

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

Prairie View A&M University

2. State

Texas

3. Date submitted

MM DD YYYY

01 / 30 / 2008

4. Report Preparer's Information:

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6. Name of institution's program

Social Studies Education

7. NCATE Category

Social Studies Education-History & Geography

8. Grade levels⁽¹⁾ for which candidates are being prepared

8-12

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

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

TEExES Social Studies 8-12 & TEExES History 8-12

14. Program report status:

- jn Initial Review
- jn Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized
- jn 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?

- jn Yes
- jn 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)

In Texas, candidates to be certified as teachers of Social Studies on the secondary level must obtain a Bachelor's degree in one of the programs offered in the Division of Social Work, Behavioral, and Political Sciences (DSWBPS). Candidates receive Social Studies certification when they complete additional professional education course requirements that the student can acquire before graduation or as part of a deficiency plan after the student obtains his/her undergraduate degrees (Alternative Certification). The required course of study for the Bachelor of Arts degree in the various programs in the DSWBPS and the professional education requirements in the College of Education (COE) at Prairie View A&M University (PVAMU) are described in University catalog. For program details see pages 170-72, 227-44, 257-60, 271, 276-311, 379-80, 385-88 in the online PVAMU catalog at <http://www.pantherconnect.com/catalog>.

The state of Texas seeks to ensure that candidates will possess "the essential knowledge and skills to teach the TEKS [Texas Essential Knowledge and Skills] to the state's public school students" (State Board for Educator Certification, & National Evaluation Systems, Inc., 2003, Preface). Candidates must also pass the Texas Examination of Educator Standards (TExES) Pedagogy and Professional Responsibilities (PPR) examination and the TExES Social Studies or the TExES subject matter examinations before the state of Texas grants teacher certification.

The DSWBPS in the College of Arts and Sciences at PVAMU offers the Bachelor of Arts degree with a major in History, Political Science, Social Work, and Sociology. The DSWBPS also has support programs in the areas of Geography and Philosophy. The DSWBPS programs are designed to provide knowledge appropriate for a college graduate and to prepare candidates to pursue careers in above-mentioned specialties, including teaching, and to equip them with skills and knowledge required for graduate and professional schools. To ensure that the division's conceptual framework and program objectives were grounded in current research and literature, the DSWBPS has examined publications associated with discipline standards printed by the following educational agencies National Council for Social Studies (NCSS); the Texas Education Agency (TEA); and Texas Examinations of Educator Standards (TExES) for Social Studies. Collaboratively, the DSWBPS and the Department of Curriculum and Instruction (CUIN) used the NCATE standards to guide the assessment process and to make informed decisions about data collection.

The goal of the DSWBPS programs are designed to insure that candidates become skillful in using their knowledge and understanding of social studies and history content, as well as their theoretical

knowledge and practical experiences in pedagogy. These goals are design to aid student teachers in developing the necessary skills to create effective learning environments. While the DSWBPS houses content courses in social studies and history, the CUIN in the COE supports the pedagogy courses, including field experiences and practice teaching. The director of student teaching and field Experiences is a CUIN faculty member in the COE. Faculty members from the DSWBPS in the College of Arts and Sciences serve as facilitators of information to the candidates in their respective disciplines and courses. Though closer relationships are currently being formed, it is the desire of all departments involved in the teacher certification process to work cooperatively in advising and supporting candidates in their academic fields and practical experiences.

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)

Candidates in the Teacher Education Program in the COE at PVAMU are required to document 15 clock hours of field experiences for each of four CUIN professional education courses for 60 clock hours. Students record their field experiences in a journal that they maintain throughout their observations. These experiences help prepare candidates by allowing them to gradually experience the teaching, learning, reflecting and collaborating that are required of the professional practitioner. As part of the Field Section of the Student's Portfolio, candidates in the Teacher Education Program are videotaped teaching a sample lesson. Candidates and the instructor use the video to analyze their performance.

Candidates are also required to participate in practicum experiences in a field setting devoted to secondary classroom instruction. This experience will encompass the regular school day for 10 weeks. The regular classroom teacher in the secondary setting and the university supervisor who visits the class four or more times during the assignment provides supervision.

As part of the Student Teaching Section of the Student's Portfolio, candidates include samples of lesson plans, a unit plan, classroom management plans, samples of communications with parents and other evidence of candidates' professional attitudes and dispositions as well as their command of subject matter and pedagogical knowledge and skills. Candidates are formally assessed twice: at the midpoint of their experience and a final assessment using the Professional Development and Appraisal System (PDAS).

