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Look for this symbol which is used throughout this handbook to indicate teacher tips from experienced teachers.
To the Beginning Teacher:

We are pleased you have decided to teach in North Carolina. We believe you will find the experience to be personally and professionally rewarding. We have made great progress in recent years, due in large part to the efforts of teachers, school administrators, and instructional support staff. We are committed to having a system of public education second to none and invite you to join with us in this effort.

As a beginning teacher you will be faced with many challenges and presented with many opportunities. Never underestimate your power on and influence in the lives of the children you teach. You will impact the lives of many children during your career, and your efforts truly will touch the future.

To provide beginning teachers with the support needed to refine teaching skills and develop habits and dispositions that will serve them throughout the course of their careers, North Carolina has implemented a three-year induction program known as the Initial Licensure Program. During this time, you will be provided a mentor to assist you in mastering the skills of the profession. You should be assigned minimal non-instructional duties, limited preparations, and limited numbers of exceptional students. You are not to be assigned extracurricular activities unless you request them in writing.

This handbook describes the Performance-Based Licensure Program you will be required to complete to convert your initial teaching license to a continuing license. In recognition of the increased rigor of this process, the largest single increase in the state teacher salary schedule has been placed after the third year of teaching. The next largest increase has been placed after the fourth year of teaching to coincide with the earning of tenure.

We welcome your feedback on the program as you complete it. In particular, we welcome your specific suggestions on how the program may be improved.

We wish you the very best in your teaching career.

To the Mentor Teacher:

Thank you for agreeing to serve as a mentor teacher. Your role in helping a beginning teacher learn the ropes of the profession and develop the habits and skills of an accomplished teacher cannot be overstated.
You can provide the beginning teacher with much useful information and assistance. There are also many other persons in your school and school system equipped to assist you and answer your questions. Please do not hesitate to seek them out for help whenever you need it. Please encourage your beginning teacher to take advantage of programs for new teachers in your school and your school system as well as those offered by professional organizations for teachers.

Your beginning teacher is expected to complete the 3-year Initial Licensure Program which includes the development of a Performance-Based Licensure (PBL) Product to convert his/her initial license to a continuing license. He/She will profit from your assistance in the development of the skills, attitudes, and behaviors expected of a beginning teacher which should be the focus of his/her first experience in the classroom.

We encourage you to become familiar with the requirements of the Initial Licensure Program and with the contents of the *Performance-Based Licensure Core Handbook*. This handbook has been designed to guide beginning teachers in the development of the habits associated with good teaching. It contains information related to INTASC Standards, reflection, and documentation of daily classroom and professional activities that will serve as a basis for the PBL Product to be developed by the ILT in his/her appropriate year of teaching. We welcome your suggestions as to how this handbook may be improved.

**To the Principal:**

As the instructional leader of your school, you play a critical role in the development of beginning teachers. The climate you set and the support you provide for beginning teachers are crucial to their success.

You can provide the beginning teacher with much useful information and assistance. Research indicates that beginning teacher are often placed in difficult assignments that do not allow them the opportunity to learn and grow as professionals. They are often assigned the most difficult students, multiple preparations, and multiple extra-curricular assignments. These working conditions prohibit on-the-job learning and negatively influence job satisfaction. To ensure that beginning teachers have the opportunity to develop into capable teachers, the following working conditions are strongly recommended:

- assignment in the area of licensure
- mentor assigned early, in the licensure area, and in close proximity
- orientation that includes state, district, and school expectations
- limited preparations
- limited number of exceptional or difficult students
- minimal non-instructional duties
- no extracurricular activities unless the initially licensed teacher requests the assignment in
Beginning teachers are expected to complete a Performance-Based Licensure (PBL) Product, most typically in the second year of teaching. The skills they learn in the first year will aid them in the development of the PBL Product which is required for converting the initial license to a continuing one. We encourage you to become familiar with the contents of this handbook and to take advantage of staff development opportunities to enhance your ability to assist your beginning teachers. We welcome your suggestions as to how this handbook may be improved.

Phillip J. Kirk, Jr.  
State Board of Education

Michael E. Ward  
Department of Public Instruction
The Performance-Based Licensure Core Handbook provides an overview of Performance-Based Licensure (PBL) and a framework for the knowledge, skills, and dispositions necessary to meet the needs of students in your classroom. It also provides information and instructions for collecting the documentation you need to produce a PBL Product, a requirement for earning a continuing license in North Carolina. Please read the handbook thoroughly and seek assistance as you need it. The major sections of this handbook are outlined below.

### Important Note:

This handbook provides a “core” of information on the Performance-Based Licensure Program for the beginning teacher. In the year you will submit your PBL Product, ordinarily your second year as an Initially Licensed Teacher (ILT), you will be provided a supplement to this handbook containing the specific requirements for the PBL Product for your submission year. If it should become necessary for you to resubmit any portion of your product, you will be provided a PBL Resubmission Guide that correlates to the year of your first submission.

