



Early Adolescence

SOCIAL STUDIES–HISTORY

Assessment at a Glance

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*National Board Certification
Promotes Better Teaching,
Better Learning, Better Schools*

Choosing the Right Certificate

The National Board Certification® process offers experienced teachers the professional development opportunity to demonstrate their knowledge, skills, and practices against high and rigorous standards. Candidates pursue certification by completing two major assessment components: a portfolio of classroom teaching practice and an assessment of content knowledge administered at a computer-based testing center.

The Early Adolescence/Social Studies–History certificate is appropriate for teachers who teach students ages 11–15 and who know the full range of the school social studies-history curriculum: United States History, World History, Economics, Political Science, and Geography. Read this document to learn the content and pedagogical knowledge you will be required to demonstrate for this certificate area and to measure your readiness to pursue National Board Certification.

Below is a set of questions to ask yourself about your teaching practice. If you answer “yes” to these questions, you are ready to apply. For eligibility requirements and application instructions, read the *Guide to National Board Certification* on the NBPTS Web site (www.nbpts.org).

If you answer “no” to one or more of these questions, you may need to discuss your teaching situation with professional colleagues, your school faculty, a National Board Certified Teacher®, your faculty support group, or a local-level administrator who is directing a National Board program.

For the portfolio, will you be able to:

- demonstrate that your teaching practice meets the Early Adolescence/Social Studies–History Standards?
- have access to a class of at least 6 students, in which 51% of the students are ages 11–15 during the 12 months prior to the submission of your portfolio entries?
- submit student work samples and video recordings in English and/or Spanish showing your interactions with your students?
- demonstrate how you help students learn through interpretive, persuasive, or analytical writing?
- show how you deepen student understanding of important social studies and history topics by making real-world connections to your students' lives?
- show how you use small-group interactions among students to promote students' social understanding and develop their civic competence?
- demonstrate how you use whole-class lessons to foster civic competence in your students?
- present evidence of how you impact student learning through your work with students' families and community and through your development as a learner and as a leader/collaborator?

For the assessment center, will you be able to demonstrate content knowledge in:

- historical documents?
- population movements?
- political and economic systems?
- social movements?
- natural resources?
- conflict in society?

Reviewing the Standards

The requirements for National Board Certification in the field of Early Adolescence/Social Studies–History (EA/SSH) are organized into the following Standards. The ordering of the Standards is designed to facilitate understanding, not to assign priorities.

Preparing for Student Learning

I. Knowledge of Students

Accomplished teachers understand the cognitive, physical, and social development of young people and the diversity among them, observe them insightfully, and use this information to guide their practice and to form constructive relationships with the students they teach.

II. Valuing Diversity

Accomplished teachers understand that each student brings diverse perspectives to any experience. These teachers encourage all students to know and value themselves and others.

III. Knowledge of Subject Matter

Accomplished teachers draw on a broad knowledge of social studies and history to establish important and challenging instructional goals that engage and empower students, and they plan an integrated curriculum based on the major concepts, themes, principles, relationships, and processes illuminated by history and social studies.

Advancing Student Learning

IV. Advancing Disciplinary Knowledge and Understanding

Accomplished teachers have a repertoire of strategies and techniques that engage student interest in and advance student understanding of United States History, World History, Economics, Political Science, and Geography.

V. Promoting Social Understanding

Accomplished teachers promote in their students an understanding of how the social aspects of the human condition have evolved over time, the variations in societies that occur in different physical environments and cultural settings, and the emerging trends that seem likely to shape the future.

VI. Developing Civic Competence

Accomplished teachers develop in their students the knowledge, skills, and attitudes necessary to be responsible citizens of a constitutional democracy.

Supporting Student Learning

VII. Instructional Resources

Accomplished teachers select, adapt, and create rich and varied resources for social studies and history and use them productively.

VIII. Learning Environments

Accomplished teachers create and foster for students dynamic learning environments characterized by trust, equity, risk taking, independence, and collaboration.

IX. Assessment

Accomplished teachers employ a variety of assessment methods to obtain useful information about student learning and development and assist students in reflecting on their own progress.

X. Reflection

Accomplished teachers reflect on their practice, on students' performance, and on developments in their field to steadily extend their knowledge, improve their teaching, and refine their philosophy of education.

XI. Family Partnerships

Accomplished teachers understand and value the distinctive role of parents and guardians, and they continually seek opportunities to build strong partnerships with them.

XII. Professional Contributions

Accomplished teachers regularly work with others to foster the growth and development of their colleagues, their school, and their field.