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 8,000 characters)

Candidates in the teacher education program are assessed at these four benchmarks and provided remediation if they do not meet the requirements. A summary of criteria admission, retention and exiting the program are shown in Attachment 3.1 under question seven.

Different sets of information about the teacher education candidates and their performance from various phases of the teacher education programs are used to make decisions about candidates at these transition points. These include candidates' grades, which is a reflection of their performance in their courses, their GPA, which is a reflection of their overall performance and evaluations that reflect their knowledge and dispositions.

4. Description of the relationship ⁽²⁾ of the program to the unit's conceptual framework. (Response limited to 4,000 characters)

The conceptual framework of the Whitlowe R. Green College of Education Conceptual Framework

provides the underlying principles for the Educational Administration Program. Like that of the larger unit, focus is upon the “Educator as Facilitator of Learning for Diverse Populations” E-FOLD-P. The framework consists of the following four major goals undergirded by technology: (1) Problem Solving, Critical Thinking and Decision Making; (2) Reflective and Continual Learning; (3) Student Growth and Development; and (4) Human Diversity and Global Awareness which are incorporated in course syllabi throughout the College. The conceptual framework is based upon current issues such as changes in demographics, global perspectives, importance of problem solving, critical thinking and decision-making skills, technological demands, and the need for life-long learning.

The central focus of Social Studies Education is the candidate and his/her development into a capable and confident professional who can affect student learning in the EC-12 school setting. This development is represented by the triad of preparation, professionalism and performance and is supported by the greater Prairie View A & M University (PVAMU Teacher Advisory Board, which is made up of 27 different school districts). In order to meet the challenges and needs of the 21st century, the PVAMU Teacher Advisory Board expects all candidates be lifelong learners, problem solvers, communicators, users of technology and committed to diversity. The following visual representation of the Whitlowe R. Green COE Conceptual Framework is used continuously to assess the curriculum, instruction and assessment components for the program. A visual representation of the Whitlowe R. Green COE conceptual framework is included as attachment 4.1 under question seven.

(2): The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework.

5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system⁽³⁾. (Response limited to 4,000 characters)

The Prairie View Teacher Education Unit Assessment System is aligned to the unit's conceptual framework (CF), to state and professional standards. It is designed to measure and evaluate candidate knowledge, skills, and dispositions. The Assessment System operates at two distinct levels, one on programs, the other on the unit. In program-level assessment, data on candidate performance and relevant operations, disaggregated by program, are reviewed in order (a) to make decisions and provide feedback to individual candidates on program progress as well as (b) in the aggregate, to judge the effectiveness of specific programs and guide program improvement. Unit-level assessment utilizes data on unit operations as well as candidate performance data, aggregated across programs, to examine unit effectiveness and guide unit improvement.

The assessment system is designed to collect data through its Data Management System (DMS). The data management system is overseen by the Office of Accreditation, Assessment and Data Management (OAADM) which has a full time director and staff. Data from candidate performance assessments, post-program assessments (e.g., graduate and employer surveys, state tests) and unit operation's measures are channeled through the Data Management System (DMS) and coordinated by the OAADM in conjunction with the assessment coordinator for the unit.

The aggregated information are examined by the relevant review committees. Program Committees (PCs), functioning as assessment review committees for specific programs, examine aggregate program candidate performance and relevant unit operation data (disaggregated by program, where relevant) to make judgments about program effectiveness and any needed changes. The Unit Assessment Committee (UAC) examines unit operations and candidate assessment data, aggregated across programs, to make judgments about unit effectiveness.

To guide program reviews, the UAS specifies that each unit program (initial and advanced), through its PC, establishes and maintains a Program Assessment Plan (PAP) and conducts a program assessment review at least once annually in accordance with that plan. A minimum requirement of a PAP is that it specify at least four transition points across the program: (1) program admission, (2) admission to clinical practice/internship, (3) exit from clinical practice, and (4) program exit. At each transition point, candidates are to be informed of their program status, and the options for candidates who fail to meet established criteria. To implement its PAP, each PC has identified transition points and associated evaluations/criteria and identified/developed standards-related assessments and associated rubrics. Assessment data is collected and periodically aggregated and summary reports generated for PCs to review and make potential recommendations.

