NORTH CAROLINA CAREER AND TECHNICAL EDUCATION STANDARDS

Family And Consumer Sciences Education

Grade: Grade 9 - 12
Course: Teaching as a Profession II *New*

NCCTE.2020.FE22 - Teaching as a Profession II

NCCTE.2020.FE22.01.00 - Understand the importance of collaboration, litigation and legislation, and the teacher's role in creating a foundation of access to education for all students.

NCCTE.2020.FE22.01.01 - Develop a personal philosophy of education and vision of teacher as leader in a diverse society. (Unit 5)

NCCTE.2020.FE22.01.02 - Discuss the importance of collaboration with students, families, and communities. (Unit 6)

NCCTE.2020.FE22.01.03 - Critique the teacher's role as a leader in the classroom, school, and community. (Unit 6)

NCCTE.2020.FE22.01.04 - Determine the role of policy, advocacy, and community services in the education of culturally and linguistically diverse students and students with exceptionalities. (Units 1 and 6)

NCCTE.2020.FE22.01.05 - Categorize opportunities and organizations that can support advocacy for students, families, and communities. (Unit 6)

NCCTE.2020.FE22.02.00 - Understand events that have shaped the educational experiences of special populations, and the role of the school and teacher in meeting a variety of needs of those populations.

NCCTE.2020.FE22.02.01 - Discuss significant political and legal events that have influenced the educational experiences and opportunities of special populations. (Unit 1)

NCCTE.2020.FE22.02.02 - Discuss significant historical and social events that have influenced the educational experiences and opportunities of special populations. (Unit 1)

NCCTE.2020.FE22.02.03 - Critique various philosophies of education. (Unit 5)

NCCTE.2020.FE22.02.04 - Describe concepts and practices for inclusion of students with exceptionalities. (Unit 3)

NCCTE.2020.FE22.02.05 - Describe concepts and practices for culturally responsive instruction. (Unit 3)

NCCTE.2020.FE22.03.00 - Understand different school structres, legal and financial influnces, and the role of educational philosophies in shaping the practice of teaching.

NCCTE.2020.FE22.03.01 - Compare and contrast different school structures (e.g., charter, private, magnet, lab schools, etc.) Explain the legal and financial influences on education. (Unit 5)

NCCTE.2020.FE22.03.02 - Evaluate the role of educational philosophies and ethics in shaping curriculum and instruction. (Unit 5)

NCCTE.2020.FE22.03.03 - Analyze the concept of least dangerous assumptions and the influence of expectations in learning outcomes for diverse learners. (Unit 3)

NCCTE.2020.FE22.03.04 - Develop a personal philosophy of education and vision of teacher as

leader in a diverse society. (Unit 6)

NCCTE.2020.FE22.04.00 - Understand the ways in which technology supports student access and teaching quality.

NCCTE.2020.FE22.04.01 - Explore appropriate hardware and software to support diverse learning needs. (Unit 4)

NCCTE.2020.FE22.04.02 - Demonstrate how integrated technologies can enhance student learning for individual, group and whole class instruction. (Unit 4)

NCCTE.2020.FE22.04.03 - Examine the alignment of IEP goals, 504 plans, and other personal education plans to the NCSCOS. (Unit 2)

NCCTE.2020.FE22.04.04 - Discuss the role of critical literacy in developing, delivering, and evaluating curriculum and instruction. (Unit 3)

NCCTE.2020.FE22.04.05 - Demonstrate how specific hardware and software can enhance the learning for special needs children. (Unit 4)

NCCTE.2020.FE22.04.06 - Evaluate appropriate curriculum and technology for Pre K - 12 students. (Unit 4)

NCCTE.2020.FE22.05.00 - Understand various school models and systems, intervention and strategies, and practices designed to meet the needs of diverse students.

NCCTE.2020.FE22.05.01 - Understand documents used in public schools and examine the purpose of each (i.e., Title I documentation, PEPs, 504 plans, Individual Educational Programs (IEPs). (Unit 2)

NCCTE.2020.FE22.05.02 - Analyze use of systems in schools that support struggling learners and learners from diverse backgrounds including multi-tiered systems of support, response to intervention, positive behavior intervention support, support for English Language Learners, and culturally responsive instruction. (Unit 2)

NCCTE.2020.FE22.05.03 - Demonstrate application of general interventions and appropriate strategies for all learners as well as specially designed instruction for individual learners. (Unit 3)

NCCTE.2020.FE22.05.04 - Apply promising practices in instruction including culturally responsive instruction, Universal Design for Learning, differentiated instruction, evidence-based, research based, specially designed instruction (SDI), and High Leverage Practices for students of all abilities. (Unit 3)