

Program Report for the Preparation of Social Studies Teachers

National Council for Social Studies (NCSS) 2004 Option A

This form includes the 2004 NCSS Standards

COVER SHEET

1. **Institution Name**
Kutztown University of Pennsylvania
2. **State**
Pennsylvania
3. **Date submitted**
MM DD YYYY
02 / 25 / 2019
4. **Report Preparer's Information:**

Name of Preparer:	
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5. **CAEP Coordinator's Information:**

Name:	
Carissa Pokorny Golden	
Phone:	Ext.
(610)683-4333	
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pokorny@kutztown.edu	
6. **Name of institution's program**
Secondary Education Social Studies
7. **CAEP Category**
Social Studies Education
8. **Grade levels⁽¹⁾ for which candidates are being prepared**
7-12
9. **Program Type**
 - Advanced Teaching
 - First teaching license

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

- 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**
-
- Social Studies 7-12
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. **Is your Educator Preparation Provider (EPP) seeking**
- CAEP accreditation for the first time (initial accreditation)
 - Continuing CAEP accreditation
16. **State Licensure data requirement on program completers disaggregated by specialty area with sub-area scores: CAEP requires programs to provide completer performance data on state licensure examinations for completers who take the examination for the content field, if the state has a licensure testing requirement. Test information and data must be reported in Section IV. 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)**
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- No changes required from previous submission on March 15, 2017.
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. Additionally, programs should describe the process for identifying and training cooperating/mentor teachers (school-based faculty) and the training provided to all faculty charged with supervising candidates in the field. (Response limited to 8,000 characters)**
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- Qualifications/credentials of cooperating teachers:
- The university employs a cooperating teacher to oversee the teaching candidate experience and a university supervisor visits six times or more during the placement to ensure that the teacher candidate is performing appropriately. Social Studies student teachers are placed in a social studies classroom with cooperating teacher

who is certified in the same content area as the candidate. According to the 2018-2019 "Cooperating Teacher Handbook" prepared by the Office of Clinical Experience and Outreach:

Cooperating teachers are selected jointly by the university and the local school authorities. The minimum qualifications for a cooperating teacher listed in the School Code of Pennsylvania include:

- Baccalaureate degree
- A valid teaching certificate (Instructional I or Instructional II) in the subject area taught
- Three full years of successful experience in an approved school
- A minimum of one year experience in the present school

Additional Kutztown University requirements:

- Expertise in her/his area of teaching
- Models the philosophy of "lifelong learning"
- Uses proven best practice teaching strategies
- Commits to mentor teacher candidates
- Allows the teacher candidate to participate fully in the teaching process
- Provides an equal educational opportunity to all teacher candidates
- Agrees to participate in an orientation program for cooperating teachers at KU

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 and should also denote the required courses for all candidates. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)**
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 or calendar 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. Only programs leading to licensure or a teaching credential should be included. 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:		
No changes required from previous submission on March 15, 2017.		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers⁽²⁾
2017-2018	97	15
2016-2017	72	16
2015-2016	77	19

(2) CAEP 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.

6. **Faculty Information**
Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program. Programs should clearly identify all faculty charged with teaching the Social Studies Methods course(s) and supervising Social Studies candidates in the field. (Refer to footnotes for clarification)

Faculty Member Name	Maria Sanelli
Highest Degree, Field, &	

University⁽³⁾	Ed.D, Foundations and Multicultural Education, University of the Pacific, Stockton CA
Assignment: Indicate the role of the faculty member⁽⁴⁾	Social Studies Methods Instructor and Clinical Supervisor
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⁾	Book-Sanelli and Rodriquez, Teaching about Frederick Douglass: A Resource Guide for Teachers of Cultural Diversity, Journal articles including, "Teaching American history using protest music." Pennsylvania Council of the Social Studies Journal, "Looking back to the future: Pre-service teachers' perceptions of the state of social studies education today." Published curriculums including: For Veterans National Education Program (V-NEP) Global Awareness Map-European Unit, Leadership in a Diverse World, Modern American History, Military History, Latino Heritage Curriculum and National Park Service: Cesar E Chavez National Monument-Chavez Teacher's Toolkit and Jefferson Expansion/Old Courthouse National Historic Site - "Let Me Read you Your Rights" Curriculum.
Teaching or other professional experience in P-12 schools⁽⁹⁾	8 years experience Secondary Social Studies, Pennsylvania public schools. 7-12 Secondary Social Studies Instructional II Certificate, PA

