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

Rhode Island College

2. State

Rhode Island

3. Date submitted

MM   DD   YYYY

09 / 14 / 2010

4. Report Preparer's Information:

Name of Preparer:

Dr. Ronald Dufour

Phone: Ext.

(401) 456 - 8000   9784

E-mail:

rdufour@ric.edu

Name of Preparer:

Dr. Robert Cvornyek

Phone: Ext.

(401) 456 - 8000   9874

E-mail:

rcvornyek@ric.edu

5. NCATE Coordinator's Information:

Name:

Alexander Sidorkin

Phone: Ext.

(401) 456 - 8110

E-mail:

asidorkin@ric.edu

6. Name of institution's program

Master of Arts in Teaching

7. NCATE Category

Social Studies Education-History

8. Grade levels[1] for which candidates are being prepared

7-12

---

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

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

Certification in History

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)

Rhode Island College was established in 1854 as a Normal School and became a Comprehensive Public College in 1960. The College is accredited by the New England Association of Schools and serves approximately 9,000 undergraduate and graduate students. The school prides itself at being able to provide accessible high quality educational opportunities to traditional and non-traditional students.

The Department of History oversees the History M.A.T. program. Students are required to take 15 hours of course work in the field of History, in the form of four seminars and an independent reading course, and to maintain a minimum 3.0GPA. Admission to the program requires a minimum of 24 hours in undergraduate history courses, distributed among American Western, and non-Western fields, with a minimum GPA of 3.0.

The Feinstein School of Education and Human Development is accredited by both NCATE and the Rhode Island Department of Education. The Feinstein School's Conceptual Framework is aligned with both the Rhode Island Professional Teaching Standards (RIPTS) and the Interstate New Teacher Assessment and Support Consortium Standards (INTASC), therefore all of the Secondary Education courses required of History Secondary Education Candidates are aligned with both RIPTS and INTASC standards. The Conceptual Framework is based on the reflective practitioner and is anchored on Planning, Action, and Reflection. The knowledge base requires profound understandings of the subject matter, learners, teaching, and the context in which these elements interact. The knowledge base provides the candidate with the wherewithal to transform content knowledge into forms that are pedagogically powerful, yet adaptive to variations in ability, need, and background presented by the student. History Secondary Education candidates take 31 hours of professional coursework that includes the Student Teaching experience.

While the state of Rhode Island does not require teachers to have an M.A. degree in their field, our GPA requirements and minimum Praxis II test scores prepare our students for initial licensure in Massachusetts, Connecticut, and New York state.

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)

The M.A.T. in History program at Rhode Island College prides itself on a field based curriculum. Candidates complete a variety of field experiences prior to their capstone student teaching experience. The expectations for candidates increase developmentally from early field experiences to the student teaching semester. Field experiences are aligned with educational courses and students are required to take them in a progressive order. The program reflects the Conceptual Framework centered on Planning, Action, and Reflection. The field experiences combine on site and in class evaluation and includes, peer review, review by clinical instructors and the professors of record.

Students follow their education program in a predetermined sequence. The being with FNED 546. "Context of Schooling" and must pass the course with a minimum grade of B--. As part of this course students have a pre-professional experience working 15-25hours with children. The primary aim of this pre-professional experience is for teacher candidates to develop an understanding of working with adolescent learners, and the application of behavioral, developmental, and motivational strategies and theories addressed in the Foundations course. Candidates must receive a positive recommendation from their supervisor in this experience.

Students next take CEP 552, "Perspectives on Learning and Teaching," well preparing them to begin making more detailed observations and to actively participate in a history/social studies classroom. Students begin their clinical experience in SED 406, "Instructional Methods, Design and Technology," where they spend four hours observing a history/social studies classroom and are required to write reflections on their observations and make connections to classroom content. This course is followed by SED 407, "Instructional Methods, Design, and Literacy." Where candidates are required to spend ten hours observing and consulting with the cooperating teacher (clinical instructor) in a history/social studies classroom and to teach one reading and one writing lesson in the content field. Candidates are evaluated by the clinical instructor on site. To ensure that candidates are well grounded in the content they will teach and well prepared in the theoretical aspects of teaching they are required to pass the Praxis II Content Social Studies Exam with a minimum score of 157 prior to entry into SED 410: History/Social Studies Practicum. Further, all candidates must maintain a minimum 3.00 GPA in History courses to remain in good standing in the program.

