Program Report for the Preparation of Social Studies Teachers
National Council for Social Studies (NCSS)

COVER SHEET

1. Institution Name
   University of Memphis

2. State
   Tennessee

3. Date submitted
   09 / 16 / 2007

4. Report Preparer's Information:
   Name of Preparer: Allen Seed
   Phone: (901) 678-2168
   E-mail: aseed@memphis.edu

5. NCATE Coordinator's Information:
   Name: John M. Johnston
   Phone: (901) 678-3443
   E-mail: jmjhnstn@memphis.edu

6. Name of institution's program
   Secondary Education Social Studies MAT and Teacher Licensure

7. NCATE Category
   Social Studies Education
8. Grade levels\(^{(1)}\) for which candidates are being prepared

| 7-12 |

(1) e.g. Early Childhood; Elementary K-6

9. Program Type

- Advanced Teaching
- First teaching license
- Other School Personnel
- Unspecified

10. Degree or award level

- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

11. Is this program offered at more than one site?

- Yes
- No

12. If your answer is "yes" to above question, list the sites at which the program is offered

13. Title of the state license for which candidates are prepared

| Secondary Education Social Studies 7-12 |

14. Program report status:

- Initial Review
- Response to a Not Recognized Decision
- Response to National Recognition With Conditions

15. State Licensure requirement for national recognition:

NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

- Yes
SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of NCSS standards. (Response limited to 4,000 characters)

Tennessee teacher licensure standards for Secondary Education endorse teachers for licensure in Secondary Social Studies Education 7-12 in the following endorsement areas: History, Government, Geography, Economics, Psychology, and Sociology. Tennessee secondary social studies education teacher licensure performance standards and program implementation guidelines are very closely aligned with NCSS standards.

Tennessee supports secondary education (7-12) preparation programs that enable teacher candidates to meet the developmental and academic needs of all children. The performance standards for secondary education (7-12) provide teacher preparation programs guidelines to develop prospective teachers who have the necessary content and pedagogical knowledge as well as the personal dispositions necessary to be successful beginning teachers. Teaching adolescents is a lifelong undertaking that is initiated in college course work, refined in field experiences and/or clinical practice, and enhanced during professional teaching. The intent of Tennessee’s secondary education performance standards is to support teacher preparation programs having a comprehensive program of study that integrates the general education core, professional education, an academic major and a variety of field experiences to ensure teacher candidates meet all of the licensure standards.

The University of Memphis Secondary Social Studies Master of Arts in Teaching degree and post-baccalaureate licensure only initial licensure teacher education programs are approved by the Tennessee State Department of Education. U of M does not offer secondary social studies teacher licensure at the baccalaureate level.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

All candidates fulfill the required 40 hours of field experience prior to student teaching, at which time they complete their required 15 weeks of student teaching. Students who are teaching on alternative licenses in lieu of student teaching must present two years of satisfactory evaluations from their supervisor, usually an assistant principal or principal. Those candidates are still required to complete the 40 hours of field experience during the appropriate courses.

The Secondary Education division has a partnership with an urban public high school. All field experience placements are completed at this site under the supervision of teachers selected for the partnership. Candidates begin fieldwork with individual tutoring or small group assignments, building up to a full day of teaching during their methods class. Student teaching placements are made with licensed social studies teachers, and candidates work at both the secondary and middle school levels, as their licensure is 7-12.

See Field & Clinical Experiences Chart for Secondary Education Social Studies Program

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 8,000 characters)
Admission to MAT Degree and Licensure Program: Candidates must meet two of the first three requirements to be considered for admission (grade point average, GPA, and/or GRE Writing). Only one alternative will be considered.

1. Grade Point Average: 2.5 overall undergraduate. Alternative 1-2.75 last 60 hours of undergraduate degree. Alternative 2- Retake course work to raise GPA

2. GRE: 450 Verbal 531 Quantitative (national means for Education). Alternative 1- Candidates within one standard deviation of the national mean will be considered. Current SD is: Verbal 357-450 Quant. 408-531. Alternative 2-Same at Alternative 1.

3. Writing Proficiency: GRE Writing 3.5. Alternative 1-Praxis I Writing score meeting State standard. Alternative 2-Enroll in an advanced writing course and earn a grade of B or higher. Applicants meeting the above requirements may continue with the admission process.

