

NATIONAL RECOGNITION REPORT

Initial Preparation of Social Studies Teachers (2004 Standards)

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

COVER PAGE

Name of Institution

Clarion University of Pennsylvania

Date of Review

MM DD YYYY

08 / 01 / 2018

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program Covered by this Review

Social Studies Education

Grade Level⁽¹⁾

7-12

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

Program Type

First Teaching License

Award or Degree Level(s)

- Baccalaureate
- Post Baccalaureate
- Master's

PART A - RECOGNITION DECISION

SPA decision on national recognition of the program(s):

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

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

The program meets or exceeds SPA benchmarked licensure test data requirement, if applicable:

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

Comments, if necessary, concerning Test Results:

Test results include 3 cycles of data disaggregated by candidate and aligned to NCSS standards. The pass rate was 79.4%, just shy of the required 80%.

Summary of Strengths:

EPP is committed to continuous improvement, acknowledges weak areas and outlines plans for future programmatic improvements to impact candidate performance.

PART B - STATUS OF MEETING SPA STANDARDS

THEMES

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

Met



Met with Conditions



Not Met



Comment:

The EPP presented three cycles of Praxis data disaggregated by candidate and NCSS Standards. An additional application of data for Assessments 3, 5 and 6 was presented as requested although the n was 2. An additional application of data was presented as requested for Assessment 4 although the n was 2. Assessment 4 is disaggregated, but the alignment to the 2004 NCSS standards (under which this program is submitted) is unclear as Table 2 references the 2017 Standards. It is clear, however, that the candidates were teaching social studies.

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

Met



Met with Conditions



Not Met



Comment:

See Standard 1.1

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

Met



Met with Conditions



Not Met



Comment:

See Standard 1.1

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

Met



Met with Conditions



Not Met



Comment:

See Standard 1.1

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

Met



Met with Conditions



Not Met



Comment:

See Standard 1.1

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

Met



Met with Conditions



Not Met



Comment:

See Standard 1.1

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

Met Met with Conditions Not Met

Comment:

See Standard 1.1

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

Met Met with Conditions Not Met

Comment:

See Standard 1.1

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

Met Met with Conditions Not Met

Comment:

See Standard 1.1

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

Met Met with Conditions Not Met

Comment:

See Standard 1.1

2.0 SOCIAL SCIENCE DISCIPLINES

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

Met Met with Conditions Not Met Not Applicable

Comment:

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

Met Met with Conditions Not Met Not Applicable

Comment:

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

Met Met with Conditions Not Met Not Applicable

Comment:

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

Met Met with Conditions Not Met Not Applicable

Comment:

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

Met Met with Conditions Not Met Not Applicable

Comment:

3.0 PROGRAMMATIC STANDARDS FOR INITIAL LICENSURE

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

Met Met with Conditions Not Met

Comment:

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

Met Met with Conditions Not Met

Comment:

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content.

The EPP presented three cycles of Praxis data disaggregated by candidate and NCSS Standards as requested.

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

An additional application of data for Assessments 3, 5 and 6 was presented as requested although the n was 2. An additional application of data was presented as requested for Assessment 4 although the n was 2. Assessment 4 is disaggregated, but the alignment to NCSS standards is unclear as Table 2 references Standards 1-5c (See comment for Standard 1.1.)

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

An additional set of data for Assessment 5 was presented as requested although the n was 2 and the assessment was new.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

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

EPP presents narrative on decisions made tied to program evidences, but notes that with an n of 2, specific decisions tied to candidate outcome data are not possible.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

Continue to follow up on data with new assessments. As numbers increase, continue to evaluate trends and outcomes. Monitor Praxis data to remain at or above 80%.

PART F - ADDITIONAL COMMENTS

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


None.

F.2. Concerns for possible follow-up by the CAEP site visitors:

None.

PART G - DECISIONS

Decision

-  National Recognition. The program is recognized through the semester and year of the provider's next CAEP accreditation decision in 5-7 years. The Recognition Report will serve as program level evidence for the accreditation cycle it has been initiated. To retain recognition and to gather new evidence for the next accreditation cycle, another program report must be submitted mid-cycle 3 years in advance of the next scheduled accreditation visit. The program will be listed as Nationally Recognized through the semester of the next CAEP accreditation decision on websites and/or other publications of the SPA and CAEP. The institution may designate its program as Nationally Recognized by the SPA, through the semester of the next CAEP accreditation decision, in its published materials. Please note that once a program has been Nationally Recognized, it may not submit another report addressing any unmet standards or other concerns cited in the recognition report.

Please click "Next"

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