

**Program Report for the  
Preparation of Social Studies Teachers  
National Council for Social Studies (NCSS)**

**NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION**

**C O V E R   S H E E T**

**Institution**    University of Arkansas at Little Rock                      State AR

**Date submitted**    March 15, 2013

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**Program documented in this report:**

**Name of institution's program (s)** Graduate Secondary Education

**Grade levels for which candidates are being prepared** 7-12

**Degree or award level** M.Ed.

**Is this program offered at more than one site?**     **Yes**                       **No**

    If yes, list the sites at which the program is offered \_\_\_\_\_

**Title of the state license for which candidates are prepared**

Social Studies

**Program report status:**

- Initial Review**
- Response to a Not Recognized Decision**
- Response to National Recognition With Conditions**
- Response to a Deferred Decision**

**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

### **Description of any state or institutional policies that may influence the application of NCSS standards.**

The Arkansas Legislature has required that any public higher education institution licensing secondary social studies teachers to pass the national accrediting association and be NCATE accredited.

The University of Arkansas at Little Rock has a graduate secondary education program that is designated to prepare candidates for secondary school licensure in the content areas, and social studies is one of these content areas for licensure. Arkansas candidates who wish to be licensed as social studies educators through the University of Arkansas at Little Rock’s graduate secondary education program are required to successfully complete all program requirements, including passing scores on the Praxis II exams (content and pedagogy).

### **Description of the field and clinical experiences required for the program.**

During the field experiences and internship, candidates are expected to demonstrate application of each of the NCSS standards. These experiences are considered as one form of performance assessment by the secondary faculty at UALR. Therefore, the field experiences and internship will be listed as performance for each standard.

During 60 clock hours as pre-professional teachers (30 hours per practicum course: 7103, and 7106), candidates observe social studies classes, assist with paperwork and other teaching duties, and teach the application of social science concepts in at least 4 lessons. Each of the 4 lessons the candidate teaches during the practicum experience is written with the lesson objectives specifically aligned to the Arkansas frameworks and the NCSS standards. In addition, the candidate must show in the lesson plan how the NCSS standards are being met through the lesson’s activities.

Type of Field Experience	Required hours of observation	Number of Supervised Evaluations
Pre-professional Field Experience (SCED 7103)	<b>30</b>	<b>2</b>
Pre-professional Field Experience (SCED 7103)	<b>30</b>	<b>2</b>
Internship	<b>480</b>	<b>4</b>
<b>Total</b>	<b>540</b>	<b>8</b>

The candidate is observed and evaluated by the social studies university supervisor, and the social studies classroom mentor teacher using two evaluation forms: Pathwise Plus (Appendix A), and The Social Studies Pre-pro / Intern Evaluation field form (Appendix B). The Social Studies Pre-pro / Intern Evaluation form is specifically designed to measure how well the candidate addresses each of the ten (10) NCSS standards.

Following each of the 4 lessons, the candidate, the social studies university professor, and the social studies classroom mentor teacher meet and discuss the two assessment forms (Pathwise Plus, and the Social Studies Pre-pro / Intern Evaluation field forms) and identify areas of strength and areas needing improvement. In addition, the candidate is asked to write a reflective paper following each of the 4 lesson presentations as a self assessment of how well the lesson objectives were met and what might be done to improve the lesson / presentation.

The Pathwise Plus, and the Social Studies Pre-pro / Intern Evaluation field forms are returned to the social studies university supervisor where all forms (each semester) are aggregated to assess the

effectiveness of candidate performance in meeting the State of Arkansas's teacher licensure standards, and the ten (10) NCSS standards.

**Internship:** Candidates complete a full-semester internship in secondary social studies. Typically, interns teach one or more classes at least 12 weeks and are required to teach the full load for 6 weeks. Throughout the semester candidates have the daily supervision and counsel of an experienced social studies teacher. The intern is responsible for developing and retaining a portfolio of lesson plans written by the intern during the internship. Each lesson is written with the lesson objectives specifically aligned to the Arkansas frameworks and the NCSS standards. In addition, the intern must show in the lesson plan how the NCSS standards are being met through the lesson's activities.

The intern is formally evaluated at least four (4) times during the internship by the social studies university supervisor, and the social studies classroom mentor teacher using two evaluation forms: Pathwise Plus, and The Social Studies Pre-pro / Intern Evaluation field form. The Social Studies Pre-pro / Intern Evaluation form is specifically designed to measure how well the candidate addresses each of the ten (10) NCSS standards.

Following each observed lesson, the intern, the social studies university professor, and the social studies classroom mentor teacher meet and discuss the two assessment forms (Pathwise Plus, and the Social Studies Pre-pro / Intern Evaluation field forms), review the intern's lesson plan portfolio, and identify areas of strength and areas needing improvement. In addition, the intern is asked to write a reflective paper following each observed lesson by the social studies university supervisor. The reflective paper is a self-assessment of how well the lesson objectives were met and what might be done to improve the lesson / presentation.

The Pathwise Plus, and the Social Studies Pre-pro / Intern Evaluation field forms are returned to the social studies university supervisor where all forms (each semester) are aggregated to assess the effectiveness of intern performance in meeting the State of Arkansas's teacher licensure standards, and the ten (10) NCSS Standards.

#### **Description of the criteria for admission, retention, and exit from the program.**

Admission to the program requires a bachelor's degree from an NCATE accredited program of higher learning with a content area, such as social studies. The social studies advisor reviews all applicant's transcripts for social studies prerequisites (attached). A candidate with deficient social studies prerequisites must complete all prerequisites prior to degree completion. Candidates must have a minimum cumulative GPA of 2.75, or a 3.0 in the last 60 hours, or have a 3.0 in content courses, and have passing scores on the Praxis I for reading, writing, and arithmetic, and the recommendation of the program faculty to be admitted without condition. Conditional admission is for candidates who have a cumulative GPA between a 2.5 and 2.74. A candidate seeking conditional admission must pass the GRE and the Praxis I for reading, writing and arithmetic and have faculty approval to enter the program.

Retention to the program requires candidates to maintain a 3.0 GPA with no grades below a B. If a candidate's GPA falls below a 3.0, the student is placed on academic probation for one semester and given the opportunity to raise his / her GPA. A student awarded a grade below a B is required to retake the course.

A candidate is awarded a master's degree in secondary education upon completion of:

- A minimum of 36 hours from the program of study (Appendix C),
- Completion of all social studies prerequisites (Appendix D)

- Passing scores on the program portfolio defense and SPA portfolio defense.
- Passing scores on all Praxis II content exams and pedagogy exams.

**Description of the relationship<sup>1</sup> of the program to the unit’s conceptual framework.**

The conceptual framework for the graduate secondary education program is the same as the conceptual framework for the College of Education at the University of Arkansas at Little Rock and aligns with the Arkansas Teacher Licensure Standards.