The practicum includes two three week field experience, or approximately 60 – 70 hours in a High School and Middle School setting. Candidates build a strong knowledge base associated with the NCSS themes. For example, candidates write lesson plans and teach lessons aligned to the NCSS standards that are observed and evaluated by both the clinical instructor and college supervisor. An historian or social scientist on the faculty is present at one of the sites on a rotating basis for the two three week periods. The candidates are evaluated on their ability to effectively plan, teach, and reflect on content associated with the NCSS themes. In addition, candidates are prepared to create units aligned to the NCSS standards. All clinical experiences are set in history/social studies classrooms under the direction of a highly faculty who are experienced certified social studies teachers. Overall direction and supervision of candidates is performed by faculty who are either professional historians or social scientists.

The capstone experience for all teacher candidates is SED 421: "Student Teaching" where students spend 14 weeks (490 contact hours) teaching in a social studies classroom. Candidates teach three classes (two preps) and prepare units and lessons aligned to the NCSS standards. All candidates enroll in SED 422 "History/Social Studies Seminar." During this semester the teacher candidates apply the knowledge, skills, and dispositions they have been developing through study in the secondary education program and in the History program. It is at this point that candidates are assessed on their ability to teach history/social studies to secondary students over a sustained period of time. The candidates are evaluated on their ability to effectively plan, teach, and reflect on the content associated with the NCSS themes over 14 weeks. All cooperating classroom social studies teachers (clinical instructor) are certified and highly qualified. All candidates are supervised by college faculty who are either certified

and experienced social studies teachers.

Rhode Island College is located in Providence Rhode Island and all candidates are placed in public schools located in urban, urban ring, or suburban settings. These settings are diverse in regard to: socio economic status, special needs, racial, ethnic and religious backgrounds, and new immigrant cultures. Candidate field placements are arranged through the Office of Partnerships and Placements located in the Feinstein School. All contacts with the schools, teachers, and supervisors are made through this office. The History Secondary Education program works only with highly qualified certified cooperating teachers (Clinical instructors) and preferably those with an MA History degree. Cooperating teachers and sites are selected by the Office of Partnerships and Placements based on the criteria set by the Department of History in combination with the criteria set by the Feinstein School that includes institutional commitment to the Conceptual Framework, RIDE standards, and standards set by NCATE/NCSS. To ensure high standards Cooperating teachers are now required to receive professional development training through the Office of Partnerships and Placements. Evaluation forms are sent to this office with a file, open to faculty and students, regarding each candidate's performance while at the college.

3. 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.)

Course Description	Description of Criteria
History M.A.T. Education Major	

See **Attachments** panel below.

4. 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.

5. 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: History Master of Arts in Teaching		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers[2]
2007-2008	3	2
2008-2009	2	1
2009-2010	5*	1

[2] NCATE uses the Title II definition for program completers. Program completers are persons who have met all

6. 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	KARL BENZIGER
Highest Degree, Field, & University[3]	Ph.D., International Education, New York University, 1999
Assignment: Indicate the role of the faculty member[4]	Professor of History, jointly appointed professor of record for History Social Studies Practicum SED 410, History Social Studies Seminar SED 422, Student Teaching Supervision, SED 421
Faculty Rank[5]	Professor
Tenure Track	☑ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	Imre Nagy, Martyr of the Nation: Contested History, Legitimcay, and Popular Memory in Hungary (Lanham, MD: Lexington Books, 2008), "Contested History and National Memory: The Hungarian Revolution of 1956 and the American War in Vietnam" History of Education Society, Annual Meeting, Philadelphia, PA, 24 October 2009, with Robert Cvornyek, "American Foreign Policy at an Impasse: Teaching about Vietnam and the Civil Rights Movement," 48, 5 (May, 2010) 41-43.
Teaching or other professional experience in P-12 schools[9]	Professional Development Projects for inservice social studies teachers: Eisenhower Grant, 2001-2003, "The United States on the World Stage: Teaching Post World War II History in the Secondary Classroom." Rhode Island Teacher Education Renewal TQE-P Grant, Objective 1, 2007-2009, "The World System: Building World History adn Global United States History Curriculum." NYS Social Studies license Permanent.

