

Technology Education Teachers:

Indicator 1: Comprehend the characteristics and nature of technology, as well as the core concepts associated with technological literacy.

Indicator 2: Demonstrate how the use of technology affects society and the environment, how society influences the development of technology, and how technology has changed and evolved over the course of human history.

Indicator 3: Apply the processes of design, invention and innovation, troubleshooting, and problem solving in the development of technological systems.

Indicator 4: Analyze, assess, and modify technological systems based on established criteria.

Indicator 5: Describe the key components of and relationships between medical, energy and power, information and communication, transportation, manufacturing, construction, and agricultural and related biotechnologies as part of the designed world.

Standard 2: Teachers design, implement, and evaluate curricula.

Technology Education Teachers:

Indicator 1: Participate in long-term planning to develop an articulated technology education curriculum across multiple grade levels with input from stakeholders

Indicator 2: Explain the meaning of technology and technological literacy.

Indicator 3: Develop curricula and instructional materials that enable students to learn the knowledge base and practices of technology.

Indicator 4: Develop curricula based on, or informed by, multiple sources of information and research.

Standard 3: Teachers use a variety of research-based instructional strategies that enhance the teaching and learning pro - - - -

Technology Education Teachers:

Indicator 1: Develop instruction based on a teaching philosophy that is consistent with the Standards for Technological Literacy.

Indicator 2: Use instructional aids, tools, and materials that maximize student learning and problem solving in technology.

Indicator 3: Describe the historical significance of technology education and the evolution of its philosophy.

Standard 4: Teachers design, create, and manage learning environments and programs that promote technological literacy.

Technology Education Teachers:

Indicator 1: Develop resource-rich learning environments that promote technological problem solving, design, research and development, student-directed, and hands-on learning.

Indicator 2: Maintain a technology classroom and laboratory facility that maximizes instructional effectiveness and accommodates the special needs of students.

Indicator 3: Teach, monitor, and assess safe practices in the technology classroom, and provide thorough documentation of safety understanding among students.

Indicator 4: Evaluate and modify the overall instructional program for purposes of continuous improvement.

Standard 5: Teachers demonstrate instructional and assessment methods that are appropriate for Technology Education programs.

Technology Education Teachers:

Indicator 1: Demonstrate effective methods of instruction in the content area.

Indicator 2: Demonstrate the CTE VoCATS Instructional Management System to:
a. Develop and administer objective and performance-based assessments for pre-,
interim-, and post-instructional use.
b. Evaluate and monitor student progress.
c. Analyze and use data to determine instructional plans.
d. Develop curriculum and instructional materials.
e. Use instructional technology to enhance learning.

Indicator 3: Formulate self-reflection practices to assess progress.

Indicator 4: Integrate academic core content with workplace-based learning situations.

Indicator 5: Apply methodologies that are appropriate for the grade level (middle school and/or high school).

Indicator 6: Employ strategies that meet the needs of diverse learner populations.

Standard 6: Teachers coordinate the Technology Student Association (TSA), career-technical student organization according to State and National Guidelines.

Technology Education Teachers:

Indicator 1: Link leadership activities, award programs, and competitive events to the curriculum.

Indicator 2: Encourage and support student involvement in TSA.
a. Recruit and retain members from diverse populations.
b. Inform students about the leadership, career, and personal development opportunities in TSA.
c. Ensure that members share responsibilities and participate in all aspects of the TSA and competitive events.

Indicator 3: Manage an effective TSA.
a. Identify the history and mission of the TSA.
b. Formulate a chapter leadership plan that includes a constitution and bylaws.
c. Develop a challengin < and conduct well-planned, regularly scheduled meetings.

d. Establish and manage a budget and secure financing to support chapter activities.
e. Develop and maintain school and community support.
f. Maintain equipment and records.
g. Ensure that members have access to leadership and other opportunities, including training and guidance

Indicator 4: Identify and describe the process for establishing a chapter of TSA as an integral part of the technology education program.

Indicator 5: Apply principles, concepts, and activities needed for effectively managing and evaluating TSA chapters.