An electronic Data Management System, TrueOutcomes is in place starting Fall 2007, across the university. TrueOutcomes allows candidates to keep a record of artifacts, the courses they have completed, and plan future courses to help them meet their career goals. The information stored in the candidates' portfolio can be used to create a resume. Administrators and instructors have access to real-time information and statistics to track students' progress and achievement, which allows instructors and advisers to monitor candidates' progress, and provide remediation if needed.. The system also generates relevant reports that support candidate progress decisions as well as initial and advanced program reviews. Performance data are being continuously entered into TrueOutcomes to be used to make decisions about candidates, programs and the unit. The provided flowchart shows the data flow from the data base through the OAADM, program committees and the Unit committees as shown in attachment 5.1 under question seven.

(3) This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

6. 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.)

_ HIST Degree Plans 2008-2009 Pending 2.6.08.xls	_ POSC Degree Plans 2008-2009 Pending 2.6.08.xls
Political Science Assessment Plan.doc	History Assessment Plan--revised 2-05-2008.doc

See **Attachments** panel below.

7. 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.

Conceptual Framework	Attachment 4.1.doc
Table 3.1.doc	Attachment 5.1.doc

See **Attachments** panel below.

8. 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: ALTERNATIVE TEACHER CERTIFICATION		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽⁴⁾
2006-2007	0	0
2005-2006	0	0
2004-2005	8	8

Program: POLITICAL SCIENCE (BA)		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽⁴⁾
2006-2007	0	0
2005-2006	0	0
2004-2005	0	0

Program: HISTORY (BA)		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽⁴⁾
2006-2007	2	0
2005-2006	0	0
2004-2005	0	0

Program: GEOGRAPHY (MINOR)		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽⁴⁾
2006-2007	0	0
2005-2006	0	0
2004-2005	0	0

Program: ECONOMICS (MINOR)		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽⁴⁾
2006-2007	0	0
2005-2006	0	0
2004-2005	0	0

Program: PSYCHOLOGY (BA)		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽⁴⁾
2006-2007	0	0
2005-2006	0	0
2004-2005	0	0

(4) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

9. 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	Kenneth Howell
Highest Degree, Field, & University ⁽⁵⁾	Ph.D., History, Texas A&M University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Board of Director in East Texas Historical Association; co-authored book; article in Southwestern Historical Quarterly
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Texas Secondary Teaching Certificate: History 8-12

Faculty Member Name	Darlington Ndubuike
Highest Degree, Field, & University ⁽⁵⁾	Ed. D. Curriculum and Instruction, University of Houston
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Sponsor and advisor of the Prairie View A&M University affiliate of the Texas Student Teachers Association (2005-2008) Mason, E. & Ndubuike, D.I.I. (2005). Preparing Pre-service Teachers for Diverse Classrooms. Journal of Intercultural Disciplines. Co-presented the conference session: Using Interactive Lessons to Enhance the Learning Experience of Pre-service Teachers. At the 2005 International Conference of The Society for Information Technology and Teacher Education in Phoenix, AZ.
Teaching or other professional experience in P-	Eight years K-5 teaching experience

12 schools ⁽¹¹⁾	
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Faculty Member Name	Martha Bailey
Highest Degree, Field, & University ⁽⁵⁾	Ed.D., Curriculum and Instruction, University of Houston
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty Director of Student Teaching
Faculty Rank ⁽⁷⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	

Faculty Member Name	Dr. Duke
Highest Degree, Field, & University ⁽⁵⁾	
Assignment: Indicate the role of the faculty member ⁽⁶⁾	
Faculty Rank ⁽⁷⁾	
Tenure Track	<input type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	

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

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

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

(8) 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.

(9) 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.

(10) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(11) 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 (12)	Type or Form of Assessment (13)	When the Assessment Is Administered (14)
Assessment #1: Licensure assessment, or other content-based assessment (required)	Texas Pedagogy and Professional Responsibilities (PPR) Examination	State certification examination	Upon graduation of completion of degree program requirements
Assessment #2: Content knowledge in social studies (required)	TEXES Social Studies 8-12 & TExES History 8-12 content examinations	State certification examination	Upon graduation of completion of degree program requirements
Assessment #3: Candidate ability to plan instruction (required)	True Outcomes Eletronic Portfolio	Artifacts from CUIN 3003, CUIN 3013, CUIN 4103, and 4113	Continious candidate assessment throughout education program
Assessment #4: Student teaching (required)	Professional Development and Appraisal System (PDAS)	Observations and review of performance of field experiences in classrooms	During and after field experiences
Assessment #5: Candidate effect on student leaning (required)	Field Experience Section of eletronic profotolio	Observation and review of performance of field experiences in classrooms	During and after field experiences
Assessment #6: Additional assessment that addresses NCSS standards (required)	Artifacts entered into eletronic portfolio	Artifacts from Student teaching and field experiences	During and after field experiences as well as student teaching
Assessment #7: Additional assessment that addresses NCSS standards (optional)	Candidate Disposition Assessment	Disposition Survey	The beginning of each semester
Assessment #8: Additional assessment that addresses NCSS standards (optional)			

technology and society.								
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.	b	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	e	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	e	b	b	b	b	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.	b	b	e	b	b	b	b	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.	b	b	e	b	b	b	b	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 studies and with ideas, strategies, and techniques for teaching social studies at the appropriate licensure level.	b
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)	b

informed about middle and secondary school classrooms and teaching.