Faculty Member Name	Ellen Bigler
Highest Degree, Field, & University[3]	Ph.D., Cultural Anthropology, SUNY Albany, 1994
Assignment: Indicate the role of the faculty member[4]	Professor of Anthropology and Secondary Education, professor of record for Hsitry Social Studies Practicum SED 410, History Social Studies Seminar SED 422, Student Teaching Supervision SED 421.
Faculty Rank[5]	Professor
Tenure Track	☑ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	Four encyclopedia entries (Chicano Movement; Brazilians [in the USA]; Afro Latinos; American GI Forum) in Latino History and Culture: An Encyclopedia. Editors David J. Leonard and Carmen Lugo-Lugo, published by M.E. Sharpe, October 2009, "In Press: "Hispanics/Latinos in the U.S.A." Publication pending, 2010. In Race adn Ethnicity: The United States and the World. (Formerly Race and Ethnicity: An Anthropological Focus on the U.S. adn the World, Raymond Scupin, ed. 2003) Prentice Hall, "In Search of America: Latina/os (Re) Constructing the USA" in peer-reviewed journal Revista da FAEEBA (journal published by the State University of Bahia, Brazil), January/June 2006, 239-257.
Teaching or other professional experience in P-12 schools[9]	2009, July: Curriculum Consultant, National Endowment for the Humanities Teacher Institute "The Role of Slavery in the Rise of New England Commerce, Industry, adn Culture to 1860." Providence, RI, 2007, May/June: Curriculum Developer for a Ford Foundation funded project to develop two online graduate teacher courses on understanding the diasporic experience adn developing skills to work with diasporic students. Excelsior College, Albany, New York. NYS Social

	Studies License Permanent.

Faculty Member Name	Robert Cvornyek
Highest Degree, Field, & University[3]	Ph.D., History, Columbia University, 1993
Assignment: Indicate the role of the faculty member[4]	Professor of History, jointly appointed professor of record for the History Social Studies Practicum SED 410, History Social Studies Seminar SED 422, Student Teaching Supervision SED 421.
Faculty Rank[5]	Professor
Tenure Track	ɮ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	Editor, Negro Baseball Before Integration (Howath, NJ: St. Johan Press, 2006), "Jackie Robinson, Effa Manley, and the Integration of Professional Baseball" in Baseball in the Classroom (Jefferson, NC: McFarland Press, 2006), with Karl Benziger "American Foreign Policy at an Impasses: Teaching about Vietnam adn teh Civil Rights Movement," 48, 5 (May, 2010): 41-43.
Teaching or other professional experience in P-12 schools[9]	Professional Development Projects for in service teachers. Workshops for Inservice Teachers, Rhode Island Council for the Humanities, 2007-2008, Eisenhower Grant, 2001-2003 "The United States on the World Stage: Teaching Post World War II History in the Secondary Classroom"

Faculty Member Name	Seth Dixon
Highest Degree, Field, & University[3]	Ph.D., Geography, Pennsylvania State University
Assignment: Indicate the role of the faculty member[4]	Professor of Geography, jointly appointed professor of record for the History Social Studies Practicum SED 410, History Social Studies Seminar SED 422, Student Teaching Supervision SED 421.
Faculty Rank[5]	Assistant Professor
Tenure Track	∈ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	2009 "Mobile Mournful Landscapes: Shifting Cultural Identities in Mexico City's 'El Caballita." Historical Geography. 37 (1): 71-91, 2010 (forthcoming) "Making Mexico More Latin: National Identity, Statuary and Heritage in Mexico City's Monument to Independence." Journal of Latin American Geography, 9, 2010 (forthcoming) mexico City's Indios Verdes: Exploring Cultural Processes Using Public Memorials." Journal of Geography. 109: 1-7.
Teaching or other professional experience in P-12 schools[9]	

