

NATIONAL RECOGNITION REPORT (amended)

Preparation of Social Studies Teachers

Trinity University, DC
March 29, 2007

NOTE: THIS REPORT REPLACES THE NCSS NATIONAL RECOGNITION REPORT DATED FEB. 26, 2007.

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

This report is in response to a(n):

- Initial Review
 Revised Report (2nd)
 Response to Conditions

Program(s) Covered by this Review	Program Type	Award or Degree Level(s)
MAT Secondary Social Studies Alternative Certification Secondary Social Studies Grade Level: 7-12	Initial teacher license in field	Post Baccalaureate Master's

PART A—RECOGNITION DECISION (see Part G for specifics on decision)

A.1—SPA Decision on NCATE recognition of the program(s):

- Nationally recognized
 Nationally recognized with conditions
 Not nationally recognized

A.2—Test Results (from information supplied in Assessment #1, if applicable)

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

- Yes
 No
 Not applicable
 Not able to determine

Comment: As noted in the review of 7/06 there are still too few candidates for the pass rate requirement to be applicable. Candidates' total scores were reported, but no information was provided to indicate passing scores and no sub scores were provided.

PART B—STATUS OF MEETING SPA STANDARDS

M = Met NM = Not Met

NCSS Standards	MAT	Alternate Certification
THEMES		
<p>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.</p>	NM	<p>Does this option lead to a Master's Degree?</p> <p>NM</p>
<p>Comment: Data were not disaggregated by program. Remarks reflect both programs assuming they are separate programs.</p> <p>Assessment 1 Praxis II Scores: Praxis II comprehensive scores were reported by candidate. There was no information provided to indicate if all candidates had passed. No sub scores (content area scores) were provided. The newly implemented Comprehensive Content Exam provides additional (though limited) evidence of content knowledge.</p> <p>Assessment 2 Course Grades: This submission makes it appear as if every course a candidate had ever taken counted somehow as meeting a standard. There was no description of those courses provided to address the question of relevance to the designated standards. See further comments in Section C.</p>		
<p>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.</p>	NM	NM
Comment: Same as 1.1		
<p>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.</p>	NM	NM
Comment: Same as 1.1		
<p>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.</p>	NM	NM
Comment: Same as 1.1		
<p>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.</p>	NM	NM
Comment: Same as 1.1		
<p>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.</p>	NM	NM
Comment: Same as 1.1		
<p>Standard 1.7. Production, Distribution, and Consumption. Candidates in social studies should possess the knowledge, capabilities, and disposition to organize and provide instruction at</p>	NM	NM

NCSS Standards	MAT	Alternate Certification
the appropriate school level for the study of production, distribution, and consumption of goods and services.		
Comment: Same as 1.1		
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.	NM	NM
Comment: Same as 1.1		
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.	NM	NM
Comment: Same as 1.1		
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.	NM	NM
Comment: Same as 1.1		
2.0 SOCIAL SCIENCE DISCIPLINES		
Standards 2.1 – 2.5	NA	NA
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 previously	Met Previously
Comment:		
Standard 3.2. Qualified Social Studies Faculty. Institutions preparing social studies teachers should provide faculty in the social studies and social studies education components of the program who are recognized as (a) exemplary teachers, (b) scholars in the fields of social studies and social studies education, and (c) informed about middle and secondary school classrooms and teaching.	Met	Met
Comment:		

PART C—EVALUATION OF PROGRAM REPORT EVIDENCE

C.1—Candidates’ knowledge of content

Assessment 1: Praxis II Exam. Individual candidate total scores were provided, but there was no indication of the passing score.

Assessment 2: Course grades. There is no way to tell the degree to which candidates have met the needs of this assessment. When reviewers attempted to chart each candidate it quickly became apparent that few of the courses had titles that appear to directly meet the standards. It was not made clear how

Trinity considered these courses as relevant to their program or to meet the needs of addressing the NCSS Standards beyond placing an “x” on a chart of the NCSS Standards. As an example, how does a course in Labor Economics meet the needs of NCSS Standard 1.2 (history)? If, indeed, these “not the usual curriculum courses” are seen as addressing the needs of this assessment, then the program needs to describe how these courses provide sufficient content knowledge to address the standard.

The spreadsheet method of listing every course each candidate had taken is not helpful. In addition, the format that was utilized meant that once reviewers scrolled past the first candidate, it was difficult to tell which standards the advisor believed courses addressed. If the program would take the advising sheet and check off the content areas met by analysis of the candidates transcripts and record the grades from courses deemed to be appropriate, then indicate how candidates will be expected to address areas not covered either within the graduate program or in addition to the requirements of graduate studies and report their performance on those courses or experiences taken at Trinity, the needs of this assessment would be met. If on those charts there were courses taken to fill gaps, it was not indicated.

Another option for providing data to meet the needs of this assessment would be to take the Washington D.C. Checklist for the content area and provide candidate performance on courses relevant to this assessment. According to the report, program advisers must complete this form. If that data were aggregated and reported, this would also be sufficient to meet the needs of this assessment.

