

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 Education

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:

Candidate data indicate strong performance on the Praxis II Exam.

Summary of Strengths:

The thorough assessment plan provides both the program and candidates with feedback that clearly has been utilized for improvement of candidates and of the program.

The World History focus that has evolved in the program could be a model for other history/social studies programs.

Faculty seem to be very involved in the program.

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:

No content course relevant to this standard is required in this program.
 Assessment 1: Praxis II data indicate acceptable levels of performance.

Assessment 6 provides evidence of candidates' exposure to content relevant to this standard and satisfactory performance in the assessments addressing those concepts.

See Part C for further discussion of the assessments.

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:

Candidates are exposed to content relevant to this standard.

Assessment 1: Praxis II scores were strong in this area

Assessment 2: Candidates' grades in content relevant to this standard meet or exceed program requirements of a "C" or better.

Assessment 6 provides additional evidence of candidates' exposure to content relevant to this standard and satisfactory performance in the assessments addressing those concepts.

See Part C for further discussion of assessments.

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:

Candidates are exposed to content relevant to this standard.

Assessment 1: Praxis II scores were strong in this area

Assessment 2: Candidates' grades in content relevant to this standard meet or exceed program requirements of a "C" or better.

See Part C for further discussion of assessments.

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 comment 1.3.

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 comment 1.3.

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
j ⁿ	j ⁿ	j ⁿ

Comment:

Please see comment 1.3.

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
j ⁿ	j ⁿ	j ⁿ

Comment:

Please see comment 1.3.

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
j ⁿ	j ⁿ	j ⁿ

Comment:

Assessment 6 provides evidence of candidates' exposure to content relevant to this standard and satisfactory performance in the assessments addressing those concepts.

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
j ⁿ	j ⁿ	j ⁿ

Comment:

Assessment 6 provides evidence of candidates' exposure to content relevant to this standard and satisfactory performance in the assessments addressing those concepts.

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
j ⁿ	j ⁿ	j ⁿ

Comment:

Please see comment 1.6.

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
j ⁿ	j ⁿ	j ⁿ	j ⁿ

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
j ⁿ	j ⁿ	j ⁿ	j ⁿ

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
j ⁿ	j ⁿ	j ⁿ	j ⁿ

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
j ⁿ	j ⁿ	j ⁿ	j ⁿ

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
j ⁿ	j ⁿ	j ⁿ	j ⁿ

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:

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content.

Assessment 1: Praxis II scores indicate strong evidence of candidates' knowledge of content.
Assessment 2: Candidates' grades provided with this submission indicate acceptable levels of performance in courses addressing NCSS Standards 1.2-1.7 and 1.10.
Assessment 6 also provided data indicating the strength of candidates knowledge relevant to NCSS Standards 1.1, 1.8, and 1.9. The program seems to have made major strides in preparing candidates to teach world history.
Assessment 7: Through use of what seems to be a candidate portfolio (though the term is not used), candidates are required to demonstrate the depth of their knowledge and understanding of content relevant to NCSS Standards 1.2-1.7 and 1.10. This assignment takes place prior to student teaching and provides faculty and candidates a tool to analyze the depth of their understanding of content and concepts applicable to specific NCSS Standards. The data allow candidates to determine areas of strength and those in need of improvement and for faculty to utilize as an analysis of the strength of the program.

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

Assessment 3: Candidate data indicate that they can successfully plan for teaching content relevant to NCSS Standards.

Assessment 4: Data indicate candidates' successful performance during the internship semester as they are observed and evaluated on planning and teaching content and skills relevant to specific NCSS Standards.

Assessment 8, Assessment of Candidates' Professional Year: This overview of candidates strengths as they relate to the Conceptual Framework of the program including identified teaching behaviors and to content knowledge and skills relevant to NCSS Standards seems to provide excellent feedback to candidates and to the program. This assessment also provides evidence of candidates' dispositions to teach social studies. Data indicate strength in the program and the serious attention paid to the preparation of quality professionals.

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

Assessment 5: Impact on Student Learning assessment provides data indicating candidates' success in assessing students and in analysis of their own strengths and limitations in determining their effect on student learning. Data were collected and provided by standard.

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)

The many stages of data collection and careful monitoring of candidates' progress appears to be utilized by program faculty to inform and strengthen candidate advising and for program improvement. Data or other information gathered through the detailed assessments have been identified as improving the strengths of candidates and of the program. The World History focus is an example of how the assessment system has been utilized to bring about change.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

Program faculty may consider sharing the World History focus with fellow professionals through conference presentations or workshops. Other social studies/history programs could benefit from Arkansas State's example.

PART F - ADDITIONAL COMMENTS

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

This is a very detailed report. The extensive assessments provide data that appear to be utilized by faculty and candidates as a means of improvement.

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

None.

PART G - DECISIONS

Decision

jm 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.