Indicator 6: Integrate TSA competitive events into curriculum planning and instruction as a tool for reinforcing learning.

Standard 7: Teachers use strategies that facilitate student development of workplace knowledge and skills.

Technology Education Teachers:

Indicator 1: Implement and manage work-based learning experiences including apprenticeships, cooperative education, internships, school-based enterprises, job shadowing, community and service learning, field trips, and business ownership.

Indicator 2: Develop collaborative working relationships with business and industry.

Indicator 3: Identify legal, ethical, and safety issues in the workplace.

Indicator 4: Develop employability skills appropriate to Career-Technical Education, including teamwork, information technology skills, problem solving, decision-making, goal setting, and self-management.

Standard 8: Teachers integrate career development into the program, including career planning and readiness.

Technology Education Teachers:

Indicator 1: Develop student career decision-making.

Indicator 2: Identify demands and responsibilities that are part of balancing work, family and life goals.

Indicator 3: Describe career pathways and use them to develop career plans reflecting graduation requirements.

Indicator 4: Identify continuing changes in gender roles and non-traditional career opportunities.

Indicator 5: Facilitate student development of self-awareness, including:
a. Understanding relationships between personal qualities, education and training,
and employment.
b. Developing confidence, character, leadership abilities, and teamwork skills.

Indicator 6 Motivate students through real world connections.

Indicator 7 Research career opportunities, employment trends, and industry standards to assist students in making career decisions.

Indicator 8 Demonstrate the relationship between academic core content and experiences at work, home, and in the community.

Standard 9: Teachers are committed to professional development.

Technology Education Teachers:

Indicator 1: Participate in professional organizations for career-technical education.

Indicator 2: Create a program that reflects a changing workplace.

Indicator 3: Engage in continual learning through formal and informal channels.

Indicator 4: Integrate information technologies to enhance instruction.

Indicator 5: Describe the historical significance of career-technical education.

Indicator 6: Interpret laws, regulations, and procedures that impact career-technical education.

Standard 10: Teachers conduct successful Technology Education Programs.

Technology Education Teachers:

Indicator 1: Maintain positive public relations within the community.

Indicator 2: Establish, manage, and maintain an active advisory committee including community leaders.

Indicator 3: Establish and manage appropriate budgets and secure financing from local, state and federal resources for classroom supplies, student organizations, and program equipment.

Indicator 4: Develop a marketing/promotion program that will recruit and maintain enrollment.

Indicator 5: Develop a program that promotes safety as identified by OSHA guidelines.

Indicator 6: Design, manage and maintain instructional laboratories.

Indicator 7: Use appropriate data from employment follow-up, community trends, and assessments to update program.

Indicator 8: Work collaboratively with other teachers in the school for relevant integration.

STANDARDS FOR TRADE AND INDUSTRIAL EDUCATION TEACHERS

Introduction

Trade and Industrial Education standards are correlated with the Core Standards for teachers in North Carolina and reflect those practices and knowledge that are unique to Trade and Industrial Education teachers. These standards are aligned with the North Carolina Standard Course of Study, the National Association of Industrial and Technical Teacher Educators (NAITTE), the standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC), And the National Education Technology Standards (NOTS). The standards describe what beginning *Trade and Industrial Education* teachers in North Carolina should know and be able to do. The standards are organized to reflect the Core Standards developed by the NC Professional Teaching Standards Commission.

Standards and Indicators
Trade and Industrial Education

Standard 1: Teachers demonstrate competence in a specific skilled trade area.

Trade and Industrial Education Teachers:

- Indicator 1: Demonstrate trade area competencies based on industry skill standards.
- Indicator 2: Analyze the factors that influence content and practice within the specific occupational area.
- Indicator 3: Adapt emerging technologies to existing trade and industrial skill standards.
- Indicator 4: Demonstrate the ability to plan a job or activity by identifying the cost, time, equipment, tools, materials, labor, and other factors.

Standard 2: Teachers design and implements an instructional program that prepares students for active participation as citizens and workers within the occupational area.