4. Undergraduate Prerequisites: Grade of C or better in Gen Ed English Composition, Math, US History, and Science courses. Alternative 1-Retake courses to obtain necessary grade. Alternative 2-Same.

5. Content Knowledge: 2.75 GPA in Undergraduate major. Alternative 1-Praxis II Content area exams. Alternative 2-Retake courses in major to raise GPA to 2.75.

Other requirements:
1. Official Transcript: Must be from an accredited university

2. Recommendations: Two letters, less than one year old, from professionals knowledgeable about candidate's academic skill, experience with children, and/or potential as a teacher. Please submit on letterhead.

3. Personal Statement: In less than two pages identify and describe personal characteristics and experiences that will make you an excellent teacher.

4. Interview: Successfully complete interview.

5. TOEFL: Applicants whose native language is other than English must score at least 550 (or 210 computer-based) on the Test of English as a Foreign Language (TOEFL).

6. Application: Departmental applications can be obtained via the Instruction and Curriculum Leadership web.

Admission to Teacher Education Program
Admission: Students who plan to pursue a graduate program of studies leading to teacher licensure must submit a formal application to the College of Education Teacher Education Program (TEP). Students are encouraged to apply for admission into TEP as soon as they enroll in courses in the college.
Requirements for admission into TEP include:
a. A grade point average of 3.0 at the graduate level and,
b. Successful completion of a personal interview.
c. Licensure-only students with an undergraduate grade point average of 2.5 or higher are required to obtain a qualifying score on the PPST Writing test. Licensure-only students with an undergraduate grade point average of 2.5 or lower are required to obtain a qualifying score on the Reading, Writing, and Math PPST tests.
d. All teacher licensure students must present acceptable scores on the required Tennessee teaching
licensure Praxis II content knowledge test as a prerequisite for admission to the Teacher Education Program (TEP).

e. Students must be admitted to the Teacher Education Program (TEP) before completing Level I courses and starting Level II courses. (Level I Professional Core courses provide requisite foundations for teaching and should be completed before taking Level II Professional Specialization courses that focus on specialized strategies for teaching and learning in educational environments). TEP admission and Graduate School admission are separate procedures.

Students who do not apply to TEP or who fail to maintain criteria including a 3.0 GPA during the program will not be allowed to continue in the program.

4. Description of the relationship \(^{(2)}\) of the program to the unit's conceptual framework. (Response limited to 4,000 characters)

Vision and Mission
The vision of the College of Education is to be a leader in the preparation of urban professionals. The mission of the College of Education is to provide high-quality undergraduate and graduate instruction for urban students, to conduct meaningful research designed to illuminate and solve problems, and to use our expertise to serve our community. The theoretical model uniting all of these activities is engaged scholarship.

Commitments
All initial and advanced programs for the preparation of teachers and other school personnel are guided by these three fundamental commitments. Commitment to Effective Practice: All faculty members are committed to preparing candidates with the knowledge, skills, and dispositions necessary to begin practice as competent professionals who meet and exceed the requirements for successful work in their chosen fields. Commitment to Diverse Communities: We are committed to preparing effective professionals who understand and value diversity, and who act proactively in all relationships. Commitment to Leadership: We are committed to the notion of leaders as problem-solvers who embrace change. Our faculty and student leaders are disposed to positive change through active engagement with their various professional communities.

Outcomes for Professional Educators
These three commitments are expressed in these six College of Education Outcomes for Professional Educators: Content Knowledge and Skills, Knowledge of the Learner, Pedagogy and Instruction, Assessment and Responsive Practice, Management of Classrooms and Individuals, and Personal and Professional Growth and Development. NCSS standards align with the College of Education standards but are stated within the framework of the various content areas encompassed by the social studies. The Thematic Standards and the Disciplinary Standards are designed to ensure “1. That beginning social studies teachers possess the knowledge, capabilities, and dispositions associated with the central concepts, tools of inquiry, and structures of the disciplines that make up the social studies, and 2. That they are able to create learning experiences that make these aspects of subject matter meaningful for learners.”

\(^{(2)}\): The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework.

5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system \(^{(3)}\). (Response limited to 4,000 characters)

The College of Education Assessment System (COEAS) is consistent with the college conceptual framework and provides a structure for all college program assessments. COEAS identifies four transition points for initial teacher education programs: 1) admission to the Teacher Education Program,
2) admission to student teaching, 3) completion of student teaching and graduation, and 4) follow-up during professional practice. COEAS is designed so that all programs include a combination of six to eight college-level and program specific key assessments. Thus, the University of Memphis Secondary Social Studies Education program assessment system includes both college-wide assessments and key assessments that are unique to the Secondary Social Studies Education program.

