

# NATIONAL RECOGNITION REPORT

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

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

Lock Haven University of Pennsylvania

#### Date of Review

MM DD YYYY

08 / 01 / 2013

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

- Initial Review
- Revised Report
- Response to Conditions Report

#### Program Covered by this Review

Secondary Education Social Studies

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

7-12

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

#### Program Type

First Teaching License

#### Award or Degree Level(s)

- Baccalaureate
- Post Baccalaureate
- Master's

### PART A - RECOGNITION DECISION

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

- Nationally recognized
- Nationally recognized with conditions

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

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

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

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

**Comments, if necessary, concerning Test Results:**

The program states that 98.15% of all program completers passed the exam over the three-year period but provided no total scores as evidence.

**Summary of Strengths:**

The program narrative shows a strong working relationship to educate candidates to work with special education students.

**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               |
| <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Comment:**

Behavioral Sciences Praxis sub-score data and grade data in the required anthropology course demonstrate that candidates have the necessary content knowledge. Other assessments also show candidates have the ability to plan and teach to this standard as well as the ability to assess impact on student learning. Assessment 3 Lesson Planning data provide evidence that candidates are successful in planning lessons aligned to NCSS and state standards. Assessment 4 Student Teaching Competency Form data indicate that the majority of candidates are rated as proficient or distinguished for this and other content standards. Assessment 5 Teacher Work Sample Factors 3, 5, and 6 was aligned to Standards 1.1, 1.2, 1.4, and 1.5. The columns in the data charts were not labeled; the narrative stated that candidates did well. Assessments 6 and 7, aligned to all standards, provided additional evidence of candidate planning and teaching, as did Assessment 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               |
| <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |

US and World History Praxis sub-score data and grade data from multiple required history courses demonstrate that candidates have the necessary content knowledge. See 1.1 and Part C for additional information.

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

Met



Met with Conditions



Not Met



**Comment:**

Geography Praxis sub-score data and grade data from required geography courses demonstrate that candidates have the necessary content knowledge. See 1.1 and Part C for additional information.

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

Met



Met with Conditions



Not Met



**Comment:**

Behavioral Science sub-score data and grade data from required psychology courses demonstrate that candidates have the necessary content knowledge. See 1.1 and Part C for additional information.

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

Met



Met with Conditions



Not Met



**Comment:**

Behavioral Science Praxis sub-score data and grade data from the required sociology course demonstrate that candidates have the necessary content knowledge. See 1.1 and Part C for additional information.

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

Met



Met with Conditions



Not Met



**Comment:**

Government/Civics Praxis sub-score data and grade data from required political science courses demonstrate that candidates have the necessary content knowledge. See 1.1 and Part C for additional information.

**Standard 1.7. Production, Distribution, and Consumption.** Candidates in social studies should possess the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate

school level for the study of production, distribution, and consumption of goods and services.

Met

Met with Conditions

Not Met



**Comment:**

Economics Praxis sub-score data and grade data from required economics courses demonstrate that candidates have the necessary content knowledge, although grades in this content area were somewhat lower than in others. See 1.1 and Part C for additional information.

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

Met

Met with Conditions

Not Met



**Comment:**

Not assessed in Praxis II. Only 22 of 56 candidates took the SCI 110 aligned course during the three-year reporting period. With renewed funding available, the course has been resumed in Spring 2013. See 1.1 and Part C for additional information.

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

Met

Met with Conditions

Not Met



**Comment:**

Not addressed in Praxis II. The alignment of the six courses with HIST, POLI, and GEOG prefixes is not clear since their names were not listed for 1.9 on the alignment chart and no course descriptions were provided. See 1.1 and Part C for additional information.

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

Met

Met with Conditions

Not Met



**Comment:**

Government/Civics Praxis sub-score data provide some evidence for candidate knowledge in this standard. This standard was appropriately listed with 1.6 on the alignment chart but grade data reported differ from those in 1.6, although all candidates attained or exceeded the expected minimum grade requirement.

## 2.0 SOCIAL SCIENCE DISCIPLINES

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

appropriate school level for the study of history.