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>This section provides an overview of the three-year Initial Licensure Program, the support systems that are in place for beginning teachers, and the responsibilities of initially licensed teachers in year 1. It also includes information on developing a relationship with your mentor and the basic requirements of Performance-Based Licensure.</td>
</tr>
<tr>
<td><strong>INTASC Standards</strong></td>
<td>Articulated by the Interstate New Teacher Assessment and Support Consortium, the INTASC Standards provide a framework for what you should know and be able to do in the classroom and in your work with students, parents, and the learning community. These standards also provide the structure for the rubric used to assess performance.</td>
</tr>
<tr>
<td><strong>Reflection Cycle</strong></td>
<td>The reflection cycle provides a means of looking critically at your teaching so that the skills and abilities needed for continued growth may be developed. The suggested activities in this section are designed to help you reflect on your practices.</td>
</tr>
<tr>
<td><strong>Video Tips</strong></td>
<td>This section includes suggestions for using videotaping as a tool for self-assessment and reflection. These activities will provide you another venue for looking critically at your classroom practice and improving your teaching.</td>
</tr>
<tr>
<td><strong>Tool Kit</strong></td>
<td>Various forms to assist you in the development of effective record keeping and documentation practices associated with effective teaching.</td>
</tr>
</tbody>
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This handbook provides a “core” of information on the Performance-Based Licensure Program for the beginning teacher. In the year you will submit your PBL Product, ordinarily your second year as an Initially Licensed Teacher (ILT), you will be provided a supplement to this handbook containing the specific requirements for the PBL Product for your submission year. If it should become necessary for you to resubmit any portion of your product, you will be provided a PBL Resubmission Guide that correlates to the year of your first submission.
As a beginning teacher in North Carolina, you will participate in a three-year induction process known as the Initial Licensure Program (ILP). This program is designed to provide you direction, support, and feedback during your first years in the classroom so that your experiences are positive and focused on the knowledge, skills, and dispositions associated with effective teaching. The Initial Licensure Program provides a framework for supporting beginning teachers. Several initiatives have been implemented to assist you during your first three years of teaching:

- **Mentor Assignment:** A mentor teacher should be assigned to you early in the school year. The mentor teacher can provide you with much useful information and assistance.

- **Orientation:** The state provides funding of three additional workdays for first year teachers’ orientation. It is important for you to know the goals and policies of your school system and how they affect you. If you missed this orientation, you should contact the Initial Licensure Program Coordinator at your central office.

- **Observations:** You will be observed at least three times by a qualified school administrator and at least once by a teacher. These veteran educators will be able to give you support and feedback regarding classroom practice. Systematic observations can insure continued growth and success.

- **Optimum Working Conditions:** The State Board of Education has adopted guidelines for optimum working conditions for beginning teachers. As a beginning teacher, you should:
  - be assigned in your area of licensure
  - have a limited number of preparations
  - be given only a limited number of exceptional or difficult students
  - be provided an orientation including district and school expectations
  - have minimal non-instructional duties
  - have no extracurricular activities unless you request them in writing [G.S. 115 C-47 (18a)].

You will also find a variety of other local initiatives to help you grow and develop as a professional educator. Periodically, school systems and professional organizations sponsor staff development activities specifically for new teachers. You are encouraged to take advantage of these opportunities to improve your teaching skills.

Another key component of the Initial Licensure Program is Performance-Based Licensure (PBL). As part of the requirements for earning a continuing license in North Carolina, you are required to submit a PBL Product and to earn a satisfactory rating on your product prior to the end of the third ILT year. The PBL Product is developed and submitted during the second year of teaching or in the
Simply put, the Performance-Based Product is a body of evidence that validates your knowledge, skills, and abilities as a teacher. Undergirding the components of the PBL Product are the INTASC Standards which provide a framework for beginning teachers. These INTASC Standards represent the professional consensus of what beginning teachers should know and be able to do. The PBL Product itself contains three components and documentation of your professional growth:

- **Component A:** Instructional Practice
- **Component B:** Unique Learner Needs
- **Component C:** Classroom Climate

Once your product is submitted, it will be assessed independently by at least two qualified assessors who have completed a rigorous training program. At least one of the assessors will be a practicing classroom teacher, and at least one of the assessors will hold a license in the same licensure area you seek. This assessment procedure guarantees an unbiased evaluation and recognizes that career teachers can and should be part of the decision about continuing licensure.

In recognition of the professional milestone reached when the PBL process is completed, the largest increase (approximately 10%) on the teacher pay scale included in the Excellent Schools Act was placed after the third year to correspond with the conversion of an initial teaching license to a continuing teaching license. Another large increase (approximately 10%) was placed after the fourth year.

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To keep your desk neater and your stress level down, handle each piece of paper only once. Rather than letting a memo or simple request float from your mailbox to your desk then from one stack of papers to the next, take a few minutes to handle the task. Always take a pen to the office and handle quick tasks there before they reach your desk.
<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPAI-R</td>
<td><strong>Teacher Performance Appraisal Instrument - Revised</strong>&lt;br&gt;The instrument used by principals or their designees for observation and evaluation of beginning teachers</td>
</tr>
<tr>
<td>DPI</td>
<td><strong>Department of Public Instruction</strong>&lt;br&gt;An agency located in Raleigh that is responsible for the oversight of education in kindergarten through twelfth grades in North Carolina</td>
</tr>
<tr>
<td>IGP</td>
<td><strong>Individual Growth Plan</strong>&lt;br&gt;A plan for professional growth developed by the teacher and supported by the mentor and principal</td>
</tr>
<tr>
<td>ILP</td>
<td><strong>Initial Licensure Program</strong>&lt;br&gt;A 3-year plan for support of beginning teachers in North Carolina</td>
</tr>
<tr>
<td>ILT</td>
<td><strong>Initially Licensed Teacher</strong>&lt;br&gt;A beginning teacher who has not met criteria for a continuing license in North Carolina</td>
</tr>
<tr>
<td>ILT Coordinator</td>
<td><strong>Initially Licensed Teacher Coordinator</strong>&lt;br&gt;The system-level person responsible for implementing ILP in an LEA</td>
</tr>
<tr>
<td>INTASC</td>
<td><strong>Interstate New Teacher Assessment and Support Consortium</strong>&lt;br&gt;A consortium of state education agencies, convened by the Council of Chief State School Officers (state superintendents), to promote the ongoing professional development of teachers</td>
</tr>
<tr>
<td>LEA</td>
<td><strong>Local Education Agency</strong>&lt;br&gt;A local public school agency, usually at the county or city level</td>
</tr>
<tr>
<td>PBL</td>
<td><strong>Performance-Based Licensure</strong>&lt;br&gt;A component of the Initial Licensure Program that includes developing a product required for earning a continuing license in North Carolina</td>
</tr>
<tr>
<td>EOG</td>
<td><strong>End-of-Grade</strong>&lt;br&gt;Tests given at the end of each school year in grades 3 - 8</td>
</tr>
<tr>
<td>EOC</td>
<td><strong>End-of-Course</strong>&lt;br&gt;Tests given at the end of selected high school courses, grades 9 - 12</td>
</tr>
</tbody>
</table>
| NC SCOS | **North Carolina Standard Course of Study**<br>North Carolina curriculum guides that outline goals and objectives to be
The Performance-Based Licensure Product is designed to support the development of skills needed for successful interaction with students, parents, and others within your learning community. The three components work together to help you develop a holistic view of curriculum and instruction while meeting individual needs of unique learners in a classroom conducive to learning. The Professional Growth Documents are evidence that you are actively pursuing professional development in line with your developing skills.

