

Program Report for the Preparation of Social Studies Teachers

National Council for Social Studies (NCSS)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

Arkansas State University

2. State

Arkansas

3. Date submitted

MM DD YYYY

09 / 11 / 2008

4. Report Preparer's Information:

Name of Preparer:

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6. Name of institution's program

Program of Study

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

Social Studies 7-12

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. 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

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)

Arkansas State University in Jonesboro enjoys a reputation as a quality regional institution of higher education and is recognized for offering special services to the people of the Arkansas Delta. It is the only comprehensive public university located in this region. Dedicated to teaching, research and service, the university provides students with the broad educational foundations that help develop critical thinking and analytical skills, decision-making capabilities, and communication skills.

This institution was founded in Jonesboro in 1909 by the Arkansas Legislature as a regional agricultural training school. It began offering a two-year college program in 1918, then became "First District Agricultural and Mechanical College" in 1925. A four-year degree program was begun in 1930, then A & M College became "Arkansas State College" in 1933. The Arkansas Legislature elevated the college to university status and changed the name to Arkansas State University in 1967. Today, the institution has more than 59,000 alumni.

The Professional Education Unit has approximately 2,000 undergraduate/graduate students with 85 full time faculty. There are approximately 75 declared majors in the BSE Social Science undergraduate program and in the Program of Study post baccalaureate program combined. The BSE program is a four-year academic program designed for traditional college students. The Program of Study is a post baccalaureate program for non-traditional students who have earned an undergraduate degree and who want to earn a secondary social studies teaching license.

The state, institution, professional education unit, and the college and department, support the undergraduate and post baccalaureate social studies licensure programs. Because of this support the social studies programs received initial NCATE/NCSS accreditation in 1991 and have remained fully accredited through subsequent review cycles.

The program is located in the Department of History. Faculty advisors, the instructor for the Methods and Materials for Teaching Social Studies course, and the university supervisors for the teacher interns are faculty in the Department of History. There are no state or institutional policies that restrict the faculty in structuring the program to meet NCSS standards. Because the assessments for the programs are identical the reports for both programs are the same.

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)

Candidates in both the BSE Social Science program and the Program of Study post baccalaureate program have opportunities to experience the secondary school environment prior to becoming first year teachers. These field placements provide them with the necessary experience to become effective beginning teachers. Introduction to Secondary Teaching (SCED 2514) is required for both programs. In this course, candidates spend 30 hours of observation in various secondary school classrooms. This provides them with the opportunity to experience many different styles of teaching including social studies instruction. Candidates in the BSE program usually take this course during their second semester of their sophomore year. For the non-traditional candidates enrolled in the Program of Study this course is usually taken the semester prior to the Teaching Internship.

Because BSE students are on at least a four-year academic program there is time for them to have an extended field placement in a designated social studies classroom one year prior to the Teaching Internship. In the Performance Based Instructional Design course (SCED 3515) candidates spend a

minimum of 45 hours in a social studies classroom instructed by an experienced social studies teacher. Candidates assist the classroom teacher in all areas of instruction and are given the opportunity to plan and instruct at least one lesson near the end of the semester. Program of Study candidates take all of the history and social science classes that are required of the BSE candidates but some of the secondary education classes are condensed so that the non-traditional candidates can complete the program in one year.

Both BSE and Program of Study candidates complete a full semester (16 weeks) Teaching Internship during their last semester of enrollment at ASU. Candidates are placed in a secondary social studies classroom that is instructed by an experienced social studies teacher. The clinical supervisor is selected by the social studies program director. Candidates are placed in a school that is in a reasonable driving distance of their home and placed with a clinical supervisor who will provide encouragement and will properly mentor the candidate in all areas of social studies instruction and professionalism.

Candidates are supervised by the social studies program director, Dr. Gina Hogue, who is an experienced secondary social studies teacher and historian and the instructor for the Methods and Materials for Teaching Social Studies course and by Mr. Gale Yates, a retired social studies teacher and principal who provides valuable insight for the candidates.

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 into the Teacher Education program requires students to score a minimum score of 172 on the writing, 173 on the writing and 171 on the mathematics batteries of the Pre-professional Skills Test (PPST). Candidates are also required to have a minimum GPA in all coursework of 2.5 and have at least a grade of "C" in ENG 1003 Freshman English I, ENG 1013 Freshman English II, MATH 1023 College Algebra, SCED2514 Introduction to Secondary Teaching, and SCOM 1203 Oral Communications or their equivalents from another university/college. Candidates are only eligible after completing a minimum of 30 semester hours. Furthermore, they must complete an evaluation of Career Decision Awareness and they must also submit their philosophy of education. Finally, candidates are interviewed by a committee of faculty to ensure that they meet admission criteria.