Met      Met with Conditions                      Not Met                      Not Applicable  
             

**Comment:**

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

Met      Met with Conditions                      Not Met                      Not Applicable  
             

**Comment:**

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

Met      Met with Conditions                      Not Met                      Not Applicable  
             

**Comment:**

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

Met      Met with Conditions                      Not Met                      Not Applicable  
             

**Comment:**

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

Met      Met with Conditions                      Not Met                      Not Applicable  
             

**Comment:**

### 3.0 PROGRAMMATIC STANDARDS FOR INITIAL LICENSURE

**Standard 3.1. Course or Courses on Teaching Social Studies.** Institutions preparing social studies

teachers should provide and require prospective social studies teachers to complete a course or courses dealing specifically with the nature of the social studies and with ideas, strategies, and techniques for teaching social studies at the appropriate licensure level.

Met



Met with Conditions



Not Met



**Comment:**

SSED210 and SSED316 are both methods courses specifically for social studies and both are required courses.

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

Met



Met with Conditions



Not Met



**Comment:**

The methods courses and student teaching supervision are done by a faculty member with 24 years of experience teaching secondary social studies.

## PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

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

Section III aligned Assessment 1 Praxis II Social Studies Exam to NCSS standards 1.1-1.7 and 1.10. The program reported that all but one of its completers in the last three years passed the Praxis II social studies exam but total scores (required) and their ranges were not included in data tables. Candidate category quartile data for the two years reported indicate they are prepared in the aligned standards. The 2010-2011 group scored higher on all categories than state and national test takers; those in the 2011-2012 group scored higher in geography, economics and behavioral sciences but lower than the comparison groups in history and government.

Assessment 2 was aligned to all NCSS standards in Section III. The alignment chart lists required courses that provide candidates the expected content background in Standards 1.1-1.10. The grade data for 1.10 differ from those for 1.6, so it is unclear to reviewers what courses were used to derive the grades. Grades were reported for 56 candidates for all standards except 1.8. Only 22 candidates took the aligned course during the three-year reporting period. With renewed funding available, the course has been resumed in Spring 2013.

Assessment 6 also shows candidate knowledge for Standard 1.8.

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

Assessment 3 Lesson Planning, aligned to all 10 standards, reports data for 62 candidates over a four

year reporting period, demonstrating that, with few exceptions, the 10 elements of the rubric were completely met by all candidates.

Assessment 4 Student Teaching Competency Form (STCF), was aligned to all standards in Section III. It is not clear how the data in the charts were derived. "Candidates are evaluated by both their university supervisor and cooperating teacher" according to the narrative. Are observations from both combined in the results reported in the charts? Reviewers found no rubric/instrument in this submission so assume the program continues to use the rubric submitted in 2008. With one exception, all candidates during the two-year reporting period were rated as proficient or distinguished.

Additionally, Assessments 6 and 7 demonstrate that candidates have the necessary skills to plan and implement lessons in the area of social studies.

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

Assessment 5, aligned to Standards 1.1, 1.2, 1.4, and 1.5 in Section III, reported data for Teacher Work Sample factors 3, 5 and 6. Reviewers were unable to find a rubric in this submission and assume that the program is using the one submitted in 2008. Data were not collected for Factor 6 in the first reporting year. The narrative states that "All our students are performing well" but the data table columns were not labeled so it is unclear what the levels of performance are. Reviewers were puzzled by the inconsistency in reported data in 2011-2012. This assessment occurs during student teaching and 16 candidates are reported in Assessment 4. In Assessment 5, the numbers within elements are 17 or 18. Assessment 8 provided additional evidence for effects on student learning.

## **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)**

While Section V contains some evidence of evaluation of data for program improvement, the narrative for each assessment shows that the data have been analyzed. Some changes have been made as a result of the data.

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

### **Areas for consideration**

Assessment 1: total Praxis II scores for candidates must be reported in all future submissions. The program is encouraged to provide total scores for individual candidates and ranges of total scores for each reporting year.

Assessment 2: grade data should be reported only for courses required of all candidates for each content area. Do not include data for electives from which candidates select to meet program area requirements.

Combining all attachments for each of the assessments, e.g, Praxis II data and Assessment 1 Narrative Parts 1-4 together, would greatly assist reviewers as they use the documents.

## **PART F - ADDITIONAL COMMENTS**

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

Reviewers note the large discrepancies between number of candidates enrolled annually and the number of program completers. In future reports, please explain reasons for these differences, should they continue.

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

## PART G - DECISIONS

### Decision

- ① **National Recognition.** 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 mid-cycle (2 years in advance for a 5-year cycle and 3 years in advance for a 7-year cycle) before the next scheduled accreditation visit.** 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. *Please note that once a program has been nationally recognized, it may not submit another report addressing any unmet standards or other concerns cited in the recognition report.*

**Please click "Next"**

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