

# Program Report for the Preparation of Social Studies Teachers National Council for Social Studies (NCSS) Option A

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

## COVER SHEET

### 1. Institution Name

National Louis University

### 2. State

Illinois

### 3. Date submitted

MM DD YYYY

09 / 13 / 2016

### 4. Report Preparer's Information:

Name of Preparer:

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### 6. Name of institution's program

Secondary education

### 7. NCATE Category

Social Studies Education

### 8. Grade levels<sup>(1)</sup> for which candidates are being prepared

6-12

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

### 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**

Professional Educator License

**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 unit seeking**

- NCATE accreditation for the first time (initial accreditation)
- Continuing NCATE accreditation

**16. 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?**

- 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)**

Certification standards for Illinois public school teachers are set forth by the Illinois State Board of Education and administered by Illinois State Board of Education. To be certified as a 6-12 classroom teacher, the Illinois education code requires that all Social Studies candidates have a degree in education and maintain a grade point average (GPA) at or above 2.5 to stay in their teacher preparation programs. The final assessment for licensure is the edTPA with candidates needing at least a score of 35 to pass. Failure to pass requires another submission. If a subsequent submission does not receive a score of 35 or above, a candidate cannot receive a professional education license.

All social science teacher candidates at National-Louis University have earned a degree and completed 32 required semester credit hours in a designated social science content area. All candidates must pass student teaching and the Assessment of Professional Teaching (APT) Test in order to be certified. In addition, the NLU Social Studies teacher preparation program is approved by the State of Illinois and addresses the NCSS/NCATE Program Standards for the Preparation of Social Studies Teachers.

Following the state requirement, the Secondary Education Department developed admission/retention policies and procedures for MAT candidates. All candidates must (1) hold a Baccalaureate degree from a Regionally Accredited Institution; (2) complete the Miller Analogies Test (MAT) or the General Aptitude section of the Graduate Record Exam (GRE); (3) Receive passing scores on the Illinois Basic Skills Test and the Content Area Test; (4) Complete 32 required semester hours with no grade less than a C in an area of specialization on an official transcript(s); (5) Earn a GPA of 2.5 or higher in area of certification; (6) Earn a GPA of 3.0 in last 60 hours of coursework for full admission, while GPA's between 2.5 and 2.9 will be considered for provisional admission on an individual basis.

**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)**

Early Field Experiences  
 The Secondary Education MAT Program requires that candidates complete a minimum of 80 clock hours of classroom observation prior to Student Teaching. Classroom observations are designed to provide students with opportunities to develop and refine teaching skills. Four of the courses required for certification in Secondary Education incorporate observation hours into the class requirements.

During the first term of the certification portion of the program, candidates participate in two field experiences. The first of these experiences is integrated into the required coursework for SEC 502 - Methods and Materials for Teaching at the Secondary Level, which requires a total of 20 observation hours. In order to complete these observation hours, one or more full days of observation are pre-arranged at schools in various geographic locations after which students continue observations as needed to complete the 20 hours.

The schools at which teacher candidates observe are chosen primarily for their constructivist philosophies and learner-centered approaches, and for their success with all types of learners. Candidates meet weekly as a class with their instructor to explore issues and trends affecting teaching at the secondary level, curriculum development and integration, community building and maintenance, and the construction of disciplinary knowledge. In addition, candidates examine reform mandates and assessments, engage in discussion and critique of these policies, and practice a variety of instructional models.

A second experience, SPE 500 - Introduction to Exceptional Children and Adolescents/Special Education, provides candidates with experiences in classrooms serving students with special needs. Candidates spend a total of 15 observation hours in a special education setting, where they complete observation tasks and consider the particular educational needs of students with disabilities. This course is taken either during the first or second term of the MAT program.

During the second term in the program, teacher candidates enroll in SEC 518 - Teaching Social Studies at the Secondary Level. For this course, candidates are required to complete 30 hours of observation/teaching in a secondary classroom. As in SEC 502 and SPE 500, candidates meet weekly as a class with their instructor to share their school observations and to discuss historical, legal, philosophical, and instructional issues pertaining to the educational needs of secondary level students.

