

MIDDLE CHILDHOOD GENERALIST STANDARDS



Standard I: Knowledge of Students

Accomplished teachers use their knowledge of child development, their knowledge of students as individuals, and their knowledge of students as learners to develop and strengthen relationships that enhance learning.

Standard III: Establishing an Environment for Learning

Accomplished teachers establish and maintain safe and respectful learning communities that nurture relationships and create climates that promote student engagement in learning.

Standard V: Instructional Decision Making

Accomplished teachers are effective instructional decision makers. They use a process of assessing, planning, implementing, and reflecting to guide teaching and learning.

Standard VII: Professionalism, Leadership, and Advocacy

Accomplished teachers are leaders who advocate for the teaching profession and student learning.

Standard IX: Reflective Practice

Accomplished teachers reflect on their practice continually to improve the quality and effectiveness of teaching and learning.

Standard II: Respect for Diversity

Accomplished teachers respect and comprehend the complex nature of diversity. They provide opportunities for all students to access the knowledge, skills, and understandings they need to become caring and thoughtful participants in a global citizenry.

Standard IV: Knowledge of Content and Curriculum

Accomplished teachers draw on and expand their knowledge of content and curriculum to determine what is important for students to learn and experience within and across the subject areas of the middle childhood years.

Standard VI: Partnership and Outreach

Accomplished teachers establish and maintain partnerships with families and the greater community to enhance teaching and support student learning.

Standard VIII: Responsiveness to Change

Accomplished teachers are cognizant of the changes that occur in society and in education. They thoughtfully and proactively analyze and respond to change as it affects their students and their profession.

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. Supporting Reading Skills
- II. Analyzing Student Work in Mathematics
- III. Making Connections In Science

Component 2: Differentiation in Instruction

-Provide evidence of your planning and instruction to develop students' thinking and writing skills.

-Demonstrate your ability to describe, analyze, and evaluate student writing and to use this information to differentiate instruction for individual students and to reflect on your practice.

-Submit a Written Commentary, two writing assignments/prompts, and student work samples that demonstrate students' abilities as developing writers.

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.

To find out more about National Board:

<https://www.nbpts.org/>

Ready to start your journey? Apply for the Illinois subsidy here:

<https://nbrc.illinoisstate.edu/>