

# Program Report for the Preparation of Social Studies Teachers

## National Council for Social Studies (NCSS) 2017 Option A

This form includes the 2017 NCSS Standards

### COVER SHEET

- Institution Name  
Clarion University
- State  
Pennsylvania
- Date submitted  
MM DD YYYY  
03 / 15 / 2018
- Report Preparer's Information:  
Name of Preparer:  
Jesse Haight  
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- CAEP Coordinator's Information:  
Name:  
Jesse Haight  
Phone: (814) 393-2385 Ext.   
E-mail: jhaight@clarion.edu
- Name of institution's program  
Secondary Social Studies
- CAEP Category  
Social Studies Education
- Grade levels<sup>(1)</sup> for which candidates are being prepared  
7-12
- Program Type  

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

- 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

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

- Description of any state or institutional policies that may influence the application of NCSS standards. (Response limited to 4,000 characters)
- 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)
- 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.)
- 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.
- 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: BSED Secondary Social Studies		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers <sup>(2)</sup>
2014-2015	70	11
2015-2016	70	14
2016-2017	68	9

(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.

- 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	Jesse Haight
Highest Degree, Field, & University <sup>(3)</sup>	D.Ed. Curriculum and Instruction, Indiana University of PA
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Teaching faculty, Assessment Coordinator
Faculty Rank <sup>(5)</sup>	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in	Haight, J.A. (2015, November). Above and Beyond: Increasing Social Studies Relevance through Field Experience. Session Presentation at the National Council for the Social Studies National Conference, New Orleans, LA. Haight,

Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	J. A. & Houston, A. G. (2015, November). Starting Essential Social Studies Concepts Young: Creating Unique Curriculum Maps. Poster Presentation at the National Council for the Social Studies National Conference, New Orleans, LA. Haight, J. A. (2015, April). Above and Beyond: Creating Unique Field Experiences for Teacher Candidates. Session Presentation at the National Student Teaching and Supervision Conference, West Chester, PA.
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Certification: Social Studies 7-12 (PA)

Faculty Member Name	John McCullough
Highest Degree, Field, & University <sup>(3)</sup>	EdD, Indiana University of Pennsylvania
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Teaching faculty, student supervision
Faculty Rank <sup>(5)</sup>	Full Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	1. Webmaster for the Clarion University of Pennsylvania College of Education and Human Services NCATE Electronic Evidence Room 2. Coordinator of Clarion University of Pennsylvania's Instructional Technology Specialist Certificate Program 3. Coordinatr of Clarion University of Pennsylvania's College of Education and Human Services Technology in Education Computer Lab
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Student teacher supervision Certifications - Secondary Education Mathematics

Faculty Member Name	Jonathan R. Brown
Highest Degree, Field, & University <sup>(3)</sup>	PhD, Pennsylvania State University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Teaching faculty
Faculty Rank <sup>(5)</sup>	Full Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	1. Brown, J.R. and McLaughlin, C.L. (Spring 2015). Jive Talkin', Mandated high-stakes test score statistics: So misunderstood in teacher evaluation wars. PCTM (Pennsylvania Council of Teacher of Mathematics). 2. Brown, J.R. (Summer 2013). Rural Pennsylvania PSSA Mathematics Performance, Dismantling Rural Stereotypes. Pennsylvania Council Teachers of Mathematics (PCTM). 3. Brown, J.R. (2013). Patent education: Estimating assisted hearing costs. Advance: <a href="http://audiology.advanceweb.com/SignUp/RegDocFetchFile.aspx?BRID=AD76975906052">http://audiology.advanceweb.com/SignUp/RegDocFetchFile.aspx?BRID=AD76975906052</a>
	1. Brookville Area School Districts Enhancing Education Through Technology Grant. Responsibilities include research design, data analysis and interpretation, and annual research report, 2004-2006. 2. Franklin Area School Districts Enhancing Education Through Technology Grant. Responsibilities include research design, data analysis and interpretation, and

Teaching or other professional experience in P-12 schools <sup>(9)</sup>	annual research report, 2004-2007. 3. North Clarion School Districts Enhancing Education Through Technology Grant. Responsibilities include research design, data analysis and interpretation, and annual research report, 2005-2007. 4. State System of Higher Education. Northwest Philadelphia Full Service Community Schools Project. Responsibilities include research design, data analysis and interpretation, and research reports, 2006-present. 5. Certifications - Elementary and Secondary Principal, Special Education Supervision, Teacher of the Hearing-Impaired, Teacher of Speech and Language
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Faculty Member Name	Marilyn Howe
Highest Degree, Field, & University <sup>(3)</sup>	PhD, Curriculum and Supervision, Administration and Policy Studies, University of Pittsburgh
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Teaching faculty
Faculty Rank <sup>(5)</sup>	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> : List up to 3 major contributions in the past 3 years <sup>(8)</sup>	The Common Core State Standards and Assessment, Educational Psychology Reader, 2014. The Common Core State Standards for Higher Education, PAC-TE Journal, 2013. "Integration of Technology in the University Classroom," Hand in Hand, Clarion University of Pennsylvania, February 2007.
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	University Supervisor of Teacher Candidates/Consultant