The mission of the University of Arkansas at Little Rock College of Education is to promote and strengthen the professional development of individuals concerned with education and human resource development in a variety of settings such as schools, colleges and universities, private and corporate organizations, and government agencies. We strive to develop professionals who use state of the art methodologies and technologies.

The mission of the University of Arkansas at Little Rock College of Education is to promote and strengthen the professional development of individuals concerned with education and human resource development in a variety of settings such as schools, colleges and universities, private and corporate organizations, and government agencies. We strive to develop professionals who use state of the art methodologies and technologies. The conceptual framework for the College of Education at the University of Arkansas at Little Rock is “Leaders in Learning demonstrate Communication, Specialized Expertise, Professional Development and a strong commitment to diversity in competency, disposition and behavior.”

The Arkansas Teacher Licensure Standards are:

**Standard #1:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students can link the discipline(s) to other subjects.

**Standard #2:** The teacher plans curriculum appropriate to the students, to the content, and to the course objectives.

**Standard #3:** The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.

**Standard #4:** The teacher exhibits human relations skills which support the development of human potential.

**Standard #5:** The teacher works collaboratively with school colleagues, parents / guardians, and the community to support students’ learning and well being.

The relationship of the graduate secondary education program to the college’s conceptual framework is reflected in the program’s learning outcome goals for each student. The graduate secondary education program has two sets of standards for which it is held accountable to: the Arkansas Teacher Licensure Standards, and the Specialize Professional Association Standards (SPAs). The

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<sup>1</sup> The response should describe the program’s conceptual framework and indicate how it reflects the unit’s conceptual framework

program goals listed below are used to meet each set of required standards. In addition to these two sets of standards, we are responsible for preparing our students to succeed in passing the Praxis III performance assessment which is based on ETS's Pathwise observation system.

Program goals include:

1. (Content) The student understands the central concepts, tools of inquiry and structures of the discipline(s) he or she will be licensed to teach and can link the disciplines to each other.
2. (Planning) The student plans and evaluates curriculum appropriate to the students, to the content, and to the course objectives.
3. (Instruction) The student plans and conducts instruction effectively using knowledge of human growth and development and learning theory and responding to the needs of the students.
4. (Human relations) the student exhibits human relations skills that support the development of human potential.
5. (Professionalism) The student works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being.
6. (Research & technology) the student has foundations and dispositions in research, problem solving, reflective thinking and technology for lifelong learning.
7. (Professional Ethics) Program faculty will interview each candidate prior to admission and assess the candidate's dispositions to the field of education.
8. (Diversity) the candidate communicates effectively with diverse populations, believing that all children can learn at high levels and persists in helping all children achieve success

**Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system<sup>2</sup>.**

The assessment plan for the M.Ed. program consists of two parts:

1. The assessment of individual skills and knowledge of students. The progress of students toward completion of degrees will be will be evaluated both through the demonstration of required skills and knowledge and through completion of coursework. All students will be required to complete 36 hours. Students who enter without prerequisites skills, who choose courses that do not assess appropriate skills or who progress slowly may require more than 36 hours.
2. Program assessment including a review of overall progress of students and additional data on program effectiveness from area schools.

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

## 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.

	Name of Assessment <sup>3</sup>	Type or Form of Assessment <sup>4</sup>	When the Assessment Is Administered <sup>5</sup>
1	Praxis II Scores sub-scores for Social Studies Analytical Essay; Content Knowledge	State Licensure Test	Prior to degree completion
2	GNCSS Course Prerequisites	Transcript analysis	Admissions to the program
3	GNCSS Ability to Plan	Comprehensive rubric in Portfolio for planning standards	During required courses culminating with the NCSS end of program portfolio defense
4	GNCSS Ability to Teach	Comprehensive rubric in Portfolio for teaching standards	NCSS end of program portfolio defense
5	GNCSS Ability to Assess	Comprehensive rubric in Portfolio for assessing standards	NCSS end of program portfolio defense
6	Social Studies Methods Grade	Course grade	During required course: Specialized Methods of Instruction (SCED 7202)
7	Standards 1.7 & 1.8 Evidence This is a new rubric with no evidence yet	Project	NCSS end of program portfolio defense
8	Citizenship Evidence This is a new rubric with no evidence yet	Project	NCSS end of program portfolio defense

<sup>3</sup> Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

<sup>4</sup> Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

<sup>5</sup> 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.

NCSS STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II			
<b>THEMES</b>				
<b>1.1 Culture and Cultural Diversity.</b> 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.	X#1 X#5	X#2 X#6	X#3 #7	X#4 #8
<b>1.2 Time, Continuity, and Change.</b> 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.	X#1 X#5	X#2 X#6	X#3 #7	X#4 #8
<b>1.3 People, Places, and Environment.</b> 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.	X#1 X#5	X#2 X#6	X#3 #7	X#4 #8
<b>1.4 Individual Development and Identity.</b> 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.	X#1 X#5	X#2 X#6	X#3 #7	X#4 #8
<b>1.5 Individuals, Groups and Institutions.</b> 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.	X#1 X#5	X#2 X#6	X#3 #7	X#4 #8

NCSS STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II			
<p><b>1.6 Power, Authority, and Governance.</b> 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.</p>	X#1 X#5	X#2 X#6	X#3 #7	X#4 #8
<p><b>1.7 Production, Distribution, and Consumption.</b> 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.</p>	X#1 X#5	X#2 X#6	X#3 X#7	X#4 #8
<p><b>1.8 Science, Technology and Society.</b> 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.</p>	#1 X#5	X#2 X#6	X#3 X#7	X#4 #8
<p><b>1.9 Global Connections.</b> 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.</p>	#1 X#5	X#2 X#6	X#3 #7	X#4 #8
<p><b>1.10 Civic Ideals and Practices.</b> 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.</p>	X#1 X#5	X#2 X#6	X#3 #7	X#4 X#8



## SECTION IV—EVIDENCE FOR MEETING STANDARDS

### #1 (Required)-CONTENT KNOWLEDGE:

Assessment #1 The Praxis II Content Knowledge. -

**Description of the assessment:** The Praxis II is required for teacher licensure in Arkansas. This program requires candidates to report Praxis II scores for social studies content knowledge, analytical essay and social studies content knowledge sub-scores as a requirement for graduation. Scores are analyzed each semester for program performance.

Arkansas' required passing score for the Content Knowledge is 155 and for the Analytical Essay is 140. Table 1 below contains composite scores for content knowledge and the analytical essay for each candidate completing the program over the past three years. Beginning in 2011, candidates are able to take two different social studies praxis content exams. The new exam combines the US History and World History Analytical Essay.