In order to document their experiences, candidates complete an observation log complete with reflection questions in conjunction with each set of observation hours. This process aims to help candidates focus their observations so as to make connections between theory and practice, draw conclusions about what seems to work in classroom settings, and collect a repertoire of strategies and approaches to classroom instruction. In addition to the logs required in both courses, candidates continue to work on their electronic portfolios and thereby meet the second benchmark of the certification portion of the MAT program.

Also during the second term, candidates are required to complete 10 hours of observation in an English Language Learners classroom. The candidate also meet weekly as a class with their instructor to share their school observations and to discuss historical, legal, philosophical, and instructional issues pertaining to the educational needs of secondary level English Language Learners.

Student Teaching is the culminating experience prior to certification and is embedded within the coursework for SEC 590E - Student Teaching in the Secondary School - Social Studies. All candidates complete a full-day, eleven-week teaching experience in a selected classroom. The dates of Student Teaching and the time spent in the classroom each day vary a little depending on the school placements, as different districts have different length school days. Candidates may start and end their experience before and/or after the official beginning and ending dates of courses on the National-Louis University calendar. Student teaching placements are made with licensed teachers of Social Studies in the school districts and are supervised by university supervisors who also hold a 9-12 teaching certification. Candidates seeking further endorsements or certification in other areas may take the necessary courses and pass the content area exams to ensure certification.

Student teaching is a transitional period during which there is a change in roles as candidates undergo a gradual assumption of teaching responsibilities over the course of eleven weeks. Ultimately, candidates are expected to assume full responsibility for preparing and teaching the same number of classes as a certified teacher in the assigned placement for a minimum of six full weeks. This take-over of instruction includes teaching five courses (with up to three different class preparations). In a school with a block schedule, a student teacher assumes responsibility for teaching three courses (with two different class preparations). It is recommended, wherever possible, that the student teacher begin to assume the responsibility of teaching the classes as soon as possible in order to experience as much teaching on her/his own. In the end, the student must complete, minimally, six weeks of the ten weeks with full responsibility for all classes.

An important component of the student teaching experience is completing and submitting the edTPA assessment portfolio, passage of which is require by the State of Illinois for licensure.

In addition to these responsibilities, student teachers are encouraged to participate in as many activities at the placement school as are allowed and as their time permits. We encourage student teachers to attend faculty meetings, parent meetings, professional development activities, and school-related community or local governance meetings. Student teachers should also take on the non-teaching duties of their cooperating teacher and participate in extracurricular activities when possible, and as the cooperating teacher deems necessary. However, none of these responsibilities should interfere with the designated five mandatory NLU seminar classes.

Placements are made in schools at which both principals and cooperating teachers welcome the new teacher as a future member of a dedicated profession of learners. This is also an opportunity for seasoned cooperating teachers to pass on their own insights, development, and expertise to the student. During the ten-weeks, the classroom teacher and the university supervisor collaborate to both mentor and evaluate the student teacher. Student teachers are assigned to exemplary cooperating and supervising teachers who mentor the student teacher on a daily basis. NLU supervisors also assess the student teacher throughout her/his student teaching experience.

As mentioned above, all candidates are assigned an NLU supervisor. Supervisors come to NLU with varied backgrounds and many years of teaching and/or administrative experience in middle/high schools throughout the United States, Latin America, and Europe. These certified supervisors often hold several advanced degrees, certifications, and hours beyond their master's degrees and even their doctorates. These supervisors' educational attainments include: the Ph.D., Ed.D., Type 73, Type 75, Type 85, Type 10, endorsements and approvals in ESL,

Reading, and Curriculum and Instruction, and additional work in specific certified areas of English, Social Sciences, Physical Science, Biological Science, Mathematics and/or Foreign Language.

The supervisor makes a minimum of four visits to the student teacher, including at least three classroom observations, and is always available to make additional visits and offer counsel by phone and e-mail. Supervisors assess goals, daily lesson plans, units and classroom.

**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. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)**

Secondary Education Course Descriptions.docx

See **Attachment** panel below.

**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 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: Secondary Social Studies		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers <sup>(2)</sup>
2015-2016	70	13
2014-2015	74	23
2013-2014	92	25

<sup>(2)</sup> 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.