Faculty Member Name	Howard Lessel
Highest Degree, Field, & University⁽³⁾	Ed. D. In Educational Leadership, Indiana University of P 2011
Assignment: Indicate the role of the faculty member⁽⁴⁾	Social Studies Methods Instructor and Clinical Supervisor
Faculty Rank⁽⁵⁾	Instructor
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⁾	14 years experience Secondary Social Studies, Pennsylvania public schools. 7-12 Secondary Social Studies Instructional II Certificate, PA

Faculty Member Name	Andrew Mines
Highest Degree, Field, & University⁽³⁾	Ph.D. Educational Policy with concentration in Teaching and Learning, Michigan State University
Assignment: Indicate the role of the faculty member⁽⁴⁾	Social Studies Methods Instructor and Clinical Supervisor
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⁾	Cooper, K.S. Mines, A., Kintz, T. (2018). Teachers' Cognitive Flexibility on Engagement and their Ability to Engage Students: A Theoretical and Empirical Exploration. Teachers College Record, 120. Cooper, K.S., Wright, J., Gil, E., Mines, A., Ginanto, D. (2017). Examining Latina/o Students' Experiences of Injustice: LatCrit Insights from a Texas High School. Journal of Latinos and Education, 1-18. Cooper, K. S., Kintz, T., & Mines, A. (2016). Reflectiveness, Adaptivity, and Support: How Teacher Agency Promotes Student Engagement. American Journal Of Education, 1, 109-136.
Teaching or other professional experience in P-12 schools⁽⁹⁾	7 years experience Secondary Social Studies, North Carolina public schools. 7-12 Secondary Social Studies Instructional Certificate, North Carolina

Faculty Member Name	Patricia Walsh Coates
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Highest Degree, Field, & University⁽³⁾	Ph.D., History, Lehigh University
Assignment: Indicate the role of the faculty member⁽⁴⁾	Social Studies Methods Instructor
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⁾	Publication: Walsh Coates, P. with Sirrakos, G. (2016). "Rethinking the EdD to Transform Classroom Teaching." in Ellis, A. L. (Ed.). Ed.D. program as incubators for social justice leadership. Rotterdam: Sense Publishing. Leadership: National Council for the Accreditation of Teacher Education NCSS SPA Reviewer. Service: Director of the Education Doctorate in Transformational Teaching and Learning Program.
Teaching or other professional experience in P-12 schools⁽⁹⁾	12 years experience Secondary Social Studies, Pennsylvania public schools. 7-12 Secondary Social Studies Instructional II Certificate, PA

(3) For example, PhD in Curriculum & Instruction, University of Nebraska.

(4) For example, faculty, clinical supervisor, department chair, administrator

(5) For example, professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by CAEP as a 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) For example, 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, in-service 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)	ETS Subject Assessment Test - Social Studies Education	National Content Licensure Exam Note: No changes in list of 8 assessments required from previous submission on March 15, 2017.	Prior to Clinical Experience and Practicum
Assessment #2: Content knowledge in social studies (required)	Content Knowledge Courses - Final course grades for core required classes	Grade reports	Required courses are taken throughout candidates' program
Assessment #3: Candidate ability to plan instruction (required)	Lesson Unit Project	Unit Plan Project	SEU 325: Methods of Teaching Social Studies
Assessment #4: Student teaching (required)	PDE 430- Pennsylvania Department of Education Form and Kutztown University Supplemental Assignment	State Licensure Form	SEU 390/391 Clinical Experience and Practicum
Assessment #5: Candidate effect on student learning (required)	Teacher Work Sample Report	Reflective Paper	SEU 390/391 Clinical Experience and Practicum
Assessment #6: Additional assessment that addresses NCSS standards (required)	Portfolio	Portfolio	SEU 390/391 Clinical Experience and Practicum
Assessment #7: Additional assessment that addresses NCSS standards (optional)	Comprehensive Content Examination	Examination	SEU 325: Methods of Teaching Social Studies
Assessment #8: Additional assessment that addresses NCSS standards (optional)	HIS 378 - Methods of Historical Research Paper	Research Paper	Junior/Senior year of Social Studies Education Program

(10) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(11) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(12) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

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 element on the chart below, identify the assessment(s) in Section II that address the standard element. One assessment may be aligned to multiple NCSS standard elements and one element may be addressed within multiple assessments

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.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. **PROGRAMMATIC STANDARDS FOR INITIAL LICENSURE**

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	<input checked="" type="checkbox"/>
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Information is provided in Section I, Contextual Information

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.



