

Social Studies
7-12

STANDARD ONE

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects.

KNOWLEDGE

The teacher knows how to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he/she teaches.

The teacher has a multi cultural perspective of his/her discipline(s).

The teacher knows how to relate higher disciplinary knowledge to other subject areas.

The teacher understands how students' conceptual frameworks and their misconceptions of an area of knowledge can influence their learning.

Evidences

The teacher knows that all of life's experiences relate to the social studies.

The teacher has broad knowledge across the disciplines within the social studies.

The teacher knows how to employ skills central to the social studies discipline, e.g. maps, charts, graphs, inquiry, research, group decision making, etc.

The teacher knows that a multicultural perspective is the core of a social studies curriculum.

The teacher knows how to integrate other disciplines into social studies.

The teacher knows that cultural misconceptions impede knowledge.

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The teacher has a working knowledge of the concepts and skills within the social studies curriculum framework.

The teacher knows current ideas within the literature and research in the social studies.

The teacher knows that facts and data are not an end in themselves but a necessary foundation for analytical thought.

DISPOSITIONS

The teacher has enthusiasm for the discipline(s) he/she teaches and helps connect it to everyday life.

The teacher realizes that subject matter knowledge is not a fixed body of facts, but is a complex and ever-evolving construct of ideas.

The teacher accepts multiple perspectives.

The teacher values interdisciplinary teaching and learning.

Evidences

The teacher values multicultural perspectives and approaches to learning.

The teacher values open-ended discussions related to content.

The teacher realizes the values of relating social studies disciplines to other subjects.

The teacher is committed to the collection and analysis of information.

The teacher is committed to the study of current issues pertinent to the social studies.

PERFORMANCE

The teacher keeps abreast of new ideas and understandings in higher discipline.

The teacher approaches the discipline critically and evaluates new claims and interpretations in the field.

The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students' prior understandings.

The teacher represents and uses a variety of viewpoints, theories, "ways of knowing," methods of inquiry, and standards of evidence characteristic of the discipline.

The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence characteristic of the discipline.

The teacher includes multicultural perspectives in his/her lessons and conveys to learners how knowledge is developed from the vantage point of the culture.

The teacher creates interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas.

The teacher ensures that what is taught and what is learned is accurate.

The teacher communicates effectively through reading, writing, speaking, and listening, and assists students in doing the same.

Evidences

The teacher attends meetings of professional social studies organizations to stay abreast of new ideas.

The teacher supports and participates in staff development.

The teacher uses the social studies framework frameworks as a basis for a variety of viewpoints, theories, "ways of knowing," methods of inquiry, and standards of evidence characteristic of the discipline.

The teacher uses major concepts, themes, principles, relationships, and processes to organize and present the factual content of the social studies.

The teacher connects subject material to life's experiences.

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The teacher employs research methods and technology appropriately.

STANDARD TWO

The teacher plans curriculum appropriate to the students, to the content, and to the course objectives.

KNOWLEDGE

The teacher understands principles of curriculum design and knows how to plan lessons, units, and courses of study.

The teacher knows how to apply interdisciplinary approaches to curriculum design.

The teacher recognizes the continuum of learning within the K-12 curriculum of the discipline(s) he/she teaches.

The teacher knows how to teach students to communicate effectively through reading, writing, listening, and speaking.

The teacher knows how to ask questions to stimulate discussion as well as creative and critical thinking.

The teacher knows how to use various instructional technologies to address individual and group needs.

The teacher knows how to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development.

Evidences

The teacher knows how to plan curriculum appropriate to the students, to the content, and to the course objectives.

The teacher knows content strategies relevant to social studies frameworks.

The teacher knows interdisciplinary approaches relevant to social studies.

The teacher knows how to incorporate technology in social studies education.

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The teacher knows how to write effectively and correctly and knows the ways of thinking, talking and writing about social studies.

The teacher knows how to incorporate group activities and active learning.

