National History Day in Colorado and SB-191

An Alignment Document

National History Day in Colorado and SB-191

Quality Standard I
Teachers demonstrate mastery of and pedagogical expertise in the content that they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s)
Element A: Teachers provide instruction that is aligned with Colorado Academic Standards; their district's organized plan of instruction; and the individual needs of their students. *To see how NHDC aligns with Colorado Academic Standards, please review the document which correlates NHD® to the standards.*

Assessed Professional Practice	How NHD® Connects
The teacher uses lesson plans that reflect: • Opportunities to review prior learning. • Instructional objectives appropriate for students. • Connections to specific learning objectives and approved curriculum.	• NHD® draws on generating new skills, while building on previously acquired skills, such as thesis writing, research, bibliography generation, etc. • History Day also builds on previously acquired content knowledge to inform an understanding of events as well as historical cause and effect. • The NHD® curriculum revolves around benchmark assignments which give students specific attainable learning objectives to complete. • As a student driven curriculum, students learn time management and assist in creating their own benchmarks for success.
The teacher implements lesson plans based on: • Student needs • Colorado Academic Standards • District's plan of instruction	• NHD® can be scaffolded in a way to reach learning objectives for all learners. • NHD® is connected to both the Social Studies and Literacy criteria outlined in the Colorado Academic Standards. • The teacher can utilize NHD® to fulfil learning objectives to specific and approved curriculum based upon county and school standards.
The teacher collaborates with other school staff to vertically and horizontally align, articulate and deliver the approved curriculum.	• NHD® oftentimes relies on an interdisciplinary approach to the student work by engaging teachers from social studies, arts, library science, and more to assist students in the research and development of their project.
Students: • Interact with the rigorous and challenging content. • Perform at a level consistent with at or above expectations	• NHD® requires students to do college-level research and engage with original sources. Students must analyze difficult material and formulate a thesis around their research of primary and secondary sources. • Students must present their research creatively and within strict parameters.

Students:
• Discuss strengths and next steps regarding their learning with their teacher(s)
	• NHD® requires students to reflect on the research process in a variety of ways:
	    ○ Teachers can have students conduct periodic check-ins to articulate problems and successes in their research and project development.
	    ○ Students build their projects with specific benchmarks that highlight next steps and progress in their understanding.
	    ○ Students generate a process paper to reflect on their learning.

Element B: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.	
Assessed Professional Practice	**How NHD® Connects**
The teacher • Demonstrates an understanding of literacy content and skills.	• Teachers must evaluate the students' independent work and understanding of their researched source material for general content accuracy. • Teachers must guide students in their understanding of complex primary and secondary source materials in order for the student to generate their NHD® thesis and progress in their project.
The teacher makes complex reading accessible to students by: • Adjusting content to students' skill levels. • Integrating literacy skills and knowledge into lessons. • Providing relevant content that addresses students' interests.	• NHD® can be scaffolded to any student's level of reading and comprehension based upon the books and other reading materials obtained during research. • Through NHD®'s original research process, students familiarize themselves with new vocabulary and terminologies not necessarily available in a standardized curriculum. • With the exception of narrowing a project to a classroom content area, students have freedom in NHD® to choose a topic relevant and interesting to them. Therefore, much of the reading will be relevant to student interest.
The teacher provides instructional support that enhances students': • Critical thinking and reasoning. • Information literacy. • Literacy skill development.	• NHD® is a student-driven curriculum that puts the teacher in the role of advisor. • NHD® project benchmarks allow opportunities for teachers to assist students in their understanding of event causation, ethical thinking, and multiple perspectives on a specific topic. • Teachers assist students in their understanding of complex primary and secondary source texts.
Students meet or exceed expectations for: • Oral communication. • Written communication. • Critical thinking. • Problem solving skills. • Literacy skills.	• Students are encouraged to conduct interviews with experts or event participants to enhance their understanding of their topic. • A component of NHD® is an interview with volunteer judges at a contest where students have to articulate expertise on their topic. • All projects require students to write analytically and purposefully choose evidence to prove their thesis within the appropriate parameters set by the NHD® rules. • Students are forced to think critically about how their topic fits within the annually chosen theme by NHD®, while finding evidence to support their original thesis. • Students often handle contradictory evidence and have to make decisions about how it fits into their research.
Students: • Apply literacy skills to understand complex material.	• Students engage with diverse texts and source material that vary in complexity. Some materials may require further research to understand context and significance.

Element B: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.