The first transition point for initial MAT teacher education program candidates is Admission to the Teacher Education Program and Admission to the Graduate School and a specific graduate program. At this first transition point all assessments are universal college level requirements across all programs, for example, minimum 2.5 gpa, passing scores on the state-mandated basic skills Praxis I Pre-Professional Skills Test, pre-requisite coursework, etc.

The second transition point for initial teacher education program candidates is Admission to Student Teaching. In the program phase between the first and second transition points, Secondary Social Studies Education candidates complete several Key Assessments that are unique to the Secondary Social Studies Education program.

The third transition point for MAT initial teacher education program candidates is completion of student teaching and graduation and completion of the capstone action research project and graduation. During student teaching—the program phase leading up to the third transition point—initial program candidates are assessed using a college-level student teaching evaluation that is aligned directly with INTASC standards, the Tennessee Framework for Evaluation and Professional Growth, and the college conceptual framework outcomes. The capstone action research project must be completed in the final semester of the program.

The fourth and final transition point for initial teacher education program candidates occurs a year after program completion and is assessed using a college-level follow-up survey aligned with INTASC standards, the Tennessee Framework for Evaluation and Professional Growth, and the college conceptual framework outcomes.

In sum, Secondary Social Studies Education initial candidates are assessed over time at four transition points, using multiple sources of internal and external evidence, and different types of assessments. Some assessments are college-level although COEAS is designed so that most key assessments are program specific and unique to the Secondary Social Studies Education program.

6. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

See Attachments panel below.

7. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.
8. Candidate Information
Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

<table>
<thead>
<tr>
<th>Program: MAT Degree Secondary Education Social Studies</th>
<th>Academic Year</th>
<th># of Candidates Enrolled in the Program</th>
<th># of Program Completers(4)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2006-2007</td>
<td>46</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>2005-2006</td>
<td>38</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>2004-2005</td>
<td>53</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program: Secondary Education Social Studies Licensure Only</th>
<th>Academic Year</th>
<th># of Candidates Enrolled in the Program</th>
<th># of Program Completers(4)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2006-2007</td>
<td>18</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>2005-2006</td>
<td>19</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>2004-2005</td>
<td>26</td>
<td>10</td>
</tr>
</tbody>
</table>

(4) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program’s requirements.