(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)	Unit Plan	Project	Student Teaching
Assessment #4: Student teaching (required)			
Assessment #5: Candidate effect on student leaning (required)	Teacher Candidate Work Sample	Project	Student Teaching
Assessment #6: Additional assessment that addresses NCSS standards (required)	CPAST	Performance Assessment	Student Teaching
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.

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

NCSS STANDARD - Themes

	#1	#2	#3	#4	#5	#6	#7	#8
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.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





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.



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.



## 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 elements. This means that the concepts in the NCSS standard elements should be apparent in the assessments and in the scoring guides/rubrics to the same depth, breadth, and specificity as in the NCSS standard elements. Data tables should also be aligned with the SPA standard elements. 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 element(s)], then the data chart should report the data on each of the elements rather than 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)

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 standards it is cited for in Section III. Cite SPA standards 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 standards, indicating the specific SPA standards 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.

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 knowledge elements of Standards 1.1-1.10 and 2.1-2.5.<sup>13</sup> 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.

Provide assessment information as outlined in the directions for Section IV

Assessment 1: Praxis II
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See the Attachment panel.

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(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.

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,<sup>14</sup> 3.1, and 3.2. Examples of assessments include comprehensive examinations, course grades where the course is appropriate to a standard<sup>15</sup>, and portfolio tasks.<sup>11</sup>

Provide assessment information as outlined in the directions for Section IV

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(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.

(15) 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, 2.1-2.5<sup>16</sup>, 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 as outlined in the directions for Section IV

Assessment 3: Unit Plan
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See the Attachment panel.

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(16) 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 2.1-2.5<sup>13</sup>. 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

Assessment 4: STPP
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See the Attachment panel.

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(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 2-1-2.5<sup>14</sup>. This assessment does not have to address every standard. 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

Assessment 5: Teacher Candidate Work Sample
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See the Attachment panel.

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(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 as outlined in the directions for Section IV

Assessment 6: CFAST
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See the Attachment panel.

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 as outlined in the directions for Section IV

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 as outlined in the directions for Section IV

## 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)

For this Response to Conditions Report the Clarion University Social Studies Education Program only had two completers. Those two completers are included in Assessments 3, 4, 5, and 6. Having only two completers makes it impossible to make any viable interpretations. Another issue with this report is that many of the assessments were altered to adhere to the National Council for the Social Studies National Standards for the Preparation of Social Studies Teachers. The 2004 Thematic Strands are still included in the individual assessments, but the wording of the assessments and the rubrics focus on the 2017 standards. It is the opinion of the Clarion University School of Education that the updated, or in some cases completely new, assessments have elevated the expectations and performance of the teacher candidates. Since the hiring of a full-time administrator, that has a focus on assessment and accreditation, we have greatly aligned our assessments now logically progressing from content knowledge to professional and pedagogical knowledge, skill, and disposition to student learning. This is not just happening in social studies, but unit-wide. This has also brought together the faculty so everyone is looking for the same things and offering constructive feedback.

Due to the scores on the Praxis II, it is evident that the content knowledge is not as strong as we would like. The data indicate a 79.4% pass rate over the past three years, which nearly meets the old NCATE language of 80% pass rate of the Praxis. Clarion University understands the CAEP language in regards to Praxis scores that "there is no stated policy and no CAEP standard stating an 80% pass rate requirement on licensure tests. However, the CAEP standards do mention about a 90% pass rate on common state licensure tests with common passing scores as "aspirational evidence." A challenge that the School of Education faces is that the content classes that our teacher candidates take are housed outside of our School, in the College of Arts, Education, and Sciences. There is definitely a lack of communication between the content courses and the Social Studies Education Program. Unlike our Early Childhood, Secondary English, and Secondary Mathematics programs, the education faculty members are not in the social sciences department. This makes it much more difficult to identify trends and push towards goals that would benefit the education students. We are working towards making that communication better since the newly hired Director of the School of Education also has the title of Associate Dean of the College of Arts, Education, and Sciences. We will be working to convene meetings to share the needs of education students in regards to the Praxis II exam.

