

**Crosswalk of Standards for Initial Teacher Licensure Programs  
INTASC Standards, North Carolina Professional Teaching Standards (NCPTS), &  
COED Conceptual Framework (CF)**

INTASC	NCPTS	COED CF
<p style="text-align: center;"><b>Learner and Learning</b></p> <p><b>Std 1 Learner Development</b></p> <ul style="list-style-type: none"> <li>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</li> </ul> <p><b>Std 2 Learning Differences</b></p> <ul style="list-style-type: none"> <li>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</li> </ul> <p><b>Std 3 Learning Environment</b></p> <ul style="list-style-type: none"> <li>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</li> </ul>	<p style="text-align: center;"><b>NC Professional Teaching Standards 1, 2, 4</b></p> <p><b>PTS 1 Leadership: Classroom</b></p> <ul style="list-style-type: none"> <li>Establish a safe &amp; orderly environment to empower students.</li> </ul> <p><b>PTS 2 Respectful Environment &amp; Diversity</b></p> <ul style="list-style-type: none"> <li>Teachers provide an inclusive and flexible environment in which each child has a positive, nurturing relationship with caring adults.</li> <li>Teachers embrace diversity in the school community and in the world.</li> <li>Teachers treat students as individuals.</li> <li>Teachers adapt their teaching for the benefit of students with special needs.</li> </ul> <p><b>PTS 4 Facilitating Learning</b></p> <ul style="list-style-type: none"> <li>Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.</li> </ul>	<p><b>F. Advocacy</b> – Candidates are prepared to advocate on behalf of others for services that support the social, emotional, physical, educational, behavioral, and basic needs of students, families, and colleagues.</p> <p><b>K. Cultural Competence &amp; Culturally Sustaining Practice: Responsiveness to Diverse Learners</b> – Candidates design and provide inclusive programs and services and establish respectful learning environments that respond to the needs of all learners, clients, and families.</p> <p><b>J. Positive Impact &amp; Accountability</b> – Candidates demonstrate a belief that all individuals can learn as well as an understanding that they have a positive impact on learning and development.</p>
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<p style="text-align: center;"><b>Content Knowledge</b></p> <p><b>Std 4 Content Knowledge</b></p> <ul style="list-style-type: none"> <li>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</li> </ul> <p><b>Std 5 Application of Content</b></p> <ul style="list-style-type: none"> <li>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</li> </ul>	<p style="text-align: center;"><b>NC Professional Teaching Standard 3</b></p> <p><b>PTS 3 Content</b></p> <ul style="list-style-type: none"> <li>Teachers align their instruction with the North Carolina Standard Course of Study.</li> <li>Teachers know the content appropriate to their teaching specialty.</li> <li>Teachers recognize the interconnectedness of content areas/disciplines.</li> <li>Teachers make instruction relevant to students.</li> </ul>	<p><b>M. Specialty Area Knowledge</b> – Candidates complete rigorous specialty area training in their related fields and have a thorough knowledge base in their disciplines.</p> <p><b>L. 21<sup>st</sup> Century Literacies, Competencies &amp; Character Qualities</b> – Candidates demonstrate skills in 21<sup>st</sup> Century literacies (literacy, numeracy, citizenship, digital, and media); competencies (critical thinking, creativity, collaboration); and character qualities (curiosity, initiative, persistence, resilience, adaptability, leadership)</p>

