Program Report for the Preparation of Social Studies Teachers
National Council for Social Studies (NCSS) 2017 Option A

Note: This form uses the 2017 NCSS Standards approved and released in 2018. Beginning in Spring 2020, all programs are required to respond to the 2017 NCSS National standards.

COVER SHEET

1. **Institution Name**

2. **State**

3. **Date submitted**

   MM / DD / YYYY

4. **Report Preparer's Information:**

   Name of Preparer:

   Phone: ( ) - Ext.

   E-mail:

5. **CAEP Coordinator's Information:**

   Name:

   Phone: ( ) - Ext.

   E-mail:

6. **Name of institution's program**

7. **CAEP Category**

8. **Grade levels(1) for which candidates are being prepared**

   (1) e.g. K-12, 7-12, 9-12

9. **Program Type**

   - Advanced Teaching
   - First teaching license

Confidential

- 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**
14. **Program report status:**
    - Initial Review
    - Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized
    - Response to National Recognition With Conditions
15. **Is your Educator Preparation Provider (EPP) seeking**
    - CAEP accreditation for the first time (initial accreditation)
    - Continuing CAEP accreditation
16. **State Licensure data requirement on program completers disaggregated by specialty area with sub-area scores: CAEP requires programs to provide completer performance data on state licensure examinations for completers who take the examination for the content field, if the state has a licensure testing requirement. Test information and data must be reported in Section IV. Does your state require such a test?**
    - Yes
    - No

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)**
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. Additionally, programs should describe the process for identifying and training cooperating/mentor teachers (school-based faculty) and the training provided to all faculty charged with supervising candidates in the field. (Response limited to 8,000 characters)**
3. **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 and should also denote the required courses for all candidates. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)**

   A LINK to upload or manage your uploaded file(s)
4. **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.

A LINK to upload or manage your uploaded file(s)

5. Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic or calendar 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. Only programs leading to licensure or a teaching credential should be included. 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.

Program:		
Academic Year	**# of Candidates Enrolled in the Program**	**# of Program Completers(2)**

(2) CAEP 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.

6. Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program. Programs should clearly identify all faculty charged with teaching the Social Studies Methods course(s) and supervising Social Studies candidates in the field. (Refer to footnotes for clarification)

Faculty Member Name	
Highest Degree, Field, & University(3)	
Assignment: Indicate the role of the faculty member(4)	
Faculty Rank(5)	
Tenure Track	☐ YES
Scholarship(6), Leadership in Professional Associations, and Service(7):List up to 3 major contributions in the past 3 years(8)	
Teaching or other professional experience in P-12 schools(9)	

(3) For example, PhD in Curriculum & Instruction, University of Nebraska.

(4) For example, faculty, clinical supervisor, department chair, administrator

(5) For example, professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by CAEP as a systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(7) 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.

(8) For example, officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, in-service 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.

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)**

Type and Number of Assessment	Name of Assessment (10)	Type or Form of Assessment (11)	When the Assessment Is Administered (12)
Assessment #1: Licensure assessment, or other content-based assessment (required)			
Assessment #2: Content knowledge in social studies(required)			
Assessment #3: Candidate ability to plan instruction (required)			
Assessment #4: Student teaching (required)			
Assessment #5: Candidate effect on student leaning (required)			
Assessment #6: Assessment of professional responsibility and informed action (required)			
Assessment #7: Additional assessment that addresses NCSS standards (optional)			
Assessment #8: Additional assessment that addresses NCSS standards (optional)			

(10) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(11) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(12) 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 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.

1. **For each NCSS standard component on the chart below, identify the assessment(s) in Section II that address the standard component. One assessment may be aligned to multiple NCSS standard components and one component may be addressed within multiple assessments.**

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

NCSS STANDARDS & ELEMENTS

Standard 1. Content Knowledge

Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary facts, concepts, and tools; structures of inquiry; and forms of representation.

	#1	#2	#3	#4	#5	#6	#7	#8
1a. Candidates are knowledgeable about the concepts, facts, and tools in civics, economics, geography, history, and the social/behavioral sciences.								
1b. Candidates are knowledgeable about disciplinary inquiry in civics, economics, geography, history, and the social/behavioral sciences.								
1c. Candidates are knowledgeable about disciplinary forms of representation in civics, economics, geography, history, and the social/behavioral sciences.								

2. **Standard 2. Application of Content Through Planning**

Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.

	#1	#2	#3	#4	#5	#6	#7	#8
2a. Candidates plan learning sequences that demonstrate social studies knowledge aligned with the C3 Framework, state-required content standards, and theory and research.								
2b. Candidates plan learning sequences that engage learners with disciplinary concepts, facts, and tools from the social studies disciplines to facilitate social studies literacies for civic life.								
2c. Candidates plan learning sequences that engage learners in disciplinary inquiry to develop social studies literacies for civic life.								
2d. Candidates plan learning sequences where learners create disciplinary forms of representation that convey social studies knowledge and civic competence.								
2e. Candidates plan learning sequences that use technology to foster civic competence.								

3. **Standard 3. Design and Implementation of Instruction and Assessment**

Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.

	#1	#2	#3	#4	#5	#6	#7	#8

3a. Candidates design and implement a range of authentic assessments that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.	☐	☐	☐	☐	☐	☐	☐	☐
3b. Candidates design and implement learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.	☐	☐	☐	☐	☐	☐	☐	☐
3c. Candidates use theory and research to implement a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for civic competence.	☐	☐	☐	☐	☐	☐	☐	☐
3d. Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.	☐	☐	☐	☐	☐	☐	☐	☐
3e. Candidates engage learners in self-assessment practices that support individualized learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.	☐	☐	☐	☐	☐	☐	☐	☐

4. **Standard 4. Social Studies Learners and Learning**

Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.