9. Faculty Information
Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Abraham, Katherine A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University(5)</td>
<td>Ph.D., Higher Education, University of Mississippi</td>
</tr>
<tr>
<td>Assignment: I Indicate the role of the faculty member(6)</td>
<td>Secondary Mathematics Education, Assistant Chair</td>
</tr>
<tr>
<td>Faculty Rank(7)</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Scholarship(8), Leadership in Professional Associations, and Service(9); List up to 3 major contributions in the past 3</td>
<td>Presentation, NCTM National conference, Spring 2006</td>
</tr>
<tr>
<td>Faculty Member Name</td>
<td>Borek, Jennifer A.</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>Ph.D., Curriculum and Instruction, St Louis University</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Secondary English Education</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Scholarship, Leadership in Professional Associations, and Service</td>
<td>Adolescent CD writing research, Secondary Education curriculum revisions, AERA LiT-SIG board member</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools</td>
<td>HS teacher for 6 years, PDS liaison, clinical and student teaching supervisor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Flynt, E. Sutton</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>Ed.D., Reading Education, University of Georgia</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Literacy Education, Director of Teacher Education</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Professor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools</td>
<td>Taught High School and Middle School in MS for four years. Established Professional Development Schools in Clarksville, TN. Conducted three all day workshops during the 2006-07 academic year for MCS. Lead Content</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Franceschini, Louis A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>Ph.D., Educational Research and Methodology, University of Memphis</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>College Research Consultant/Instructor</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Adjunct</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Professional Associations, and Service&lt;sup&gt;(9)&lt;/sup&gt;: List up to 3 major contributions in the past 3 years&lt;sup&gt;(10)&lt;/sup&gt;</td>
<td>Education. Data analyst: National Evaluation of Year One of New Leaders for New Schools, Center for Research in Educational Policy, UM &amp; Evaluation of Charter Schools in Tennessee, Center for Research in Educational Policy, University of Memphis.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools&lt;sup&gt;(11)&lt;/sup&gt;</td>
<td>Researcher/Evaluator, Office of Research and Evaluation, Memphis City Schools, 1988-2000.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Key, Shirley Gholston</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University&lt;sup&gt;(5)&lt;/sup&gt;</td>
<td>Ed.D., Curriculum &amp; Instruction, University of Houston</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member&lt;sup&gt;(6)&lt;/sup&gt;</td>
<td>Faculty</td>
</tr>
<tr>
<td>Faculty Rank&lt;sup&gt;(7)&lt;/sup&gt;</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Scholarship&lt;sup&gt;(8)&lt;/sup&gt;, Leadership in Professional Associations, and Service&lt;sup&gt;(9)&lt;/sup&gt;: List up to 3 major contributions in the past 3 years&lt;sup&gt;(10)&lt;/sup&gt;</td>
<td>2007-National Association of Biology Teachers Sectional Chair 2006-2007-Assocation of Multicultural Science Educators President-elect 2003-2007-National</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools&lt;sup&gt;(11)&lt;/sup&gt;</td>
<td>Clinical supervision Inservice training, Kirby High School, 2007 Inservice and Professional Development,</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Seed, Allen H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University&lt;sup&gt;(5)&lt;/sup&gt;</td>
<td>Ph.D., Educational Leadership, Miami University</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member&lt;sup&gt;(6)&lt;/sup&gt;</td>
<td>Curriculum, Middle School Education</td>
</tr>
<tr>
<td>Faculty Rank&lt;sup&gt;(7)&lt;/sup&gt;</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Scholarship&lt;sup&gt;(8)&lt;/sup&gt;, Leadership in Professional Associations, and Service&lt;sup&gt;(9)&lt;/sup&gt;: List up to 3 major contributions in the past 3 years&lt;sup&gt;(10)&lt;/sup&gt;</td>
<td>Developed Middle School Education Program, Co-founded Center for Experiential Education, Board member of Tennessee Association of Middle Schools</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools&lt;sup&gt;(11)&lt;/sup&gt;</td>
<td>Teacher grades 4-8 for 18 years</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Troutman, Anne C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University&lt;sup&gt;(5)&lt;/sup&gt;</td>
<td>Ph.D., Special Education, Georgia State University</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member&lt;sup&gt;(6)&lt;/sup&gt;</td>
<td>Special Education</td>
</tr>
<tr>
<td>Faculty Rank&lt;sup&gt;(7)&lt;/sup&gt;</td>
<td>Associate Professor (retired)</td>
</tr>
</tbody>
</table>
### Tenure Track

<table>
<thead>
<tr>
<th>Scholarship(^{(8)}), Leadership in Professional Associations, and Service(^{(9)}): List up to 3 major contributions in the past 3 years(^{(10)})</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th Edition of Applied Behavior Analysis for Teachers, the best-selling text in the USA, Canada, and Australia; translated into Chinese and Japanese, and in the process of translation into Korean</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching or other professional experience in P-12 schools(^{(11)})</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary school self-contained sped (emotional disturbance) for 2 years, resource SPED for a year and SPED supervisor for 2 years</td>
</tr>
</tbody>
</table>

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(5) e.g., PhD in Curriculum & Instruction, University of Nebraska.
(6) e.g., faculty, clinical supervisor, department chair, administrator
(7) e.g., professor, associate professor, assistant professor, adjunct professor, instructor
(8) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.
(9) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.
(10) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.
(11) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

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### SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the NCSS standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. Please provide following assessment information (Response limited to 250 characters each field)

<table>
<thead>
<tr>
<th>Type and Number of Assessment</th>
<th>Name of Assessment (12)</th>
<th>Type or Form of Assessment (13)</th>
<th>When the Assessment Is Administered (14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment #1: Licensure assessment, or other content-based assessment (required)</td>
<td>Praxis II Content Exam in target subject area</td>
<td>Standardized state licensure test</td>
<td>Admission to Teacher Education Program</td>
</tr>
<tr>
<td>Assessment #2: Content knowledge in social studies (required)</td>
<td>Student Teaching Evaluation-Content Knowledge Section</td>
<td>Observation</td>
<td>Completion of student teaching</td>
</tr>
<tr>
<td>Assessment #3: Candidate ability to plan instruction (required)</td>
<td>Unit Plan</td>
<td>Project</td>
<td>Secondary Schools Social Studies ICL 7652</td>
</tr>
<tr>
<td>Assessment #4: Student teaching (required)</td>
<td>Student Teaching Evaluation</td>
<td>Observation</td>
<td>Completion of student teaching</td>
</tr>
<tr>
<td>Assessment #5: Candidate effect on</td>
<td>Clinical Field</td>
<td></td>
<td>Secondary Schools</td>
</tr>
</tbody>
</table>
(12) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
(13) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
(14) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

**SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS**

For each NAEYC standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NAEYC standards.