The following is an outline of the requirements for the PBL Product that you will submit in your ILT 2 or appropriate submission year. Thoughtful reflection now on ways the INTASC Standards relate to these components will help you later in the development of your PBL Product.

**Component A: Instructional Practice**

*Required Evidence*

- Unit plan with NC SCOS goals
- 5 lesson plans from the selected unit
- Related student work and assessment/test data
- Sample from Parent Communication Log
- Video from a portion of one of the lessons in this unit*
- Video Narrative
- Reflection

**Component B: Unique Learner Needs**

*Required Evidence*

- Sample of the unique learner’s work from unit addressed in Component A
- Selected learner’s test/assessment data from the unit included in Component A
- Video including the unique learner*
- Video Narrative
- Reflection

**Component C: Classroom Climate**

*Required Evidence*

- Classroom Management Plan including Classroom Rules
- Sample from Log of Discipline Incidents
- Video relating to Classroom Climate*
- Video Narrative
- Reflection

**Professional Growth Documents**

*Required Evidence*

- Copy of your NC teaching license
- Individual Growth Plans
- Professional Development and Contribution Log

*Optional Evidence*

- Mentor/Principal comments
- Awards, Recognitions
- Publications
- Relevant notes from colleagues, administrator, parents, and/or students

*Only one video of no more than 15 minutes is required for the PBL Product. Evidence for each component must be included on this video.*
### Initial Licensure Program Timetable

<table>
<thead>
<tr>
<th>Year 1</th>
<th>The Initially Licensed Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• is assigned a mentor</td>
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<tr>
<td></td>
<td>• is provided an orientation</td>
</tr>
<tr>
<td></td>
<td>• is introduced to the Performance-Based Licensure (PBL) model, including the INTASC Standards and reflective practice</td>
</tr>
<tr>
<td></td>
<td>• has access to training on Performance-Based Licensure Product design</td>
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<tr>
<td></td>
<td>• develops an Individual Growth Plan (IGP)</td>
</tr>
<tr>
<td></td>
<td>• is observed at least four times culminating with a summative evaluation</td>
</tr>
<tr>
<td></td>
<td>• retains a copy of the summative evaluation, the IGP, and documentation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>The Initially Licensed Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• continues to have a mentor teacher</td>
</tr>
<tr>
<td></td>
<td>• updates the Individual Growth Plan</td>
</tr>
<tr>
<td></td>
<td>• has access to training on Performance-Based Licensure Product design</td>
</tr>
<tr>
<td></td>
<td>• develops a PBL Product</td>
</tr>
<tr>
<td></td>
<td>• is observed at least four times culminating with a summative evaluation</td>
</tr>
<tr>
<td></td>
<td>• submits a PBL Product for licensure review by June 10</td>
</tr>
</tbody>
</table>

Products are assessed in June and July and returned to the Initially Licensed Teacher (ILT). Results of the evaluation are sent to the candidate and the school system. If the ILT obtains the required minimum total rating, a continuing license will be issued when the ILT completes the third year of teaching, provided the designated official at the local level has no knowledge of any reason related to conduct or character to deny the individual teacher a continuing license. If the ILT does not obtain the required minimum total rating, he/she resubmits, according to guidelines in the *Performance-Based*
<table>
<thead>
<tr>
<th>Year 3</th>
<th>The Initially Licensed Teacher:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>• continues to have a mentor teacher</td>
</tr>
<tr>
<td></td>
<td>• updates the Individual Growth Plan</td>
</tr>
<tr>
<td></td>
<td>• is observed at least four times culminating with a summative evaluation</td>
</tr>
<tr>
<td></td>
<td>• reworks and resubmits (if necessary) any portion(s) of the Performance-Based Licensure Product with identified deficiencies (on or before</td>
</tr>
</tbody>
</table>

Any ILT who does not obtain the required total minimum rating on the Performance-Based Licensure Product submitted during the second year resubmits the component(s) rated below the minimum individual rating by December 15. The component(s) is/are assessed and the results are returned by the end of January. If the candidate obtains the required minimum rating on the component(s), he or she receives notification indicating that a continuing license will be issued upon completion of the third year of teaching provided the designated official at the local level has no knowledge of any reason related to conduct or character to deny the teacher a continuing license.