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<p align="center"><b>Instructional Practice</b></p> <p><b>Std 6 Assessment</b></p> <ul style="list-style-type: none"> <li>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</li> </ul> <p><b>Std 7 Planning for Instruction</b></p> <ul style="list-style-type: none"> <li>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</li> </ul> <p><b>Std 8 Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</li> </ul>	<p align="center"><b>NC Professional Teaching Standards 1, 4, 5</b></p> <p><b>PTS 1 Leadership: Classroom</b></p> <ul style="list-style-type: none"> <li>Responsible for student learning and communicate their vision to students.</li> <li>Use data to organize, plan, set goals and track progress.</li> </ul> <p><b>PTS 4 Facilitating Learning</b></p> <ul style="list-style-type: none"> <li>Teachers plan instruction appropriate for their students.</li> <li>Teachers use a variety of instructional methods.</li> <li>Teachers integrate and utilize technology in their instruction.</li> <li>Teachers help students develop critical thinking and problem-solving skills.</li> <li>Teachers help students work in teams and develop leadership qualities.</li> <li>Teachers communicate effectively.</li> <li>Teachers use a variety of methods to assess what each student has learned.</li> </ul> <p><b>PTS 5 Reflection on Practice</b></p> <ul style="list-style-type: none"> <li>Teachers analyze student learning.</li> <li>Teachers function effectively in a complex, dynamic environment.</li> </ul>	<p><b>I. Social Justice</b> –Candidates use critical inquiry to establish meaningful and relevant changes in pedagogical practices.</p> <p><b>N. Pedagogical Knowledge</b> – Candidates understand and demonstrate methods of effective teaching as well as research, counseling, and leadership strategies.</p> <p><b>O. Research-Based Practice</b> – Candidates apply research-based strategies while planning, implementing, and evaluating learners.</p>
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<p align="center"><b>Professional Responsibility</b></p> <p><b>Std 9 Professional Learning &amp; Ethical Practice</b></p> <ul style="list-style-type: none"> <li>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</li> </ul> <p><b>Std 10 Leadership &amp; Collaboration</b></p> <ul style="list-style-type: none"> <li>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</li> </ul>	<p align="center"><b>NC Professional Teaching Standards 1, 4, 5</b></p> <p><b>PTS 1 Leadership: Advocacy</b></p> <ul style="list-style-type: none"> <li>Advocate for positive change in policies and practices affecting student learning.</li> <li>Participate in the implementation of initiatives to improve education.</li> </ul> <p><b>PTS 1 Leadership: Profession</b></p> <ul style="list-style-type: none"> <li>Strive to improve the profession.</li> <li>Contribute to the establishment of positive working conditions.</li> <li>Participate in decision-making.</li> <li>Promote professional growth.</li> </ul> <p><b>PTS 1 Leadership: School</b></p> <ul style="list-style-type: none"> <li>Work collaboratively with colleague to create PLCs.</li> <li>Analyze data and develop goals and strategies through the SIP.</li> <li>Assist in determining school budget and professional development.</li> <li>Participate in hiring process.</li> <li>Collaborate w/ colleagues to mentor/ support teachers.</li> </ul> <p><b>PTS 1 Leadership: Ethical Standards</b></p> <ul style="list-style-type: none"> <li>Demonstrate ethical principles.</li> <li>Uphold the Code of Ethics and Standards for the Professional Conduct.</li> </ul> <p><b>PTS 2 Respectful Environment &amp; Diversity</b></p> <ul style="list-style-type: none"> <li>Teachers work collaboratively with the families and significant adults in the lives of their students.</li> </ul> <p><b>PTS 5 Reflection on Practice</b></p> <ul style="list-style-type: none"> <li>Teachers link professional growth to goals.</li> </ul>	<p><b>A. Ethics</b> – Candidates consistently demonstrate and practice high ethical standards.</p> <p><b>B. Professional Identity &amp; Continuous Growth</b> – Candidates participate in continuous practice opportunities with reflection and in high-quality learning experiences that enable them to attain a professional identity.</p> <p><b>C. Leadership</b> – Candidates embrace the inherent commitment to leadership implicit in their practice. They fulfill their responsibilities and leverage their leadership role in productive ways.</p> <p><b>D. Collaboration</b> -- Candidates are committed to consensus-building, coalition-forming, and agenda framing strategies and collaborate with professionals from other disciplines.</p> <p><b>E. Policies, Laws, Standards &amp; Issues</b> -- Candidates are both competent and engaged in the understanding and development of educational policy and law, analyze and incorporate standards into practice and identify and consider societal issues that impact education and practice.</p>