1. For each NCSS standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NCSS standards.

**NCSS STANDARD - Themes**

### 1.1 Culture and Cultural Diversity
Candidates in social studies 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.

### 1.2 Time, Continuity, and Change
Candidates in social studies 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.

### 1.3 People, Places, and Environment
Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment.

### 1.4 Individual Development and Identity
Candidates in social studies
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.

**1.5 Individuals, Groups and Institutions.** Candidates in social studies 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.

**1.6 Power, Authority, and Governance.** Candidates in social studies 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.

**1.7 Production, Distribution, and Consumption.** Candidates in social studies 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 of goods and services.

**1.8 Science, Technology and Society.** Candidates in social studies 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.

**1.9 Global Connections.** Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections and interdependence.

**1.10 Civic Ideals and Practices.** Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices.

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**2. SOCIAL SCIENCE DISCIPLINES**

**2.1 History.** Candidates who are to be licensed to teach history 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 history.

**2.2 Geography.** Candidates who are to be 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.

**2.3 Civics and Government.** Candidates who are to be 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.

**2.4 Economics.** Candidates who are to be 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.

**2.5 Psychology.** Candidates who are to be 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.

3. PROGRAMMATIC STANDARDS FOR INITIAL LICENSURE

3.1 Course or Courses on Teaching Social Studies. Institutions preparing social studies teachers should provide and require prospective social studies teachers to complete a course or courses dealing specifically with the nature of the social studies and with ideas, strategies, and techniques for teaching social studies at the appropriate licensure level.

3.2 Qualified Social Studies Faculty. Institutions preparing social studies teachers should provide faculty in the social studies and social studies education components of the program who are recognized as (a) exemplary teachers, (b) scholars in the fields of social studies and social studies education, and (c) informed about middle and secondary school classrooms and teaching.

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in NCATE’s unit standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific
SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
(a) the assessment tool or description of the assignment;
(b) the scoring guide for the assessment; and
(c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five
text pages, however in some cases assessment instruments or scoring guides may go beyond five
pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following
exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure
data, and (b) for some assessments, data may not yet be available.

1. **CONTENT KNOWLEDGE: Data from licensure tests of content knowledge.** NCSS standards
addressed in this entry should include the knowledge elements of Standards 1.1-1.10 and 2.1-2.5. If your
state does not require licensure tests in the content area, data from another assessment must be presented
to document candidate attainment of content knowledge. Documentation should include total scores plus
sub-scores for the state licensure test.

![Assessment #1 Section IV](Attachments panel below)

(8) Standards 2.1-2.5 need not be addressed for Broad Field Social Studies Programs; these standards need only be addressed for programs that lead
to teacher licensure in civics/government, economics, geography, history, or psychology.

2. **CONTENT KNOWLEDGE: Assessment of content knowledge in the social studies or the
specific social science discipline to be taught.** NCSS standards addressed in this assessment could
include the knowledge elements of Standards 1.1-1.10, 2.1-2.5, 3.1, and 3.2. Examples of assessments
include comprehensive examinations, course grades where the course is appropriate to a standard, grades
for specific units or segments of courses when only part of a course is appropriate to a standard, and
portfolio tasks.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

![Assessment #2 Section IV](Attachments panel below)

(9) Standards 2.1-2.5 need not be addressed for Broad Field Social Studies Programs; these standards need only be addressed for programs that lead
to teacher licensure in civics/government, economics, geography, history, or psychology.

(10) If grades are used as the assessment or included in the assessment, provide information on on the criteria for those grades and describe how
they align with the specialty standards.

(11) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single
assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be
considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included are discrete items.
In this case, some of the artifacts included in the portfolio may be considered individual assessments.
3. **PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS:** Assessment that demonstrates candidates can effectively plan classroom-based instruction. NCSS standards that could be addressed in this assessment include the capabilities and dispositions to organize and provide instruction identified in Standards 1.1-1.10, 2.1-2.5\(^{12}\), 3.1, and 3.2. This assessment does not need to address all standards. Examples of assessments include the evaluation of candidates’ abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

<table>
<thead>
<tr>
<th>Assessment #3 Section IV</th>
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See Attachments panel below.