#### **Analysis:**

*Analytical Essay (standard 2):* Candidate's scores on the Analytical Essay for 2008 to 2009 range from 140 to 175; for 2009 to 2010 the range is from 140 to 160 for 2010-2011 the range is from 140-155, and the range for 2011-2012 is 150 to 168 for 3 candidates and an average of 13 out of 18 for three candidates.

*Content Knowledge (standards 1, 2, 3, 4, 5, 6, 7, & 10):* Candidate's scores for Content Knowledge for social studies on the Praxis II for 2008 to 2009 range from 157 to 192 for 2009 to 2010 the range is from 155 to 190; for 2010-2011 the range is from 154-175, and the range for 2011-2012 is 158 to 175.

#### *Content Knowledge sub-score mean scores:*

*U.S. History (standard 2):* Our candidates have a mean score of 21.25 (2008 – 2009) and 20.78 (2009 – 2010) and 17.14 (2010-2011) and 15.3 (2011-2012) on the social studies content knowledge sub score rubric for U.S. History.

*World History (standard 2):* Our candidates have a mean score of 22.25 (2008 – 2009) and 19.44 (2009 – 2010) and 16.74 (2010-2011) and 15.7 (2011-2012) on the social studies content knowledge sub score rubric for World History.

*Government and Civics (standards 6 and 10):* Our candidates have a mean score of 16.75 (2008 – 2009) and 15.78 (2009 – 2010) and 13.17 (2010-2011) and 16.17 (2011-2012) on the social studies content knowledge sub score rubric for government and civics.

*Geography (standard 3):* Our candidates have a mean score of 14.75 (2008 – 2009) and 13.44 (2009 – 2010) and 11.37 (2010-2011) and 8.83 (2011-2012) on the social studies content knowledge sub score rubric for geography.

*Economics (standard 7):* Our candidates have a mean score of 12.75 (2008 – 2009) and 12.33 (2009 – 2010) and 10.77 (2010-2011) and 10 (2011-2012) on the social studies content knowledge sub score rubric for economics.

*Behavior Science (standards 1, 4, and 5):* Our candidates have a mean score of 10.25 (2008 – 2009) and

8.33 (2009 – 2010) and 8.41 (2010-2011) and 8.67 (2011-2012) on the social studies content knowledge sub score rubric for behavior science.

**Interpretation of the data:** *Analytical Essay (standard 1.2):* For the analytical essay, as measured by the Praxis II, our candidates are proficient.

*Content Knowledge (standards 1, 2, 3, 4, 5, 6, 7, & 10):* Content knowledge sub scores (Table 1) suggest that our candidates are within a proficient range per identified NCSS standard. Therefore for content knowledge, as measured by the Praxis II, our candidates are proficient. NCSS standards 1.8 and 1.9 are assessed in requirement #6 of this document

**Table 1: Praxis II data disaggregated by student: \*\* = data not provided by**

Program Completers		Praxis II Content Exams		Sub Scores					
		Composite Scores	US Hist	World Hist	Gov't & Civics	Geog	Econ	Beh Sci	
2008-2009	Praxis Exam								
	1	SS Content Knowledge	192	23/28	24/28	19/21	18/20	15/20	13/13
		SS Analytical Essays	175	8/10	10/10				
	2	SS Content Knowledge	190	23/29	25/29	18/21	15/19	13/19	9/13
		SS Analytical Essays	170	9/10	7/10				
	3	SS Content Knowledge	179	24/29	26/29	16/21	14/19	9/19	10/13
		SS Analytical Essays	165	9/10	7/10				
	4	SS Content Knowledge	157	15/29	14/29	14/21	12/19	14/19	9/13
		SS Analytical Essays	140	4/10	6/10				
		Averages		21.25	22.25	16.75	14.75	12.75	10.25
2009-2010	Praxis Exam								
	1	SS Content Knowledge	161	19/29	20/29	14/21	11/19	11/19	7/13
		SS Analytical Essays	140	5/10	5/10				
	2	SS Content Knowledge	191	27/29	27/29	20/21	13/19	16/19	9/13
		SS Analytical Essays	155	8/10	6/10				
	3	SS Content Knowledge	160	23/29	13/29	15/21	13/19	10/19	7/10
		SS Analytical Essays	150	6/10	7/10				
	4	SS Content Knowledge	164	16/29	22/29	14/21	16/19	8/19	6/13
		SS Analytical Essays	160	8/10	7/10				
	5	SS Content Knowledge	155	18/29	15/29	11/21	14/14	14/19	10/13
		SS Analytical Essays	145	**	**				
	6	SS Content Knowledge	177	22/28	18/29	17/21	18/20	10/19	10/13
		SS Analytical Essays	150	6/10	5/10				
	7	SS Content Knowledge	173	20/28	14/29	17/21	14/20	14/19	9/13
		SS Analytical Essays	155	9/10	4/10				
	8	SS Content Knowledge	181	20/28	22/27	16/21	12/18	14/20	8/11
		SS Analytical Essays	150	4/10	6/10				
	9	SS Content Knowledge	190	22/29	24/29	18/21	16/19	14/19	9/13
		SS Analytical Essays	160	8/10	7/10				
	Averages		20.78	19.44	15.78	13.44	12.33	8.33	

**Table 1: Praxis II data disaggregated by student: \*\* = data not provided by**  
(continued)

2010-2011		Praxis Exam						
1	SS Content Knowledge	157	17/28	18/29	11/21	9/20	7/19	9/13
	SS Analytical Essays	140	4/10	4/10				
2	SS Content Knowledge	175	23/28	16/27	15/21	13/18	11/20	8/11
	SS Analytical Essays	145	4/10	4/10				
3	SS Content Knowledge	159	13/28	18/27	16/21	10/18	10/20	5/11
	SS Analytical Essays	140	4/10	4/10				
4	SS Content Knowledge	157	15/28	13/27	12/21	12/18	11/20	6/11
	SS Analytical Essays	140	3/10	5/10				
5	SS Content Knowledge	154	13/28	41/242	10/21	13/20	9/19	10/13
	SS Analytical Essays	140	6/10	4/10				
6	SS Content Knowledge	176	19/28	21/29	15/21	18/19	15/19	9/13
	SS Analytical Essays	150	8/10	4/10				
7	SS Content Knowledge	157	**	**	**	**	**	**
	SS Analytical Essays	155	**	**				
8	SS Content Knowledge	157	**	**	**	**	**	**
	SS Analytical Essays	140	**	**				
Averages			17.14	16.74	13.17	11.37	10.77	8.41
2011-2012		Praxis Exam	US Hist	World Hist	Gov't & Civics	Geog	Econ	Beh Sci
1	SS Content Knowledge	171	14/18	13/18	17/18	8/13	9/13	10/10
	SS Analytical Essays	10/18						
2	SS Content Knowledge	171	11/18	13/18	15/18	10/13	10/13	7/10
	SS Analytical Essays	14/18						
3	SS Content Knowledge	168	14/23	14/24	20/24	7/18	12/17	10/13
	SS Analytical Essays	165	8/10	8/10				
4	SS Content Knowledge	158	18/29	18/29	14/21	11/19	6/19	4/13
	SS Analytical Essays	150	7/10	4/10				
5	SS Content Knowledge	175	14/18	13/18	16/18	8/13	10/13	9/10
	SS Analytical Essays	15/18						
6	SS Content Knowledge	171	20/29	23/29	15/19	9/19	13/19	12/13
	SS Analytical Essays	150	7/10	6/10				