The teacher knows how to use multicultural perspectives and strategies.

The teacher knows the importance of promoting ownership of student social studies learning.

The teacher knows current trends in social studies education.

The teacher knows how to use effective strategies for collaboration with other professionals and how to participate with families, students, and others in the development of individualized education plans/family service plans/transition plans for students.

DISPOSITIONS

The teacher is willing to respond with different approaches until students succeed.

The teacher is disposed to be a learner about organization, presentation, and assessment of content.

The teacher is inclined to use a variety of resources.

The teacher is open to and appreciates multiple perspectives of the disciplines and of the students.

The teacher is willing to explore and use technology as an instructional tool in the classroom.

The teacher is committed to improving practice based on a variety of assessments, both formal and informal.

The teacher is committed to lifelong learning.

Evidences

The teacher appreciates innovative methods and changes his/her approach to enhance effectiveness.

The teacher values and demonstrates enthusiasm in the classroom.

The teacher encourages civic participation.

The teacher values instilling in students commitment to the democratic process and the rule of law.

The teacher values social studies learning as a means of understanding one's own culture.

PERFORMANCE

The teacher plans lessons, units, and courses of study that are appropriate to the students, to the content, and to single discipline or interdisciplinary course objectives.

The teacher adapts the curricula to accommodate individual student abilities and needs.

The teacher evaluates and utilizes teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness.

The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

The teacher effectively integrates the communication skills of reading, writing, listening, and speaking into all curricula.

The teacher asks questions to stimulate discussion as well as creative and critical thinking.

The teacher creates learning experiences which encourage critical and creative thinking, problem-solving, and other higher order thinking skills.

The teacher uses technology, as appropriate, to improve learning and instruction.

The teacher constructs and uses a variety of assessment techniques to assess student growth and development.

The teacher uses feedback and assessment to improve practice.

The teacher provides opportunities for students to acquire the skills necessary to become lifelong learners.

Evidences

The teacher incorporates the social studies framework strands into lesson plans.

The teacher incorporates technology into lesson plans for social studies instruction.

The teacher uses maps, charts, graphs, statistics, primary sources and other relevant social studies tools in lessons.

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The teacher provides opportunities for development of critical thinking and group decision-making skills.

The teacher provides direction and opportunities for the development of citizenship and leadership skills.

The teacher participates in professional development activities related to the social studies.

The teacher designs lessons that allow students to examine their own and other cultures in order to promote ownership in the social studies curriculum.

The teacher uses assessment information to establish goals and objectives that are appropriate for an individual student which requires the ability to communicate assessment results and integrate assessment data from others when preparing individualized plans for students with disabilities.

The teacher plans and implements developmentally and individually appropriate curriculums and instructional practices based on knowledge of individual students, the family, the community, and curriculum goals and content.

The teacher identifies educational, developmental, functional, vocational, and social outcomes for students with a diverse cognitive, motor, and/or social/behavioral needs at various ages.

The teacher cooperatively develops and evaluates an individualized education program/individualized family service plan/individualized transition plan.

The teacher develops lesson plans and adapts curricula, materials, and methods for average and diverse students [e.g., drugs, poverty, guns].

The teacher infuses speech skills into academic areas as consistent with mode or philosophy espoused and ability of the student who is deaf/hard of hearing.

The teacher selects media and technology appropriate to instructional goals and objectives and uses assistive technology needed by students with vision, hearing, motor, or other disabilities.

The teacher involves students in self-evaluation of products by providing students with information about performance results for the purpose of developing self-evaluation skills and supporting progress and by other means.

The teacher modifies tests for students with disabilities.

The teacher modifies the physical environment to ensure maximum performance on tests for students with disabilities.

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The teacher collects, documents, and analyzes performance information through systematic observations and recordings of student learning, behavior patterns, and responses in the areas of social, developmental, functional academic, and/or vocational behaviors.

