National Board Professional Teaching Standard: Adolescence and Young Adulthood Science Standards

(These standards represent how *What We See and Don't See* can aid a teacher's pursuit in helping students achieve science literacy as described by the National Department of Education)

	Hits Standard Well	Touches on Standard
Preparing the Way for Productive Student Learning		
I. Understanding Students Accomplished Adolescence and Young Adulthood Science teachers know how students learn, know their students as individuals, and determine students' understanding of science as well as their individual learning backgrounds.	X	
II. Understanding Science Accomplished Adolescence and Young Adulthood Science teachers have a broad and current knowledge of science and science education, along with in-depth knowledge of one of the subfields of science, which they use to set important and appropriate learning goals.	X	
III. Understanding Science Teaching Accomplished Adolescence and Young Adulthood Science teachers employ a deliberately sequenced variety of research-driven instructional strategies and select, adapt, and create instructional resources to support active student exploration and understanding of science.	X	
Establishing a Favorable Context for Student Learning		
IV. Engaging the Science Learner Accomplished Adolescence and Young Adulthood Science teachers spark student interest in science and promote active and sustained learning, so all students achieve meaningful and demonstrated growth toward learning goals.	X	
Advancing Student Learning		
VII. Fostering Science Inquiry Accomplished Adolescence and Young Adulthood Science teachers engage students in active exploration to develop the mental operations and habits of mind that are essential to advancing strong content knowledge and scientific literacy.	X	
VIII. Making Connection in Science Accomplished Adolescence and Young Adulthood Science teachers create opportunities for students to examine the human contexts of science, including its history, reciprocal relationship with technology, ties to mathematics, and impacts on society, so that students make connections across the disciplines of science, among other subject areas, and in their lives.	X	

Web Source: http://www.nbpts.org