### 6. 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	Cengel, Andrew
Highest Degree, Field, & University <sup>(3)</sup>	MAT in History, Northeastern Illinois University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Faculty
Faculty Rank <sup>(5)</sup>	Adjunct Professor
Tenure Track	<input type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> : List up to 3 major contributions in the past 3 years <sup>(8)</sup>	I am currently developing an urban teacher academy at Wells High School in Chicago in partnership with National Louis University and a number of other local universities. I have given a number of presentations and PDs to representatives of the partner universities and organizations as well as my colleagues at Wells. The urban teacher academy will begin in the 2010-2011 school year.
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	I am currently teaching high school social studies in a Chicago Public School. I have been at the school for 7 years and have served as both teacher and social studies department chair during that time. I am certified to teach 6th through 12th grade social studies.

Faculty Member Name	Karlin, Seymour
Highest Degree, Field, & University <sup>(3)</sup>	EdD in curriculum and instruction, University of North Texas
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Faculty, Program Chair
Faculty Rank <sup>(5)</sup>	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service	Karlin, S. and Jagla, V. (2010) Service-learning prepares teachers to meet the needs of urban learners. Information for Action: A Journal for Service-Learning Research with Children and Youth Karlin, S. and Jagla, V. (2009) Learning through democracy in action; An inquiry into the use of service-learning with graduate students. National Social Studies Supervisors Association, Vol 23, Number 2. National Council for the Social

(7):List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Studies, Fall 2009 Karlin, S. and Jaglia, V (February 2010) Service learning Prepares Teachers to Meet the Needs of Urban Learners. Presentation at Association for Teacher Educators (ATE) Conference, Chicago, IL Karlin, S. and Mitchell, D. (January 2010) Using service-learning in an alternative teacher preparation program as an avenue for meeting the needs of inner city youth. Presentation at the National Association for Alternative Certification Conference. Summerlin, NV.
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Currently working as a consultant at Wells Academy, 936 N. Ashland Ave, Chicago, IL I am working with 9-12th graders and the principal. Work has been in the area of service learning and the Urban Teaching Academy Program.

Faculty Member Name	Newman, Mark
Highest Degree, Field, & University <sup>(3)</sup>	Ph.D, History UCLA
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Elementary/Middle Level; Education
Faculty Rank <sup>(5)</sup>	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Author, Vital Witnesses: Using Primary Sources in History and Social Studies, 2014. Rowman and Littlefield Member, executive committee, Illinois Council for the Social Studies Director, Library of Congress teaching with Primary Source Project at the Federation of Independent Illinois Colleges and Universities
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Curriculum development Professional development

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

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

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

(6) 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.

(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) e.g., 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, 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 <sup>(10)</sup>	Type or Form of Assessment <sup>(11)</sup>	When the Assessment Is Administered <sup>(12)</sup>
Assessment #1: Licensure assessment, or other content-based assessment (required)	Illinois Content Area Test	State Content Area Tests 109. Social Science Economics 113. Social Science Geography 114. Social Science History 117. Social Science Political Science 118. Social Science Psychology 121. Social Science: Sociology and Anthropology	Prior to admission
Assessment #2: Content knowledge in social studies (required)	Transcript Review (32 credit hours in designations field, broad-based distribution of courses in Social Sciences, Content-Area Grade Point Average, Grade Point Average over last 60 hours of course work)	Official transcripts	Prior to admission

Assessment #3: Candidate ability to plan instruction (required)	SS Content Project—content knowledge criterion rubric  edTPA	Project  state required portfolio	Term II – Content-Area Methods Course  Term III-Student teaching
Assessment #4: Student teaching (required)	edTPA  Competency appraisal	state required portfolio  survey	Term III-Student teaching  Term III-Student teaching
Assessment #5: Candidate effect on student learning (required)	edTPA  Competency appraisal	state required portfolio  survey	Term III-Student teaching  Term III-Student teaching
Assessment #6: Additional assessment that addresses NCSS standards (required)	Candidate dispositions Competency appraisal	survey	Term II – Content-Area Methods Course Term III-Student teaching
Assessment #7: Additional assessment that addresses NCSS standards (optional)	Candidate diversity proficiencies Competency appraisal	survey	Term II – Content-Area Methods Course Term III-Student teaching
Assessment #8: Additional assessment that addresses NCSS standards (optional)	Candidate technology proficiencies Competency appraisal	survey	Term II – Content-Area Methods Course Term III-Student teaching

(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 on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NCSS standards.