(12) Standards 2.1-2.5 need not be addressed for Broad Field Social Studies Programs; these standards need only be addressed for programs that lead to teacher licensure in civics/government, economics, geography, history, or psychology.

4. **PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS:** Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. NCSS standards that could be addressed in this assessment include the capabilities and dispositions to organize and provide instruction identified in Standards 1.1-1.10 and 2.1-2.5\(^{13}\). Only the aspects of the assessment instrument used in student teaching or the internship specifically applicable to social studies instruction should be submitted.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

<table>
<thead>
<tr>
<th>Assessment #4 Section IV</th>
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See Attachments panel below.

(13) Standards 2.1-2.5 need not be addressed for Broad Field Social Studies Programs; these standards need only be addressed for programs that lead to teacher licensure in civics/government, economics, geography, history, or psychology.

5. **EFFECTS ON STUDENT LEARNING:** Assessment that demonstrates candidate effects on student learning. NCSS standards that could be addressed in this assessment include student learning elements of Standards 1.1-1.10 and Standards 2-1-2.5\(^{14}\). This assessment does not have to address every standard.

Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

<table>
<thead>
<tr>
<th>Assessment #5 Section IV</th>
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See Attachments panel below.

(14) Standards 2.1-2.5 need not be addressed for Broad Field Social Studies Programs; these standards need only be addressed for programs that lead to teacher licensure in civics/government, economics, geography, history, or psychology.

6. **Additional assessment that addresses NCSS standards**, Examples of assessments include
evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV Assessment #6 Section IV

See Attachments panel below.

7. *Additional assessment that addresses NCSS standards.* Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.)

Provide assessment information (items 1-5) as outlined in the directions for Section IV Assessment #7 Section IV

See Attachments panel below.

8. *Additional assessment that addresses NCSS standards.* Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program, **This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.**

(Response limited to 12,000 characters)

Overview
The College of Education Assessment System (COEAS) structures review of assessment data by each program to insure systematic use of assessment results to improve candidate and program performance. An Assessment Retreat is held each year in May at the end of the spring semester. During this retreat, each program faculty group meets with its Community Advisory Committee to review the data collected over the past year, make necessary suggestions for needed program changes, and to evaluate the program and college assessment systems. To monitor the system, each program submits an Annual Program Report to the Department Chair, Director of Assessment, Dean’s office, and the College of
CONTENT KNOWLEDGE
Principal Findings
Data from Assessment #2, Student Teaching Evaluation Domain 1, Indicator B, indicates that 88% of our candidates scored at the “acceptable” or “proficient” levels on Content Standards 2.1 History, 2.2 Geography, 2.3 Civics and Government, 2.4 Economics, and 2.5 Psychology during Fall 2006. Social studies candidates are stronger in the area of planning content (Culture and Cultural Diversity (1.1); Time, Continuity, and Change (1.2); People, Places, and Environments (1.3); Individual Development and Identity (1.4); Individuals, Groups, and Institutions (1.5); Power, Authority, and Governance (1.6); Production, Distribution, and Consumption (1.7); Science, Technology, and Society (1.8); Global Connections (1.9); and Civic Ideals and Practices (1.10); Assessment #3, Unit Plan), where 100% of the candidates scored at the “acceptable” or “proficient” levels in fall 2006. More than half (55%) failed to obtain an adequate rating on Assessment #6 Parent Interview, the remaining candidates received outstanding ratings.

Faculty Interpretation
Our faculty attributes this to the fairly strong social studies background of our candidates, and to the fact that many of them are in their own classrooms during pedagogical instruction. Our data suggests the need for continuous communication between the instructors who present an assessment and the faculty who eventually evaluate the assessment. Faculty noted that a score of “0” on a given standard does not necessarily reflect lack of knowledge of the standard. This may reflect the evaluator’s understanding and/or the student’s interpretation of the standard. It is important, then, that all faculty involved in major assessments have a shared understanding of their meaning so that student understanding will be consistent this is especially evident for the Parent Interview.