Trade and Industrial Education Teachers:

- Indicator 1: Provide for the development of manipulative skills and technical knowledge needed for employment in the occupational area.
- Indicator 2: Integrate the academic skills needed to be successful for emerging and current careers within the occupational area.
- Indicator 3: Examine our economic system from both a producer and consumer perspective.
- Indicator 4: Adapt instructional strategies and assessment procedures to accommodate students with special needs, including the development of school-to-adult transition plans.
- Indicator 5: Construct learning experiences that integrate classroom instruction with work-based learning.

Standard 3:	Teachers analyze the need for Trade and Industrial Education programs, implement a program according to needs, and develop a means to evaluate program results.

Trade and Industrial Education Teachers:

Indicator 1:	Understand the history, philosophy, and contemporary practices of Trade and Industrial Education.
Indicator 2:	Analyze Trade and Industrial occupations and job trends using the concept of occupational analysis.
Indicator 3:	Teach, monitor, and assess safe practices that conform with state and national safety regulations, and provide documentation of safety understanding among students.
Indicator 4:	Maintain a Trade and Industrial classroom and laboratory facility that maximizes instructional effectiveness and addresses the needs of all learners.
Indicator 5:	Develop an organizational system for the purpose of effectively managing the instructional and laboratory program, including budgets, materials, tools, equipment, and consumable supplies, as well as student tasks and activities.
Indicator 6:	Network with trade associations and industries that can serve as a resource for the Trade and Industrial subject being taught.
Indicator 7:	Develop a performance assessment plan based on program and industry standards.
Indicator 8:	Develop training plans and agreements for students in work-based learning.
Indicator 9:	Help students obtain jobs in fields related to the specific trade area.
Indicator 10:	Demonstrate the positive value of the Trade and Industrial Education program to the school and the community.

Standard 4:	Teachers engage in a continuous process and professional development.

Trade and Industrial Education Teachers:

Indicator 1:	Demonstrate competence in the skilled trade area through appropriate, documented occupational experience (internship or documented) within the trade.

Indicator 2: Remain knowledgeable about industry trends that influence practice and employment in the field.

Indicator 3: Modify teaching practice based on evolving understanding of how students learn in Trade and Industrial Education, and upon research of best practices in Trade and Industrial Education (e.g., High Schools that Work, the Journal of Industrial Teacher Education, Techniques, etc.).

Standard 5: Teachers demonstrate instructional and assessment methods that are appropriate for Career–Technical Education programs.

Trade and Industrial Education Teachers:

Indicator 1: Demonstrate effective methods of instruction in the content area.

Indicator 2: Demonstrate the CTE VoCATS Instructional Management System to:
a. Develop and administer objective-and performance-based assessments for pre-, interim-, and post-instructional use.
b. Evaluate and monitor student progress.
c. Analyze and use data to determine instructional plans.
d. Develop curriculum and instructional materials.
e. Use instructional technology to enhance learning.

Indicator 3: Formulate self-reflection practices to assess progress.

Indicator 4: Integrate academic core content with workplace-based learning situations.

Indicator 5: Apply methodologies that are appropriate for the grade level (middle school and/or high school).

Indicator 6: Employ strategies that meet the needs of diverse learner populations.

Standard 6: Teachers coordinate SkillsUSA, the career-technical student organization according to State and National Guidelines.

Trade and Industrial Education Teachers:

Indicator 1: Link leadership activities, award programs, and competitive events to the curriculum.

Indicator 2: Encourage and support student involvement in SkillsUSA.
a. Recruit and retain members from diverse populations.
b. Inform students about the leadership, career, and personal development opportunities in SkillsUSA.

c. Ensure that members share responsibilities and participate in all aspects of the SkillsUSA and competitive events.

Indicator 3: Manage an effective SkillsUSA.
a. Identify the history and mission of SkillsUSA.
b. Formulate a chapter leadership plan that includes a constitution and bylaws.
c. Develop a challenging program of work and conduct well-planned, regularly scheduled meetings.
d. Establish and manage a budget and secure financing to support chapter activities.
e. Develop and maintain school and community support.
f. Maintain equipment and records.
g. Ensure that members have access to leadership and other opportunities, including training and guidance.