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

governance.									
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.	✓	✓	✓	□	□	□	✓	□	
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.	✓	✓	✓	□	□	□	✓	□	
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.	✓	✓	✓	□	□	□	✓	□	
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.	✓	✓	✓	□	□	□	✓	□	

**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.	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓
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	✓	✓	✓	✓	✓	✓	✓	✓

**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.	✓
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 should be required of all candidates. Assessments and scoring guides and data charts 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. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(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 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 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 provides 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 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 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.<sup>13</sup> 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

Q35954\_assessment1.docx

See **Attachment** panel below.

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(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.

**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,<sup>14</sup> 3.1, and 3.2. Examples of assessments include comprehensive examinations, course grades where the course is appropriate to a standard<sup>15</sup>, and portfolio tasks.<sup>11</sup>

Provide assessment information as outlined in the directions for Section IV

Q35955\_Assessment\_two.docx

See **Attachment** panel below.

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(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, 2.1-2.5<sup>16</sup>, 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

Q35956\_assessment\_three.docx

See **Attachment** panel below.

(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 2.1-2.5<sup>13</sup>. 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

Q35957\_assessment\_four\_.docx

Competency appraisal student teaching.docx

See **Attachment** 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 2-1-2.5<sup>14</sup>. 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

Q35958\_assessment\_five.docx

See **Attachment** 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 as outlined in the directions for Section IV

Q35959\_assessment\_six\_datachart\_dispositions.docx

Q35959\_assessment\_six.docx

See **Attachment** 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 as outlined in the directions for Section IV

Q35960\_assessment\_seven\_datchart\_diversity.docx

Q35960\_assessment\_seven.docx

See **Attachment** 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 as outlined in the directions for Section IV

Q35961\_assessment\_eight\_datachart\_technology.docx

Q35961\_assessment\_eight.docx

See **Attachment** panel below.

## 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)

The National Louis University (NLU) Secondary Education program is dynamic. It is continuously reviewed and revised as needed to meet external and internal needs. The assessments provide important data to evaluate what the program is doing well and to identify areas needing attention as well as to help make revisions due to changes in standards and conditions in the field. An important consideration is that ongoing scholarship has added new content and new interpretations of that content. Similarly, scholarship in education and reform trends are changing our views of teacher preparation as well as of teaching and learning.

A major purpose of the assessment discussed in this report is to provide information on how well we are keeping up with the new developments and changes. An obvious example is the edTPA assessment candidate must pass to receive a professional educator license in Illinois. The assessment data indicates that we were already doing most of what the edTPA required. The big distinction was that the edTPA required things done somewhat differently than we had been doing, so adjustments were made.

Similarly, the advent of the C3 Framework and the development of new social science standards in Illinois based on those standards required assessing how well our program met these new requirements. The assessments provided important data to ensure we were in the right track. The assessments provide the context and the content needed to examine the Secondary Education Social Studies program to ensure it meets new standards and new requirements.

What we have learned is that the ongoing general development of the program has been in tune with the changes. As a result, candidates receive a high quality teacher preparation course of study that prepares them to enter the social studies classroom with the knowledge, skills, and dispositions professional educators need to ensure all students learn to the best of their ability so they can become competent, active citizens.

The two major findings are that the NLU Secondary Education Social Studies Program does prepare candidates to be effective teachers and that it does this in part by meeting the NCSS standards. Each year, the social studies program is evaluated using the assessments discussed in this report. The reports are closely received by program and other faculty and administrators to identify areas of strength and areas needing improvement.

Regarding content knowledge, standards 1.0-1.10, the findings indicate that admission requirements related to transcript review and the state content system help ensure our candidates enter the program with the content knowledge needed to pursue a teacher preparation program. One finding of the transcript review is that many applicants do not have that necessary content background, so we may be eliminating potential excellent teachers from the program. In addition, the ever-growing literature on social studies content areas means more can be provided our candidates to ensure they can maintain a high level of content understanding. To provide opportunities for applicants and accepted candidates to improve their content knowledge, program faculty will create an array of workshops and courses on selected topics related to the core areas of social studies: civics (political science), economics, geography, history, and social sciences. While the focus is on content knowledge, the course development process will be guided by the C3 Framework, the Illinois social studies standards, and likely the new NCSS standards. The goal is to have offerings in place by September 2017 if not earlier. In this instance, the assessments pointed out a need that we can quickly address.