Faculty Member Name	Kathleen Pannozzi
Highest Degree, Field, & University[3]	M.A. American Civilization, Brown University, 1978
Assignment: Indicate the role of the faculty member[4]	Adjunct Professor, History Social Studies Practicum SED 410, Student Teaching Supervision, SED 421.
Faculty Rank[5]	Adjunct Professor Dept. of History, Dept. of Secondary Education
Tenure Track	∈ YES
Scholarship[6], Leadership in Professional Associations, and	

Service[7]:List up to 3 major contributions in the past 3 years[8]	
Teaching or other professional experience in P-12 schools[9]	Social Studies License, RI, MA

<hr>

(3) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(4) e.g., faculty, clinical supervisor, department chair, administrator

(5) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(6) 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.

(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) e.g., 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, 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 (10)	Type or Form of Assessment (11)	When the Assessment Is Administered (12)
Assessment #1: Licensure assessment, or other content-based assessment (required)	Praxis II Content Social Studies Exam.	Standardized Exam.	Prior to the History/Social Studies Practicum. Candidates must pass the exam with a minimum score of 157 as a requirement for entry into Practicum.

Assessment #2: Content knowledge in social studies (required)	Course grades from courses required for a M.A.T. in History Secondary Education. Grades and Scores that significantly address the NCSS themes from related courses.	Grades from the required courses for a M.A.T. in History Secondary Education are a reflection of all course work required by the professor of record. Assessments from the Segments of courses: essays, exams, portfolio assignments.	Grades from the required courses for a M.A.T. in History Secondary Education are a reflection of all course work required by the professor of record. Assessments from the Segments of courses: essays, exams, portfolio assignments.
Assessment #3: Candidate ability to plan instruction (required)	Implemented Lesson Plan. Implemented Unit Plan with lessons (Found in the Exit Portfolio now called the Teacher Candidate Work Sample).	Scores that evaluate the candidates ability to plan effective NCSS Standards based instruction.	Scores that evaluate the candidates ability to plan effective NCSS Standards based instruction.
Assessment #4: Student teaching (required)	Student Teacher Performance Evaluation Using the NCSS Standards.	Scores based on observation that evaluate the candidates ability to effectively plan, execute, and critically assess NCSS standards based instruction.	Practicum and Student Teaching.
Assessment #5: Candidate effect on student leaning (required)	Portfolio) and Assessment Plan, Instructional Decision Making, and Analysis of Student Learning (Teacher Candidate Work Sample).	candidate effect on student learning over the course of a fully implemented Unit of Study.	Student Teaching.
Assessment #6: Additional assessment that addresses NCSS standards (required)	Content Portfolio: A compilation of essays and papers from our gate courses and the required distribution of upper level content courses.	Essays and Research Papers.	Artifacts from the following courses: History 501,521,561,562, and 571
Assessment #7: Additional assessment that addresses NCSS standards (optional)			

Assessment #8: Additional assessment that addresses NCSS standards (optional)			

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.

1. 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.

NCSS STANDARD - Themes

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.	☐	☐	☐	☐	☐	☐	☐	☐
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.	☐	☐	☐	☐	☐	☐	☐	☐
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.	☐	☐	☐	☐	☐	☐	☐	☐
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.	☐	☐	☐	☐	☐	☐	☐	☐
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.	☐	☐	☐	☐	☐	☐	☐	☐
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.	☐	☐	☐	☐	☐	☐	☐	☐
1.7 Production, Distribution, and Consumption. Candidates in social								

	#1	#2	#3	#4	#5	#6	#7	#8
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.	b	b	b	b	b	b	e	e
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.	e	b	b	b	b	b	e	e
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.	e	b	b	b	b	b	e	e
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.	b	b	b	b	b	b	e	e

2. SOCIAL SCIENCE DISCIPLINES

	#1	#2	#3	#4	#5	#6	#7	#8
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.	b	b	b	b	b	b	e	e
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.	e	e	e	e	e	e	e	e
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.	e	e	e	e	e	e	e	e
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.	e	e	e	e	e	e	e	e
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	e	e	e	e	e	e	e	e

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	b

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.	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. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments and scoring guides and data charts 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. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather that 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 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 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 provides 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 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 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.[13] 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 I - Praxis II: Content Social Studies Exam	Assessment I Data

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.