Assessed Professional Practice	How NHD® Connects
The teacher • Integrates literacy connections into lessons regardless of content being taught.	• Literacy is at the center of the NHDC Elementary Poster Contest at every stage of the research and development process.
The teacher integrates literacy skills into lessons and assignments, including: • Phonological awareness. • Phonics. • Vocabulary. • Comprehension. • Fluency. • Writing. • Speaking. • Listening skills. Engages students in instruction that is: • Purposeful. • Explicit. • Systematic.	• The NHDC Elementary Poster Contest requires students to read, write, research, and speak. • Students come into contact with materials of varying degrees of difficulty and vocabulary. • Students must comprehend what they learned from their reading and formulate a thesis around a central theme. • Students have an opportunity to present their work to their peers and judges and verbally explain their research. • Students must read, listen, and comprehend specific instructions from their teacher.
The teacher provides literacy instruction that is: • Needs-based. • Intensive. • Of sufficient duration to accelerate learning.	• The NHDC Elementary Poster Contest is inclusive and can be adapted to any learner in the classroom. • The program is rigorous and provides students with a base for important research skills necessary in secondary education.
Students apply literacy skills (reading, writing, speaking and listening): • To new/unfamiliar material. • While communicating during unstructured time.	• The NHDC Elementary Poster Contest requires students to do original research, in which they encounter diverse primary and secondary sources. • Students in the program may conduct their research individually or in groups. Individual students will be required to work independently while communicating with the teacher and librarians. Students in teams must communicate with each other and guiding adults throughout the process.
Students exceed teacher's expectations for students of their age, grade, and/or ability levels in: • Reading. • Writing. • Speaking. • Listening.	• National research has demonstrated that students who participate in National History Day® do better than their non-participating peers in all aspects of their education, particularly in communication skills.

This section describes professional practices that should be demonstrated by SECONDARY TEACHERS responsible for teaching English, language arts, and/or reading **Element B:** Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.	
Assessed Professional Practice	**How NHD® Connects**
The teacher • Teaches and provides opportunities for students to apply literacy skills.	• Literacy is at the center of the National History Day® at every stage of the research and development process.
The teacher integrates literacy skills into lessons including • Vocabulary. • Comprehension. • Fluency. • Writing. • Speaking. • Listening skills. Engages students in instruction that is: • Purposeful. • Explicit. • Systematic.	• NHDC requires students to read, write, research, and speak. • Students come into contact with materials of varying degrees of difficulty and vocabulary. • Students must comprehend what they learned from their reading and formulate a thesis around a central theme. • Students have an opportunity to present their work to their peers and judges and verbally explain their research. • Students must read, listen, and comprehend specific instructions from their teacher.
The teacher provides literacy instruction that is: • Needs based. • Intensive. • Of sufficient duration to accelerate learning.	• The NHDC Elementary Poster Contest is inclusive and can be adapted to any learner in the classroom. • The program is rigorous and provides students with a base for important research skills necessary in secondary education.
Students apply literacy skills (reading, writing, speaking and listening): • To new/unfamiliar material. • While communicating during the school day.	• NHDC requires students to do original research, in which they encounter diverse primary and secondary sources. Much of the material a student uncovers during their research will be unique and challenging, particularly primary source materials. • Students in the program may conduct their research individually or in groups. Individual students will be required to work independently while communicating with the teacher and librarians. Students in teams must communicate with each other and guiding adults throughout the process.
Students exceed teacher's expectations for students of their age, grade, and/or ability level in: • Reading. • Writing. • Speaking. • Listening.	• National research has demonstrated that students who participate in National History Day® do better than their non-participating peers in all aspects of their education, particularly in communication skills.

Element D: Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.	
Assessed Professional Practice	**How NHD® Connects**
The teacher: • Breaks down concepts into instructional parts and teaches each part using appropriate, effective strategies and/or tools. • Uses instructional materials that are accurate and appropriate for the lesson being taught. • Employs a variety of instructional strategies to address student needs.	• The NHDC state program has a step-by-step process for teachers to break down the curriculum in manageable, effective steps with assignment suggestions and timelines. • Teachers can adapt the program to fit the content needs of the course. • NHD® is easily scaffolded to any learner and the supportive materials created and tested by veteran NHD® teachers, provides educators with a variety of classroom tools to adjust to any learner.
The teacher provides explanations of content that are: • Accurate. • Clear. • Concise. • Comprehensive.	• NHDC's step-by-step processes assist teachers in the facilitation of the research process and materials. • Rules and handouts help students understand expectations for the project.
The teacher engages students in: • A variety of explanations and multiple representations of concepts and ideas. • A variety of inquiry methods to explore new ideas and theories.	• In the evaluation forms provided by NHD®, students are assessed on their ability to demonstrate multiple perspectives and balanced research. • NHDC has materials available to help teachers integrate inquiry techniques into the overall student research process.
Students: • Develop a variety of explanations and multiple representations of concepts. • Build on the skills and knowledge learned in the classroom to engage in more complex concepts, ideas and theories. Use a variety of inquiry tools and strategies to: • Learn content. • Understand central concepts. • Answer complex questions. • Problem solve.	• NHDC students develop a thesis based upon evidence and research. Students must learn to understand differing viewpoints and reconcile conflicting evidence. • Through NHD®, students will learn content specific to their topic as well as context and long-term impacts. Students also encounter new ideas regarding philosophy, ethics, and more. • Students become aware of complex events and theories through the research and development process.
Students routinely: • Choose challenging tasks and instructional materials. • Apply newly learned content skills to unique situations and different disciplines. • Discuss ideas and content that are intellectually challenging to them.	• NHD® is interdisciplinary. Students are able to make connections to other disciplines and carry the research and literacy skills learned in the program to other aspects of their education. • As part of the contest element of NHD®, students are required to conduct an interview with community volunteers and experts where they articulate their research and expertise from their project.