**#2 (Required)-CONTENT KNOWLEDGE:**

Assessment #2 – Transcript Analysis provides evidence that the social studies advisor evaluates each candidate’s transcript to determine the level of preparedness using the prerequisite evaluation form (Appendix D) of each candidate as related to the NCSS standards. This form is aligned specifically to NCSS standards 1.1 through 1.10.

Table 2: Candidate Content Area GPA per Transcript Analysis, and Table 3: Candidate Grades per Content Area per Transcript Analysis to represent our candidate’s strength in social studies content knowledge per NCSS standard.

**Description of the assessment:** Transcript analysis is done using a prerequisite evaluation form prior to a candidate’s admission to the program. The prerequisite evaluation form (Appendix (D)) is used to assess content knowledge preparedness of a candidate entering the graduate secondary education program for

social studies. Candidates who are deficient in social studies content courses must complete all deficiencies prior to degree completion in order to be recommended for licensure. Candidates who lack no more than 12 hours of prerequisite content course as identified through the transcript analysis may complete these courses concurrently while in the program. A candidate who must fulfill more than 12 hours of prerequisite content courses, he or she must complete the specified prerequisite content course hours above 12 hours before being admitted to the program. The social studies advisor must approve all prerequisite content courses a candidate may take to fulfill the prerequisite(s) and the candidate must earn a C or better in each content course to fulfill this requirement.

Table 2 aggregates each candidate's content GPA in each area associated with the social studies discipline. Table 2 is aligned with the Prerequisite Evaluation form (Appendix D). It should be noted that psychology, sociology, and anthropology are groups together as a requirement on the prerequisite evaluation form.

**Table 2: Candidate Content Area GPA**

2008-2009										
Candidate	NCSS Standards	1	2	3	4					
HIST	1.2	3.29	3.84	3.8	3.63					
PLSC	1.6 & 1.10	3.5	3.67	4	4					
GEOG	1.1, 1.3, & 1.9	4	3	-	3					
ECON	1.7	4	2	-	3					
PSYC	1.1, 1.4, & 1.5	3	4	-	4					
SOCI	1.1, 1.4, & 1.6	3.83	3	4	4					
ANTH	1.1, 1.4, & 1.7	2.5	-	4	-					
2009-2010										
Candidate	NCSS Standards	1	2	3	4	5	6	7	8	9
HIST	1.2	2.75	3.11	3.17	3.57	3.47	3.33	3.8	4	3.8
PLSC	1.6 & 1.10	3.25	3.33	3	3	3	3	3.83	3.88	3.5
GEOG	1.1, 1.3, & 1.9	3.5	3	3	3.5	4	2	4	4	2.5
ECON	1.7	3	3	3	1.5	4	4	3	3	1
PSYC	1.1, 1.4, & 1.5	2.5	2.25	-	2	4	3	4	4	4
SOCI	1.1, 1.4, & 1.6	-	4	3.6	2	3	-	-	4	4
ANTH	1.1, 1.4, & 1.7	-	4	-	-	3	-	4	-	-
2010-2011										
Candidate	NCSS Standards	1	2	3	4	5	6	7	8	
HIST	1.2	3.83	2.73	2.6	2.78	4	3.75	3.08	3.6	
PLSC	1.6 & 1.10	2.54	3.5	3	2.5	4	3	4	4	
GEOG	1.1, 1.3, & 1.9	4	4	4	2.5	4	3	3	4	
ECON	1.7	4	3	3	2	4	3	2.5	3	
PSYC	1.1, 1.4, & 1.5	2.5	3	2	-	4	4	-	2.67	
SOCI	1.1, 1.4, & 1.6	3.14	-	2	3	4	4	4	-	
ANTH	1.1, 1.4, & 1.7	-	-	-	3.5	-	-	3.33	-	

2011-2012							
Candidate	NCSS Standards	1	2	3	4	5	6
HIST	1.2	4	3.5	3.67	3.4	4	3.85
PLSC	1.6 & 1.10	4	3.8	4	3.4	4	4
GEOG	1.1, 1.3, & 1.9	4	3	4	4	4	2.5
ECON	1.7	4	4	4	2	4	4
PSYC	1.1, 1.4, & 1.5	4	2	-	-	-	-
SOCI	1.1, 1.4, & 1.6	4	2	4	2	4	4
ANTH	1.1, 1.4, & 1.7	4	-	4	-	4	3.5

Table 3 disaggregates each candidate's content area GPA by representing the grades earned in each social studies discipline: history, political science, geography, economics, psychology, sociology and anthropology. Reviewers will note that because our program is a master's initial licensure degree, candidates apply to our program from various accredited college and universities. Each candidate will have different courses, both in number and description, in history, political science, geography, economics, psychology, sociology, and anthropology. The social studies advisor uses the prerequisite evaluation form (Appendix D) to determine if the candidate has met the content requirement.

**Table 3: Candidate Grades per Content Area per Transcript Analysis 2008-2009**

Candidates			
1	2	3	4
<b>HIST</b>	<b>HIST</b>	<b>HIST</b>	<b>HIST</b>
B	A	A	B
B	A	A	B
A	A	A	A
A	B	A	B
A	B	A	A
C	B	A	A
A	B	A	
B	A	A	<b>PLSC</b>
A	A	B	A
B	A	B	A
D	B	A	
A	A	A	<b>GEOG</b>
A	A	A	B
	A		B
<b>PLSC</b>	A	<b>PLSC</b>	B
B	A	A	
A	A		<b>ECON</b>
		<b>SOCI</b>	B
<b>GEOG</b>	<b>PLSC</b>	A	
A	A		<b>SOCI</b>
A	B	<b>ANTH</b>	A

	A	A	
<b>ECON</b>			<b>PSYC</b>
A	<b>GEOG</b>		A
	B		
<b>SOCI</b>	B		
A			
A	<b>ECON</b>		
B	C		
A			
A	<b>SOCI</b>		
A	B		
<b>PSYC</b>	<b>PSYC</b>		
B	A		
<b>ANTH</b>			
B			
C			

