

# Middle Childhood Generalist Standards Addendum

Fourth Edition

for teachers of students ages 7–12

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Better Learning, Better Schools*

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# Standards Addendum

This addendum shows every change made to create the current, updated 4th edition of the Middle Childhood Generalist Standards. In the table below, you will find the following information, from left to right:

- Paragraphs from the previous 3rd edition indicating text that was updated. The text appears in **bold**.
- Paragraphs from the updated 4th edition indicating updated text. This text appears in **blue bold**.
- Page numbers indicating where each paragraph appears in the updated 4th edition.

Moving down the table, from top to bottom, you will also find rows indicating the standard and section in which the updated paragraphs appear.

<b>Standards Text</b>		<b>Page Number</b> (in 4th Edition)
<b>3rd Edition</b>	<b>Updated 4th Edition</b>	
<i>Standard I: Knowledge of Students</i>		
<i>Students as Individuals</i>		
<p>Accomplished teachers understand that a variety of factors including, but not limited to, language, culture, socioeconomic status, family configuration, sexual orientation, self-confidence, physical and social well being, race, ethnicity, and gender, can influence learning and affect the nature of the interactions they have with students. They view the diverse backgrounds of their students as assets to teaching and learning. Accomplished teachers may therefore call upon children to share their life experiences; they may also use <b>English language learners</b> fluent in another language as resources, asking these students to explain how a concept or idea might be expressed differently in their native languages. Middle childhood generalists acknowledge the individuality of their students while capitalizing on the similarities that unite these children. (See Standard II—<i>Respect for Diversity</i>.)</p>	<p>Accomplished teachers understand that a variety of factors including, but not limited to, language, culture, socioeconomic status, family configuration, sexual orientation, self-confidence, physical and social well-being, race, ethnicity, and gender, can influence learning and affect the nature of the interactions they have with students. They view the diverse backgrounds of their students as assets to teaching and learning. Accomplished teachers may therefore call upon children to share their life experiences; they may also use <b>language learners</b> fluent in another language as resources, asking these students to explain how a concept or idea might be expressed differently in their native languages. Middle childhood generalists acknowledge the individuality of their students while capitalizing on the similarities that unite these children. (See Standard II—<i>Respect for Diversity</i>.)</p>	20
<p>Accomplished teachers know that the interests young people share can provide contexts for engaging students in learning. Discussions about subjects such as music, entertainment, or sports can foster class cohesion while providing students with safe forums to express their individuality. Teachers carefully counter any gender, racial, ethnic, or other stereotypes that might appear during these interactions, doing so through their observation of the classroom environment as well as their selection of instructional topics. They may therefore use instances of stereotyping as opportunities <b>to address the issue of individuality</b> and respect in a constructive manner.</p>	<p>Accomplished teachers know that the interests young people share can provide contexts for engaging students in learning. Discussions about subjects such as music, entertainment, or sports can foster class cohesion while providing students with safe forums to express their individuality. Teachers carefully counter any gender, racial, ethnic, or other stereotypes that might appear during these interactions, doing so through their observation of the classroom environment as well as their selection of instructional topics. They may therefore use instances of stereotyping as opportunities <b>to address individuality</b> and respect in a constructive manner.</p>	20

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<i>Standard I: Knowledge of Students</i>		
<i>Students as Individuals</i>		
<p>Accomplished teachers know that changes in a child’s demeanor or schoolwork may signal the start of a significant developmental breakthrough or a problem requiring attention. Knowledge of the challenges that many young people face— poverty, family violence, health issues, divorce, or societal ills—may help shape teachers’ instructional decisions. They work to find solutions when students struggle with situations. For example, teachers may sometimes provide accommodations on homework assignments, <b>though they do so while maintaining high expectations for students</b>. Using different strategies as needed helps teachers respond and adapt to individual changes. By providing each student with additional opportunities to learn, middle childhood generalists help all students experience success, enjoyment, and a growing measure of self-confidence.</p>	<p>Accomplished teachers know that changes in a child’s demeanor or schoolwork may signal the start of a significant developmental breakthrough or a problem requiring attention. Knowledge of the challenges that many young people face— poverty, family violence, health issues, divorce, or societal ills—may help shape teachers’ instructional decisions. They work to find solutions when students struggle with situations. For example, teachers may sometimes provide accommodations on homework assignments, <b>while maintaining high expectations for students</b>. Using different strategies as needed helps teachers respond and adapt to individual changes. By providing each student with additional opportunities to learn, middle childhood generalists help all students experience success, enjoyment, and a growing measure of self-confidence.</p>	21