In order to remain in good standing in the Teacher Education Program, candidates must maintain a grade point average of 2.5 (minimum 3.0 grade point average in all course work required for Program of Study candidates) and earn a minimum of "C" on all professional education courses.

Candidates must meet the following performance requirements in order to be validated for teaching internship:

1. Be admitted into the teacher education program
2. Senior standing with a minimum of 90 semester hours
3. Completion of all professional education/major courses with the exception of the teaching internship courses.
4. Attain a minimum grade point average of 2.5 in all course work and a minimum grade point average of 2.5 in the major area (minimum 3.0 grade point average in all course work required for Program of Study candidates and a minimum of a 3.0 grade point average in the major area)
5. A medical examination report must be presented at the time of application
6. Attend the orientation sessions for the teaching internship
7. Verification of no conviction of a felony or other crimes specified in Arkansas Code Act 1310 of 1995 and Act 1313 of 1997.

In order to complete the program, candidates must successfully complete their teaching internship. The teaching internship requires the candidate to function in the total teaching role by maintaining and performing all functions and activities normally performed by the clinical supervisor. The intern assumes these activities for no less than 4 weeks for a 16-week placement. During the teaching internship the candidate is also required to keep an electronic portfolio in LiveText. Finally, the teaching

internship requires candidates to complete the appropriate Praxis II exams for their program.

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

Current thinking reflects a focus upon individuality and context to a degree not found in earlier views of education. Greater awareness of diversity and the growing need to respond to diversity issues in a manner that allows greater incorporation of disparate groups into society's mainstream has become a major focus of society. Juxtaposed with these cultural concerns, psychological and biological research efforts are unlocking the structures and processes of the brain. Growing understanding of the links between learning, the environment, and human growth will demand greater educational responsiveness to the individual and individual needs.

In response, both the BSE and Program of Study at Arkansas State University are building upon the solid research base of the emerging professional educator, these outcomes reaffirm the need for understanding the foundations of society while also affirming the need to respond to society's growing complexity. Viewed as transitional, these outcomes reflect an intermediate stage in program development by providing greater clarity to the intentions of the program in relation to its students. However, further exploration and reflection will lead to a greater refinement of program outcomes which will produce a better integration of students into society and a greater alignment with developing professional standards. With the understanding that the initial level of preparation is the beginning of the personal and professional formation of an educator, the theme for our conceptual framework is Learning to teach, Teaching to Learn. Our strong relationship with clinical supervisors and public schools enables us to cooperatively work toward assisting candidates develop the skills, knowledge and dispositions identified in our conceptual framework.

(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)

All programs in the Professional Education Unit assess candidates using Praxis II data, evidence from individual content methods courses, teaching internship assessments, and assessments that demonstrate candidates' impact on student learning. Because all of the content area programs are unique, each has its own rubrics that are specific to content area standards. Social studies candidates are assessed using the following assessments: Assessment 1, Praxis II data assesses standards 1.1-1.7 and 1.10. Assessment 2, course grades assesses 1.2-1.7, and 1.10. Assessment 3 assesses candidates' ability to plan to teach the social studies through assessments from the Methods class that assess all ten NCSS standards, NCSS standards are assessed during the teaching internship using assessments 4 and 5 to assess candidates' ability to teach the social studies and to assess the candidates' impact on student learning. Assessment 6 assesses standards 1.1, 1.8 and 1.9. Candidates must present compelling evidence of knowledge of the standards and the ability to plan to teach the standards. The assessment of the ability to teach and to positively impact student learning for these standards is contained in assessments 4 and 5. Assessment 7 assesses standards 1.2-1.7, and 1.10 and extends beyond course grades to determine candidates' content knowledge and understanding of the discipline based standards. Assessment 8 is a cumulative assessment of candidates' knowledge and understanding of the NCSS standards, ability to plan to teach, to teach the standards, and an assessment of candidates' assessment of their impact on student learning that occurs at the end of the Professional Year.