Element E: Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.	
Assessed Professional Practice	**How NHD® Connects**
The teacher: • Emphasizes key concepts and connects them to other powerful ideas within the content area. • Connects lessons to other disciplines and/or content areas.	• NHD® requires students to research and contextualize their topic within history, thereby expanding historical content knowledge. • Many teachers utilize NHD® as an interdisciplinary curriculum amongst multiple fields including language arts and literature, art, computer sciences, science, world language, and even mathematics.
The teacher implements instructional strategies to ensure that instruction: • Articulates content and interdisciplinary connections. • Integrates literacy skills across content areas.	• Through History Day, students can build their project in multiple formats in their academic coursework in different classrooms. • The research phase requires students to expand on their literacy skills through the unique investigation of primary and secondary sources. • Regardless of project type, students build on their literacy skills. In the paper category, students create a full research essay; in websites and exhibits students generate analytical text to support their views; and in performances and documentaries, students create a script to organize and analyze their research.
The teacher: • Clarifies and elaborates on interdisciplinary connections for students. • Employs instructional strategies that include literacy, numeracy and language development across content areas.	• Teachers can demonstrate an interdisciplinary connection between History Day in any course syllabi or project rubric. • Many NHD® resources and graphic organizers encourage students to utilize tried and true methods (e.g. Cornell Notes) to organize their thoughts, formulate ideas, and conclude their findings.
Students: • Make connections between other disciplines and/or content areas and the current lesson. • Apply literacy skills across academic content areas. • Apply math skills across academic content areas	• Many History Day topics require students to "think outside of the box" and research materials that are outside of a standard History Classroom (e.g. medical journals, mathematical theorems, scientific formulas). • Literacy is at the center of NHD® from research to final product.
Students: • Accelerate their learning by elaborating on current lesson with connections to prior lessons within the content area and/or with other disciplines.	• NHD® is a program that prides itself on building on previously learned skills, while elevating students in their critical thinking and research skills. • Students are often able to build new and exciting connections to other fields through their experience with History Day from their research and the skills that they achieved while in the process of conducting their project.

Element F: Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.	
Assessed Professional Practice	**How NHD® Connects**
The teacher selects instructional materials and strategies based on their: • Relevance to students. • Central contexts. • Foundational evidence base. • Links lessons to students' prior knowledge. • Encourages and provides opportunities for students to make connections to prior learning.	• NHD® can be tailored to any classroom or topical situation. Teachers often begin a specific lesson plan as a baseline and then utilize History Day as a jumping board for independent research. • Studies indicate that NHD® builds upon previously learned skillsets.
The teacher delivers lessons and units and uses instructional strategies that: • Help students connect to their learning by linking the current lesson with prior knowledge, experiences, and/or cultural contexts. • Provide supports that facilitate engagement.	• NHD® engages students by building on previously learned materials and taking it to the next level by building conclusions about how a certain person/place/event impacted the present. • The classroom provides students with a safe environment in which to present their findings, while receiving instruction and constructive criticism from the teacher.
The teacher: • Delivers lessons and uses materials to ensure that students' background and contextual knowledge are considered. • Provides opportunities for students to self-select tasks that accelerate their learning.	• NHD® scaffolding allows teachers the opportunity to assess the personal growth of each student. • The design of the curriculum and evaluation sheets provide students with clear guidelines of expectations for all learners. • Although engaged in the same processes of research, students have the opportunity to choose a creative presentation style which helps motivate students. The choice in topic and modality engages students in a unique way.
Students: • Interact with materials that are relevant to them. • Ask questions and solve problems that are relevant to them. • Make connections to prior learning to understand current content.	• Students have the opportunity to choose their own topics that have personal significance and interest. • Students create thesis statements around the central theme that guide and build upon their understanding of their topic and the context of their project.
Students: • Select tasks that demonstrate transfer of knowledge to other theories, ideas, and/or content.	• Due to the interdisciplinary nature of NHD®, students are often able to transfer or demonstrate their knowledge and skills to other aspects of their academics.