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<i>Standard I: Knowledge of Students</i>		
<b>Students as Learners</b>		
<p>Accomplished teachers know that <b>children learn in different ways</b>. Some students are more comfortable working alone, while others prefer to work in teams. Teachers nurture a variety of strategically planned learning experiences to help students interact within the learning environment. [3] They prepare students to work in collaborative and cooperative groups, some of which are teacher-guided and others student-led. They also provide support for students to work independently and represent their understandings in different modalities. Some students may express themselves more easily in writing than in group discussions, while others may thrive with the use of hands-on approaches or visual cues. Accomplished teachers combine their knowledge of students with their teaching experience and understanding of research to design innovative practices and utilize proven methods that promote learning for all students.</p> <p>[3] Throughout this document, the term <i>learning environment</i> refers to the physical and virtual spaces in which students learn as well as the social communities in which they grow and develop. The term is thereby meant to represent the interrelation between the physical and social components of any classroom space.</p>	<p>Accomplished teachers know that <b>children prefer to learn in different ways</b>. Some students are more comfortable working alone, while others prefer to work in teams. Teachers nurture a variety of strategically planned learning experiences to help students interact within the learning environment. [1] They prepare students to work in collaborative and cooperative groups, some of which are teacher-guided and others student-led. They also provide support for students to work independently and represent their understandings in different modalities. Some students may express themselves more easily in writing than in group discussions, while others may thrive with the use of hands-on approaches or visual cues. Accomplished teachers combine their knowledge of students with their teaching experience and understanding of research to design innovative practices and utilize proven methods that promote learning for all students.</p> <p>[1] Throughout this document, the term <i>learning environment</i> refers to the physical and virtual spaces in which students learn as well as the social communities in which they grow and develop. The term is thereby meant to represent the interrelation between the physical and social components of any classroom space.</p>	21

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<i>Standard IV: Knowledge of Content and Curriculum</i>		
English Language Arts		
<p><b>Accomplished teachers provide balanced literacy programs that may include diverse structures such as collaborative or independent reading from a variety of genres.</b> Whether students are emergent, early, or fluent readers, teachers incorporate reading strategies that build on students’ strengths and meet their needs to construct meaning. These programs may include careful use of skills and strategies for word identification, vocabulary building, comprehension, critical thinking, and fluency. Teachers also provide a number of real and significant opportunities before, during, and after reading for students to express themselves orally and in writing. These processes help students become articulate about the content being studied while developing their analytical skills and building a curiosity that motivates independent exploration.</p>	<p><b>Accomplished teachers provide research-based reading and language instruction that includes opportunities for students to engage deliberately and systematically with a variety of text types and genres.</b> Whether students are emergent, early, or fluent readers, teachers incorporate reading strategies that build on students’ strengths and meet their needs to construct meaning. These programs may include careful use of skills and strategies for word identification, vocabulary building, comprehension, critical thinking, and fluency. Teachers also provide a number of real and significant opportunities before, during, and after reading for students to express themselves orally and in writing. These processes help students become articulate about the content being studied while developing their analytical skills and building a curiosity that motivates independent exploration.</p>	30 - 31

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<i>Standard IV: Knowledge of Content and Curriculum</i>		
English Language Arts		
<p>Accomplished teachers instruct students to approach writing as a means of communicating with others as well as a means of self-expression. They scaffold students’ learning through strategies such as modeling, teacher-guided and group- assisted writing activities, and individual student conferences to advance student facility with different steps of the writing process: prewriting, drafting, revising, editing, and publishing. They understand that writing can help develop thinking skills, facilitate personal expression, and enable students to explore the use of different voices and purposes for different audiences. Making use of available instructional tools, they provide students with many opportunities to apply written language skills across curricula using traditional or electronic means—writing explanations of solutions to mathematical problems; writing a research report for science; writing an editorial about a social studies issue; critiquing art; creating stories, poems, or plays; or submitting queries or comments to <b>Web sites</b>. They employ a number of ways to involve their students in meaningful representations of ideas and concepts.</p>	<p>Accomplished teachers instruct students to approach writing as a means of communicating with others as well as a means of self-expression. They scaffold students’ learning through strategies such as modeling, teacher-guided and group-assisted writing activities, and individual student conferences to advance student facility with different steps of the writing process: prewriting, drafting, revising, editing, and publishing. They understand that writing can help develop thinking skills, facilitate personal expression, and enable students to explore the use of different voices and purposes for different audiences. Making use of available instructional tools, they provide students with many opportunities to apply written language skills across curricula using traditional or electronic means—writing explanations of solutions to mathematical problems; writing a research report for science; writing an editorial about a social studies issue; critiquing art; creating stories, poems, or plays; or submitting queries or comments to <a href="#">websites</a>. They employ a number of ways to involve their students in meaningful representations of ideas and concepts.</p>	31



