

ADOLESCENCE & YOUNG ADULTHOOD

SOCIAL STUDIES-HISTORY STANDARDS



Standard I: Knowing Students

Accomplished social studies–history teachers are knowledgeable about students as individuals and as members of families and communities and use their knowledge to strengthen relationships and increase student achievement. Teachers are also knowledgeable about students’ development and their conceptualization of social studies–history.

Standard III: Content

Accomplished social studies–history teachers ground their teaching practice in a sound foundation of content knowledge.

Standard V: Diversity

Accomplished social studies–history teachers consider diversity a fundamental and deliberate component of excellent teaching. Teachers recognize the importance of student diversity, equity in instruction, and pluralism in the curriculum.

Standard VII: Professional Growth

Accomplished social studies–history teachers pursue professional growth activities and experiences to develop themselves, their colleagues, schools, and districts, and to benefit the larger field of social studies–history education.

Standard II: Developing Social Understanding, Engagement, and Civic Identity

Accomplished social studies–history teachers develop students’ knowledge, skills, and attitudes necessary for social understanding and civic engagement and facilitate students’ development as decision makers involved in public discourse and action at the local, national, or global levels.

Standard IV: Instruction

Accomplished social studies–history teachers recognize that excellent instruction depends on skilled organization and creative interweaving of curricula, varied instructional strategies, meaningful assessment, and supporting resources that engage students with content, provide meaningful and instructive feedback, and promote a love of learning.

Standard VI: Learning Environments: Classroom and Communities

Accomplished social studies–history teachers actively create and cultivate safe and dynamic learning environments characterized by respectful peer interactions, facilitation of multiple perspectives, and collaborative partnerships with families and with students’ greater communities.

Standard VIII: Reflection

Accomplished social studies–history teachers engage in purposeful reflection as a systematic self examination of all aspects of their teaching to extend knowledge, improve teaching, and refine their practice and their philosophy of education.

WHAT ARE THE STEPS TO ▶ CERTIFICATION? ◀



Component 1: Content Knowledge

-Computer-based assessment of 45 selected response questions.

-3 short essays / constructed response exercises on:

- I. Documents
- II. United States Economic Policy
- III. Regional Economic and Geographic Trends

Component 2: Differentiation in Instruction

-Demonstrate how you use writing assignments to teach reasoning skills to students.

-Demonstrate your ability to use information about students' learning strengths and needs to design and implement differentiated instruction.

-Choose three writing assignments/prompts and two student responses to each assignment/prompt.

-Submit a Written Commentary that provides a context for the writing assignments and describes, analyzes, and reflects on the student work and your teaching.

Component 3: Teaching Practice and Learning Environment

-Provide a brief overview of the content of your overall submission.

-Submit two 10–15 minute videos of your teaching practice, showcasing different instructional units, content, and strategies in each.

-Submit information about the instructional context for each video.

-Describe your instructional planning for the lesson featured in each video and submit supporting materials.

-Submit a commentary for each video that includes analysis and reflection on your teaching practice; that communicates your pedagogical decision making before, during, and after the lesson shown in the video; and that focuses on your impact on student learning.



Component 4: Effective and Reflective Practitioner

-Provide a profile or description of one entire class of current students developed from and supported by information you collect about the students.

-Provide evidence that you collect relevant information about your group of students to prove you base assessment practices on your knowledge of the students and understanding of sound assessment principles. Show you use assessments and other data sources to positively impact students' learning. You must link the assessment data to your practice.

-Submit evidence you use accumulated knowledge about students from the current year and/or previous school year to analyze the effectiveness of your own practice and to initiate or contribute to collaborative efforts designed to support students' learning and growth.

-Reflect on your practice of gathering and using information about students and how you can best contribute to positive changes for students and your practice in the future.

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