Quality Standard II
Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Element A: Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.

Assessed Professional Practice	How NHD® Connects
The teacher creates a classroom environment that facilitates: • Mutual respect. • Positive relationships between and among students. • Empathy for each student.	• In addition to being academically rigorous, NHD® fosters an environment of collegiality where students support and review each other's work. • Students may work in teams of five or less. In those teams, students learn delegation, empathy, and skills necessary for interpersonal engagement.
The teacher: • Creates a classroom environment conducive to learning.	• From the very beginning of the process, teachers often use signed agreements for NHD® in order to express the serious nature of the project and the commitment expected of each student in their academics and behavior.
The teacher: • Creates a classroom environment which values diverse perspectives. • Establishes a nurturing and caring relationship with each student.	• As part of the History Day process, students are expected to research and understand alternate perspectives. These skills can be also applied to the classroom.
Students: • Respect their classmates and teacher(s)	• NHD® standards and explicit rules expect students to behave in a way that brings honor to their schools and themselves.
Students' interactions with their teacher(s) and each other: • Are respectful. • Demonstrate mutual support.	• Student contracts often outline specific behaviors while involved with NHD®. • With the contest element, students are encouraged to support each other even in a spirit of competition.

Element B: Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.

Assessed Professional Practice	How NHD® Connects
The teacher: • Creates a classroom environment in which diversity is used to further student learning.	• NHD® expects students to embrace diversity and alternative viewpoints of their topic, as outlined in the rules and standards.
The teacher: • Uses instructional approaches and materials that reflect diverse backgrounds and experiences. • Acknowledges the value of each student's contributions to the quality of lessons. • Is welcoming to diverse family structures.	• Students, particularly in groups, are encouraged to distribute responsibilities based upon interest and strengths. There is room for students of all abilities and backgrounds in the NHD® process.
The teacher establishes processes that result in: • A sense of community among students. • Effective interactions among students. • Respect for individual differences. • Positive social relationships. • Common goals for students.	• In many ways, History Day is the celebration of multiple ideas and views, topics, and learning styles. • Through the research and development process, students often foster a sense of community around their NHD® project.
Students: • Respect the uniqueness of fellow students.	• In spite of the competition portion of the program, NHD® celebrates and rewards the views, opinions, and presentation thereof produced by every student.
Students: • Seek a variety of perspectives to complete group assignments.	• "Research is Balanced" is part of the 60% Historical Quality aspect of the evaluation form. Students are expected to investigate and understand multiple viewpoints.

Element C: Teachers engage students as individuals with unique interests and strengths.	
Assessed Professional Practice	**How NHD® Connects**
The teacher: • Implements lessons that reflect student interests.	• NHD® is a student-driven framework that allows students the opportunity to choose their own topics that are of personal interest to them (within the parameters of the class)
The teacher: • Encourages students to expand and enhance their learning. • Acknowledges students for their accomplishments.	• History Day builds upon previously learned skills, while encouraging students to engage in college-level research. • Teachers often utilize NHD® as an opportunity to highlight and display student work within the school as well as community.
The teacher: • Asks appropriately challenging questions of all students. • Scaffolds questions. • Gives wait time equitably. • Ensures that all students participate in class activities.	• NHD® allows students to create their projects individually or in a group, providing the comfortable level of student engagement and interest. • Teachers can easily scaffold NHD® based upon student need.
Students: • Actively engage in classroom activities. • Discuss content and make connections between current lesson and their interests.	• NHD® transforms passive classrooms into active environments of student-based investigation and inquiry. • Within the topical constraints of the class, students may present their findings and how they relate to the larger questions posed to the class as a whole.
Students: • Encourage fellow students to participate and challenge themselves. • Engage in collaborative learning and group processes.	• Students may present their research and finding with their peers and discuss where they want to take their project next. • NHD® fosters an environment of collaborative research and learning, as well as group interaction.