If the candidate still has not obtained the required minimum rating on the component(s), he or she continues to work in the area(s) of deficiency and resubmits the component(s) by May 1 for final assessment. The component(s) is/are assessed for a final time and
Focus on your teaching.

Practice a variety of teaching strategies.

Work with your mentor and other members of your school and community to promote student learning.

Learn the *NC Standard Course of Study* (or approved curriculum) for your area.

Develop unit plans and lesson plans linked to the *NC Standard Course of Study*.

Read and study the *PBL Core Handbook*.

Learn the INTASC Standards and incorporate them into your teaching practice.

Attend support meetings held by your school system.

Practice reflective writing about your instructional practice.

Think about your work with students and ways that you might improve (reflective practice).

Practice videotaping for self-assessment purposes. Be sure to check your system's policy regarding permission to videotape students.

Establish procedures for record keeping. Sample forms you may wish to use are available in the Tool Kit.

Keep your summative evaluation, IGP, and documentation of professional development and contributions.
Developing a Relationship with your Mentor

North Carolina provides a paid mentor for the beginning teacher so he/she will have a quality professional who provides the initial line of support. The first step in establishing a good working relationship with your mentor is developing an open line of communication. The mentor can assist you with information regarding day-to-day issues such as locating supplies and materials. More importantly, the mentor can be a resource as you develop unit and lesson plans, classroom motivation and management techniques, methods for supporting unique learners, and strategies for communicating within your learning community.

- Understand that a good working relationship takes effort from both parties.
- Set up regular meetings with your mentor and keep notes on your discussions.
- Respect your mentor’s experience and expertise.
- Be honest; your mentor’s job is to help you improve.
- Have fun and enjoy learning together!

Beginning Teacher Individual Growth Plan

As a beginning teacher you are required to develop an Individual Growth Plan in collaboration with your principal (or the principal’s designee) and your mentor teacher. The plan must include goals, strategies, and assessment of your progress in improving professional skills. To assist you in meeting Performance-Based Licensure requirements, the plan should be focused on the INTASC Standards that form the basis for the performance-based product. In developing the plan, you, your principal (or his/her designee), and your mentor should begin with an assessment of your knowledge, dispositions, and performances related to the key indicators for each of the INTASC Standards. Throughout the year, formative assessment conferences should be held to reflect on your progress in meeting the goals established for professional growth. The plan should be updated each year, and a copy of the plan should be included in your PBL Product. A sample IGP form is provided in the Tool Kit.

Be big enough to admit when you need help, and get it! You teach students that they can’t be superhuman, but do you heed your own advice?

-Jack Ahem
An Introduction to the INTASC Standards

The Performance-Based Licensure Product uses the ten standards articulated by the Interstate New Teacher Assessment and Support Consortium (INTASC). These standards reflect the professional consensus of what beginning teachers should know and be able to do. The standards and the key indicators associated with them can be found on the following pages. They provide the framework for the rubrics used to assess the products.

The INTASC Standards are also a part of your evaluation process for the next three years. They are the criteria for the Individual Growth Plan (IGP), the Teacher Performance Appraisal Instrument (TPAI), and the Performance-Based Licensure Product. These standards provide the framework for your development as an independent practitioner. The key indicators listed under each standard define the specific teacher attitudes and behaviors associated with that standard. You should begin now to integrate the key indicators into your teaching practice.

By interpreting, incorporating, and applying these standards to your specific teaching situation in your first year, you will have a better understanding of how to apply them to your PBL Product in your second year. One way you might learn the standards is by trying to summarize each one in your own words. Another way you might learn the standards is by selecting one standard each month to focus on as part of your daily practice. As you write your daily lesson plans during that month, apply the key indicators for the chosen standard to your lesson plans. Doing these activities with your mentor (or other veteran teachers) will help insure that you are interpreting and applying the
The Performance-Based Licensure Product uses the ten standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC). These standards reflect the professional consensus of what beginning teachers should know and be able to do. They provide the framework for the rubrics used to assess the products.

1. Content Pedagogy
   The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

2. Student Development
   The teacher understands how children learn and develop, and can provide learning opportunities that support a child’s intellectual, social, and personal development.

3. Diverse Learners
   The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

4. Multiple Instructional Strategies
   The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem-solving, and performance skills.

5. Motivation and Management
   The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. Communication and Technology
   The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. Planning
   The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

8. Assessment
   The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

9. Reflective Practice: Professional Growth
   The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

10. School and Community Involvement
    The teacher fosters relationships with school colleagues, parents, and agencies in the larger
The INTASC Standards and Key Indicators

STANDARD 1: CONTENT PEDAGOGY
The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

KEY INDICATORS

The Candidate:
1.1 demonstrates an understanding of the central concepts of his or her discipline.
1.2 uses explanations and representations that link curriculum to prior learning.
1.3 evaluates resources and curriculum materials for appropriateness to the curriculum and instructional delivery.
1.4 engages students in interpreting ideas from a variety of perspectives.
1.5 uses interdisciplinary approaches to teaching and learning.
1.6 uses methods of inquiry that are central to the discipline.

STANDARD 2: STUDENT DEVELOPMENT
The teacher understands how children learn and develop, and can provide learning opportunities that support a child’s intellectual, social, and personal development.