Knowing content is one thing, being able to apply what is known in the classroom is something else. The primary thrust of the Secondary Education Social Studies program is to prepare teachers:

- . who can apply that knowledge effectively to all students;
- . who understand and can practice pedagogy based on recent scholarship and assessments because they possess the needed planning, instruction, and assessment; and
- . who have the disposition qualities of an effective professional educator.

Most of the assessments focus on this aspect of the standards. What follows largely applies to standards 3.1 and 3.2. The assessments focus on general aspects of teaching and learning but also stress specific areas such as dispositions, technology, and diversity. Regarding the general aspects of teaching. The edTPA and the competency appraisals show that the overwhelming majority of candidates are being well-prepared to enter the classroom as a social studies teacher. All candidates passed the edTPA and both university supervisors and cooperating teachers scored candidates at high levels of proficiency and distinction. In terms of planning, instruction, and assessment, candidates have performed well on both assessments indicating the NCSS standards 3.1 and 3.2 are met. The results indicate candidates have improved student learning during their student teaching. But not every candidate has performed at the highest levels. Equally important, passing edTPA is one thing but achieving highest level of passing requires the attention program faculty.

Based on the assessments over the last two years, several revisions have already occurred. The teacher preparation core of the Secondary Education Program consists of three courses: introduction to secondary educations, discipline-based methods/practicum, and student

teaching. In response to edTPA and competency appraisal scores, effort have been made to make stronger connections among the course so that a progressive learning sequence occurs over the three courses. Unit plan assessment also have played a role here. For example, more emphasis has been placed on planning in the introduction course. The inquiry method is introduced in the introduction course, focusing on Understanding by Design. A small unit is developed in that course. In the methods/practicum, candidates develop a unit, preferably connected to lessons they will teach in the practicum that acts as a mini-edTPA. Student teaching provides a third practice for unit planning. A similar process guides lesson planning. In this way, the program faculty responded to the trends toward inquiry-based learning and findings from the assessments.

To enhance inquiry-based learning preparation, the plan is to increase the stress on primary source analysis as part of the learning process. Instruction on accessing and using primary sources in the classroom will become a larger part of the methods course in Fall 2016. Another development is having candidates do their practicum and student teaching in the same school and classroom. Being candidates in the same school and classroom for two terms, candidates get to know the school, the curriculum, the students, and the community better. The connected placement also reflects conditions they will face while teaching.

The assessments also focus specifically on technology, diversity, and dispositions. In this case, the competency appraisal scores show candidates can use technology effectively, possess good dispositions related to teaching, and can plan and implement instruction for all students. To gain a better sense of candidate capability, program faculty will develop more assessment instruments related to these areas. On one hand, rubrics will be developed to assess all three areas throughout the program. Part of the assessment will be reflective essays written by candidates at pertinent times in the program, such as the beginning and end of each course that asks them to state their ideas and also to evaluate how they have progressed over time.

The last category is student learning. The edTPA assessment is an effective tool to see how the candidates are affecting student learning. The scores show most candidates offer effective instruction. The competency appraisal also addresses this area. Since the edTPA is a new assessment, program faculty will study the results and then develop plans to address any issues. Program faculty also will be developing ways to improve our ability to assess how candidates affect student learning through reflective essays, collect of artifacts, and from field experience observations.

The above discussion shows that the assessment results play a major role in strengthening the NLU Secondary Education Social Studies Program. The discussion has indicated that while the program does provide candidates with effective preparation to become a professional educator, continuous assessment and improvement are integral to the work of program faculty and administrators.

## 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 NCATE web site at <http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/RevisedProgramReports/tabid/453/Default.aspx>**

**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 NCATE web site at <http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/ResponseToConditionsReport/tabid/454/Default.aspx>**

**(Response limited to 24,000 characters.)**

**Please click "Next"**

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