The teacher selects and administers assessment instruments and procedures based on the purpose of the assessment being conducted and in compliance with established criteria and standards.

The teacher involves families as active participants in the assessment process.

The teacher modifies a student's program as indicated by results of various types of evaluations, e.g., task analysis, error pattern analysis, curriculum-based assessments, and similar tools that allow for comparison of current performance with criterion outcomes.

The teacher develops and uses formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community (especially for early childhood educators).

The teacher teaches for generalization of skills and transfer of knowledge by students and assisting them to develop learning strategies and independent study behaviors.

STANDARD THREE

The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.

KNOWLEDGE

The teacher knows concepts of human growth and development.

The teacher can evaluate and knows how to apply appropriate techniques and strategies based on different learning theories.

The teacher knows how to evaluate and use a variety of materials to support different instructional strategies.

The teacher understands how students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions.

The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain.

The teacher understands the importance of peers to intellectual development.

The teacher knows how to find information and services to support students.

Evidences

The teacher knows the diverse culture, needs and wants of students.

The teacher knows what school and community resources are available to support students' diverse needs and wants.

The teacher knows techniques, methods, and strategies relevant to social studies including cooperative learning, assessment methods, learning styles, and classroom management skills.

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The teacher knows active learning strategies including oral histories, simulations, role playing, debates, mapping, demonstrations, and peer teaching.

The teacher knows a variety of research tools including locating sources inside and outside libraries, differentiating between primary and secondary sources, compiling bibliographies, analyzing information, and using current technology such as the computer.

The teacher knows how to present research in a variety of forms such as written reports, tabletop displays, media presentations, and performance.

The teacher knows how to develop concepts pertaining to individuals with exceptionalities; pre-, peri-, and post-natal development and the developmental consequences of stress and trauma; the development of mental health; and the importance of supportive relationships.

The teacher knows techniques for crisis preventions.

The teacher knows how to provide students with frequent response opportunities, appropriate practice, and corrective feedback during all phases of instruction.

The teacher knows how to use resources, aids, and materials for teaching students with special needs.

The teacher knows and understands how exceptionalities and medications may affect behaviors and educational, vocational, social, and psychological status at various age levels.

The teacher has an understanding of peer coaching skills.

The teacher knows and understands indicators of exceptionalities, curricular approaches, learning styles, and special counseling needs of students with exceptionalities.

The teacher knows how to use community resources and allied health professionals which may be used by students and families and how to make referrals and collaborate with community program personnel.

DISPOSITIONS

The teacher is willing to provide and maintain a positive classroom environment.

The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

The teacher accepts the responsibility to create an environment that motivates students to learn by building on their strengths and interests.

The teacher appreciates individual variations among students, shows respect for their diverse talents and abilities, and is committed to helping them develop their self-confidence and competence.

The teacher is willing to find and use different teaching materials, teaching techniques, and strategies to meet the learning needs of students.

The teacher recognizes that all students are capable of sharing knowledge.

Evidences

The teacher respects all students treating them equitably regardless of culture, socio-economic background, personality, opinions, and learning styles.

The teacher values group interaction as a means for promoting social and civic development.

The teacher is willing to be an active participant in an educational community that encourages student responsibility, nurtures collaboration, invites dialogue, and models attitudes and values of inquiry learning.

The teacher is willing to identify personal attitudes and behaviors that may affect student behavior and the classroom environment.

The teacher believes that all students can learn at high levels and persists in helping all students achieve success including students with exceptionalities.

The teacher is committed to allowing students with exceptionalities to participate in ALL classroom activities where safety is not a factor.

The teacher is willing to use assistive technology.

PERFORMANCE

The teacher applies concepts of human growth and development to classroom instruction.

The teacher varies instruction using different learning techniques and strategies as appropriate for his/her students and the content.

The teacher selects, procures, and maintains appropriate materials to support different instructional strategies.