KEY INDICATORS

The Candidate:
2.1 evaluates student performance to design instruction appropriate for social, cognitive, and emotional development.
2.2 creates relevance for students by linking with their prior experiences.
2.3 provides opportunities for students to assume responsibility for and be actively engaged in their learning.
2.4 encourages student reflection on prior knowledge and its connection to new information.
2.5 accesses student thinking as a basis for instructional activities through group/individual interaction and written work (listening, encouraging discussion, eliciting samples of student thinking orally and in writing).
STANDARD 3: DIVERSE LEARNERS

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

KEY INDICATORS

The Candidate:

3.1 designs instruction appropriate to students’ stages of development, learning styles, strengths and needs.

3.2 selects approaches that provide opportunities for different performance modes.

3.3 accesses appropriate services or resources to meet exceptional learning needs when needed.

3.4 adjusts instruction to accommodate the learning differences or needs of students (time and circumstance of work, tasks assigned, communication and response modes).

3.5 uses knowledge of different cultural contexts within the community (socio-economic, ethnic, cultural) and connects with the learner through types of interaction and assignments.

3.6 creates a learning community that respects individual differences.

STANDARD 4: MULTIPLE INSTRUCTIONAL STRATEGIES

The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

KEY INDICATORS

The Candidate:

4.1 selects and uses multiple teaching and learning strategies (a variety of presentations/explanations) to encourage students in critical thinking and problem solving.

4.2 encourages students to assume responsibility for identifying and using learning resources.

4.3 assumes different roles in the instructional process (instructor, facilitator, coach, audience) to accommodate content, purpose, and learner needs.
STANDARD 5: MOTIVATION AND MANAGEMENT

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

KEY INDICATORS

The Candidate:

5.1 encourages clear procedures and expectations that ensure students assume responsibility for themselves and others, work collaboratively and independently, and engage in purposeful learning activities.

5.2 engages students by relating lessons to students’ personal interests, allowing students to have choices in their learning, and leading students to ask questions and solve problems that are meaningful to them.

5.3 organizes, allocates, and manages time, space and activities in ways that are conducive to learning.

5.4 organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

5.5 analyzes classroom environment and interactions and makes adjustments to enhance social relationships, student motivation/engagement and productive work.

STANDARD 6: COMMUNICATION AND TECHNOLOGY

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

KEY INDICATORS

The Candidate:

6.1 models effective communication strategies in conveying ideas and information and when asking questions (e.g., monitoring the effects of messages; restating ideas and drawing connections; using visual, aural, and kinesthetic cues; being sensitive to nonverbal cues both given and received).

6.2 provides support for learner expression in speaking, writing, and other media.

6.3 demonstrates that communication is sensitive to gender and cultural differences (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgement of the responsiveness to different modes of communication and participation).
STANDARD 7: PLANNING

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

KEY INDICATORS

The Candidate:

7.1 plans lessons and activities to address variations in learning styles and performance modes, multiple development levels of diverse learners, and problem solving and exploration.

7.2 develops plans that are appropriate for curriculum goals and based on effective instruction.

7.3 adjusts plans to respond to unanticipated sources of input and/or student needs.

7.4 develops short and long-range plans.

STANDARD 8: ASSESSMENT

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

KEY INDICATORS

The Candidate:

8.1 selects, constructs, and uses assessment strategies appropriate to the learning outcomes.

8.2 uses a variety of informal and formal strategies to make informed choices about student progress and to adjust instruction (e.g., standardized test data, peer and student self-assessment, informal assessments such as observation, surveys, interviews, student work, performance tasks, portfolio, and teacher made tests).

8.3 uses assessment strategies to involve learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

8.4 evaluates the effects of class activities on individuals and on groups through observation of classroom interaction, questioning and analysis of student work.

8.5 maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly.

8.6 solicits information about students’ experiences, learning behavior, needs, and progress from parents, other colleagues, and students.
STANDARD 9: REFLECTIVE PRACTICE: PROFESSIONAL DEVELOPMENT

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

KEY INDICATORS

The Candidate:

9.1 uses classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.

9.2 uses professional literature, colleagues, and other resources to support self-development as a learner and as a teacher.

9.3 consults with professional colleagues within the school and other professional arenas as support for reflection, problem-solving and new ideas, actively sharing experiences, and seeking and giving feedback.

STANDARD 10: SCHOOL AND COMMUNITY INVOLVEMENT

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

KEY INDICATORS

The Candidate:

10.1 participates in collegial activities designed to make the entire school a productive learning environment.

10.2 links with counselors, teachers of other classes and activities within the school, professionals in community agencies, and others in the community to support students’ learning and well-being.

10.3 seeks to establish cooperative partnerships with parents/guardians to support student learning.

10.4 advocates for students.
The PBL Product requires you to submit evidence to document your competency with the INTASC Standards. The Teacher Performance Appraisal Instrument - Revised (TPAI-R) also allows teachers to document practice that may not have been specifically observed during formal observations. The list below provides examples of items you could submit in your PBL Product or to your principal for your summative evaluation. (The records to be included in the Professional Growth and Development section of your product are the only records required from your ILT 1 year.) In year 1, you should be thinking about the types of evidence and artifacts you will select for use in your PBL Prod-

- Unit and daily lesson plans
- Instructional materials
- Teacher-made assessment materials
- Classroom management plan
- Classroom rules
- Teacher/student contracts
- Student interest surveys
- Parent communications log
- Samples of student work
- Teacher journals and/or logs
- Video and audio tapes
- Photographs of student activities, classroom, etc.
- Summative evaluations
- Student, parent, colleague surveys
- Record of professional activities
- Record of community activities
- Awards, recognitions, etc.
- Publications
- Meetings and workshops
- Communication/correspondence with peers, parents, administrators
Reflection is what allows us to learn from our experiences; it is an assessment of where we have been and where we want to go next.