Read the Standards on the NBPTS Web site to ensure that you will be able to demonstrate your accomplishments and confidently satisfy the defined expectations for National Board Certification.

Demonstrating Your Teaching Practice and Content Knowledge

This section describes the portfolio entries and assessment center exercises for the EA/SSH certificate area.

Portfolio Entries

You will be required to submit four portfolio entries. One entry is based on student work samples, and two entries feature video recordings of student–teacher interactions in the classroom. The fourth entry relates to your accomplishments outside of the classroom—with families, the community, or colleagues—and how they impact student learning.

Following is a description of each portfolio entry.

**Entry 1:
Teaching Reasoning
through Writing**

In this entry, you demonstrate how you use writing assignments to teach reasoning skills to students. You choose three writing assignments/prompts and two student responses to each assignment/prompt. You also submit a Written Commentary that provides a context for your writing assignments and describes, analyzes, and reflects on the student work and your teaching.

**Entry 2:
Fostering Civic
Competence**

In this entry, you demonstrate your knowledge and understanding of social studies–history, and your ability to deepen student understanding of an important topic/concept/theme in social studies–history. You submit a 15-minute video recording that shows how you engage your students in a whole-class lesson that links an important social studies–history topic to the world outside the classroom and a Written Commentary that contextualizes, analyzes, and evaluates your teaching efforts to foster civic competence in your students. You also submit instructional materials related to the lesson on the video recording.

**Entry 3:
Promoting Social
Understanding**

In this entry, you demonstrate the teaching strategies you use for examining a significant topic in social studies–history through small-group interactions. You submit a 15-minute video recording that shows you circulating among and interacting with students who are engaged in small-group work that promotes students’ social understanding and develops their civic competence. You submit a Written Commentary in which you provide a context for your teaching, analyze and evaluate the students’ participation in the small groups, and in which you reflect on your teaching and how you might improve your teaching practice. You also provide instructional materials related to the lesson featured on the video recording. **Entry 3 is the preselected *Take One!* portfolio entry.**

**Entry 4:
Documented
Accomplishments:
Contributions to
Student Learning**

In this entry, you illustrate your partnerships with students’ families and community, and your development as a learner and collaborator with other professionals by submitting descriptions and documentation of your activities and accomplishments in those areas. Your description must make the connection between each accomplishment and its impact on student learning.

Read the *Portfolio Instructions* on the NBPTS Web site to learn more about the requirements for preparing, developing, and submitting the portfolio component of your assessment.

Assessment Center Exercises

This assessment is composed of six exercises that examine content knowledge specified in the NBPTS Standards. You are given up to 30 minutes to respond to each exercise.

Following is a description of each assessment center exercise.

- | | |
|---|--|
| Exercise 1:
Documents
(U.S. History and
Political Science) | In this exercise, you identify the topic of an historical document, explain issues relevant to the creation of the document, explain the motivation of the author(s) for creating the document, and explain an opposing point of view from the same time period about the topic addressed in the document. |
| Exercise 2:
Population
Movements
(Geography and World
History) | In this exercise, you describe the motivation for a specific population movement, the identified region before the population movement occurred, then analyze the impact of the population movement on the identified region. |
| Exercise 3:
Systems
(Economics and
Political Science) | In this exercise, you define a political and economic system, explain the relevance of specific principles of these systems, and provide an example of the political or economic principle. |
| Exercise 4:
Social Movements
(Political Science and
U.S. or World History) | In this exercise, you explain historical circumstances precipitating a specific social movement, identify a specific strategy and how it was used to draw attention to the social movement and/or effect change, and analyze societal changes resulting from the movement. |
| Exercise 5:
Resources
(Geography and
Economics) | In this exercise, you interpret a graphical display of data displaying a trend relating to the use of natural resources in a region outside the U.S., explain reasons for the occurrence of the trend, and analyze an economic and geographic impact of the trend on the region identified. |
| Exercise 6:
Conflict
(U.S. and/or World
History) | In this exercise, you analyze the causes and consequences of a particular conflict in society. |

Read *Assessment Center Policy and Guidelines* on the NBPTS Web site for more information about the assessment center component of the certification process. To locate an assessment center, visit the NBPTS computer-based testing Web site (www.pearsonvue.com/nbpts/).

Selected Assessment Center Exercises

The following sections contain selected exercises administered in a previous assessment cycle. These exercises present information that candidates saw on screen at the assessment center and include instructions for using the computer, stimulus materials (if applicable), and prompts requiring responses. These exercises have been included to help you become familiar with the structure of assessment center exercises and to help you understand the scoring rubrics. The exercise prompts in this section **do not** represent actual prompts candidates will see at assessment centers in the future.