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<i>Standard IV: Knowledge of Content and Curriculum</i>		
<b>Mathematics</b>		
<p>Accomplished teachers use classroom resources in an effective manner. These resources include, but are not limited to, textbooks, supplemental resources, manipulative models and materials—hands-on and virtual—and technological tools. They are comfortable using a variety of manipulative and pictorial representations to establish conceptual understandings and help students connect concepts to procedures. For instance, teachers might have students use base 10 blocks to represent tenths and hundredths when learning about decimals or use a number line or rectangular regions when comparing fractions. In addition, accomplished teachers can readily locate or create problem solving tasks that challenge their students and extend their mathematics learning to higher-level concepts or connect them to other mathematical topics and subject areas. Teachers are acutely aware of the need to prepare students for a more global and technologically-rich society. They understand and use emerging technological tools to expand and enhance their pedagogy accordingly. These tools may include <b>Web sites</b>, virtual models and manipulatives, online texts, or spreadsheet applications.</p>	<p>Accomplished teachers use classroom resources in an effective manner. These resources include, but are not limited to, textbooks, supplemental resources, manipulative models and materials—hands-on and virtual—and technological tools. They are comfortable using a variety of manipulative and pictorial representations to establish conceptual understandings and help students connect concepts to procedures. For instance, teachers might have students use base 10 blocks to represent tenths and hundredths when learning about decimals or use a number line or rectangular regions when comparing fractions. In addition, accomplished teachers can readily locate or create problem solving tasks that challenge their students and extend their mathematics learning to higher-level concepts or connect them to other mathematical topics and subject areas. Teachers are acutely aware of the need to prepare students for a more global and technologically-rich society. They understand and use emerging technological tools to expand and enhance their pedagogy accordingly. These tools may include <b>websites</b>, virtual models and manipulatives, online texts, or spreadsheet applications.</p>	34

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<i>Standard IV: Knowledge of Content and Curriculum</i>		
<b>Social Studies</b>		
<p>Accomplished teachers use secondary sources such as textbooks, political cartoons, online stories, and magazine articles for students to acquire new knowledge and information, draw conclusions, assess perspectives, and think critically. They also use primary sources such as autobiographies, memoirs, oral histories, diaries, photographs, cultural artifacts, and other creative work to engage students in learning. For example, an accomplished teacher might have students listen to <b>taped slave narratives</b> from the National Archives while studying the Civil War. After a unit on immigration, another teacher may ask students to choose countries or cultures with which they identify and share the reasons for their connections. A student might decide to share a story related to Japanese heritage and describe the journey that student's parents took to reach the United States; this student might also bring photographs and artifacts from home to help illustrate this culture's influence on the student's life. These activities demonstrate personal connections to humanity's ongoing challenges and conflicts.</p>	<p>Accomplished teachers use secondary sources such as textbooks, political cartoons, online stories, and magazine articles for students to acquire new knowledge and information, draw conclusions, assess perspectives, and think critically. They also use primary sources such as autobiographies, memoirs, oral histories, diaries, photographs, cultural artifacts, and other creative work to engage students in learning. For example, an accomplished teacher might have students listen to <b>audio-recorded slave narratives</b> from the National Archives while studying the Civil War. After a unit on immigration, another teacher may ask students to choose countries or cultures with which they identify and share the reasons for their connections. A student might decide to share a story related to Japanese heritage and describe the journey that student's parents took to reach the United States; this student might also bring photographs and artifacts from home to help illustrate this culture's influence on the student's life. These activities demonstrate personal connections to humanity's ongoing challenges and conflicts.</p>	38
<p>As accomplished teachers guide students through tasks such as recognizing propaganda and bias or discerning fact from opinion, they have them integrate skills like organizing, interpreting, critiquing, analyzing, and synthesizing across curricula to promote strong social studies programs. When studying world cultures, teachers may choose to read non-fiction picture books aloud and have students take notes on newly learned facts before writing an expository essay that incorporates previously learned knowledge as well. To extend this activity, students could analyze <b>Web sites</b> for bias and present their findings by creating products such as editorial responses that use appropriate citations.</p>	<p>As accomplished teachers guide students through tasks such as recognizing propaganda and bias or discerning fact from opinion, they have them integrate skills like organizing, interpreting, critiquing, analyzing, and synthesizing across curricula to promote strong social studies programs. When studying world cultures, teachers may choose to read non-fiction picture books aloud and have students take notes on newly learned facts before writing an expository essay that incorporates previously learned knowledge as well. To extend this activity, students could analyze <b>websites</b> for bias and present their findings by creating products such as editorial responses that use appropriate citations.</p>	38