It is still not clear how remediation of any content deficiencies takes place because it is not really clear that anyone is ever “deficient.” As the display of candidates’ courses seems to indicate, every course candidates have ever taken counts as something. The checklists seem not to be used.

The newly implemented comprehensive exam provides little information that would give reviewers a sense of the rigor of this assessment in determining candidates’ knowledge of the multiple content areas and, at this point, there are limited data regarding candidates’ knowledge of content. To date, two candidates have completed the exam. The program needs to provide at least the rubric by which candidates are evaluated that clearly addresses how candidates’ scores are determined. Did the candidate whose performance was “approaching” retake that portion of the exam or “as a whole” the candidate passed?

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

These areas were adequately addressed with earlier submissions.

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

It is not clear that the description of the task in Appendix 3/table 7 is designed to address the degree to which students have learned from instruction by the candidate. The task appears to be a counseling project (perhaps with some tutoring) for a graduate course in counseling. Ideally the task and the data would involve teaching a class of middle or secondary social studies students with the candidate conducting a pre test and post test on the content to be covered, and then compile, analyze and reflect on the data regarding the extent to which students appear to have learned from instruction by the candidate. These data could easily be collected during student teaching. How does this project assist the program in understanding candidates’ effectiveness in the classroom? This task seems to be more appropriate for someone preparing to become a counselor.

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)

This is such a small program that, as the report indicated, relying on candidate data to make changes in the program is impractical. That being said, having an assessment system that evaluates candidates through the lens of NCSS standards ensures that candidates attain mastery of the national standards for their field, and should also be useful to the program in analyzing strengths and weaknesses.

PART E—AREAS FOR CONSIDERATION

If the comprehensive exam is supposed to show candidates' knowledge of content relevant to the NCSS Standards, then a copy of a sample exam, along with the rubric used to generate the performance levels, is necessary to understanding the significance of candidate performance.

Graduate programs have special challenges in preparing candidates for certification in a content area as complex as social studies because it addresses so many different disciplines and the focus of the graduate program is not on coverage of content in academic disciplines, it's focus is on content relevant to educators . Information provided in this report as well as earlier reports of this program is contradictory. There are checklists for content area courses that the program claims to require its candidates to complete prior to exiting the program, yet there are many courses that appear to have been counted in specific content areas that do not (to an outsider) seem to fit.

Some of the assessments (Assessment 5, for example) seem more appropriate for an experienced educator who wants to enhance his/her skills. The complexity of that task seems beyond a pre-service candidate whose skill and knowledge are at entry levels.

Clarification is needed regarding the existence of two separate degrees (or does the Alternate Certification Program not lead to a degree?).

PART F—ADDITIONAL COMMENTS

F.1—Comments on context and other topics not covered in Parts B-E:

The format in which this report was presented was challenging for the reviewers. The PDF format with embedded tables and charts was difficult to manipulate. Some of the tables are unreadable.

It is unclear how the information provided in Table 8 demonstrates that candidates are meeting NCSS standards. Counseling a student is not exhibiting knowledge of NCSS Standard 4. Perhaps what should have been said in the previous review is "While candidate field experiences have value, not all of them must be directly tied to the NCSS content standards—and that's acceptable." The program needs only to report those elements of candidates' programs that provide content and expertise relevant to the social studies.

The program might benefit from attendance at one of the clinics for those preparing reports, NCSS conducts such a clinic at its annual meeting in November and NCATE/AACTE regularly provide them at various conferences and in Institutional Clinics held in Washington D.C.

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

PART G—TERMS AND SUBSEQUENT ACTIONS FOR DECISIONS

Program is nationally recognized with conditions. The program is recognized through spring 2009. The program will be listed as nationally recognized on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the time period specified above, in its published materials. **National recognition is dependent upon NCATE accreditation.**

Subsequent action by the institution: To retain accreditation, a report addressing the conditions to recognition must be submitted within 18 months of the date of this report, or no later than **September 15, 2008**. The report must address the conditions ***specified in the box below***. Failure to submit a report by the date specified above will result in loss of national recognition.

Unless required to submit earlier by the state, programs are encouraged to take the full time period specified above to address conditions to recognition. If conditions to recognition are not removed in the Response to Conditions report, program status will change to Not Recognized.

National recognition with conditions. The following conditions must be addressed within 18 months (see above for specific date):

Evidence must be provided that candidates successfully complete courses or other specific experiences that directly address NCSS Standards and that provide content background relevant to teaching the social studies curriculum of secondary schools.

For Assessment 5, data are required that reflect candidate capability to impact student learning in a social studies setting based on teaching social studies content; and

Information to support the newly created comprehensive exam must be provided, including the assessment and the rubric used to generate the performance levels is necessary to understand the significance of candidate performance.

For further information on due dates or requirements, contact program review staff at NCATE (202-466-7496).