	#1	#2	#3	#4	#5	#6	#7	#8
4a. Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.	☐	☐	☐	☐	☐	☐	☐	☐
4b. Candidates facilitate collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation.	☐	☐	☐	☐	☐	☐	☐	☐
4c. Candidates engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society.	☐	☐	☐	☐	☐	☐	☐	☐

5. **Standard 5. Professional Responsibility and Informed Action**

Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.

	#1	#2	#3	#4	#5	#6	#7	#8
5a. Candidates use theory and research to continually improve their social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner.	☐	☐	☐	☐	☐	☐	☐	☐
5b. Candidates explore, interrogate, and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within their schools and/or communities.	☐	☐	☐	☐	☐	☐	☐	☐
5c. Candidates take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies.	☐	☐	☐	☐	☐	☐	☐	☐

6. 2. **PROGRAMMATIC STANDARDS FOR INITIAL LICENSURE**

A. 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.

	#1	#2	#3
Course	☐	☐	☐

7. **B. 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.**

	#1	#2	#3
a	☐	☐	☐
b	☐	☐	☐
c	☐	☐	☐

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments and data reported should be required of all candidates. Assessments, scoring guides/rubrics and data charts should be aligned with the NCSS SPA standard components. This means that the concepts in the NCSS standard components should be apparent in the assessments and in the scoring guides/rubrics to the same depth, breadth, and specificity as in the NCSS standard components. Data tables should also be aligned with the SPA standard components. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 criteria [each relating

to specific NCSS component(s)], then the data chart should report the data on each of the components rather that reporting a cumulative score.

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 to be aligned with the elements in CAEP 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)

In addition, Assessment 6, which is also a required assessment, must be designed to measure candidate professional responsibility and informed action.

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 one document that includes the following items:

(1) A two-page narrative that includes the following:
a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
b. A description of how this assessment specifically aligns with the standard components it is cited for in Section III. Cite SPA standard components by number, title, and/or standard wording.
c. A brief analysis of the data findings;
d. An interpretation of how that data provide evidence for meeting standard components, indicating the specific SPA standard components by number, title, and/or standard wording;
and

(2) Assessment Documentation
e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
f. The scoring guide/rubric for the assessment; and
g. Charts that provide candidate data derived from the assessment. Identifying candidate information should be redacted before submission.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides/rubrics may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a - d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g above). Each attachment should be no larger than 2 MB. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

1. **CONTENT KNOWLEDGE: Data from licensure tests of content knowledge.** NCSS standards addressed in this entry should include the disciplinary knowledge components (civics, economics, geography, history, and the social/behavioral sciences) of Standard components 1a, 1b and 1c. 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. Data charts should also include the number (n) of candidates assessed and the range of scores for each sub-score and composite score.

   Provide assessment information as outlined in the directions for Section IV

   A LINK to upload or manage your uploaded file(s)

2. **CONTENT KNOWLEDGE: Assessment of content knowledge in the social studies.** NCSS standard components addressed in this assessment could include the disciplinary knowledge components of Standard components 1a, 1b and 1.c.[13] Examples of assessments include comprehensive examinations, program-required course grades where course descriptions indicate a clear alignment to the disciplinary knowledge components of Standard components 1a, 1b and 1c, or portfolio tasks.[11]

   Provide assessment information as outlined in the directions for Section IV.

   A LINK to upload or manage your uploaded file(s)

(13) 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. Items included in the portfolio, in this case, should not be duplicated elsewhere in the report.

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 the components of Standards 2 and 3. 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 as outlined in the directions for Section IV

A LINK to upload or manage your uploaded file(s)

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 the components of Standards 2, 3, and 4.[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 as outlined in the directions for Section IV

   A LINK to upload or manage your uploaded file(s)

5. **EFFECTS ON STUDENT LEARNING: Assessment that demonstrates candidate effects on student learning.** NCSS standards that could be addressed in this assessment include components of Standards 4 and 5.[14]. This assessment does not have to address every standard component. Examples of assessments include those based on student work samples, portfolio tasks and case studies.

   Provide assessment information as outlined in the directions for Section IV

   A LINK to upload or manage your uploaded file(s)

6. **PROFESSIONAL RESPONSIBILITY AND INFORMED ACTION. This assessment can be uniquely created by programs or can be based on action research studies, self-study projects, reflection learning logs from community involvement, social justice service learning projects, or personal practice theorizing projects.**

   Provide assessment information as outlined in the directions for Section IV

   A LINK to upload or manage your uploaded file(s)

7. **Additional assessment that addresses NCSS standard components.** 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 as outlined in the directions for Section IV

   A LINK to upload or manage your uploaded file(s)

8. **Additional assessment that addresses NCSS standard components.** 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 as outlined in the directions for Section IV

   A LINK to upload or manage your uploaded file(s)

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, and (4) professional responsibility and informed action.**

   (Response limited to 12,000 characters)

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

1. **For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the CAEP website at http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur**

   For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the CAEP website at http://caepnet.org/accreditation/caep-accreditation/spa-program-review-

policies-and-procedur

(Response limited to 24,000 characters.)

Please click "Next"

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