

# NATIONAL RECOGNITION REPORT

## Initial Preparation of Social Studies Teachers (2004 Standards)

National 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

Clarion University of Pennsylvania

Date of Review

MM DD YYYY

08 / 01 / 2017

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program Covered by this Review

Secondary Social Studies

Grade Level<sup>(1)</sup>

7-12

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

Program Type

First teaching license

Award or Degree Level(s)

- Baccalaureate
- Post Baccalaureate
- Master's

## PART A - RECOGNITION DECISION

SPA decision on national recognition of the program(s):

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

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

The program meets or exceeds SPA benchmarked licensure test data requirement, if applicable:

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

Comments, if necessary, concerning Test Results:

Results on Praxis II exams are reported for 43 of 52 program completers over a three year period with 84% attaining at least the minimum required score. Data are incomplete since nine completers are not included in the report. Therefore, reviewers are unable to determine the pass rate for all completers during the reporting period. CAEP has granted NCSS permission to require the 80% pass rate on all completers and additional data are needed for that to be verified.

Summary of Strengths:

The program requires early and extensive field experiences.

## 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



Comment:

Section III lists the following assessments as providing evidence for this standard: 1, 2, 3, 4, 5, 6.

Assessment 1 Praxis II Social Studies exam (the state required social studies content exam) has the potential to provide some evidence for this standard and 1.2-1.7 and 1.10 but data are incomplete.

Assessment 2 provides some evidence for this standard and standards 1.2 - 1.10.

Assessment 3 provides limited evidence of candidate planning. Data are reported for only two aspects of planning -- academic content standards and content knowledge -- rather than for the seven criteria in the rubric.

Assessment 4 provides no evidence for this or other standards. Data were reported as aggregated performance in secondary social studies rather than by standards. The rubric does not have the potential to provide conclusive evidence because levels of candidate performance are not clearly described.

Assessment 5 provides no evidence for this or other standards. Data are reported but no rubric was included to indicate expected performances in planning, teaching, student learning, and revision.

Assessment 6 appears to be modeled after an assessment that was once deemed acceptable by NCSS as evidence for candidate performance. However, our expectations for assessments have changed in recent years. Programs are now required to submit assessments that include rubrics with clearly defined performance level descriptors. Assessments with ratings scales do not provide adequate feedback to candidates regarding their own performances in meeting specific rubric criteria.

Assessment 7 History Through the Eyes of Child provides no data.

See Part C for additional information.

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



Comment:

See 1.1 and Part C.

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



Comment:

See 1.1 and Part C.

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



Comment:

See 1.1 and Part C.

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



Comment:

See 1.1 and Part C.

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



Comment:

See 1.1 and Part C.

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



Comment:

See 1.1 and Part C.

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



Comment:

See 1.1 and Part C.

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



Comment:

See 1.1 and Part C.

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  
           

Comment:

See 1.1 and Part C.

## 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  
                 

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  
                 

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  
                 

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  
                 

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  
                 

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



Comment:

There is a required social studies methods course.

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



Comment:

Faculty are qualified for their roles as the social studies methods instructor and supervisor.

## PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

### C.1. Candidates' knowledge of content.

Overall the report did not provide conclusive evidence of candidate content knowledge.

Assessment I Praxis II Social Studies exam (the state required social studies content exam) has the potential to provide some evidence for this standard and 1.2-1.7 and 1.10 but data are incomplete. Only 43 of 52 completer scores were reported over a three-year period.

Assessment 2 provides some evidence for standards. Grades in required courses indicate candidate content knowledge in all standards but 1.9.

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

Insufficient evidence of candidates' professional and pedagogical knowledge specific to NCSS because Assessment 3 reports on two of seven criteria. Assessment 4 does not have the potential to provide evidence based upon the rubric and reporting format.

Assessment 3: Unit Plan is aligned to standards 1.1-1.10 in Section III. It provides limited evidence of candidate planning. Data are reported for only two elements of planning - academic content standards and content knowledge - rather than for the seven criteria in the rubric. Data are not reported by standards, as implied in Section III.