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides 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.

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 that are addressed 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 a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. 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.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
 - (a) the assessment tool or description of the assignment;
 - (b) the scoring guide for the assessment; and
 - (c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be available.

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 2.1-2.5.⁸ 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.

Data from licensure tests of content knowledge	Assessment Description
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See **Attachments** panel below.

(8) 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, 2.1-2.5,⁹ 3.1, and 3.2. Examples of assessments include comprehensive examinations, course grades where the course is appropriate to a standard, grades for specific units or segments of courses when only part of a course is appropriate to a standard¹⁰, and portfolio tasks. ,¹¹

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment of content knowledge in the social studies or the specific social science discipline to be taught
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See **Attachments** panel below.

(9) 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.

(10) If grades are used as the assessment or included in the assessment, provide information on on the criteria for those grades and describe how they align with the specialty standards.

(11) 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, 2.1-2.5¹², 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 (items 1-5) as outlined in the directions for Section IV

Q1107_Madeline_Hunter_Lesson_Plan_(#3).doc	Lesson planning _Cycle_Data_Table.doc
Lesson Planning Cycle.doc	

See **Attachments** panel below.

(12) 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 2.1-2.5¹³. 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 (items 1-5) as outlined in the directions for Section IV

PDAS Evaluation.doc	PDAS Table for all domains.doc
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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 2-1-2.5¹⁴. This assessment does not have to address every standard.

Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment#_5.doc	History Assessment Plan-Edited.doc
Observation Form.doc	

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 (items 1-5) as outlined in the directions for Section IV

ELECTRONIC PORTFOLIO CONTENT REQUIREMENTS FOR SOCIAL STUDIES.doc
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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 (items 1-5) as outlined in the directions for Section IV

See **Attachments** panel below.

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 (items 1-5) 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)

To evaluate program performance, data generated for the NCSS NCATE SPA report were analyzed and evaluated on three levels: candidate knowledge of social studies content, candidate professional and pedagogical knowledge, skills and dispositions for teaching social studies, and candidate effects on student learning of social studies.

CANDIDATE KNOWLEDGE OF CONTENT

First, weaknesses were noted in candidate content knowledge preparation sociology (NCSS 1.5). This was evident in secondary erratic performance on TExES test scores was subsequently supported by little or no evidence of content proficiency secondary social studies content coursework. Second, declining TExES test scores, raise some concern about candidate preparation in NCSS standard 1.2. Prairie View COE has standards for minimum content knowledge competency above those that the State of Texas requires through their Alternative Licensure Programs. Nevertheless, time constraints in this program limits the amount of dedicated content pedagogy courses teacher candidates are able to take. This has serve as the impetus to seek ways to our teacher candidates' fundamental content knowledge.

Candidates are highly encouraged to complete a degree in their desired major.

Third, course data along with TExES data indicate a weakness in candidate knowledge in economics, NCSS Standard 1.7. The Department of Economics is considering creating a economic course that combines concepts of micro and macro economics and thus better addresses the fundamental skills teacher candidates need in the field and for TExES. In addition, the College of Education began in the spring semester 2008 to administer a newly developed disposition assessment. Consequently, data generated from the assessment will be unavailable until the summer semester. It is hoped that data generated from this assessment will allow the College of Education to advise students of deficiencies and provide for corrective action regarding the desired dispositions as reflected the college's Conceptual Framework.

Although these noted concerns were revealed in assessments 1 and 2, the final two assessments (assessments 6 and 7) provided a summative evaluation of the candidates' command of content knowledge to optimize student learning. The majority of all candidates performed at or above targeted level on both assessments (6 & 7). Thus, secondary program background requirements provide appropriate and sufficient training in the content. The above mentioned suggestions strengthen an already strong program of study in the content of social studies.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. Describe what changes or additions have been made in response to issues cited in previous recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report or a response to condition report are available on the NCATE web site at <http://www.ncate.org/institutions/process.asp?ch=4> (Response limited to 24,000 characters.)

Please click "Next"

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