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<i>Standard V: Instructional Decision Making</i>		
<b>Introduction</b>		
<p>Accomplished middle childhood generalists engage students within their schools and communities to build an awareness of their learning needs and determine how instruction can support these needs. The more teachers learn about their students, the more they can tailor the social, emotional, and intellectual components of their instruction to inspire students. <b>The broad knowledge of curricula and pedagogy that middle childhood generalists have provides them with a number of resources and strategies.</b> As they differentiate instruction and maximize students' learning, they ensure that they honor the ways students make meaning. Accomplished teachers motivate and empower students so they can become confident and independent thinkers using multiple pathways to success.</p>	<p>Accomplished middle childhood generalists engage students within their schools and communities to build an awareness of their learning needs and determine how instruction can support these needs. The more teachers learn about their students, the more they can tailor the social, emotional, and intellectual components of their instruction to inspire students. <b>The broad knowledge of curricula and pedagogy that middle childhood generalists have provides them with a number of resources and research-based strategies.</b> As they differentiate instruction and maximize students' learning, they ensure that they honor the ways students make meaning. Accomplished teachers motivate and empower students so they can become confident and independent thinkers using multiple pathways to success.</p>	42
<b>Planning and Implementing Instruction</b>		
<p>Accomplished teachers plan and implement instruction to meet the needs of all students, including students with exceptional needs or <b>English language learners.</b> They consider learning goals; the use of appropriate instructional resources; the selection of worthwhile, engaging, and challenging topics; and the employment of effective instructional strategies to develop students' skills and dispositions.</p>	<p>Accomplished teachers plan and implement instruction to meet the needs of all students, including students with exceptional needs or <b>language learners.</b> They consider learning goals; the use of appropriate instructional resources; the selection of worthwhile, engaging, and challenging topics; and the employment of effective instructional strategies to develop students' skills and dispositions.</p>	44

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<i>Standard VI: Partnership and Outreach</i>		
<b>Partnerships with the Greater Community</b>		
<p>Accomplished teachers know that when students have an opportunity to give back to their communities, they gain a new appreciation for the skills they learn and the knowledge they acquire. Students come to value partnership and outreach and may seek similar opportunities on their own or in the future. Through activities such as service learning and volunteering, teachers provide real-world experiences that allow students to see and understand the roles they can play in sustaining and improving local and global communities. For example, a teacher might engage students in research on <b>homeless populations</b> before having them organize a food drive in partnership with a local soup kitchen. Outreach experiences like this not only offer students the opportunity to exercise their problem-solving skills, but also show them the significance of becoming involved within their communities.</p>	<p>Accomplished teachers know that when students have an opportunity to give back to their communities, they gain a new appreciation for the skills they learn and the knowledge they acquire. Students come to value partnership and outreach and may seek similar opportunities on their own or in the future. Through activities such as service learning and volunteering, teachers provide real-world experiences that allow students to see and understand the roles they can play in sustaining and improving local and global communities. For example, a teacher might engage students in research on <b>people without permanent housing</b> before having them organize a food drive in partnership with a local soup kitchen. Outreach experiences like this not only offer students the opportunity to exercise their problem-solving skills, but also show them the significance of becoming involved within their communities.</p>	51
<i>Standard VIII: Responsiveness to Change</i>		
<b>Technology</b>		
<p>Accomplished teachers show students how to use technology critically and effectively because their interaction with it influences how they process information and communicate with others. Voice, demeanor, and their relationship to other individuals change based on the means and modes of communication that students employ. Teachers might have students engage in different interpersonal exchanges so they become as adept communicating face-to-face as they are <b>through cyber space</b>. Each setting offers students a form of immediacy they need to negotiate, be it the rapid relay of information during text messaging or the changing expression of body language during personal conversations.</p>	<p>Accomplished teachers show students how to use technology critically and effectively because their interaction with it influences how they process information and communicate with others. Voice, demeanor, and their relationship to other individuals change based on the means and modes of communication that students employ. Teachers might have students engage in different interpersonal exchanges so they become as adept communicating face-to-face as they are <b>in virtual spaces</b>. Each setting offers students a form of immediacy they need to negotiate, be it the rapid relay of information during text messaging or the changing expression of body language during personal conversations.</p>	56