Assessment 4: Student Teaching is aligned to standards 1.1-1.10 in Section III but data are not reported by standards. The rubric does not have the potential to provide conclusive evidence because the levels of candidate performance are not described beyond the terms 3= Consistently and Extensively; 2 = Usually and Substantially; 1=Sometimes and Basic; 0 = Rarely or Superficially. Over the years the current program review system has been in place, we have expanded our knowledge about effective assessments and rubrics. The original assessments submitted in previous cycles met standards as applied at that time and thus the program was nationally recognized. However, submissions included assessments that could be improved to provide data that would give both the program and reviewers a better understanding of candidate performance. NCSS does not require that all 10 themes be assessed for all candidates in Assessment 4. However, the program must provide evidence that candidates taught lessons aligned to NCSS standards in secondary level social studies classrooms. Data should be provided in a format that demonstrates relative strengths and weaknesses of candidates in a variety of themes. An addendum to the state-required generic assessment of student teachers is the format that most readily provides the needed evidence. A new assessment library has not been developed as we are in the process of transitioning to new standards.

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

Assessment 5 Teaching Analysis provides no conclusive evidence of candidate performance. No rubric was included to indicate expected candidate performance in the four criteria for which scores were reported. NCSS does not require that all 10 themes be addressed in Assessment 5. However, the program must provide evidence that the lessons/units were prepared to align with NCSS and/or state standards for secondary level social studies and data were derived from a rubric.



## **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)

Data indicate that candidates are successful in the program. However, there is no discussion on how to improve or validate the assessment tools to see if they are adequately measuring candidate performance.

## **PART E - AREAS FOR CONSIDERATION**

Areas for consideration

## PART F - ADDITIONAL COMMENTS

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

Update Section complete information in the next submission.

F.2. Concerns for possible follow-up by the CAEP site visitors:

All assessments should include rubrics that are fully-developed and include performance level descriptors for each criterion within the rubric. Simple rating scales do not provide sufficient feedback to candidates and cannot be used to inform programs regarding candidate performance across themes. Assessments should be revised to include fully-developed performance rubrics.

## PART G - DECISIONS

Decision

-  National Recognition with Conditions. The program has received a decision of conditional national recognition. See below for details.

## NATIONAL RECOGNITION WITH CONDITIONS

The program is recognized through:

MM DD YYYY  
08 / 01 / 2019

Subsequent action by the institution: Programs will have a maximum of two opportunities to resubmit a report with revisions to receive National Recognition. A report addressing the conditions must be submitted in accordance with the dates provided on the National Recognition Report. A program should NOT submit its Response to Conditions until it has the required data and is confident that it has addressed all the conditions in Part G of this Recognition Report. If no reports are submitted by the noted date, the program's recognition status will expire and revert to Not Recognized. In case the status expires, the program will not be able to submit a Response to Conditions Report, but may submit a new, complete program report and initiate a new program review if time permits for the current CAEP accreditation cycle. Otherwise, the program may submit a new, complete program report and initiate a new program review for the next CAEP accreditation cycle, three years before the site visit.

If the program is currently Recognized with Conditions and is submitting a second Response to Conditions Report, the next report must be submitted by the date below. Failure to submit a report by the date below will result in loss of national recognition.

MM DD YYYY  
03 / 15 / 2019

The following conditions must be addressed within the time period specified above if the program's recognition with conditions has been continued. See above for specific date.

Update Section I candidate information.

Update Section III alignment chart.

Assessment 1: Collect, report, and analyze Praxis II data on all completers during a three-year reporting period.

Assessment 3: Collect, report, and analyze at least one additional application of data on all planning elements from the rubric.

Assessment 4: Collect, report, and analyze at least one application of data from a rubric clearly aligned to NCSS standards with levels of candidate performance for each level clearly described.

Assessment 5: Collect, report, and analyze at least one application of data from a rubric with clearly described levels of performance for candidate planning, teaching, student learning, and assessment in the social studies classroom.

**Please click "Next"**

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