**Candidate Grades per Content Area per Transcript Analysis 2009-2010**

<b>Candidates</b>								
<b>2009-2010</b>								
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>HIST</b>	<b>HIST</b>	<b>HIST</b>	<b>HIST</b>	<b>HIST</b>	<b>HIST</b>	<b>HIST</b>	<b>HIST</b>	<b>HIST</b>
B	C	A	C	B	B	A	A	A
C	B	B	B	B	A	A	A	A
B	B	A	A	A	A	B	A	A
C	B	B	A	B	B	A	A	A
B	A	C	A	B	B	A	A	B
B	C	B	A	B	A	<b>PLSC</b>	<b>PLSC</b>	<b>PLSC</b>
C	B	<b>PLSC</b>	A	A	A	A	A	A
C	B	B	<b>PLSC</b>	B	B	A	A	A
B	D	B	C	A	C	B	A	B
A	D	<b>GEOG</b>	A	A	A	A	A	B
B	B	A	<b>GEOG</b>	A	B	A	A	<b>GEOG</b>
B	A	B	A	B	B	A	B	C
<b>PLSC</b>	A	<b>ECON</b>	B	B	<b>PLSC</b>	<b>GEOG</b>	A	B
B	A	B	<b>ECON</b>	A	B	A	A	<b>ECON</b>
B	A	<b>PSYC</b>	C	A	B	A	<b>GEOG</b>	D
B	A	B	D	<b>PLSC</b>	<b>GEOG</b>	<b>ECON</b>	A	<b>PSYC</b>
B	A	<b>SOCI</b>	<b>PSYC</b>	C	C	B	A	A
A	<b>PLSC</b>	A	C	A	C	<b>PYSC</b>	<b>ECON</b>	<b>SOCI</b>

<b>GEOG</b>	B	A	<b>SOCI</b>	<b>GEOG</b>	<b>ECON</b>	A	B	A
B	B	B	C	A	A	<b>ANTH</b>	<b>PYSC</b>	
A	A	A		A	<b>PSYC</b>	A	A	
<b>ECON</b>	<b>GEOG</b>	B		<b>ECON</b>	B		<b>SOCI</b>	
B	B			A			A	
<b>PSY</b>	B			<b>PSYC</b>				
C	B			A				
B	<b>ECON</b>			<b>SOCI</b>				
	B			B				
	<b>PSYC</b>			<b>ANTH</b>				
	A			B				
	C			B				
	C							
	D							
	<b>SOCI</b>							
	A							
	<b>ANTH</b>							
	A							
	A							

**Candidate Grades per Content Area per Transcript Analysis 2010-2011**

Candidates							
1	2	3	4	5	6	7	8
<b>HIST</b>	<b>HIST</b>	<b>HIST</b>	<b>HIST</b>	<b>HIST</b>	<b>HIST</b>	<b>HIST</b>	<b>HIST</b>
A	B	C	B	A	B	B	A
A	A	C	B	A	A	A	A
A	B	C	C	A	A	B	B
A	A	B	B	A	A	B	B
A	B	A	B	A		C	A
A	B		B		<b>PLSC</b>	B	
A	B	<b>PLSC</b>	B	<b>PLSC</b>	C	C	<b>PLSC</b>
B	C	B	B	A	A	C	A
A	B	B	C	A		B	A
B	A				<b>GEOG</b>	A	
A	B	<b>GEOG</b>	<b>PLSC</b>	<b>GEOG</b>	B	A	<b>GEOG</b>
A		A	C	A	B	A	A
	<b>PLSC</b>	A	B	A			A
<b>PLSC</b>	A				<b>ECON</b>	<b>PLSC</b>	
C	B	<b>ECON</b>	<b>GEOG</b>	<b>ECON</b>	B	A	<b>ECON</b>
B		B	C	A	B	A	B
	<b>GEOG</b>		B		C		
<b>GEOG</b>	A	<b>PSYC</b>		<b>PYSC</b>	B	<b>GEOG</b>	<b>PSYC</b>
A	A	C	<b>ECON</b>	A	A	C	A
A	<b>ECON</b>		C			A	C
	B	<b>SOCI</b>		<b>SOCI</b>	<b>PSYC</b>		C

<b>ECON</b>	<b>PSY</b>	<b>C</b>	<b>ANTH</b>	<b>A</b>	<b>A</b>	<b>ECON</b>	<b>C</b>
<b>A</b>	B		A	A		C	A
	B		B	A	<b>SOCI</b>	B	C
<b>PSYC</b>	B			A	A		
C			<b>SOC</b>	A		<b>SOCI</b>	
A			B	A		A	
C							
C						<b>ANTH</b>	
						B	
<b>SOCI</b>						A	
C						B	
A							
A							
C							
C							
A							
A							
A							

**Candidate Grades per Content Area per Transcript Analysis 2011-2012**

**Candidates**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>HIST</b>	<b>HIST</b>	<b>HIST</b>	<b>HIST</b>	<b>HIST</b>	<b>HIST</b>
A	A	A	A	A	B
A	A	B	A	A	B
A	A	A	C	A	A
A	A	A	A	A	B
	C	B	B	A	A
<b>POL</b>	C	A		A	B
A	A		<b>POL</b>	A	B
A	A	<b>POL</b>	B		A
A		A	A	<b>POL</b>	
A	<b>POL</b>	A	A	A	<b>POL</b>
A	A		C	A	A
A	A	<b>GEOG</b>	A		A
A	A			<b>GEOG</b>	
A	A	A	<b>GEOG</b>	A	<b>GEOG</b>
A	A	A	A	A	C
A	A		A		B
	A	<b>ECON</b>		<b>ECON</b>	
<b>GEOG</b>	A	A	<b>ECON</b>	A	<b>ECON</b>
A	B		C		A
A	B	<b>PSYC</b>		<b>PSYC</b>	
	A	-	<b>PSYC</b>	-	<b>PSYC</b>
<b>ECON</b>	A	<b>SOCI</b>	-	<b>SOCI</b>	-



A		A		A	
A	GEOG	A	SOCI		SOCI
A	C	A	C	ANTH	A
	A	A		A	
PSYC		A	ANTH		ANTH
A	ECON	A	-		B
	A	A			B
SOCI					A
A	PSYC	ANTH			A
	C	A			B
ANTH		A			A
B	SOCI	A			A
	C				C
					B
	ANTH				B
	-				A
					A
					A
					B
					B
					A
					A
					A

**Analysis:** The data from the Transcript Analysis indicate that in 2008-2009 our candidates have an overall content GPA in History of 3.64; in Political Science of 3.8; in Geography of 3.33; in Economics of 3; in Psychology of 3.66; in Sociology of 3.71; and in Anthropology of 3.25. Overall GPA of all candidates in all disciplines is 3.48. In 2009-2010 our candidates have an overall content GPA in History of 3.44; in Political Science of 3.31; in Geography of 3.28; in Economics of 2.83; in Psychology of 3.22; in Sociology of 3.43; and in Anthropology of 3.67. In 2010-2011 our candidates have an overall content GPA in History of 3.30; in Political Science of 3.31; in Geography of 3.56; in Economics of 3.06; in Psychology of 3.63; in Sociology of 3.36; and in Anthropology of 3.42. In 2011-2012 our candidates have an overall content GPA in History of 3.76; in Political Science of 3.87; in Geography of 3.58; in Economics of 3.67; in Psychology of 3; in Sociology of 3.2; and in Anthropology of 3.84.