Element D: Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.	
Assessed Professional Practice	**How NHD® Connects**
The teacher: • Adapts learning environment to address individual student needs.	• NHD® provides students and teachers with the tools necessary to scaffold to any learner.
The teacher: • Designs instruction to address learning needs of all students. • Monitors the quality of student participation and performance. • Implements recommendations of specialists and colleagues to address student needs.	• Teachers can allow for independent research and thought, while assessing areas of improvement throughout the process. • Many teachers, as part of the overall assignment, have students conduct NHD® journals as an exit ticket to assess their successes and frustrations, as well as find a way to understand how to modify the process based upon individual student need.
The teacher: • Solicits additional input from colleagues to better understand students' learning needs. • Challenges and supports students to learn to their greatest ability.	• The interdisciplinary nature of NHD® opens a dialogue for teachers from multiple fields to discuss student need on a mutual project. • The nature of NHD® gives teachers an obvious opportunity to encourage students to excel and compete in a contest for prizes and personal growth.
Students advocate for themselves by: • Articulating their learning needs to their teacher and/or parent. • Communicating freely and openly with teachers about circumstances that affect their classroom performance.	• Again, this is where NHD® journals come in as a communication tool. • NHD® engages students, teachers, and parents alike in an open dialogue of need and progress.
Students: • Apply coping skills such as self-reflection, self-regulation and persistence to classroom situations. • Help fellow classmates by offering support.	• NHD® fosters a sense of individual student responsibility for the quality of the end project. • The contest element provides teachers an opportunity to instruct students to understand the importance of constructive criticism and how to use it as a learning experience for academic growth. • NHD® upholds the values of sportsmanship, while winning or losing gracefully.

Element E: Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.	
Assessed Professional Practice	**How NHD® Connects**
The teacher: • Establishes a classroom environment that is inviting to families and significant adults.	• NHD® provides opportunities for teachers to invite parents and community members in to assist students with the research and development of projects, as well as the in-school judging process.
The teacher: • Maintains respectful relationships with students, their families, and/or significant adults. • Uses a variety of methods to initiate communication with families and significant adults.	• Because NHD® often takes learning outside of the classroom, teachers must be in communication with families and relay information on a regular basis.
The teacher: • Provides clear and accurate feedback to parents and significant adults regarding student needs and progress. • Coordinates flow of information between families and colleagues who provide student services.	• The nature of NHD® expects teachers to provide feedback on specific benchmark assignments within the creation of a project. Families will have a sense of individual achievement based upon those standards established by NHD® rubrics.
Families and significant adults: • Discuss student performance with the teacher. • Participate in school-based activities.	• NHD® provides a perfect outlet for teachers to engage families in activities, including but not limited to: o Research events/library days o Community interview events o In-school contests
Families and significant adults: • Partner with the teacher to support student strengths and address next steps for learning.	• NHD® expects that teachers, students, and families are in a consistent dialogue of academic growth.

Element F:	
Assessed Professional Practice	**How NHD® Connects**
The teacher: • Provides clear expectations to guide student classroom behavior. • Holds students accountable for adherence to school and/or class rules.	• While engaged in NHD® many teachers will have students sign contracts which outline expectations for classroom behavior and interpersonal relationships. Teachers often include specific school goals in these contracts as well.
The teacher: • Puts procedures in place to maximize instructional time.	
The teacher: • Makes maximum use of instructional time. • Maintains a safe and orderly environment.	
Students: • Stay on task during class periods. • Abide by school and class rules.	• With NHD® benchmarks in place, students have a clear idea of expectations pertaining to their research and project development.
Students: • Accept responsibility for their behavior and use of time. • Help other students stay on task.	• NHD® contracts often account for behavior and expectations of student responsibility to their project and team (when applicable). • Some NHD® teachers require their students to generate time logs or explain what they accomplished as a class exit ticket.

Quality Standard III	
Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.	
Element A: Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place and the appropriate levels of intellectual, social and emotional development of their students.	
Assessed Professional Practice	**How NHD® Connects**
The teacher: • Modifies content to assure that students are able to work at their ability levels	• NHD® can easily be scaffolded and adapted to student interest and ability.
The teacher: • Studies recent/current research to expand personal knowledge of how students learn. • Builds on the interrelatedness of students' intellectual, social and emotional development.	
The teacher: • Collaborates with colleagues with expertise in developmental science to improve the quality of instruction. • Applies knowledge of current developmental science to address student needs.	
Students: • Seek materials and resources appropriate for their personal approach to learning.	• NHD® requires students to take control of their learning and research. With the help of adults, students find sources necessary to prove their thesis and advance their research. • The sources consulted will often mirror the learning needs of each student.
Students seek to understand: • How they learn best. • Where their time and efforts are best used.	• The development of an NHD® project provides students with an opportunity to learn about which research methods (e.g. notetaking), presentation style, and time management skill works best for them. Oftentimes this will come as trial and error.

