

# NATIONAL RECOGNITION REPORT

## Initial Preparation of Social Studies Teachers

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

### COVER PAGE

#### Name of Institution

Southeastern Louisiana University

#### Date of Review

MM DD YYYY

01 / 23 / 2008

#### This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

#### Program Covered by this Review

Social Studies Education

#### Program Type

Initial teaching license

#### Award or Degree Level(s)

- Baccalaureate
- Post Baccalaureate
- Master's

### PART A - RECOGNITION DECISION

#### SPA Decision on NCATE Recognition of the Program(s):

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

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

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

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

**Comment:**

Candidate data were reported as quartile scores. The problem with quartile scores is that the program does not get the overall picture of individual candidates' performance. There seems to be a significant number of candidates scoring in the lowest quartile.

**Summary of Strengths:**

The program maintains a strong focus on history. It has developed assessments that can serve to better inform the program of strengths and areas in need of improvement if data are collected by candidate and by standard.

**PART B - STATUS OF MEETING SPA STANDARDS**

THEMES

**Standard 1.1. Culture and Cultural Diversity.** Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.

Met	Met with Conditions	Not Met
jn	jn	jn

**Comment:**

The program has identified courses or portions of courses that address appropriate content, but candidate performance specific to this standard has not been provided.

Assessment 1: Praxis II scores are now provided by category. While NCSS prefers individual candidates' scores, the data presented do provide some evidence of candidate performance. See Part C for further discussion.

Assessment 2: Candidates' grades are provided by course with this submission.

See Part C for comments regarding Assessments 3-8.

**Standard 1.2. Time, Continuity, and Change.** Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.

Met	Met with Conditions	Not Met
jn	jn	jn

**Comment:**

Candidates are exposed to content relevant to this standard and course grades are provided with this submission.

See Part C for comments regarding Assessments 1-8.

**Standard 1.3. People, Places, and Environment.** Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment.

Met	Met with Conditions	Not Met
j <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

**Comment:**

Same as 1.2

**Standard 1.4. Individual Development and Identity.** Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.

Met	Met with Conditions	Not Met
j <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

**Comment:**

The revised curriculum requires content relevant to this standard. A newly implemented course will be required beginning in 2008. No performance data were provided with this submission.

**Standard 1.5. Individuals, Groups and Institutions.** Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions.

Met	Met with Conditions	Not Met
j <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

**Comment:**

Same as 1.2

**Standard 1.6. Power, Authority, and Governance.** Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority and governance.

Met	Met with Conditions	Not Met
j <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

**Comment:**

Same as 1.2

**Standard 1.7. Production, Distribution, and Consumption.** Candidates in social studies should possess the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption of goods and services.

Met	Met with Conditions	Not Met
j <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

**Comment:**

Same as 1.2

**Standard 1.8. Science, Technology and Society.** Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology and society.

Met	Met with Conditions	Not Met
j <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

**Comment:**

While science courses may appear to address the intent of this standard, how specifically do the courses named in the course list do so? The focus of this standard is on how changes in science and technology have impacted society. The program has identified units within courses that address this standard. If a portion of a course is indicated as meeting this standard, candidates' performance on that portion of the course should be provided rather than a whole course grade. Only whole course data were provided with this submission.

**Standard 1.9. Global Connections.** Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections and interdependence.

Met	Met with Conditions	Not Met
j <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

**Comment:**

Same as 1.8

**Standard 1.10. Civic Ideals and Practices.** Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices.

Met	Met with Conditions	Not Met
j <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

**Comment:**

Same as 1.6

## 2.0 SOCIAL SCIENCE DISCIPLINES

**Standard 2.1. History.** Candidates who are to be licensed to teach history at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of history.

Met	Met with Conditions	Not Met	Not Applicable
j <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

**Comment:**

**Standard 2.2. Geography.** Candidates who are to be licensed to teach geography at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of geography.

Met	Met with Conditions	Not Met	Not Applicable
jñ	jñ	jñ	jñ

**Comment:**

**Standard 2.3. Civics and Government.** Candidates who are to be licensed to teach civics and/or government at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civics and government.

Met	Met with Conditions	Not Met	Not Applicable
jñ	jñ	jñ	jñ

**Comment:**

**Standard 2.4. Economics.** Candidates who are to be licensed to teach economics at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of economics.

Met	Met with Conditions	Not Met	Not Applicable
jñ	jñ	jñ	jñ

**Comment:**

**Standard 2.5. Psychology.** Candidates who are to be licensed to teach psychology at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of psychology.