BSE candidates and Program of Study candidates are assessed using the same assessments and rubrics. Data for each program is submitted for each standard for three years. The Professional Year includes the last year of each candidates' program in which candidates take the Methods and Materials for Teaching Social Studies class in conjunction with the Computer Technologies class for the History/Social

Sciences Educator and in the second semester complete a semester long teaching internship in a secondary social studies classroom under the guidance of an experienced social studies teacher and a university supervisor who is a specialist in social studies teaching with several years experience in secondary social studies teaching. At the beginning of the Professional Year each candidate is presented with the challenge of demonstrating competency in teaching the NCSS standards. Candidates immediately begin to compile compelling evidence of their knowledge of the standards. As they move through the Professional Year candidates accumulate evidence of their ability to plan to teach the social studies. During the teaching internship candidates plan to teach, teach the standards, and assess their effectiveness in improving student learning. At the end of the Professional Year candidates present their evidence of effective social studies teaching. They must show that they are competent in content knowledge, are skilled in planning and teaching the social studies, and that they have had a positive impact on student learning. In essence, they must provide compelling evidence that they are effective secondary social studies teachers.

(3) This response should clarify how the key accessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

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.)

BSE Program Checksheet	Program of Study Checksheet
Course Descriptions	

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.

Program: BSE Social Science		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽⁴⁾
2007-2008	6	6
2006-2007	21	21
2005-2006	15	15

Program: Program of Study

Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽⁴⁾
2007-2008	4	4
2006-2007	3	3
2005-2006	2	2

(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.

Faculty Member Name	Gina Hogue
Highest Degree, Field, & University ⁽⁵⁾	Ph.D. in History, University of Memphis
Assignment: Indicate the role of the faculty member ⁽⁶⁾	BSE Social Science and Program of Study Program Director, Instructor Methods and Materials for Teaching Social Studies course, University Supervisor of Interns, Academic Advisor for BSE and Program of Study majors.
Faculty Rank ⁽⁷⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	"The Professional Year Model: Preparing Preservice Social Studies Teachers to Teach with Technology," a chapter in History Education 101: The Past, Present, and Future of Teacher Preparation, edited by Wilson J. Warren and D. Antonio Cantu, 2008. Presentation at the SITE conference, 2007, "Preparing Preservice Teachers to Teach with Technology." NCSS/NCATE Program Reviewer, 2003-present. Board of Directors, Faculty Advisor, Arkansas Council for the Social Studies.
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Junior high and high school social studies teacher for 7.5 years. Supervise Interns, conducted assessment workshops for teachers of concurrent courses, numerous technology workshops for social studies teachers.

Faculty Member Name	Gale Yates
Highest Degree, Field, & University ⁽⁵⁾	M.S.E. +32 graduate hours, Secondary Administration, B.S.E. in Social Studies Education
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Supervises Interns
Faculty Rank ⁽⁷⁾	Adjunct
Tenure Track	<input type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Federal Grant Writer for Riverside Public Schools, Lake City, Arkansas, with focus on equipping all classrooms with SmartBoards and LCD projectors.
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Junior high and high school social studies teacher for 5 years.

Faculty Member Name	Joseph Key
Highest Degree, Field, & University ⁽⁵⁾	Ph.D. in History, University of Arkansas
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Academic Advisor for BSE Social Science majors and unofficial teaching mentor to many BSE and POS candidates.
Faculty Rank ⁽⁷⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Received Board of Trustees 2008 Faculty Achievement Award for Teaching Excellence. Board of Trustees, Arkansas Historical Association. Faculty Advisor, Phi Alpha Theta, History Honor Society.
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	

Faculty Member Name	Gary Edwards
Highest Degree, Field, & University ⁽⁵⁾	Ph.D. in History, University of Memphis
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Academic Advisor for BSE Social Science majors, instructor for History of Arkansas course required of all social studies teachers.
Faculty Rank ⁽⁷⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Reviewer, Harcourt School Publishers. K-6 Arkansas History textbook review, 2007. College of Humanities and Social Science, Academic Advising Council. Advisory Board, Tennessee State Museum Department of Education. "Mallet Expeditions," Encyclopedia of Arkansas History and Culture, (November, 2007) http://www.encyclopediaofarkansas.net/
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	

Faculty Member Name	Pamela Hronek
Highest Degree, Field, & University ⁽⁵⁾	Ph.D. in History, Arizona State University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Chair of the Department of History
Faculty Rank ⁽⁷⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Program evaluator for Teaching American History Grant at the University of Nebraska, 2004-2006.
Teaching or other professional experience in P-	High school history teacher for 10 years.

12 schools⁽¹¹⁾

(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.

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.

(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.