Specifically, Assessment 3: The Unit Plan, has been linked to Assessment 5, Teacher Candidate Work Sample. This allows for continuity of thought process for our candidates. We are also in the process of requiring our candidates to complete the Unit Plan and Teacher Candidate Work Sample during their pre-student teaching block in addition to student teaching. This will undoubtedly allow for the candidates to increase their familiarity of the instruments, and also allow for much more feedback to improve their student teaching experience.

Based on the limited data from Assessments 3 and 5, we have seen that the content knowledge, in the field, is at a target level. Where improvement is needed comes from the assessment aspects. When looking at the competencies of assessment in the individual key assessments (3, 4, 5, and 6) it is clear that an overhaul of the ED 329 (Educational Assessment) course has to happen. This falls directly in the pedagogical skill area for continuous improvement. The School of Education is listening to stakeholder (candidates, cooperating professionals, and faculty) feedback to improve the course to be more aligned to our continuous improvement plan. Although with only two completers, it is still evident that this is clearly an area of need for improvement.

The CFAST (Assessment 6) is a powerful tool that overlooks all key aspects and allows for the School of Education to identify very specific competencies to be addressed in the other key assessments. As mentioned before, the CFAST has a training component for all that are administering this instrument. We will be using this data to not only identify areas of improvement and success for our candidates, but also for our program.

The major changes that have occurred in the School of Education since the last submission have been the creation of three committees; Assessment, Dispositions, and Student Teaching. The CAEP Coordinator chairs the Assessment and Dispositions Committees, and the Director of the Office of Field Services (newly hired in August 2017) chairs the Student Teaching Committee. The charge of the Assessment Committee is to continually oversee the unit-wide assessments and how each of the SPA key assessments fit into the Quality Assurance System. There will be much more continuity with the advent of using Chalk and Wire. The focus will also address process and administration of all assessments. The Disposition Committee is currently changing the process of when and where dispositional assessments are completed in the overall program. The Student Teaching Committee is using the data to determine specific areas for continuous improvement. The benefit of these three committees, as well as a full-time administrator (Director of the School of Education), is that there will be constant observation and focus on our candidate performance at several areas throughout their programs.

## 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.)

We feel that the conditions placed on the initial submission of the BSED Social Studies program were reasonable and warranted. The changes/additions that are part of this Response to Conditions Report are as follows:

1. The candidate information, Section I had been updated.
2. The alignment chart, Section III has been updated. This was challenging because Assessment 4 and 6 have a specific focus on the National Council for the Social Studies National Standards for the Preparation of Social Studies Teachers. Those assessments, and their alignment, are addressed in Section of this report.
3. Assessment 1: Praxis II data on all completers during the last three years has been collected, reported, and analyzed.
4. Assessment 3: Based on the feedback from the original report, the data from the entire rubric is included in the analysis. Also, to show which of the NCSS standards are being addressed, a chart was included to show which of the Thematic Strands were available to the candidate during their student teaching.
5. Assessment 5: The STPP serves as a summative assessment not only of student teaching, but a candidate's academic and professional preparation. The instrument captures a candidate's pedagogical and content knowledge, as well as aspects of her or his attitudes and dispositions. Every program uses the same STPP components 1-29. All components after 29 are used by the program to specifically address their SPA standards. For the BSED SSTU program, 30-35 directly align to the National Council for the Social Studies National Standards for the Preparation of Social Studies Teachers. In order to adhere to the newly adopted NCSS Standards, we had altered the STPP to meet those standards. A rubric that is clearly aligned to 2017 National Council for the Social Studies National Standards for the Preparation of Social Studies with levels of candidate performance for each level clearly described was added. In an attempt to continue to show adherence to the 2004 standards as well, the content areas will be identified for the completers of the STPP.
6. Assessment 5: A new assessment, the Teacher Candidate Work Sample, was added and the Teaching Analysis was eliminated. This assessment was added unit-wide. The rubric has clearly described levels of performance for candidate planning, teaching, student learning, and assessment in the social

studies classroom.

7. Assessment 6: A new assessment, the Candidate Preservice Assessment of Student Teaching (CPAST), was added due to the feedback received from the original submission. This assessment is conducted during student teaching. The university supervisor, cooperating teacher, and teacher candidate all have input into the final rubric. CPAST, Candidate Preservice Assessment of Student Teaching, is a valid and reliable assessment tool developed by a team from 11 different higher education institutions across Ohio. Aligned to CAEP and InTASC standards, the formative and summative assessment was developed over a three-year period and includes Pedagogy and Disposition subscales. Each row in the CPAST includes detailed descriptors of observable, measurable behaviors to guide scoring.

8. Section II: List of Assessments has been updated with the new assessments 5: Teacher Candidate Work Sample and 6: CPAST. Also, Assessment 3 was administered at a different time in the program.



**Please click "Next"**

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