Changes
Secondary Education faculty members will meet with professors of record of introductory courses taught by adjuncts or other faculty to help them change the course so candidates might better meet the standards tested. Better recording of unit scores and student teaching results, as well as beginning to keep all student data together in a web-based portfolio, will also help. Changes such as having a section of introductory courses specifically for secondary students will help with record keeping and consistency.

In 2007-2008, more information about working with diverse learners will be incorporated. Secondary has plans to examine its degree program for changes that will be submitted in the fall of 2008. In addition, we will be meeting with our advisory council to examine other actions to take. Secondary faculty will work with arts and sciences, public and private schools, and the directors of clinical practice in order to create more opportunities for students to gain experience in the teaching of their discipline. More specific rubrics and prompts will be developed, and those who work with students will be trained in their use. Meetings with adjunct faculty, clinical school faculty, and other stakeholders will be held in order to insure consistency of evaluation.

Steps Taken to Improve Candidate Performance
Tracking candidates longitudinally would provide additional data for areas. Secondary Education faculty members plan to pursue the possibility of creating student web portfolios so that faculty can better track students in their area of concentration. Also partnering with Arts and Sciences faculty to evaluate content knowledge will provide further information.

Steps Taken to Improve Program
Secondary faculty will update the MAT curriculum by including a general secondary methods course in place of the more general course, Urban Learning Environment. We are considering other curricular
changes for courses that will be offered by secondary faculty, and, thus, give us an earlier relationship with our students.

PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE, SKILLS, AND DISPOSITIONS
Principal Findings
In regards to the NCSS statement “that beginning social studies teachers must demonstrate the knowledge, capabilities, and dispositions to organize and provide instruction at the secondary school level for the study of Social Studies in their classroom.” (Assessments 3, 4, and 6), our candidates scored well. At least 80% of the candidates scored at the “acceptable” or “optimal” levels in each semester the assessments were offered, with 100% of students scoring in those ranges for the Unit Plan.

Faculty Interpretation
Our faculty attributes student mastery of these concepts to students receiving instruction on planning both from the university and from the districts with whom they are working in their clinical placements.

Programmatic Changes
Those present at the annual Instruction and Curriculum Leadership Assessment Retreat discussed specific short-term actions that will be taken during the 2007-08 academic year in order to improve candidate performance. Students must receive more specific directions regarding their assessments, and more intensive clinical experiences. We will work to develop more specific and detailed instructions for prompts, more detailed and specific rubric, and make sure each faculty member is trained in the use of these. Students’ clinical experiences will be more focused on teaching age-appropriate students, and students who are currently teaching in their own classrooms will need to have a supervisor to work with them on their clinical evaluation. Faculty and secondary clinical faculty will be trained to use the clinical rubric for student learning.

STUDENT LEARNING
Principal findings
Due to the sequencing of courses, no data is available for Assessment 5 Clinical Faculty Evaluation. Data from the Student Teaching Evaluation indicate that candidates vary somewhat in their ability to plan instruction (80+%), utilize research-based teaching strategies (84+%), and assess students appropriately (88+%). While these may not be large variances, they are troublesome, and the faculty notes that no area had 100% mastery among teacher candidates.

Faculty Interpretation
Candidates are generally proficient in assessing their students. However, they must better connect theory and practice through their knowledge of research and knowledge of pedagogy. The secondary education faculty members believe that this variation is partly attributable to the short time secondary faculty have with teacher candidates before they arrive in student teaching, as almost all Level 1 courses are taught by adjunct or elementary education faculty.

Changes
Secondary faculty members plan to align curriculum more completely between introductory and middle courses prior to student teaching. Much more attention will be paid to introducing and further mastering
pedagogical theory throughout the program. It is also critical to ensure that those teaching each class understand the particular needs of middle and secondary students.

Steps Taken to Improve Candidate Performance
Additional activities will be placed in the early courses so candidates begin to notice adolescent’s learning as they plan and teach their early lessons. Professors will adjust syllabi accordingly for immediate inclusion and implementation.

StepsTaken to Improve Program
Additional emphasis will be placed on adolescent learning and assessment in the introductory courses. Both changing certain introductory courses to adolescent-specific courses and ensuring secondary sections of general classes will aid in this effort.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. Describe what changes or additions have been made in response to issues cited in previous recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report or a response to condition report are available on the NCATE web site at http://www.ncate.org/institutions/process.asp?ch=4 (Response limited to 24,000 characters.)

THANK YOU

This is the end of the report. Please click "Next" to proceed.