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 (12)	Type or Form of Assessment (13)	When the Assessment Is Administered (14)
Assessment #1: Licensure assessment, or other content-based assessment (required)	Praxis II Social Studies: Content Knowledge Exam 0081	State Licensure Requirement	Taken prior to graduation
Assessment #2: Content knowledge in social studies (required)	Course Grades	Major Course grades/2.5 minimum gpa	End of semester prior to teaching internship
Assessment #3: Candidate ability to plan instruction (required)	Unit Plan for Methods class	Assessment of ability to plan to teach the social studies	During Methods class
Assessment #4: Student teaching (required)	Teacher Internship NCSS Standards Assessment	Assessment of ability to teach the social studies	During Teaching Internship
Assessment #5: Candidate effect on student leaning (required)	Impact on Student Learning	Assessment of ability to positively impact student learning of the social studies	During Internship
Assessment #6: Additional assessment that addresses NCSS standards (required)	Standards 1.1, 1.8, and 1.9 Content Assessment	Assessment of content knowledge of standards 1.1, 1.8, and 1.9	During Professional Year

3. PROGRAMMATIC STANDARDS FOR INITIAL LICENSURE

	Information is provided in Section I, Contextual Information
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.	b
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.	b

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 2.1-2.5.⁸ 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 Praxis II Data

See **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, 2.1-2.5,⁹ 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 standard¹⁰, and portfolio tasks.¹¹

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

Assessment 2 Major Course Grades

See **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 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, 2.1-2.5¹², 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

Assessment 3 Unit Plan for Methods Class

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 2.1-2.5¹³. 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

Assessment 4 Teacher Internship NCSS Standards Assessment

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 2-1-2.5¹⁴. 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

Assessment 5 Impact on Student Learning

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 Standards 1.1, 1.8, and 1.9 Content Assessment

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 Candidate Content Assessment

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

Assessment 8 Assessment of Professional Year

See **Attachments** panel below.

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)

SECTION V-USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Content Knowledge

Summary of principal findings, interpretation of findings, and changes resulting from performance assessments:

The evidence gathered from assessments 1, 2, 6, and 7 during the three years under study for both BSE

Social Science and Program of Study candidates demonstrates that all candidates are well prepared in content knowledge and understanding of the NCSS standards. Evidence from the Praxis II exams, course grades, and other data collected from assessments 6 and 7 in which candidates demonstrate their knowledge and understanding of the NCSS standards have been analyzed thoroughly and the faculty have concluded that the data provides compelling evidence of both BSE and POS candidates' knowledge and understanding of the NCSS standards that prepares them well with the foundational knowledge required to instruct the social studies effectively as beginning teachers.

Because the social studies encompasses many academic disciplines, faculty encourage candidates to earn a master's degree in one of the content areas of the social studies and to participate in social studies professional development activities throughout their careers so that they will remain on the cutting edge of research in the social studies content areas.

Beginning about five years ago, faculty realized that assessment data for standards 1.1, 1.8, and 1.9 were insufficient to provide compelling evidence of candidates' knowledge and understanding of NCSS standards 1.1, 1.8., and 1.9. Sufficient data existed for planning and teaching abilities of the standards because the assessment instruments were aligned with the NCSS standards when they were initially adopted. Simultaneously faculty concluded that candidates' preparation to teach World History in the true sense of Global History needed improvement mainly because of the influence of Dr. Erik Gilbert, who joined the Department of History at ASU as a Global History specialist. Dr. Gilbert is a noted historian of World History teaching who specializes in the global connections that tie Africa, the Middle East, and Asia together. Through his influence, faculty have incorporated more readings and assessments in the Professional Year to determine candidates' knowledge and understanding, the ability to plan to teach, and to teach lessons in World History that are truly global in scope. The natural effect of this has been that candidates are better prepared than ever before to teach the global history standards of 1.1, 1.8, and 1.9. Faculty involved in the BSE and POS programs realized immediately that the NCSS standards, the impetus for change, led to dramatic improvement of our content area preparation and pedagogical strategies for teaching standards 1.1, 1.8 and 1.9.

2. Professional and pedagogical knowledge, skills, and dispositions

Summary of principal findings, interpretation of findings, and changes resulting from performance assessments:

Candidate data gleaned during the past three years for both BSE and Program of Study candidates provides compelling performance evidence of candidates' professional and pedagogical knowledge, skills, and dispositions to plan to teach and to teach the social studies. Assessments 3, 4, and 8 are fully aligned with each of the NCSS standards and the evidence shows that all candidates performed in the target and acceptable range for each of the standards. Faculty are especially pleased with the candidates' teaching abilities that were assessed by the methods class instructor and clinical and university supervisors during the semester teaching internships because the target and acceptable performances for each of the NCSS standards shows no sign of incompetence or weaknesses in candidate performances. Noteworthy evidence of candidates' teaching effectiveness, not reported in the assessments, includes the number of candidates who are teaching full-time in the secondary schools. Eighty-six percent of candidates reviewed for this report are teaching in the schools. Six of the 51 candidates who are not employed as full-time teachers are either in graduate school or are full-time substitute teachers. Only one candidate left the field of teaching and that was due to a financial burden that could not be met by a teacher's salary. Fifty of the 51 candidates presented in this report are in the field of teaching. Faculty are proud of each of the candidates and they represent ASU well in the profession.