Indicator 4: Identify and describe the process for establishing a chapter of SkillsUSA as an integral part of the Trade and Industrial Education program.

Indicator 5: Apply principles, concepts, and activities needed for effectively managing and evaluating SkillsUSA chapters.

Indicator 6: Integrate SkillsUSA competitive events into curriculum planning and instruction as a tool for reinforcing learning.

Standard 7: Teachers use strategies that facilitate student development of workplace knowledge and skills.

Trade and Industrial Education Teachers:

Indicator 1: Implement and manage work-based learning experiences including apprenticeships, cooperative education, internships, school-based enterprises, job shadowing, community and service learning, field trips, and business ownership.

Indicator 2: Develop collaborative working relationships with business and industry.

Indicator 3: Identify legal, ethical, and safety issues in the workplace.

Indicator 4: Develop employability skills appropriate to Career-Technical Education, including teamwork, information technology skills, problem-solving, decision-making, goal setting, and self-management.

Standard 8: Teachers integrate career development into the program, including career planning and readiness.

Trade and Industrial Education Teachers:

Indicator 1: Develop student career decision-making.

Indicator 2: Identify demands and responsibilities that are part of balancing work, family and life goals.

Indicator 3: Describe career pathways and use them to develop career plans reflecting graduation requirements.

Indicator 4: Identify continuing changes in gender roles and non-traditional career opportunities.

Indicator 5: Facilitate student development of self-awareness, including:
a. Understanding relationships between personal qualities, education and training,
and employment.
b. Developing confidence, character, leadership abilities, and teamwork skills.

Indicator 6: Motivate students through real world connections.

Indicator 7 Research career opportunities, employment trends, and industry standards to assist students in making career decisions.

Indicator 8 Demonstrate the relationship between academic core content and experiences at work, home, and in the community.

Standard 9: Teachers are committed to professional development.

Trade and Industrial Education Teachers:

Indicator 1: Participate in professional organizations for Career-Technical Education.

Indicator 2: Create a program that reflects a changing workplace.

Indicator 3: Engage in continual learning through formal and informal channels.

Indicator 4: Integrate instructional technologies to enhance instruction.

Indicator 5: Describe the historical significance of Career-Technical Education.

Indicator 6: Interpret laws, regulations, and procedures that impact career-technical education.

Standard 10:	Teachers conduct successful Trade and Industrial Education programs.

Trade and Industrial Education Teachers:

Indicator 1:	Maintain positive public relations within the community.
Indicator 2:	Establish, manage, and maintain an active advisory committee including community leaders.
Indicator 3:	Establish and manage appropriate budgets and secure financing from local, state and federal resources for classroom supplies, student organizations, and program equipment.
Indicator 4:	Develop a marketing/promotion program that will recruit and maintain enrollment.
Indicator 5:	Develop a program that promotes safety as identified by OSHA guidelines.
Indicator 6:	Design, manage and maintain instructional laboratories.
Indicator 7:	Use appropriate data from employment follow-up, community trends, and assessments to update program.
Indicator 8:	Work collaboratively with other teachers in the school for relevant I integration.

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 BETWEE 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.

The General Assembly of North Carolina enacts:

SECTION 1.(a) G.S. 115C-12 is amended by adding a new subdivision to read:

"(27a) Reducing School Dropout Rates. - The State Board of Education shall develop a statewide plan to improve the State's tracking of dropout data so

that accurate and useful comparisons can be made over time. The plan shall include, at a minimum, how dropouts are counted and the methodology for calculating the dropout rate, the ability to track students' movements among schools and districts, and the ability to provide information on who drops out and why."

SECTION 1.(b) The State Board of Education shall make a report on this plan to the Joint Legislative Education Oversight Committee by December 15, 2002.

SECTION 2.(a) The State Board of Education shall examine the accountability system for high schools created under the School-Based Management and Accountability Program. In particular, the State Board shall review, and make appropriate changes to, the growth composite for high schools so that the composite includes a growth standard that increases the weight currently given for a change in dropout rates, thus rewarding high schools for reducing dropout rates and improving graduation rates.