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 and data reported should be required of all candidates. Assessments, scoring guides/rubrics and data charts should be aligned with the NCSS SPA standard elements. This means that the concepts in the NCSS standard elements should be apparent in the assessments and in the scoring guides/rubrics to the same depth, breadth, and specificity as in the NCSS standard elements. Data tables should also be aligned with the SPA standard elements. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 criteria [each relating to specific NCSS element(s)], then the data chart should report the data on each of the elements rather than 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 CAEP 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 provide 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/rubric 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/rubrics 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

Response to Conditions #1 narrative.docx

See the **Attachment** panel.

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 standard¹⁵, and portfolio tasks.¹¹

Provide assessment information as outlined in the directions for Section IV

See the **Attachment** panel.

(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, 2.1-2.5¹⁶, 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

See the **Attachment** panel.

(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 2.1-2.5¹³. 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 as outlined in the directions for Section IV

See the **Attachment** panel.

(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 and case studies..

Provide assessment information as outlined in the directions for Section IV

See the **Attachment** panel.

(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

See the **Attachment** panel.

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

Response to Conditions #7 narrative.docx

See the **Attachment** panel.

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

Response to Conditions #8 narrative.docx

See the **Attachment** panel.

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)

After analyzing assessment results, we were able to better interpret data and draw conclusions on the success of our candidates since the 2017 report. We are proud of the program and have continued to make improvements since our last accreditation in 2012. Upon this re-visit of data, we have also started conversations on how we will be changing program requirements based on the new NCSS C3 Framework. The information provided below outlines improvements in place based on an evaluation of data per the previous report.

Content Knowledge:

Students in the Social Studies Education program at Kutztown University demonstrate strength in their content knowledge as seen in Assessment #2 (in all required classes students received overall mean scores surpassing the minimum course mean of a "C" grade average). Students strength in content knowledge is also seen in students' content knowledge scores in Assessment #4 addendum to the PDE 430, with a vast majority of students receiving an exemplary or a superior in Category I of the Kutztown Student Evaluation Form. However, licensure test results show that our students' content knowledge as tested by the Praxis II in the area of Economics needs further improvement. In answer to this, the Secondary Education Department continues to hold conversations with Liberal Arts and Sciences professors to determine the best Economics classes for our candidates to take to prove successful on both the exam and in their teaching. It is our hope that these conversations will create a game plan to I better prepare students for the Praxis II Content Knowledge test. Evidence from these assessments is discussed and analyzed on a routine basis by social studies education faculty in the College of Education and content faculty in the College of

Liberal Arts and Sciences. First, this has prompted some actions and potential actions regarding program and policy changes. We are currently in the midst of discussing new programs of study due to changes to the general education program at Kutztown University. In addition to this motivation, the CAEP NCSS assessments we use in our program have sparked conversations regarding the content program of study. Also noted, our teacher candidates find the need to prepare significantly for the Praxis II exam.

Professional and Pedagogical Knowledge, Skills, and Dispositions:

As a result of state instituted certification changes, the Secondary Education Department is constantly re-evaluating our programs of study to include more literacy, ESL, and special education content. Recently, we have addressed the need of our candidates to obtain specific digital literacy in the program. The addition of new content in our professional and pedagogical classes should bring a wealth of new knowledge to our students, strengthening our students' professional and pedagogical skills. In summary, the data from Assessments 3, 4, and 5 have indicated our candidate's strengths and weaknesses with regard to Professional and Pedagogical Knowledge, Skill, and Dispositions. The three assessments have initiated conversations and further refinement in our coursework, in particular the aspects addressed in SEU 325: Methods of Teaching Secondary Social Studies and SEU 390/1: Student Teaching semester. The teaching of both classes will attend more to the use of social studies education research in lesson planning and the ability to differentiate according to diverse needs in the classroom. Finally, we have recently hired a new tenure track professor to teach both Social Studies Instructional Methods and to supervise our social studies student teachers. This individual is a scholar in citizenship education and well acquainted with the new NCSS Framework Standards. We have already discussed changes to the Teacher Work Sample to better align with the new standards and are energized by the work ahead of us to teach the next generation of engaged citizens in the 21st century.