The teacher stimulates student reflection on prior knowledge, links new ideas to familiar ones, and makes connections to students' experiences.

The teacher provides students with opportunities for active engagement, for testing of ideas and materials, and for assuming responsibility for shaping their learning tasks.

The teacher provides opportunities for both individual and group learning.

The teacher finds and uses information and services to support students.

The teacher flexibly applies appropriate learning theories for individual students.

The teacher creates an environment which motivates students to learn by building on their strengths and interests.

Evidences

The teacher enhances classroom environment by displaying student products and appropriate learning materials such as maps, globes, time lines, bulletin boards, etc.

The teacher provides opportunities for success by including all students in leadership roles, providing individual assistance, modifying lessons for different learning styles, praising, displaying student products, giving positive reinforcements and rewards, etc.

The teacher develops community building by use of groups and group decision-making (e.g. cooperative learning, classroom meetings, team competition, group problem solving).

The teacher involves students in active learning using a variety of resources to provide for varied learning styles, e.g. oral histories, simulations, role-playing, create bibliographies, T-chart, debates, mapping/graphic organizers, demonstrations/presentations, and peer teaching.

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The teacher develops a positive classroom climate that promotes respect for other people and rules and tolerance of differing ideas and viewpoints.

The teacher motivates students by connecting the learning to real-life, useful experiences (e.g. current issues, community projects, service learning, interaction with local agencies, guest speakers, etc.).

The teacher provides opportunities for students to make sense of learning in the social studies by finding patterns, making generalizations, and marshaling evidence to formulate arguments and opinions.

The teacher schedules learning opportunities for students to exercise choice in exploring their own interests or questions.

The teacher manages the classroom with organization, structure, and flexibility.

The teacher applies concepts of human growth and development to classroom instruction, including application of typical and atypical child development theories in learning situations in the context of the family and the community.

The teacher uses or adapts learning techniques/strategies as needed for students with exceptionalities, providing opportunities for high success rates in each stage of learning, grouping students appropriately for learning, and facilitating family/child interactions as appropriate for optimum learning.

The teacher selects, procures, and maintains appropriate materials, devices, and aids for students with exceptionalities.

The teacher assists students in developing independent study behaviors.

The teacher makes appropriate referrals to community health and social services.

The teacher plans appropriate physical laboratory arrangements and activities in the classroom observing safe laboratory procedures.

The teacher implements basic health, nutrition, and safety management practices, including specific procedures for students of various ages and with various exceptionalities regarding illness and communicable diseases.

STANDARD FOUR

The teacher exhibits human relations skills which support the development of human potential.

KNOWLEDGE

The teacher is familiar with students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling.

The teacher understands how students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values.

The teacher understands the importance of treating others with respect and dignity.

The teacher knows how to communicate effectively with multiple audiences.

Evidences

The teacher knows and understands the diversity of socio-economic status and cultural backgrounds of the students.

The teacher knows that socio-economic status and cultural backgrounds affect students' learning, development, interaction, communication, and interest in social studies.

The teacher knows active listening skills.

The teacher knows conflict resolution skills.

The teacher knows service learning principles.

The teacher understands the interpersonal relationship skills related to the democratic process.

The teacher knows how to facilitate the integration of students with exceptionalities into the classroom.

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DISPOSITIONS

The teacher respects, accepts, and supports ALL students.

The teacher appreciates the importance of effective communication.

The teacher is committed to the expression of democratic values in the classroom and in school.

Evidences

The teacher is committed to student improvement.

The teacher values the importance of service learning.

PERFORMANCE

The teacher promotes positive interpersonal relationships among students/parents/guardians, and the community.

The teacher expresses empathy and warmth in interpersonal relationships.

The teacher treats all others with the same respect and dignity with which he/she expects to be treated.

The teacher communicates effectively with diverse populations among students, parents/guardians, peers, and community.

The teacher creates an environment which nurtures self-confidence, self-respect, and competence.