~ Kenneth Wolf

The reflection you will provide, along with the required evidence, is a vital part of the Performance-Based Product. Through reflection, you begin the on-going process of blending the art and science of good teaching. Reflection requires you to report and analyze your teaching practice, philosophy, and experience. It also requires you to understand why a lesson was productive or nonproductive. This understanding is a necessary step in your progression from novice to master teacher.

The reflection cycle and the questions that define each part of the cycle (page 26) will enable you to better understand the reflection process and help you address the question: “How does the evidence presented demonstrate my knowledge and skill level?” The reflection cycle offers a prescriptive structure while allowing the flexibility necessary for you to demonstrate your knowledge, skills, and abilities in the unique context of your licensure area and teaching environment.

The PBL Product requires you to answer directed reflection questions for each component. (You will be provided these questions along with the specific requirements for your product at the beginning of your submission year.) Product assessors find your reflections vital in determining if you have met the required level of performance for the INTASC Standards addressed in the components. Your responses to the reflection questions will allow product assessors to put the evidence you provide into contexts that enable them to see a more complete picture of you as a professional.

During your first year, you should learn the reflection cycle and practice reflective writing.

The process provided a focus for my teaching; it made me constantly question what I was challenging my students with and why I was doing it.

~Novice Teacher
The Reflection Cycle*

1. **SELECT**
   On what evidence (lesson, student, or event) are you reflecting?

2. **DESCRIBE**
   Who?  
   What?  
   When?  
   Where?

3. **ANALYZE**
   Why did you do this?  
   Where does it fit in?  
   How did you do this?  
   Why did you use these particular instructional practices?

4. **APPRAISE**
   What was the effectiveness?  
   What was the impact?  
   How did this relate to your goals?  
   What was the value of the unit/activity?

5. **TRANSFORM**
   What would you do differently?  
   Why?  
   How would this change be better?  
   What have you learned?

* Adapted from the Administrator Appraisal Systems Institute
Reflection is the process that assists individuals in developing skills and abilities needed for continued growth and improvement. This is the reason there are specific directed reflection questions required in the PBL Product. It is also the reason that the self-assessment of your skills and abilities is incorporated in the development of your Individual Growth Plan (IGP) and the Teacher Performance Appraisal Instrument - Revised (TPAI-R). The following suggested activities are designed to assist you in becoming a reflective practitioner. Remember that reflection can occur at any time of the day and in many forms.

**Suggested Activity 1**

Keep a daily/weekly response journal. Select a lesson from the day or week, and use the questions from the Reflection Cycle (page 26) as a guide for your entry. At the end of the day/week, share this entry with your mentor or a colleague and allow him/her to respond with encouragement, suggestions or other relevant feedback.

**This activity could also be done using a cassette tape rather than a written reflection. Your mentor could take the tape, listen to it, and respond.**

**Suggested Activity 2**

Use self-adhesive memo notes in your lesson plan book. As you edit and modify lessons, place these notes in your book. Be sure to make notes about adjusting your plans for unanticipated sources of input, modifying for student needs, and analyzing resources for a lesson. Save your lesson plan book as a reference guide for each year. By tabbing the pages of where you would make modifications, you will have an easy reference for each new school year.

**Suggested Activity 3**

Videotape yourself teaching a lesson. Use the Practice Reflection Cycle Questions about a Lesson (page 28) to write a reflection based on your videotaped lesson.

Be aware of your personal feelings and the attitudes you bring into the classroom.
Practice Reflection Cycle Questions about a Lesson

Becoming a reflective practitioner requires time, practice, and an environment supportive of the development and organization of the reflective process. These questions are FOR PRACTICE ONLY and are NOT to be used as a part of your Performance-Based Product. Practice writing a reflection using these questions.

Select

What lesson did you teach?
Why have you selected this lesson?

Describe

To which class/group did you teach this lesson?
What are the demographics of this group (race, gender, age, etc.)?
What was the content of the lesson?
When did you teach the lesson --- time of day?
Where does the lesson fit in your curriculum? Unit plan?
What did you teach before this lesson? After?
What were your expected outcomes?
What did you and your students do during the lesson/roles you all played?
What kinds of questions did you ask?

Analyze

How did you present the material?
How were students engaged in meaningful learning?
Did students react to one another as well as to you?
How did things go? What was your overall feeling?
How did you measure what students learned?
Did you relate this to previous learning or students’ shared experiences?
How did you account for diversity in the lesson?

Appraise

What was effective/ineffective about your teaching techniques in this lesson?
Did you achieve desired outcomes?
Were there outcomes achieved that you did not expect or plan for?
How did students react to the materials you chose or the methods you used?
Did the lesson achieve or help achieve a class or school goal?
How does this lesson relate to your philosophy of education?
Describe the environment. Did it allow for intellectual comfort/risk-taking?

Transform

What techniques/materials from this lesson will you continue to use? Which ones will you stop using or modify? Why?
Based on how well the students learned the material, what will you do next?
How will you continue to develop your personal teaching techniques based on the internal/external feedback from this lesson?
What did you learn from your students?
Videotaping can be a useful tool for self-assessment and development of your skills as a reflective practitioner. By evaluating and analyzing your teaching you will identify your own strengths and weaknesses. The following suggestions will help to optimize the quality of evidence shown on your video.

Since you will be required to present video footage as part of your PBL Product in year 2, you may want to practice videotaping several times during year 1.