Element B: Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards and advances students' level of content knowledge and skills.	
Assessed Professional Practice	**How NHD® Connects**
The teacher: • Uses assessment results to guide adjustments to instruction. • Has specific student outcomes in mind for each student.	• NHD® provides a perfect outlet for teachers to assess individual student need throughout the process of grading each benchmark assignment and adjusting student outcomes accordingly.
The teacher: • Aligns instruction with academic standards and student assessment results. • Monitors instruction against student performance and makes real-time adjustments. • Assesses required skills.	• NHD® is already aligned to Colorado academic standards for social studies and literacy. By grading the NHD® process and project, teachers are already assessing skills and adjusting for the needs of the state standards.
The teacher: • Encourages students to take academic risks. • Makes sure students meet learning objectives while increasing mastery levels.	• The contest, by virtue, is already an opportunity for the teacher to encourage students to take academic risk since students are presenting their views and research (oftentimes) to complete strangers.
Students: • Monitor their level of engagement. • Confer with the teacher to achieve learning objectives.	• NHD® students are encouraged to maintain a continual and open dialogue with their teacher about their successes and frustrations with their project. • NHD® journals or specific reflection exit tickets can also demonstrate a dialogue with the teacher.
Students: • Initiate activities to address their learning strengths and next steps. • Take academic risks.	• NHD® is all about student growth, academic risk, and reward. Most students do not actually win a medal, but they come through the process with a greater understanding of what makes a good project and how to handle constructive criticism.

Element C: Teachers demonstrate rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.	
Assessed Professional Practice	**How NHD® Connects**
The teacher: • Incorporates evidence-based strategies into lessons.	• By becoming an NHD® teacher, educators may be added to a mailing list which provides documents and opportunities that help teachers include unique and proven classroom strategies to help their History Day students.
The teacher: • Makes connections between student data and research-based practices	
The teacher: • Individualizes instructional approach to meet unique needs of each student.	• NHD® is easily scaffolded for classroom situations as well as for individual need.
Students: • Embrace new and unique ways of learning as they are introduced through research-based lessons.	• Evidence demonstrates that NHD® encouraged students to think differently about a question than other methods of classroom instruction.
Students: • Apply skills and knowledge learned in the classroom.	• Students demonstrate their skills and knowledge publically during the contest phase.

Element D: Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.	
Assessed Professional Practice	**How NHD® Connects**
The teacher: • Uses available technology to facilitate classroom instruction.	• NHD® allows teachers and students to engage with various technological programs to create the final product. • The website category has a specific NHD® program in which students must create their project.
The teacher: • Employs strategies and procedures to ensure that students have equitable access to available technology. • Monitors the use of available technology in the classroom.	• Teachers often take their NHD® students to libraries and cultural institutions that allow students the opportunity to engage with various technologies if not available in the classroom. • The NHDC State Office often assists teachers in low-income areas with the opportunity to expand technology in their classroom on a case-by-case basis.
The teacher uses available technology to: • Enhance student learning. • Develop students' knowledge and skills. • Enhance creative and innovative skills. • Provide engaging and motivating learning experiences.	• NHD® helps teachers make different technological presentation styles available to their students. The varying categories may require students to engage with various computer programs including Photoshop, iMovie, Final Cut Pro, Weebly, and more. • NHD® is made for the digital native. • Many museums and archives have digitized collections, and NHD® teachers have utilized these in the classroom to show their students research possibilities.
Students use available technology to engage in: • Virtual or face-to-face learning activities. • Real world applications.	• Teachers have utilized technology to help students facilitate interviews for their NHD® project through Facetime, Skype, and more. • Students utilize technology to post and present their projects on internationally recognized platforms such as Weebly, YouTube, and SchoolTube.
Students use available technology to: • Accelerate their learning. • Apply team building and networking skills. • Deepen critical thinking skills. • Communicate effectively.	• Many NHD® schools widely use Google as an opportunity for students, particularly in teams, to share research ideas. Additionally, Google provides another opportunity for teachers to review student work and communicate throughout the process.

Element E: Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.	
Assessed Professional Practice	**How NHD® Connects**
The teacher: • Has high expectations for all students. • Holds students accountable for their learning.	• NHD® makes it easy for teachers to hold their students to high standards based upon the standardized evaluation forms utilized at the national level of the program. • Students are required to complete their project and present it to their peers and/or community members.
The teacher: • Sets student expectations at a level that challenges students. • Incorporates critical thinking and problem-solving skills.	• NHD® adequately challenges students in presenting their work creatively in and outside of the classroom. • Students must present their findings and build unique connections to the annual theme based upon the available evidence.
The teacher: • Challenges all students to learn to their greatest ability. • Teaches higher-order thinking and problem-solving skills. • Ensures that students perform at levels meeting or exceeding expectations.	• NHD® holds students to a high set of standards. • Because of the contest element, many students "ramp up" the quality of their project to ensure that their project is competitive. • NHD® often challenges students and teachers in unexpected ways. Regardless, students come through the process with newly acquired academic and life skills which required problem-solving.
Students: • Help set their learning objectives. • Apply higher-order thinking and problem-solving skills to address challenging issues.	• NHD® can be tailored to have students create their own objectives and take ownership of their learning. • Students often have to reconcile contradictory evidence and build connections that might force them to question their preconceived notions of an event or person.
Students: • Monitor their progress toward achieving teacher's high expectations. Seek opportunities to expand and enhance their problem-solving and higher order thinking skills.	