**Interpretation of the data:** The data in Tables 2 and 3 suggest that our candidates are well prepared in the content knowledge for meeting NCSS standards 1.1 through 1.10. The data does suggest that 1 candidate is not demonstrating grades in geography, economics and psychology; and 2 candidates are not demonstrating grades in anthropology. The lack of data for these content areas can be explained as the social studies advisor reviews each candidate’s transcript during the transcript analysis and dependent upon the course title and course description, makes the determination if a particular course meets the standards and the advisor may determine a course substitution for meeting the prerequisite. The prerequisite evaluation form only requires one course in psychology, sociology, or anthropology.

The data suggests that upon graduation from our program, candidates are prepared in all 10 NCSS standards. Content knowledge is furthered monitored by university faculty and mentor teachers (who are social studies specialists) during the pre-professional field experiences and the Internship outlined in

section I of this report. NCSS standards 1.8 and 1.9 are furthered assessed in requirement #6 of this document.

**#3 (Required)-PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS:**

**Description of the assessment:** A comprehensive ability to plan rubric, the GNCSS Ability to plan rubric (Appendix E), is used to assess the candidates’ ability to effectively plan classroom-based instruction for each of the ten NCSS standards. This rubric has ten criteria, one for each NCSS standard that is valued on a 3 point scale with 1 representing adequate, 2 effective, and 3 mastery.

Candidates are required to provide evidence of their ability to plan to the NCSS standards from the following courses in the program: SCED 7201 Curriculum Design, SCED 7202 Specialized Methods for Social Studies, and *from field experience assessments that reflect their ability to plan the NCSS standards*. An NCSS standards evaluation form is used during each field experience (Appendix B) to assess the candidate’s ability to plan teach and assess to the NCSS standards.

**Analysis:** The data from the GNCSS Ability to Plan Rubric reflects that as a program preparing candidates to be social studies teachers, candidates are meeting all ten (10) NCSS themes for planning with a mean average of 2.67 over four years. Table 4 shows all candidates for the past three years meeting at or above the acceptable level on NCSS standards 1.1, 1.3, 1.5, 1.6, 1.8, and 1.9. One (1) candidate per NCSS standard 1.2, 1.4, 1.7 and 1.10 scored below the acceptable level for planning (Table 4).

**Interpretation of the data:** The data suggests that as a program, faculty are preparing candidates to effectively plan their teaching of all NCSS standards, particularly for standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, and 1.9 and 1.10 . Faculty have used data to make changes in the social studies method’s course (SCED 7202 Specialized Instruction) to place greater emphasis on candidates planning to each standard by designing course requirements where candidates developed lesson plans incorporating each NCSS standard. Program faculty believe the data of program completers suggests that the changes in the social studies methods course (SCED 7202) have been effective as all candidates in this cohort met each standard above the acceptable level.

**Table 4: Assessment 3: GNCSS Ability to Plan Assessment Matrix 2008-2009**

Standard	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10
<b>Ratings</b>										
3	4	4	3	1	1	3	2	1	3	4
2			1	3	3	1	2	3	1	
1										
0										
<b>N</b>	4	4	4	4	4	4	4	4	4	4
<b>Tot</b>	12	12	11	9	9	11	12	9	11	12
<b>Mn</b>	3	3	2.75	2.25	2.25	2.75	3	2.25	2.75	3
<b>Acceptable %</b>	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00

**2009-2010**

Standard	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10
<b>Ratings</b>										
3	8	8	5	4	3	3	4	5	8	8
2	1	1	5	6	7	7	6	5	2	2
1										
0										
<b>N</b>	9	9	9	9	9	9	9	9	9	9
<b>Tot</b>	26	26	25	24	23	23	24	25	26	26
<b>Mn</b>	2.89	2.89	2.78	2.67	2.56	2.56	2.67	2.78	2.89	2.89
<b>Acceptable %</b>	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00

**2010-2011**

Standard	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10
<b>Ratings</b>										
3	7	7	3	2	5	4	6	7	6	6
2	1	1	5	6	3	4	2	1	2	2
1										
0										
<b>N</b>	8	8	8	8	8	8	8	8	8	8
<b>Tot</b>	23	23	19	18	19	20	22	23	22	22
<b>Mn</b>	2.88	2.88	2.38	2.25	2.38	2.5	2.75	2.88	2.75	2.75
<b>Acceptable %</b>	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00

**2011-2012**

Standard	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10
<b>Ratings</b>										
3	4	5	4	3	3	2	3	5	5	4
2	2	1	2	3	3	4	3	1	1	2
1										
0										
<b>N</b>	6	6	6	6	6	6	6	6	6	6
<b>Tot</b>	16	16	16	15	15	14	15	16	16	16
<b>Mn</b>	2.67	2.67	2.67	2.5	2.5	2.33	2.5	2.67	2.67	2.67
<b>Acceptable %</b>	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00

**# 4 (Required)-Pedagogical and Professional knowledge, Skills and Dispositions:**

**Description of the assessment:** A comprehensive ability to teach rubric (Appendix F), the GNCSS Ability to teach rubric, is used to assess the candidates' ability to effectively teach classroom-based instruction for each of the ten NCSS standards. This rubric has ten criteria, one for each NCSS standard that is valued on a 3 point scale with 1 representing adequate, 2 effective, and 3 mastery. Candidates are required to provide evidence from field experiences (SCED 7103, 7106, and 7601) assessments that reflect their ability to teach the NCSS standards. An NCSS standards evaluation form is used during each

field experience (Appendix B) to assess the candidate’s ability to plan teach and assess to the NCSS standards.

**Analysis:** The data for the GNCSS Ability to teach rubric indicate that candidates have a mean score of 2.55 over four years. Table 5 indicates that all candidates for the past three years meeting at or above the acceptable level on NCSS standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9 and 1.10 (Table 5).

