
MONTCLAIR STATE UNIVERSITY
Program for the Preparation of Teachers of Social Studies

**Integration of National Council for the Social Studies (NCSS) Standards
and the MSU Standards**

I. NCSS Standards (Content Knowledge and Pedagogical Content Knowledge)

A. *Thematic Standards*

1. *Culture and Cultural Diversity*: Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Culture and Cultural Diversity.
2. *Time, Continuity, and Change*: Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Time, Continuity, and Change.
3. *People, Places, and Environment*: Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of People, Place, and Environment.
4. *Individual Development and Identity*: Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Individual Development and Identity.
5. *Individuals, Groups and Institutions*: Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Individuals, Groups, and Institutions.
6. *Power, Authority, and Governance*: Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Power, Authority and Governance.
7. *Production, Distribution, and Consumption*: Social Studies teachers should possess the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate school level for the study of Production, Distribution, and Consumption.
8. *Science, Technology, and Society*: Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Science, Technology and Society.
9. *Global Connections*: Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Global Connections.

10. *Civic Ideals and Practices*: Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Civics Ideals and Practices.

B. *Disciplinary Standards*

1. *History*: Teachers who are licensed to teach history at all school levels should possess the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate school level for the study of history.
2. *Geography*: Teachers who are licensed to teach geography at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of geography.
3. *Civics and Government*: Teachers who are licensed to teach civics and/or government at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civics and government.
4. *Economics*: Teachers who are licensed to teach economics at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of economics.
5. *Psychology*: Teachers who are licensed to teach psychology at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of psychology.

II. MSU Standards for Candidates in Initial Teacher Programs

1. Candidates know the subjects they plan to teach and how to teach those subjects to students. **(See I above)**
2. Candidates understand how children and adolescents learn and develop in a variety of school, family and community contexts, and can provide learning opportunities that support their students' intellectual, social, and personal development.
3. Candidates understand the practice of culturally responsive teaching. They:
 - a. Understand that a person's worldview is profoundly shaped by his or her life experiences, as mediated by factors such as race/ethnicity, social class, gender, and special needs.
 - b. Understand the educability of all children, and that children bring varied talents, strengths, and perspectives to learning.
 - c. Understand the supports for and barriers to culturally responsive teaching in school environments.

- d. Understand that learners construct knowledge, drawing on prior knowledge and experience.
 - e. Have skills for learning about the diverse students they teach, and the students' families and communities.
 - f. Use knowledge of students and their lives to design and carry out instruction that builds on students' strengths while meeting their needs, taking into account issues of class, gender, race, ethnicity, language, sexual orientation, age, and special needs.
4. Candidates plan instruction (a) based upon knowledge of subject matter, students, families, communities, and curriculum goals and standards; and (b) taking into account issues of class, gender, race, ethnicity, language, sexual orientation, age, and special needs in designing instruction.
 5. Candidates understand critical thinking and problem solving, and create learning experiences that promote the development of students' critical thinking and problem solving skills and dispositions.
 6. Candidates understand principles of democracy and plan and carry out instruction that promotes democratic values and communication in the classroom as well as critical reflection on the ideals, dispositions, and processes of democracy.
 7. Candidates understand and use multiple forms of assessment to promote the intellectual, social, and physical development of learners and to inform instruction.
 8. Candidates create a learning community in the classroom. They:
 - a. Have students assume responsibility for themselves and one another, participate in decision making, work independently and collaboratively, and engage in purposeful activities.
 - b. Establish and maintain appropriate standards of behavior.
 - c. Provide an environment that is safe and conducive to learning.
 - d. Use instructional time effectively.
 9. Candidates are reflective practitioners who continually (a) inquire into the nature of teaching and learning, (b) evaluate the effects of their choices and actions on others, and (c) seek out opportunities to grow professionally.
 10. Candidates build relationships with school colleagues, families, and agencies in the larger community to support students' learning and well-being.
 11. Candidates speak and write English fluently and communicate clearly.
 12. Candidates develop dispositions expected of professional educators:

- a. Belief in the educability of all children.
- b. Respect for individual and cultural differences, and appreciation of the basic worth of each individual and cultural group.
- c. Belief that all children bring talents and strengths to learning.
- d. Attitude that students' strengths are a basis for growth and their errors are opportunities for learning.
- e. Commitment to using assessment to identify students' strengths and promote students' growth rather than to deny students access to learning opportunities.
- f. Appreciation for multiple ways of knowing.
- g. Commitment to the expression and use of democratic values in the classroom.
- h. Commitment to critical reflection, inquiry, critical thinking, and life-long learning.
- i. Commitment to the ethical and enculturating responsibilities of educators.
- j. Belief in the potential of schools to promote social justice, and commitment to being agents of change and stewards of best practice.
- k. Commitment to teaching.