Please note that assessment center exercises cover the **entire** age range of the certificate. Be aware that you are expected to demonstrate knowledge of developmentally appropriate content across the full range of your certificate.

Sample Exercise 1: Documents

Exercise 1 - Documents - Candidate Name

🕒 Time Remaining 29:31

Introduction

In this exercise, you will use your knowledge of U.S. History and Political Science to analyze an excerpt from a historical document. You will be asked to respond to three prompts.

Criteria for Scoring

To satisfy the highest level of the scoring rubric, your responses must provide clear, consistent, and convincing evidence of the following:

- an accurate identification of the topic addressed in the historical document, and a detailed explanation of the historical issues relevant to the creation of the document;
- an insightful explanation of the motivation of the author(s) for creating this document; and
- an in-depth explanation of an opposing point of view from the same time period about the topic addressed in the document

Directions

You may preview all of the prompts by clicking the "Next" button. The "Previous" button will enable you to return to any of the prompts in order to compose or revise your response in the space provided.

? Help

🕒 Navigator

Next →

Stimulus

“ . . . That on the first day of January, in the year of our Lord one thousand eight hundred and sixty three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom. . . .

And I further declare and make known that such persons of suitable condition will be received into the armed service of the United States . . . ”

— excerpt from the Emancipation Proclamation

Retired Prompt 1

Identify the topic addressed in this excerpt and explain the historical issues relevant to the creation of the document from which this excerpt was taken.

Retired Prompt 2

Explain the motivation of the author(s) for creating this document.

Retired Prompt 3

Explain an opposing point of view from the same time period about the topic addressed in this document.

Sample Exercise 4: Social Movements

Exercise 4 - Social Movements - Candidate Name

🕒 Time Remaining 29:31

Introduction

In this exercise, you will use your knowledge of Political Science and U.S. or World History to analyze the causes and effects of a specific social movement. You will be asked to respond to three prompts.

Criteria for Scoring

To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:

- a detailed explanation of the historical circumstances that precipitated a specific social movement;
- an identification of a specific strategy and an accurate explanation of how it was used to draw attention to the movement and/or effect change; and
- an in-depth analysis of two societal changes that resulted from this movement.

Directions

You may preview all of the prompts by clicking the "Next" button. The "Previous" button will enable you to return to any of the prompts in order to compose or revise your response in the space provided.

? Help

🕒 Navigator

Next →

Retired Prompt 1

Explain the historical circumstances that gave rise to the labor union movement in the United States.

Retired Prompt 2

Identify a specific strategy and explain how it was used to draw attention to the movement and/or effect change.

Retired Prompt 3

Analyze two societal changes that resulted from this movement.

Understanding the National Board Scoring Process

All portfolio entries and assessment center exercises are scored by teachers practicing in the same content area as the assessment they are scoring. The National Board's carefully trained assessors use scoring rubrics to evaluate candidate responses. The rubrics clearly articulate the criteria that are to be applied in the evaluation of your responses. These criteria reflect the Standards that the entry is designed to measure.

Assessors use a four-level rubric to score each candidate's response as shown below.

Rubric Level	Score Range	Quality of Evidence
Level 4	3.75–4.25	Clear, consistent, and convincing
Level 3	2.75–3.74	Clear
Level 2	1.75–2.74	Limited
Level 1	0.75–1.74	Little or no

The Level 4 and Level 3 score ranges represent accomplished teaching practice. You do not have to receive Level 4 or Level 3 scores for every entry and exercise. A high score on one may compensate for a lower score elsewhere. Read the *Scoring Guide for Candidates* on the NBPTS Web site for your assessment.

Your Total Weighted Scaled Score

When your portfolio entries and assessment center exercises are completed and scored, your Total Weighted Scaled Score is computed. This is done by applying a set of weights to each of your entry and exercise scores.

For the EA/SSH certificate, these are the weights:

- 16% for each of the three classroom-based portfolio entries
- 12% for the Documented Accomplishments portfolio entry
- 6.67% for each of the six assessment center exercises

Your weighted scaled score for each entry or exercise is calculated by multiplying the raw score by the appropriate weight, shown above. Your Total Weighted Scaled Score is the sum of the weighted scaled scores for all entries and exercises plus a 12-point uniform constant. For example, if your weighted scaled score is 263, you would receive a 12-point uniform constant score, and your Total Weighted Scaled Score would be 275. This number is then compared to 275, the performance standard established by the NBPTS Board of Directors.