**Interpretation of the data:** The data suggests that as a program, faculty are preparing candidates to effectively plan their teaching of all NCSS standards, particularly for standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9 and 1.10. Program faculty use this data to suggest that candidates demonstrate their ability to plan to the standards, even if one candidate scored below in two standards.

**Table 5: Assessment 4: GNCSS Ability to Teach Assessment Matrix 2008-2009**

<b>Standard</b>	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10
<b>Ratings</b>										
3	3	3	2	3		2	1		2	3
2	1	1	2	1	4	2	3	4	2	1
1										
0										
<b>N</b>	4	4	4	4	4	4	4	4	4	4
<b>Tot</b>	11	11	10	11	8	10	9	8	10	11
<b>Mn</b>	2.75	2.75	2.5	2.75	2	2.5	2.25	2	2.5	2.75
<b>Acceptable %</b>	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00

**2009-2010**

<b>Standard</b>	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10
<b>Ratings</b>										
3	9	8	1	1	1	4	3	3	8	9
2		1	8	8	8	5	6	6	1	
1										
0										
<b>N</b>	9	9	9	9	9	9	9	9	9	9
<b>Tot</b>	27	26	19	19	19	22	21	21	26	27
<b>Mn</b>	3	2.89	2.1	2.1	2.1	2.44	2.33	2.33	2.89	3
<b>Acceptable %</b>	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00

**2010-2011**

<b>Standard</b>	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10
<b>Ratings</b>										
3	8	6	3	2	4	4	4	4	6	8
2		2	5	6	4	4	4	4	2	
1										
0										
<b>N</b>	8	8	8	8	8	8	8	8	8	8
<b>Tot</b>	24	22	19	18	20	20	20	20	22	24
<b>Mn</b>	3	2.75	2.38	2.25	2.5	2.5	2.5	2.5	2.75	3
<b>Acceptable %</b>	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00

**2011-2012**

<b>Standard</b>	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10
<b>Ratings</b>										
3	6	6	3	2	1	2	2	3	5	5
2			3	4	5	4	4	3	1	1
1										
0										
<b>N</b>	24	24	15	14	13	14	14	15	17	17
<b>Tot</b>	6	6	6	6	6	6	6	6	6	6
<b>Mn</b>	3	3	2.5	2.33	2.17	2.33	2.33	2.5	2.83	2.83
<b>Acceptable %</b>	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00

**#5 (Required)-EFFECTS ON STUDENT LEARNING:**

**Description of the Assessment:** A comprehensive ability to assess the effects on student learning rubric (Appendix G) is used to evaluate the candidates' ability to effectively assess their effect on student learning from their classroom-based instruction for each of the ten NCSS standards. This rubric has ten criteria, one for each NCSS standard that is valued on a 3 point scale with 1 representing adequate, 2 effective, and 3 mastery. Candidates are required to provide evidence from field experiences in SCED 7601 assessments, and through a **teacher works sample** (described below) they implement during SCED 7601 that reflect their ability to assess the impact their teaching of the NCSS standards is having on student learning. An NCSS standards evaluation form is used during each field experience (Appendix B) to assess the candidate's ability to plan, teach and assess the effects on student learning to the NCSS standards.

A NCSS Effect on Student Learning rubric (attached) is used to evaluate the candidates' ability to effectively deliver and assess their effect on student learning from their classroom-based instruction. Instruction is based on NCSS standards and planning for all learners including diverse populations and second language learners.

Candidates submit a unit plan taught in the internship of the program with pre-assessment and post-assessment data. The unit plan should include the following:

- Rationale describing topic and importance in relationship to NCSS Standards that are applicable.
- Student learning objectives from the state curriculum framework.
- Pre-assessment measure of students' beginning level of knowledge (anticipatory activity, brainstorming, problem-solving, pretest, or previous assessment).
- Daily lesson plans for the unit
- Analysis of student learning and results. Use graphs to compare pre and post data.
- Evaluation of overall success of unit, including discussion of successful and non-successful students' efforts.
- Reflection indicating implications for future use in candidate's classroom

The sample should contain a pre and posttest over the material to be covered. The work sample should encompass a complete unit. The unit should demonstrate the association with the NCSS standards as well as containing the Arkansas Frameworks for teachers. Candidates should develop a graph showing learning from the pre to the posttest and a reflection on the effectiveness of the lesson. The candidate should include a plan to improve teaching the lesson such as adding or deleting specific instructions or content. An analysis will be done on the student work and a reflection will be written regarding the effectiveness/lack of effectiveness. This rubric has four criteria that are valued on a 3 point scale with Level 1: Needs Improvement, Level 2: Meets Expectations, Level 3: Exceeds Expectations. Students are required to provide evidence from the Intern field experience SCED 7601 through a teacher works sample they implement that reflect their ability to plan and assess the impact their teaching of the NCSS standards is having on student learning.

### **NCSS: Effects on Student Learning Scoring Rubric**

A study of student learning of key social studies concepts including teaching assignments designed to promote student learning; responses to those assignments by three students, and an analysis of the student learning demonstrated by the students. Emphasis is placed on meeting the needs of diverse and special needs learners. Reflection and analysis evaluate the success of the teaching for each of the students and discuss ways that future teaching will be influenced by the results of the analysis.

Criterion #1: Concept selection, NCSS Standards, Planning for all learners

Level 1: Not Acceptable: Learning goals are not evident or are off target for the discipline and do not include a plan to scaffold any skills or tasks needed for all students, including those with special, language or cultural needs, so they will be able to attain the objectives to be learned.

Level 2: Meets Expectations: Instruction is designed around clear objectives that are part of NCSS or Arkansas state frameworks for mathematics and includes a plan to scaffold any skills or tasks needed for all students, including those with special, language or cultural needs, so they will be able to attain the objectives to be learned.

Level 3: Exceeds Expectations: Concept taught is central to the discipline and integrates learning expectations from the NCSS and Arkansas framework into a coherent rationale that includes a plan to scaffold any skills or tasks needed for all students, including those with special, language or cultural needs, so they will be able to excel in the objectives to be learned.

Criterion #2: Teaching Assignments

Level 1: Not Acceptable: Teaching assignments either do not teach to the objectives or are poorly designed.

Level 2: Meets Expectations: Teaching assignments teach to the objectives.

Level 3: Exceeds Expectations: Teaching assignments are clearly designed to encourage depth and mastery of learning objectives.

**Criterion #3: Design of Assessments**

Level 1: Not Acceptable: Assessments will give the teacher little information about students' knowledge and skills.

Level 2: Meets Expectations: Assessments will provide the teacher with some information about students' knowledge and skills.

Level 3: Exceeds Expectations: Assessments are clearly designed to provide the teacher with information about students' knowledge and skills.