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

Provide assessment information as outlined in the directions for Section IV

Assessment II Data	Assessment II: Grades

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.

(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[16], 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 III: Candidate Ability to Plan Instruction	Assessment III Data

See **Attachments** panel below.

---

(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[13]. 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 IV: Student Teacher Performance Evaluation Using the NCSS Standards	Assessment IV Data

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 2-1-2.5[14]. 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 V: Candidate Effect on Student Learning	Assessment V Data

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 as outlined in the directions for Section IV

Assessment VI: Content Portfolios	Assessment VI Data

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 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)

The six assessments that the History M.A.T. program uses to assess candidates' content knowledge, professional and pedagogical knowledge, skill and dispositions, and student learning has been particularly effective in helping the Department of History Graduate Committee to identify strength and weaknesses in the program. We are pleased with the results yielded over the past three years, but we also believe that we can further strengthen our program to ensure that our candidates for initial licensure are competitive both regionally and at a national level.

Content Knowledge

Results from the Praxis II Social Studies Content exam indicate that while both students in cohort one surpassed our ideal score of 162, students in Cohorts II and III scored 161 and 160 respectively. Closer analysis of the test data indicates that while both of these students did quite well overall, they were weaker but still fell within the average performance range in the Behavioral Sciences—Anthropology

(1.1), Psychology (1.4), and Sociology (1.5). These lower scores suggest we need to improve student preparation in these areas. With this in mind, the Graduate Program Director and the Graduate Committee will pay particular attention to these areas in reviewing appropriate courses and grades in student applications for the M.A.T. program as well as the relevant Praxis II scores, and will recommend appropriate non-programmatic courses where students have clear weaknesses in preparation.

Professional and pedagogical knowledge, skills, and dispositions

We instituted the NCSS Student Teacher Performance Evaluation during our last review by NCATE/NCSS and as mentioned earlier have found this to be a particularly useful tool for the candidate, supervisors, and cooperating teachers. It reinforces what the candidate has already been taught in regard to lesson and unit instruction and provides the basis for an in depth conversation about the particular performance after it has concluded. The form is extremely valuable in reinforcing the need for regular feedback in regard to the NCSS themes between the candidate and the cooperating teacher. Finally, we have been pleased as to how well the form helps to reinforce the candidates understanding of how they have affected student learning in regard to the NCSS themes.

The only problem with using this form is that it requires the supervisor and cooperating teacher to fill out both the Feinstein School's observation form and the NCSS form. We are hoping that in the next academic year we will be able through conferencing between Arts and Sciences and the Feinstein School to create a form that melds the two forms together in order to simplify the process and maintains emphasis on what the candidate is doing in the classroom.

Finally, the Office of Placements and Partnerships has instituted mandatory training for all cooperating teachers. This will ensure coherence in regard to the Feinstein School's conceptual framework and further underscores the need for clear communication between the school and the field.

Student Learning

Though as evidenced by the data collected on candidate performance in regard to their professional and knowledge, skills, and dispositions that show our candidates performing in a range that is above average, we still need to know more about our candidates impact on student learning. We believe that the newly instituted Teacher candidate work sample will help us do this, but in many ways since we only have one year of data it is too early to understand what kind of impact this new tool will have. A more thorough analysis of the data is needed accompanied by conferencing between Arts and Sciences, the Feinstein School, our teacher candidates and their cooperating teachers. We hope to begin this conversation during the following academic year.

The NCATE/NCSS process has provided our faculty with an in depth look at the History MAT candidates that we prepare for initial licensure. We will continue to make changes as based on the data we collect and the feedback we receive from you. The data compiled in this report demonstrates that our program provides in depth content preparation and produces highly qualified candidates for initial licensure who are then trained to plan and deliver high quality instruction and effect student learning.

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 NCATE web site at http://www.ncate.org/institutions/resourcesNewPgm.asp?ch=90

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 NCATE web site at http://www.ncate.org/institutions/resourcesNewPgm.asp?ch=90

(Response limited to 24,000 characters.)

Please click "Next"

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