Suggestions for optimizing the quality of your video evidence:

- Before videotaping your class, check with your school system and become familiar with the policy for videotaping students.
- Contact your media specialist to reserve equipment and to receive information regarding the operation of the equipment. Read the camera’s operating manual before attempting to tape.
- Keep the camera and tapes away from magnetic fields (e.g. book security systems in the media center). Magnetic fields can damage or erase the tapes.
- Avoid using the camera in extreme heat (above 104°F) or cold (below 32°F). If the camera has been exposed to extreme heat or cold, let it adjust to room temperature for about 30 minutes before recording.
- Use a tripod when you tape. This will help you achieve smooth, steady images. When taping children, set the tripod at their eye level.
- Share the video with your mentor. Discuss the evidence shown on the video and how it relates to the INTASC Standards.
- Review your videotape.
  
  Use the practice reflection questions on the next page (or on the Reflection Cycle) to reflect on your teaching practice.
  Consider the appearance of your classroom.
  Consider the quality of light and sound on your video.

CAUTION: You may be contacted by professional videographers offering their services to help you produce the video for your PBL Product. Be aware that you are not required to have a professional-quality video! Instead, you will be asked to furnish a video that is of sufficient audio-visual quality that you and your students may be clearly seen and heard by the assessors.
Video Self-Assessment Activity

Use the following questions as a guide for reflecting on a videotape of a lesson.

What evidence do you see that:

R you are using multiple instructional techniques to meet the needs of all students?
R you are using appropriate methods of inquiry central to your discipline?
R you are meeting the needs of the unique learners in your classroom?
R you respect diversity in your classroom?
R students are engaged in learning that is meaningful to them?
R students are encouraged to take intellectual risks and learn from mistakes?
R students are challenged to think critically?
R your classroom climate is appropriate and nurturing for your students?
R your classroom management plan is in place?
R your classroom is an inviting place for unique learners?

Do your job with the same enthusiasm you expect from your students. You’ll find your enthusiasm contagious.
PBL Tool Kit

The items in the Tool Kit will help you develop effective teaching and management skills early in your career. Keeping accurate records of ideas and events over time is a habit that strengthens your work. You will find accurate records provide important documentation of events and information for reflection and growth. The logs and documents included in the Tool Kit are provided to you as examples. The logs may be used as they appear, altered to fit your needs, or replaced with other forms. The IGP and the information contained on the logs are PBL requirements.

The Tool Kit contains the following forms:

- Parent/Guardian Contact Log
- Log of Discipline Incidents
- Professional Development and Contribution Log
- Beginning Teacher Individual Growth Plan (IGP)
<table>
<thead>
<tr>
<th>Student's First Name</th>
<th>Person Contacted and Method of Contact (phone, note, etc.)</th>
<th>Reason for Contact</th>
<th>Outcome of Contact</th>
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<td>Student's First Name</td>
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<td>Results/Outcome</td>
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*PD= Professional Development Activity: An activity which enriches your professional skills, knowledge, and/or abilities.

*PC= Professional Contribution: An activity which enriches the learning community of which you are a member.
1. Fill in identifying data on the beginning teacher and the mentor teacher. Specify the school year and indicate (by circling 1, 2, or 3) if the beginning teacher is in the first, second, or third year of the Initial Licensure Program.

2. Review the 10 INTASC Standards for Beginning Teachers. Using the attached form, assess the beginning teacher's standing relative to each of the standards.

3. Based on the review of the INTASC Standards, identify the standards on which the beginning teacher will focus for the IGP year.

4. Identify the key indicators on which the beginning teacher will focus during the IGP year.

5. Identify the activities/strategies the beginning teacher will use to focus on the targeted Key Indicators during the IGP year.

6. Identify the resources (people, funds, materials, or time) needed to accomplish each activity/strategy.

7. Identify a target date for each activity/strategy.

8. Record the completion date for each activity/strategy.

9. Identify evidence of completion of each activity/strategy.

10. Near the end of the school year, the beginning teacher, the mentor teacher, and the principal should formally assess the progress of the beginning teacher in realizing the targeted key indicators. Each should sign and date the comments.

11. Throughout the year, periodic conferences should be conducted to assess the beginning teacher’s progress in realizing the targeted key indicators. Summaries of these conferences should be recorded on the Assessment Conferences sheet. Additional copies of this sheet should be made as needed.
# BEGINNING TEACHER INDIVIDUALIZED GROWTH PLAN

**School Year:** ______________________

**ILP Year:** 1 2 3 (Circle)

**Name:** ______________________________

**Position/Subject Area:** __________________

**School:** _________________________

**Mentor:** _____________________________

**Position/Subject Area:** __________________

**School:** _________________________

## INTASC Standards for Beginning Teachers

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<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tr>
<td>1.</td>
<td>Content Pedagogy</td>
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<td>2.</td>
<td>Student Development</td>
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<td>3.</td>
<td>Diverse Learners</td>
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<td>4.</td>
<td>Multiple Instructional Strategies</td>
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<td>5.</td>
<td>Motivation and Management</td>
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<td>6.</td>
<td>Communication and Technology</td>
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<td>7.</td>
<td>Planning</td>
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<tr>
<td>8.</td>
<td>Assessment</td>
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<td>9.</td>
<td>Reflective Practice: Professional Growth</td>
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<tr>
<td>10.</td>
<td>School and Community Involvement</td>
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**Focus Standards:**

## Key Indicators

<table>
<thead>
<tr>
<th>Key Indicators</th>
<th>Activities (Strategies)</th>
<th>Resources</th>
<th>Target Date</th>
<th>Completion Date</th>
<th>Evidence of Completion</th>
</tr>
</thead>
</table>

**Beginning Teacher’s Summative Assessment**

Signature: __________________________________________________     Date: _____________________________

**Mentor’s Summative Assessment**

Signature: __________________________________________________     Date: _____________________________

**Principal’s Summative Assessment**

Signature: __________________________________________________     Date: _____________________________
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PURPOSE AND APPLICABILITY

The purpose of these Rules is to establish and uphold uniform standards of professional conduct for licensed professional educators throughout the State. These rules shall be binding on every person licensed by the SBE, hereinafter referred to as "educator" or "professional educator," and the possible consequences of any willful breach shall include license suspension or revocation. The prohibition of certain conduct in these rules shall not be interpreted as approval of conduct not specifically cited.