During the spring 2007 semester, faculty implemented a new assessment to the program, assessment 8, that required candidates to gather evidence from their Professional Year which corresponded to their final year in either the BSE or POS programs. The first semester included the social studies methods class and the second semester was their teaching internship semester. Candidates were presented with the task of demonstrating their overall effectiveness as social studies teachers by providing compelling evidence of their content knowledge, ability to plan to teach, their teaching ability based on the NCSS standards, and their ability to assess and improve their impact to student learning based on social studies

assessment data. Their Professional Year was presented in a College LiveText Portfolio that demonstrated their overall social studies teaching effectiveness and aligned each part of the portfolio with the individual NCSS standards.

The purpose of adding assessment 8 was to allow candidates the opportunity to show who they are as social studies teachers. Each candidate created a portfolio that was assessed by faculty at the acceptable or target performance levels in each category and for each of the NCSS standards but, most importantly, candidates demonstrated their teaching effectiveness to prospective employers. Candidates during the spring 2007 and in the 2007-2008 academic year completed this assessment. They responded positively to the assessment and many of them have used this electronic portfolio to demonstrate to employers not only their teaching effectiveness but also their ability to document to national standards and their ability to use technology.

Even though assessment 8 is not an NCSS requirement it is based on the NCATE/NCSS philosophy of encouraging teachers to be accountable to outside accreditation standards and to be willing and eager to provide compelling evidence of their teaching effectiveness. Candidates who have successfully completed the Professional Year and who have demonstrated their social studies teaching effectiveness through the social studies portfolio will never be intimidated by any standards established local, state, or national educational agencies. Because of this result, faculty count assessment 8 as a substantial improvement to the BSE and POS programs at ASU.

3. Student learning

Summary of principal findings, interpretation of findings, and changes resulting from performance assessments:

Assessment 5 provides evidence of candidates in the BSE and POS programs to assess their impact on student learning. Candidates have been required to administer pre and post assessments of lessons aligned with the NCSS standards to their students during the teaching internship semester for the past three years. Candidates have performed at the acceptable or target performance levels the assessments. Candidates select and align their lessons with the NCSS standards so each candidate only assesses a few of the standards each semester but the evidence is compelling that they have the ability to assess the impact of their teaching, to reflect on that data, and to make adjustments to their teaching based on assessment data. No program changes have resulted from this assessment data.

Adding assessment 5 to both the BSE and POS programs has improved candidates' awareness of the need to demonstrate their effectiveness as teachers and of the importance of communicating their abilities in ways that outside observers can see their teaching abilities. The candidates realize that performing well on assessment 5 in effect demonstrates their overall teaching effectiveness. This assessment has been a wonderful addition to the social studies preparation program at ASU because candidates have gained a great deal of confidence in themselves as they have engaged in the analysis of their own teaching.

Conclusion: This report provides compelling evidence that the NCSS standards and the data gathered from assessments has led to valuable improvements in the two social studies preparation programs at Arkansas State University. A few of the major improvements are recapped here. Faculty note that the concept of the Professional Year, while not an NCSS requirement, is major improvement in the program because it challenges candidates to think of themselves and social studies teachers from the very beginning of the final year of their program and requires them to cite substantial and compelling evidence of their social studies teaching effectiveness. Assessment 8, the assessment of the Professional Year, resulted from this idea.

The need to meet NCSS standards and a desire to improve the content knowledge assessments associated with 1.1, 1.8, and 1.9 coincided with a movement with the Department of History to improve instruction in World History. Please see the full description of the transition in assessment 6.

As a final note on program improvements, faculty would like to emphasize that all social studies candidates at ASU are trained to teach the social studies with the latest and most advanced instructional technology. Several years ago, faculty added the computer technologies class that is instructed in conjunction with the methods class so that candidates would be fully equipped to teach the social studies

with technology. Just this year, candidates will be trained on iMac computers, which contain the cutting edge technology for creating historical documentaries and other interactive instructional technologies. This course is content based so all lessons that are created are social studies lessons. Candidates are so well prepared to teach the social studies with technology that many of them instruct their clinical supervisors in the schools on the effective integration of technology into social studies instruction. This not only gives the candidates a great deal of confidence but allows them to develop very collaborative relationships with the teachers in the schools and to become respected members of the faculty while interning in the schools.

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.)

Please click "Next"

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