Student Learning:

Improvement to Take Place

Due to the emphasis on teaching history and social science concepts in SEU 325 (Methods of Secondary Social Studies Instruction) and their reinforcement in the SEU 390/391 Seminar during candidates' student teaching experience, a re-visit of the data initially presented confirms that our students are performing consistently in regards to student performance. The Supplemental Observation Form has proven to be a solid addition to the evaluation of our candidates and their ability to teach social studies subject matter. This Form gave each candidate the opportunity to highlight one methodology and one concept from each of the Ten NCSS Thematic Standards. We believe the overall high scores in all areas are due to our attendance at the NCSS CAEP workshops and aligning our assessments directly to all Ten NCSS Thematic Standards. We continue to evaluate the ways we require our students to reflect upon their effectiveness.

Conclusion

Overall, Kutztown University of Pennsylvania has begun to make many improvements to our program as a result of our assessments. We have fine-tuned our program of studies to meet state certification, NCSS, and CAEP requirements. In addition, as we

work through a Middle States evaluation we have re-aligned student objectives in classes and have curriculum mapped our program to align with objectives. The current Social Studies program continues to build on its strong focus on all ten NCSS thematic strands. Students in the Social Studies Secondary Education program are prepared to teach through methods courses that provide a strong pedagogical foundation. The focus on Social Studies content knowledge along with the professional and pedagogical knowledge taught by the Secondary Education Department ensures our students success in the Praxis tests and more importantly, in finding teaching positions within the region, state, and nation. We look forward to continuing to improve our assessments and program as we collect this vital information and prepare for aligning our program to the NCSS C3 Framework.

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 CAEP website at <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur>**

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 CAEP website at <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur>

(Response limited to 24,000 characters.)

The following has been addressed regarding the reporting of scores for all eight assessments presented. Included in this section are the initial "Response to Conditions" comments and then a statement of how we addressed the response:

NCSS Assessment 1: State Licensure Exam

Response to Conditions #1: For Assessment 1, data tables must contain more than simple average or percentages for Praxis II results. In addition to the mean and average include to the "N" and a range of scores. Collect, analyze, and report data for a new cohort of program completers.

Response to Data Reporting: We have evaluated Social Studies licensure scores for program completers during the 2017-2018 academic year. Three data tables have been created: Table 1 showing data for the overall pass rate for social studies program completers, Table 2 showing data for the overall pass rate of test takers, including takers in other programs, Table 3 detailing the mean sub scores for program completers in social studies and Table 4 detailing the mean subscores for all test takers during this period.

NCSS Assessment 2: Assessment of Content Knowledge - Grade Point Averages and Content Analysis

Response to Conditions #2: The report of grades in Assessment 2 must be reported as data representing cohorts of program completers rather than in the semester in which candidates completed the courses. The report should contain the "N," average and

range of grades. Collect, analyze and report data for a cohort of program completers.

Response to Data Reporting:

In our previous report, we reported both grade point averages and the individual candidate grades for each of their social science concentration courses. The following chart corrects this error. Below is the data representing a cohort of program completers for the 2017-2018 academic year and how they performed in their content area classes.

NCSS Assessment 3: Lesson Unit Project

Response to Conditions #3: (Planning) require a report with scores containing the "N," average and range of grades. Collect, analyze and report data from at least one application of the assessment after it has been revised.

Response to Data Reporting:

Data was collected from the Fall 2018 semester during teacher candidate's SEU 325 Social Studies Instructional Methods course. This is the course where candidates complete a unit plan. A revised data report has been provided accounting for "N," with average and range of scores. Data has been reported based on the NCSS specific standards instead of by individual student.