History Note: Authority G.S. 115C-295.3 Effective April 1, 1998

STANDARDS OF PROFESSIONAL CONDUCT

a. The standards listed in this Section shall be generally accepted for the education profession and shall be the basis for State Board review of performance of professional educators. These standards shall establish mandatory prohibitions and requirements for educators. Violation of these standards shall subject an educator to investigation and disciplinary action by the SBE or LEA.

b. Professional educators shall adhere to the standards of professional conduct contained in this Rule. Any intentional act or omission that violates these standards is prohibited.

1. Generally recognized professional standards. The educator shall practice the professional standards of federal, state, and local governing bodies.

2. Personal conduct. The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.

3. Honesty. The educator shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties including the following:
   A. statement of professional qualifications;
   B. application or recommendation for professional employment, promotion, or licensure;
   C. application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit;
   D. representation of completion of college or staff development credit;
   E. evaluation or grading of students or personnel;
   F. submission of financial or program compliance reports submitted to state, federal, or other governmental agencies;
G. submission of information in the course of an official inquiry by the employing LEA or the SBE related to facts of unprofessional conduct, provided, however, that an educator shall be given adequate notice of the allegations and may be represented by legal counsel; and

H. submission of information in the course of an investigation by a law enforcement agency, child protective services, or any other agency with the right to investigate, regarding school related criminal activity; provided, however, that an educator shall be entitled to decline to give evidence to law enforcement if such evidence may tend to incriminate the educator as that term is defined by the Fifth Amendment to the U.S. Constitution.

1. **Proper remunerative conduct.** The educator shall not solicit current students or parents of students to purchase equipment, supplies, or services from the educator in a private remunerative capacity. An educator shall not tutor for remuneration students currently assigned to the educator’s classes, unless approved by the local superintendent. An educator shall not accept any compensation, benefit, or thing of value other than the educator’s regular compensation for the performance of any service that the educator is required to render in the course and scope of the educator’s employment. This Rule shall not restrict performance of any overtime or supplemental services at the request of the LEA; nor shall it apply to or restrict the acceptance of gifts or tokens of minimal value offered and accepted openly from students, parents, or other persons in recognition or appreciation of service.

2. **Conduct with students.** The educator shall treat all students with respect. The educator shall not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or supervision of that educator, as defined below:
   A. any use of language that is considered profane, vulgar, or demeaning;
   B. any sexual act;
   C. any solicitation of a sexual act, whether written, verbal, or physical;
   D. any act of child abuse, as defined by law;
   E. any act of sexual harassment, as defined by law; and
   F. any intentional solicitation, encouragement, or consummation of a romantic or physical relationship with a student, or any sexual contact with a student. The term "romantic relationship" shall include dating any student.

1. **Confidential information.** The educator shall keep in confidence personally identifiable information regarding students or their family members that has been obtained in the course of professional service, unless disclosure is required or permitted by law or professional standards, or is necessary for the personal safety of the student or others.

2. **Rights of others.** The educator shall not willfully or maliciously violate the constitutional or civil rights of a student, parent/legal guardian, or colleague.

3. **Required reports.** The educator shall make all reports required by Chapter 115C of the North Carolina General Statutes.

4. **Alcohol or controlled substance abuse.** The educator shall not:
   A. be under the influence of, possess, use, or consume on school premises or at a school-sponsored activity a controlled substance as defined by N.C. General Statute §
90-95, the Controlled Substances Act, without a prescription authorizing such use;
B. be under the influence of, possess, use, or consume an alcoholic beverage or a
controlled substance on school premises or at a school-sponsored activity involving
students; or
C. furnish alcohol or a controlled substance to any student except as indicated in the
professional duties of administering legally prescribed medications.
1. Compliance with criminal laws. The educator shall not commit any act referred to in
G.S. 115C-332 and any felony under the laws of the United States or of any state.

2. Public funds and property. The educator shall not misuse public funds or property,
funds of a school-related organization, or colleague's funds. The educator shall
account for funds collected from students, colleagues, or parents/legal guardians. The
educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

3. Scope of professional practice. The educator shall not perform any act as an
employee in a position for which licensure is required by the rules of the SBE or by
Chapter 115C or the North Carolina General Statutes during any period in which the
educator's license has been suspended or revoked.

4. Conduct related to ethical violations. The educator shall not directly or indirectly use
or threaten to use any official authority or influence in any manner that tends to
discourage, restrain, interfere with, coerce, or discriminate against any subordinate or
What’s Next?

At the beginning of year 2 or your appropriate submission year, you will receive *Performance-Based Licensure Product Directions*, a handbook that will outline the PBL Product requirements for your submission year. You should add these product directions to your core handbook.

The directions, which will guide you through the process of creating the PBL Product, will include:

- instructions for format and organization
- Components A, B, C and Professional Growth Documents sections, including Directed Reflection questions
- all forms needed for the completion of the product.

Don’t think of yourself as a finished product even after 20 years of teaching. Keep learning and growing.