

NATIONAL RECOGNITION REPORT

Initial Preparation of Social Studies Teachers

NCATE recognition of this program is dependent on the review of the program by representatives of the National Council for the Social Studies (NCSS).

COVER PAGE

Name of Institution

Arkansas State University

Date of Review

MM DD YYYY

02 / 01 / 2009

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program Covered by this Review

Social Studies

Program Type

First Teaching License

Award or Degree Level(s)

- Baccalaureate
- Post Baccalaureate
- Master's

PART A - RECOGNITION DECISION

SPA Decision on NCATE Recognition of the Program(s):

- Nationally recognized
- Nationally recognized with conditions
- Further development required **or** Nationally recognized with probation [See Part G]
- Not nationally recognized

Test Results (from information supplied in Assessment #1, if applicable)

The program meets or exceeds an 80% pass rate on state licensure exams:

- jn Yes
- jn No
- jn Not applicable
- jn Not able to determine

Comment:

Passing scores are provided by candidate and subscore means are provided for cohorts of students. A clear analysis and interpretation of the meaning of the data is also included in the report.

Summary of Strengths:

The assessments and data included in this report provide compelling evidence that candidates in the program are provided adequate opportunities to demonstrate their social studies content knowledge and that they can plan, teach, and impact student learning in meaningful ways.

PART B - STATUS OF MEETING SPA STANDARDS

THEMES

Standard 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.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Please see Part C for comments.

Standard 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.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Please see Part C for comments.

Standard 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.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Please see Part C for comments.

Standard 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.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Please see Part C for comments.

Standard 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.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Please see Part C for comments.

Standard 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.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Please see Part C for comments.

Standard 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.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Please see Part C for comments.

Standard 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.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Please see Part C for comments.

Standard 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.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Please see Part C for comments.

Standard 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.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Please see Part C for comments.

2.0 SOCIAL SCIENCE DISCIPLINES

Standard 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.

Met	Met with Conditions	Not Met	Not Applicable
jn	jn	jn	jn

Comment:

Standard 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.

Met	Met with Conditions	Not Met	Not Applicable
jn	jn	jn	jn

Comment:

Standard 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.

Met	Met with Conditions	Not Met	Not Applicable
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jn jn

jn

jn

Comment:

Standard 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.

Met	Met with Conditions	Not Met	Not Applicable
jn	jn	jn	jn

Comment:

Standard 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.

Met	Met with Conditions	Not Met	Not Applicable
jn	jn	jn	jn

Comment:

3.0 PROGRAMMATIC STANDARDS FOR INITIAL LICENSURE

Standard 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.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Standard 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.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

All faculty who are directly involved in the program are qualified to teach, supervise, advise, and

administer the social studies program.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content.

PRAXIS II Social Studies Content Knowledge exam data are provided by individual candidate overall scores and mean cohort scores. Grades in courses that correlate to all standards except 1.1., 1.8, and 1.9 are included in the report. Assessment 6 provides data on candidates' knowledge of 1.1., 1.8, and 1.9. Assessments 7 and 8 also provide evidence of candidates' knowledge of all 10 thematic standards. Assessment 8, the folio assessment, is a particularly strong measure.

C.2. Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions.

Assessment 3 takes the form of a social studies standards specific unit plan that is required of all candidates. Assessment 4, the student teaching evaluation form, has a content component that is aligned to each of the 10 standards.

C.3. Candidate effects on P-12 student learning.

Assessment 5 requires candidates to systematically assess and reflect on their impact on student learning. Assessment 8 also requires candidates to reflect on their practice as it relates to teaching social studies specifically.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

As described in Section V and elsewhere in the report, faculty involved in the social studies program have continually utilized data over the past three years to institute program improvements. The careful analysis and use of data collected are to be commended.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

None noted.

PART F - ADDITIONAL COMMENTS

F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:

The program preparer provided pertinent and sufficient context for the program review.

F.2. Concerns for possible follow-up by the Board of Examiners:

None.

PART G - DECISIONS

Decision

- jⁿ Program is nationally recognized. The program is recognized through the semester and year of the institution's next NCATE accreditation decision in 5-7 years. To retain recognition, another program report must be submitted before that review. The program will be listed as nationally recognized through the semester of the next NCATE accreditation decision on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the semester of the next NCATE accreditation decision, in its published materials. National recognition is dependent upon NCATE accreditation. *Please note that once a program has been nationally recognized, it may not submit a revised report addressing any unmet standards or other concerns.*

Please click "Next"

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