Met	Met with Conditions	Not Met	Not Applicable
jñ	jñ	jñ	jñ

**Comment:**

**3.0 PROGRAMMATIC STANDARDS FOR INITIAL LICENSURE**

**Standard 3.1. Course or Courses on Teaching Social Studies.** Institutions preparing social studies teachers should provide and require prospective social studies teachers to complete a course or courses dealing specifically with the nature of the social studies and with ideas, strategies, and techniques for teaching social studies at the appropriate licensure level.

Met	Met with Conditions	Not Met
j <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

**Comment:**

A social studies methods course is included in the new program. When that program is operationalized in 2008, this standard will be met.

**Standard 3.2. Qualified Social Studies Faculty.** Institutions preparing social studies teachers should provide faculty in the social studies and social studies education components of the program who are recognized as (a) exemplary teachers, (b) scholars in the fields of social studies and social studies education, and (c) informed about middle and secondary school classrooms and teaching.

Met	Met with Conditions	Not Met
j <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

**Comment:**

Faculty qualifications and assignments have been clarified with this submission.

## PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

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

Assessment 1: Praxis II scores have now been provided by aggregated quartile content subscores. Individual candidates' scores would provide more useful data to inform program decisions. While candidates must pass the licensure exam to be admitted into the program, and therefore there is a 100% pass rate, the program needs to pay close attention to the scores as a means of determining the sufficiency of content requirements in the program to provide content knowledge that would facilitate candidate success on this exam. It appears that a number of students may not be eligible for admission to candidacy. If their performance on the Praxis II exam is a factor the program may need to consider the match between the curriculum and the licensure exam.

Assessment 2: candidates' grades in courses relevant to the program were included with this submission. The program needs to identify the portions of courses that address NCSS Standards 1.1, 1.8, and 1.9 and provide candidates performance on those units or portions of courses rather than the whole course grade as evidence of the strength of content knowledge.

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

Assessment 3: While no new data have been provided with this submission, the newly created standard-specific document addresses candidate ability to plan for teaching content relevant to each NCSS Standard.

Assessment 4: The student teaching document provides extensive information addressing candidates' performance during student teaching. One limitation is that data are presented as a single aggregated score on each of the assessment items rather than a distribution of performance levels by social studies candidates or indication of the number of candidates included in the report. This form of presentation limits the program in utilizing data for program improvement and the reviewers in determining program strengths or areas in need of improvement.

Assessment 8: Performance expectations for each level of this assessment need to be better defined so that there is greater interrater reliability in evaluating candidate performance. These data would better inform the program regarding candidate ability to deliver content relevant to specific NCSS Standards. NCSS does not expect that each candidate will have been observed and assessed while teaching each NCSS Standard.

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

A newly created assessment meets the intent of assessing candidate ability to assess their students and to reflect on their effect on student performance. While the NCSS does not expect data relevant to each standard, the program may be better informed if candidates' reports included which standards had been addressed in the assessment data they had collected.

## **PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS**

### **Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)**

The revised report noted that changes to the curriculum based on state mandates for change and in response to NCSS concerns have been proposed. Apparently some changes have been made but others (a change in requirements for Psychology for example and the newly created social studies methods course) will be implemented in the 2008-09 academic year. Changes seem to be directed more by state mandate or the outcome of other outside assessments than by response to internal data.

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

### **Areas for consideration**

While the program is implementing assessments that collect data by standard (or will do so when implemented), to date data have been aggregated into percentages across all social studies candidates. The program will be better informed about candidates' capability to successfully address content relevant to specific NCSS Standards if data are presented standard by standard. If areas of weakness are identified - whether it be in performance on Praxis II, content knowledge of specific standards, or candidate ability to plan, teach and assess individual standards - the program can better address the need for change.

## **PART F - ADDITIONAL COMMENTS**

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

The opportunity for candidates to participate in various aspects of the Teaching American History Grant allows them to interact with classroom teachers beyond that of cooperating teacher/clinical student. The program is to be commended for providing them a professional development tool unavailable to many of their peers. When the current grant expires, will the department find a way to continue some joint professional development opportunities for candidates and classroom teachers?

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

## **PART G - DECISIONS**

## Decision

- jm Program is nationally recognized. The program is recognized through the semester and year of the institution's next NCATE accreditation decision in 5-7 years. To retain recognition, another program report must be submitted before that review. The program will be listed as nationally recognized through the semester of the next NCATE accreditation decision on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the semester of the next NCATE accreditation decision, in its published materials. National recognition is dependent upon NCATE accreditation.
- jm Program is nationally recognized with conditions. 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 below, in its published materials. National recognition is dependent upon NCATE accreditation.
- jm The program does not currently satisfy SPA requirements for national recognition. See below for details.

**Please click "Next"**

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