The teacher considers the development of character, aspiration, and civic virtues in making instructional decisions.

Evidences

The teacher provides opportunities for students to learn conflict resolution skills.

The teacher provides for group interaction to promote interpersonal relationships.

The teacher models behavior which demonstrates respect for individuals.

The teacher designs lessons which cultivate civic competencies and virtues.

The teacher provides opportunities for students to develop and be involved in service learning projects.

The teacher provides opportunities for students to understand interpersonal relationships related to the democratic process.

The teacher fosters an environment which cultivates respect for diverse ideas and opinions.

The teacher models respect by treating all students equitably regardless of culture, socio-economic background, personality, opinions, and learning styles.

The teacher values instilling in students commitment to the democratic process and rules of law.

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The teacher assesses individual potential and encourages students to do their best.

STANDARD FIVE

The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being.

KNOWLEDGE

The teacher understands the importance of reflecting on practice to improve instruction.

The teacher knows how to translate, evaluate, and apply current education research.

The teacher understands legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.

The teacher understands the process of change.

The teacher understands schools as organizations within the larger community context.

The teacher understands the importance of family/guardian involvement.

The teacher understands how student groups function and influence people and how people influence students.

Evidences

The teacher understands that many opportunities exist for collaboration with local resources related to the social studies, e.g. elected officials, museums, veterans, community leaders, etc.

The teacher knows that technological support (the computer) links schools with state, national, and global communities, their agencies, and leaders for the enhancement of social studies teaching.

The teacher knows that service learning is an effective dimension of social studies education.

The teacher knows about local, state and national competitions related to the social studies.

The teacher knows that the life experiences of parents are important and can be used to illustrate social studies concepts and principles.

DISPOSITIONS

The teacher is committed to research, reflection, assessment, and learning as an ongoing process.

The teacher appreciates the need for change in a dynamic organization.

The teacher believes that he/she can make an important contribution to enhancing the education of students and to school improvement.

The teacher is willing to collaborate in school-improvement activities.

Evidences

The teacher is committed to using community and school resources to further the awareness of current social, political and economic issues.

The teacher is open to team teaching opportunities to promote interdisciplinary social studies awareness.

The teacher values using existing online support for the social studies, e.g. web pages of professional social studies organizations, History Day, historical societies, and connections to state, national and global organizations related to the social studies.

The teacher values parents/guardians as resources for classroom education (e.g., discussing their involvement in local government, business culture, etc.).

The teacher is committed to using parents and community leaders for interviews and creating oral histories and gaining information for role-play, simulations, debates related to social issues.

The teacher values the opportunity for student participation in social studies competitions.

PERFORMANCE

The teacher reflects on his/her teaching to improve instruction.

The teacher utilizes research to improve instruction.

The teacher assumes responsibility for his/her own professional development.

The teacher fulfills his/her legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.

The teacher works collaboratively for student and school improvement.

The teacher seeks and uses human, material, community, and financial resources to improve student learning and to improve the school.

The teacher is an advocate for student learning and school improvement.

The teacher develops and maintains a professional presence and maintains a professional growth plan.

Evidences

The teacher uses research from various social studies organizations, i.e., National Council for the Social Studies, Arkansas Council for the Social Studies, Arkansas Geographic, Economics America, etc.

The teacher is involved in professional area workshops.

The teacher advocates civic education in the school and community.

The teacher actively seeks opportunities for creating/joining a community network dedicated to service learning.

The teacher uses local resources to enhance social studies education, e.g., museums, civic government, veterans and other organization, libraries, archives, businesses, local/state history organizations, History Day organization.

The teacher locates and uses online organizations and support related to the social studies (social studies organization web pages, etc.).

The teacher promotes and provides leadership for students' involvement in competitive social studies

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activities such as History Day, Geography Bee, Model UN, Model Arab League, "We the People," Economics America, etc.

The teacher networks with K-16 social studies teachers, curriculum specialists, and others.