A candidate whose Total Weighted Scaled Score is 275 or greater is recognized as an accomplished teacher and is awarded National Board Certification. A candidate whose Total Weighted Scaled Score does not meet 275 is not yet certified and for the following two years has the opportunity to retake certain portfolio entries or assessment center exercises in order to meet the performance standard of 275.

Things to Keep in Mind

The National Board Standards for the EA/SSH certificate area are addressed within the portfolio and assessment center process. Therefore, you should keep the following in mind:

- Although the portfolio entries address many of the Standards, they may not address all of them. Standards the portfolio does not address may be included in the assessment center portion of the certification process.
- Each entry is scored independently of the others. When an entry asks for background or contextual information, be complete, since an assessor for one entry will not see your other entries.
- At each of the four levels of the scoring rubric, the same Standards-related criteria are applied. However, each level of the scoring rubric represents a difference in the quality of evidence demonstrated by the entry or exercise. For example, if “Knowledge of Students” is a Standard measured by an entry, the Level 4 rubric will refer to “clear, consistent, and convincing” evidence of that Standard while the Level 2 rubric will refer to “limited” evidence of the same Standard.
- One of the fundamental principles underlying the evaluation is that responses are scored only on what candidates are specifically asked to do. For example, if the directions specifically ask you to demonstrate how to use assessment in the featured instructional sequence, evidence supporting your use of assessment will be evaluated based on the scoring rubric. Conversely, if an entry does not require you to demonstrate how to use assessment, it will not be evaluated.

Beginning Your Journey toward National Board Certification

The first step on this journey is to make a commitment, but what does this commitment involve? First-time candidates apply and complete their assessments in an initial candidacy period as shown in the timeline below. For candidates who are not successful in their first try, there is a 24-month window, following the receipt of scores, in which to retake assessments and/or resubmit portfolio entries in order to achieve certification.

You may wish to start with the *Take One!* program that requires submission of a single portfolio entry for scoring. The preselected portfolio entry required for *Take One!* is identified as part of the portfolio entry descriptions on page 4. You can choose to transfer your *Take One!* score to National Board Certification within three years of completing the *Take One!* process. Read *Becoming a Take One! Participant* on the NBPTS Web site to learn more about the requirements.

If you choose to pursue National Board Certification, there is also a financial commitment for which support is available. Visit the NBPTS Web site to learn about federal, state, and/or local funds available to support National Board Certification and *Take One!* fees. Be sure to check with your local, district, or state educational officials for incentives (such as salary increases and bonuses) that may be offered for achieving National Board Certification.

The following timeline provides a snapshot of your schedule of commitments. Read the *Guide to National Board Certification* on the NBPTS Web site for complete information.

Certification Planner

Step	To Do	Year 1	Year 2	Year 3	Year 4
1	Send forms and fees to NBPTS:				
	<ul style="list-style-type: none"> application nonrefundable initial fee (\$500) all eligibility forms balance of full fee (totaling \$2,500) 	Jan. 1 — Dec. 31			
2	Develop portfolio entries and submit them to NBPTS:				
	<ul style="list-style-type: none"> Receive portfolio box after submitting initial fees. Submit all four portfolio entries at once after submitting all fees and eligibility forms. 	Jan. 1 — Mar. 31			
3	Schedule your assessment center exercises:				
	<ul style="list-style-type: none"> after submitting all fees and eligibility forms at least 30 days before the test date 		Jan. 1 — Jun. 15		
4	Obtain your scores online:				
	<ul style="list-style-type: none"> Access <i>My Profile</i> to learn about your scores and certification status. 		Dec. 31	Dec. 31	Dec. 31
5	Continue the journey:				
	<ul style="list-style-type: none"> If you did not achieve certification, decide whether to retake assessment center exercises and/or portfolio entries. Submit retake application and fees. 			Jan. 31	Jan. 31
	<ul style="list-style-type: none"> Retake selected assessment center exercises. Submit selected portfolio entries. 			Jan. 1 — Jun. 15	Jan. 1 — Jun. 15
				Jan. 1 — Apr. 15	Jan. 1 — Apr. 15

Having made the commitment, many teachers who pursue National Board Certification become role models and leaders in their schools and districts, earning a greater voice in what happens and having a very positive effect on their students' experiences. On your journey, you will benefit directly from your candidacy, taking part in what many have described as the best professional development experience of their lives.

Produced for the



by

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