Element F: Teachers provide students with opportunities to work in teams and develop leadership qualities.	
Assessed Professional Practice	**How NHD® Connects**
The teacher: • Includes all students in individual and group activities.	• NHD® requires students to engage individually and often within teams, giving teachers a set of guidelines and expectations for the project's end result.
The teacher plans lessons that: • Provide opportunities for students to participate using various roles and modes of communication.	• NHD® offers opportunities for students to communicate and present their work on paper, online, and orally to a variety of audiences.
The teacher: • Flexibly groups students. • Adjusts team composition based on learning objectives and student needs. • Varies group size, composition and tasks to create opportunities for students to learn from each other.	• NHD® is flexible enough to allow teachers the opportunity to give students the chance to form their groups, or to allow the teacher to choose for maximum benefit.
Students: • Fulfill their assigned roles within the team. • Assume leadership roles in their teams.	• In producing a project as a team of five or less, students are often provided contracts which outline student roles and objectives for the project.
Students: • Utilize group processes to build trust and promote effective interactions among team members. • Participate in teams in ways that build trust and ownership of ideas among team members.	• Through the process of NHD®, students learn communication and time-management skills while trying to achieve a common goal. • Often, students adapt to aspects of the project that are challenging as a team.

Element G: Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.	
Assessed Professional Practice	**How NHD® Connects**
The teacher: • Communicates effectively with students.	• Teachers are in constant contact with NHD® students by providing feedback on benchmark assignments/reflective journals as well as contest-related information.
The teacher: • Models effective communication skills. • Encourages students to communicate effectively.	• Through NHD®, many of our teachers utilize multiple modes of communication with their students to maximize their experience, including online applications.

The teacher:
• Teaches students to be effective communicators.
• Provides opportunities for students to practice communication skills.
	• NHD® provides ample opportunities for students to practice communication:
	  o In the classroom with their teacher and other students.
	  o In researching at their local libraries and archives.
	  o In interviewing sources.
	  o In the contest when presenting their work to volunteer judges and community members.

Students: • Apply effective written and oral communication skills in their work.	• Students have to communicate their ideas effectively on their project and present them orally to a public audience.
Students: • Use academic language in spoken and written work.	• NHD® allows students to present academic work that utilizes scholarly sources. Students often adapt their language during the research process to use the terminologies and tone of academic professionals within their final project.

Element H: Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments and use the results to plan further instruction	
Assessed Professional Practice	**How NHD® Connects**
The teacher: • Involves students in monitoring their learning. • Assesses learning outcomes appropriately.	• NHD® is a reflective process for students and teachers alike, learning what works and what doesn't work. Students and teachers maintain a dialogue to discuss the successes and failures of the project and how to adapt appropriately to produce the final project.
The teacher: • Implements appropriate strategies for assigning grades. • Evaluates student performance based on multiple measures. • Includes documentation of student progress toward mastery of state content standards in assessment plans.	• NHDC provides teachers with tried and true lesson plans and rubrics created by fellow educators for use during the process. • NHD® provides podcasts and teacher-specific opportunities to expand on classroom strategies and ideas specific to the NHD® process.

The teacher provides actionable, timely, specific and individualized feedback about the quality of student work to:
• Students
  o Families and significant adults.
  o Other professionals who work with students.
• Teaches students to use feedback to improve their learning.
	• NHD® allows for feedback from both teachers and volunteer judges. Teachers and students utilize the judging forms to learn the strengths and weaknesses of the project, and how to improve in the future.

Students: • Self-assess on a variety of skills and concepts. • Articulate their personal strengths and needs based on self-assessment. • Effectively use formal and informal feedback to monitor their learning.	• NHD® as a reflective research process, allows teachers and students and opportunity to have a dialogue about the trial and error nature of academic research. Students and teachers often have a mechanism of communication (e.g. journals) to discuss the perceived student successes and areas for improvement.
Students assume ownership for: • Monitoring their progress. • Setting learning goals. • Applying teacher feedback to improve performance and accelerate their learning.	• NHD® promotes independent student learning with the teacher more in the role of a coach rather than lecturer. • Students are responsible for meeting benchmark assignments and applying edits based upon feedback.

Quality Standard IV
Teachers reflect on their practice.