SECTION 2.(b) The State Board of Education, in cooperation with the State Board of Community Colleges, shall identify technical high schools and career centers currently in operation in the State and make recommendations to strengthen concurrent enrollment opportunities with the community colleges. The State Board shall report its findings to the Joint Legislative Education Oversight Committee by December 15, 2002.

SECTION 2.(c) The State Board of Education (Board) shall study the relationship between academic rigor and reducing the school dropout rate. As part of this study, the
Board shall include the following:

(1) The development of a proposal to accelerate the learning of students able to complete high school in three years;
(2) The elimination of low-level classes at the middle and high school levels;
(3) The examination of the appropriateness of electives and exploratory courses at the middle school level;
(4) A review of current vocational courses to determine the rigor of the content; and
(5) The development of up-to-date standards for vocational/technical teachers.

The Board shall report its findings to the Joint Legislative Education Oversight Committee by January 15, 2003.

SECTION 3. G.S. 115C-47 is amended by adding a new subdivision to read:

"(42) Local boards of education are encouraged to adopt policies that require superintendents to assign to the core academic courses, in seventh through ninth grades, teachers who have at least four years' teaching experience and who have received within the last

three years an overall rating on a formal evaluation that is at least above standard."

SECTION 4. The Joint Legislative Education Oversight Committee shall study whether raising the compulsory attendance age to 18 will reduce the dropout rate and increase the high school graduation rate. The Committee shall report its findings and recommendations to the 2003 General Assembly.

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 5.(b) The University of North Carolina Board of Governors shall 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 in teacher education programs. The study also shall examine appropriate reading-teaching pedagogy and reading-teaching methods to be required in these courses in light of G.S. 115C-81.2 and the requirements of the federal Reading First Program under Part B of Title I of P.L. 107-110. The study also shall document the course changes and personnel changes made to implement G.S. 115C-81.2. As part of the study, the Board shall review the reading methods course requirements by majors in the teacher education programs at Appalachian State and East Carolina University. The Board shall report its findings to the Joint Legislative Education Oversight Committee by December 15,2002.

SECTION 6. The Joint Legislative Education Oversight Committee shall study the fiscal and instructional accountability of local school administrative units. As part of this study, the Committee shall:

(1) Evaluate the fiscal management and instructional leadership provided by local school administrative units.
(2) Analyze whether local school administrative units are utilizing their funding and resources in a proper, strategic manner with regard to their at-risk children.
(3) Evaluate State fiscal controls that are available to ensure that local allocation of funding and resources is cost-effective and is appropriately focused on enhancing educational leadership, teaching the standard course of study, and improving student learning.
(4) Analyze State and local procedures for identifying superintendents, principals, and teachers who need additional training or assistance in order to implement a strategic and cost-effective instructional program that meets the needs of all children, including at-risk children, so that they obtain a sound basic education by achieving grade level, or above, academic performance.
(5) Identify current and possible actions that the State may implement in order to correct ineffective instructional leadership or teaching in a

school or school system. In particular, the Committee shall ensure that fair and efficient procedures are available to the State for removing ineffective superintendents, principals, or teachers and for replacing them with effective, competent ones.

The Committee shall report its findings and any recommendations to the 2003 General Assembly.

SECTION 7. G.S. 115C-105.38 is amended by adding the following new subsection to read:

"(b1) Report to the State Board of Education if a school and its local board of education are not responsive to the team's recommendations. A copy of that report shall be made available to the local board, and the local board shall have an opportunity to respond. Notwithstanding G.S. 115C-36 and other provisions of this Chapter, if the State Board confirms that the school and local board have failed to take appropriate steps to improve student performance at that school, the State Board shall assume all powers and duties previously conferred upon that local board and that school and shall have general control and supervision of all matters pertaining to that school until student performance at the school meets or exceeds the standards set for the school. The State Board may, as it considers appropriate, delegate any powers and duties to that local board or school before the school meets or exceeds those standards."

SECTION 8. This act is effective when it becomes law. In the General Assembly read three times and ratified this the 23rd 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 31st day of October, 2002