NCSS Assessment 4:

Response to Conditions #4: Assessment 4 must utilize an instrument where either the cooperating teacher and/or university supervisor evaluates the candidates abilities to teach social studies. Report scores containing the "N," average and range of scores. Collect, analyze, and report data from at least one application of the assessment after it has been revised.

Response to Data Reporting:

The PDE 430 is the Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice. It is a required form that serves as a permanent record of a student teacher/candidate's professional performance evaluation. As per the Pennsylvania Department of Education, this form must be used at least twice during the 12-week (minimum) student teaching experience. The form is divided into four categories that align with the Danielson Framework for Effective Teaching. These categories are: Planning and Preparation, Classroom Environment, Instructional Delivery, and Professionalism. The PDE 430 is the observation form used by the unit (across all disciplines and for all candidates) although addenda and modifications have been made to fulfill the requirements of other Specialized Professional Associations. In its current form, the PDE 430 does not specifically measure success for teaching each specific Thematic Standard. Thus, to demonstrate the NCSS pre-service candidate's success in teaching the ten specific strands, an addendum addressing each strand was added to the original PDE 430. This addendum is used as a summative assessment at the conclusion of a candidate's student teaching experience. In-progress evaluations of a candidate's performance are used to determine summative levels of competence

in each of the NCSS Standards. This assignment was a result of the last SPA evaluation where we were asked to specifically address each NCSS Thematic Standard separately.

NCSS Assessment 5: Evidence of P-12 Student Learning - Teacher Work Sample
Response to Conditions #5: In Assessment 5, report scores containing the "N," average and range of score that illustrate candidates' impact on student learning. Collect, analyze and report data from at least one application of the assessment after it has been revised.

Response to Data Reporting: Data was collected from the Spring 2018 semester during teacher candidate's clinical experience SEU 390/391. A revised data report has been provided accounting for "N," with average and range of scores. Data has been further analyzed.

NCSS Assessment 6: Professional Portfolio

Response to Conditions #6: For all assessments, data tables should be revised to include: the Ns, averages, and ranges of scores for criterion. Analyze and interpret a new set of data for each assessment denoted above.

Response to Data Reporting: Data was collected from the Spring 2018 semester during teacher candidate's clinical experience SEU 390/391. This is the course where candidates submit their final exit portfolio. A revised data report has been provided accounting for "N," with average and range of scores. Data has been reported based on the NCSS specific standards instead of by individual student. Students are required to submit an artifact that addresses each thematic strand in their portfolio. Data has been further analyzed to reflect.

NCSS Assessment 7: Comprehensive Content Examination

Response to Conditions #7: In Assessment 7 report scores containing the "N," average and range of scores. Collect, analyze and report data from at least one application of the assessment after it has been revised.

Response to Data Reporting: Data was collected from the Fall 2018 semester during teacher candidate's SEU 325 Social Studies Instructional Methods course. This is the course where candidates complete a Comprehensive Content Exam. A revised data report has been provided accounting for "N," with average and range of scores. Data has been reported based on the NCSS specific standards instead of by individual student.

NCSS Assessment 8: Additional Assessment - History 378 Research Paper

Response to Conditions #8: To provide supplementary evidence of candidate's content knowledge for Standards 1.8 and 1.9 in Assessment 8, report scores containing the "N," average and range of grades. Collect, analyze, and report data from at least one application of the assessment after it has been revised.

Response to Data Reporting: Data was collected from the Fall 2018 semester during teacher candidate's HIS 378 Seminar in Historical Methods course. This is the course where candidates complete a research paper focusing on either Standard 1.8 or 1.9. A revised data report has been provided accounting for "N," with average and range of scores. Data has been reported based on the NCSS specific standards instead of by individual student.

Each individual assessment has been addressed according to the responses posted.

In Section I "Context," we updated section I.2 (Description of the Field and Clinical Experiences) to outline both Pennsylvania Department of Education and Kutztown University criteria for cooperating teachers in the field. In section I.6 (Faculty) of the report, we updated the section to clearly identify all faculty charged with teaching the Social Studies Methods course(s) and supervising Social Studies candidates in the field.

Please click "Next"

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