Element A: Teachers demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.	
Assessed Professional Practice	**How NHD® Connects**
The teacher • Collects and analyzes student data to inform instruction. Uses data to: • Support student learning. • Inform practice.	• First year NHD® teachers are good at adapting the program through a trial and error process of learning what works and what doesn't work with their students based upon feedback and data at benchmark assignment due dates.
The teacher: • Collects multiple examples of student work to determine student progress over time.	• NHD® is the perfect program for showing student evolution and progress over a period of time. • Some teachers use pre and post tests around commonly tested items (e.g. identifying primary sources) and NHD® student regularly demonstrate knowledge by the end of the experience.
The teacher applies knowledge of how students learn and their prior knowledge to the development of: • Lesson plans. • Instructional strategies.	• NHD® is adaptable and can be scaffolded appropriately to meet the needs of individual students or classrooms.
The teacher develops student learning plans based on: • Multiple examples of student work. • Other data points. • Information gathered from students, families and colleagues.	• NHD® provides teachers with examples of student work, as well as feedback from other students and other involved individuals to provide teachers with the information needed to create or modify existing learning plans.
The teacher: • Monitors and evaluates personal behavioral changes to determine what works for students.	• NHD® promotes open communication and provides teachers with the assessment tools to evaluate individual student progress.

Element B: Teachers link professional growth to their professional goals.	
Assessed Professional Practice	**How NHD® Connects**
The teacher: • Implements performance feedback from supervisor and/or colleagues to improve practice. Actively engages in professional development focused on: • Addressing student needs. • School and district initiatives. • Meeting professional goals.	• NHDC provides many professional development opportunities for teachers throughout the fall semester to discuss implementation of NHD®, how the program meets professional goals, and classroom tactics to maximize the program's benefit.
The teacher engages in professional development activities based on: • Likelihood of having a positive impact on student learning. • Alignment with Colorado Academic Standards and school and district initiatives. • Current research. • Student needs.	• NHDC professional developments include documents that demonstrate how the program connects directly to Colorado Academic Standards. • The professional developments are created from teacher feedback and materials are developed by NHDC teachers.
The teacher: • Advocates for professional development that is evidence based and targeted toward improving student outcomes. • Applies knowledge and skills learned through professional development to professional practice.	• NHDC provides teachers with pedagogical tools at the professional developments which can be adopted and modified by each individual teacher throughout the course of the NHD® process.
The teacher: • Implements new and different instructional strategies based on current research and district initiatives. • Adapts teaching skills to meet student needs.	• NHD® is adaptable to each classroom. • NHDC also tries to allow for networking opportunities for educators.
The teacher: • Develops and follows a long-term professional development plan.	

Element C: Teachers are able to respond to a complex, dynamic environment	
Assessed Professional Practice	**How NHD® Connects**
The teacher collaborates with colleagues to: • Implement new ideas to improve teaching and learning. • Support struggling students. • Contribute to campus goals.	• Due to the interdisciplinary nature of NHD®, oftentimes teachers within the school collaborate on process and design
The teacher: • Maintains a positive, productive and respectful relationship with colleagues	
The teacher initiates collaborative activities with colleagues to: • Analyze student data and interpret results. • Apply findings to improve teaching practice.	
The teacher: • Serves as a critical friend for colleagues, both providing and receiving feedback on performance.	
The teacher: • Strengthens teaching practice by adapting instructional practices based on colleague feedback and other types of performance data.	

Element B: Teachers contribute knowledge and skills to educational practices and the teaching profession.	
Assessed Professional Practice	**How NHD® Connects**
The teacher: • Shares expertise with colleagues. • Supports the work of colleagues. • Actively participates in activities designed to improve policies and procedures that affect school climate, family partnering and student learning.	• NHD® is an activity that engages the entire school community, including other teachers and support staff, families, and community members.
The teacher collaborates with colleagues to: • Support student growth and development. • Provide input into policies and procedures that affect school climate and student learning. • Partner with families.	
The teacher: • Leads professional growth and development activities whenever possible.	
The teacher: • Participates in district-wide decision-making processes that impact the school community, including families.	
The teacher: • Advocates for the inclusion of teachers and families in education and government decision-making processes.	

Element D: Teachers demonstrate high ethical standards.	
Assessed Professional Practice	**How NHD® Connects**
The teacher: • Maintains confidentiality of student records as required by law. • Adheres to standards of professional practice.	
The teacher: • Models ethical behavior, including honesty, integrity, fair treatment and respect for others.	
The teacher: • Maintains confidentiality of student, family and fellow teacher interactions as well as student data.	
The teacher: • Helps students understand the importance of ethical behavior as an individual member of society.	• NHD® provides an opportunity for teachers to discuss sportsmanship, academic honesty, and more.
Students demonstrate: • Honesty. • Respect for others.	• The rules of NHD® require students to cite their work and practice academic honesty. • Students are also held to rules of respecting the work of others by not tampering in any way with others' work.