**Criterion #4: Use of Assessment**

Level 1: Not Acceptable: Student either does not demonstrate understanding of the ways assessment can improve teaching or is unwilling to make changes.

Level 2: Meets Expectations: Student demonstrates the ability to use assessment of student knowledge to inform teaching.

Level 3: Exceeds Expectations: Students demonstrates that the information from assessing student knowledge is regularly used to improve teaching.

**Analysis of Table 8: Effects on Student Learning Teacher Work Sample:** As a cohort, the 2008-2009 candidates have a mean score between 2.13 and 2.75 on a 3 point scale showing they meet expectations. The 2009-2010 candidates have a mean score between 2.06 and 2.72 indicating they are meeting expectations. The 2010-2011 candidates have a mean score between 2.5 and 2.69 indicating they are meeting expectations. The 2011-12 candidates have a mean score between 2.42 and 2.67 indicating they are meeting expectations.

**Table 8: NCSS: Effects on Student Learning Teacher Work Sample**

Criterion	2008-2009				Mean Rating N=10	Level
	1	2	3	4		
Candidates						
Concepts selection, NCSS Standards, Planning for all learners	2.5	2.5	3	3	2.75	Meets expectations
Teaching assignments	2	2	3		2.5	Exceeds expectations
Design of assessments	2	2	2.5	2	2.13	Exceeds expectations
Use of assessments	2	2	3	2	2.25	Meets expectations

Criterion	2009-2010									Mean N=9	Level
	1	2	3	4	5	6	7	8	9		
Candidates											
Concepts selection, NCSS Standards, Planning for all learners	2.5	2.5	3	3	3	2.5	2.5	2.5	3	2.72	Meets expectations
Teaching assignments	2	2	3	2	3	2	3	2	3	2.44	Meets expectations
Design of assessments	2	2	2.5	2	2	2	2	2	2	2.06	Meets expectations
Use of assessments	2	2	3	2	2	2	3	2	2	2.22	Meets expectations

Criterion	2010-2011								Mean N=9	Level
	1	2	3	4	5	6	7	8		
Candidates										
Concepts selection, NCSS Standards, Planning for all learners	2.5	2.5	2	3	3	2.5	3	3	2.69	Meets expectations
Teaching assignments	3	2	2	2	3	2	3	3	2.5	Meets expectations
Design of assessments	2	2	2	2	2	2	3	3	2.5	Meets expectations
Use of assessments	2	2	2	2	2	2	3	3	2.5	Meets expectations

Criterion	2011-2012						Mean N=6	Level
	1	2	3	4	5	6		
Candidates								
Concepts selection, NCSS Standards, Planning for all learners	3	2.5	2.5	3	2	3	2.67	Meets expectations
Teaching assignments	3	2.5	2	3	2	3	2.67	Meets expectations
Design of assessments	3	2	2	2.5	2	3	2.42	Meets expectations
Use of assessments	3	2	2	3	2	3	2.5	Meets expectations



**Analysis of Table 9: Comprehensive Rubric on the Ability to Reflect on Effects on Student Learning:** The data for presented in Table 9 indicates that candidates have a mean score 2.42 over four years. Table 9 indicates that all candidates meet at or above the acceptable level on NCSS 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, and 1.9 and 1.10.

**Interpretation of the data from Tables 8 & 9:** The data suggests that candidates are having a positive effect on 7-12 students in relation to the NCSS standards. Program faculty believe that having all candidates effectively assessing all NCSS standards to be an indication that the program is effectively preparing candidates to prepare students in grades 7-12. However, based on the data, program faculty used the data to place greater emphasis on explaining and working with students on their teacher work sample by helping them align objectives and assessment tools to the NCSS standards.

The data for the NCSS Effect on Student Learning indicate that candidates have a positive effect on 7-12 students in relation to NCSS standards and encouraging all students including diverse populations, those with special needs, and English as second language learners to learn with mean ratings that meet or exceed expectations. They are successful in their ability to assess student learning and to use the assessment to improve future lessons.

**Table 9: Comprehensive Rubric on the Ability to Reflect on Effects on Student Learning 2008-2009**

Standard	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10
<b>Ratings</b>										
3	4	3			1	3		1	4	4
2		1	4	4	3	1	4	3		
1										
0										
<b>N</b>	4	4	4	4	4	4	4	4	4	4
<b>Tot</b>	12	11	8	8	9	11	8	9	12	12
<b>Mn</b>	3	2.75	2	2	2.25	2.75	2	2.25	3	3
<b>Acceptable %</b>	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00

**2009-2010**

Standard	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10
<b>Ratings</b>										
3	6	4					1	1	3	6
2	3	5	9	9	9	9	8	8	6	3
1										
0										
<b>N</b>	9	9	9	9	9	9	9	9	9	9
<b>Tot</b>	24	22	18	18	18	18	19	19	21	24
<b>Mn</b>	2.67	2.44	2	2	2	2	2.1	2.1	2.33	2.67
<b>Acceptable %</b>	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00

**2010-2011**

Standard	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.1
<b>Ratings</b>										
3	5	3	2	2	1	3	4	3	4	6
2	3	5	6	6	7	5	4	5	4	2
1										
0										
<b>N</b>	8	8	8	8	8	8	8	8	8	8
<b>Tot</b>	21	19	18	18	17	19	20	19	20	22
<b>Mn</b>	2.63	2.38	2.25	2.25	2.13	2.38	2.5	2.38	2.5	2.75
<b>Acceptable %</b>	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00

**2011-2012**

Standard	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10
<b>Ratings</b>										
3	5	4	2	2	2	3	3	4	3	5
2	1	2	4	4	4	3	3	2	3	1
1										
0										
<b>N</b>	17	16	14	14	14	15	15	16	15	17
<b>Tot</b>	6	6	6	6	6	6	6	6	6	6
<b>Mn</b>	2.83	2.67	2.33	2.33	2.33	2.5	2.5	2.67	2.5	2.83
<b>Acceptable %</b>	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00

**#6 (Required): Additional assessment that addresses NCSS standards.**

**Description of the assessment:** Rubric 1.8 & 1.9 (Appendix H) is a new rubric implemented in Fall 2007 designed to assess standards 1.8 & 1.9. Candidates must submit in their portfolio evidence demonstrating their content knowledge and reflection of concepts of science, technology and society (1.8); and content knowledge and reflection of concepts of global connections (1.9). It is the responsibility of the candidate to identify the artifact(s) and present them to the social studies advisor in their portfolio demonstrating meeting this requirement using the following format. Candidates must state the NCSS standard being addressed, state the source of the artifact they are including, where the artifact originated, and then the key component is how the candidate makes the case in the explanation of how the artifact demonstrates the candidate's content knowledge of this standard. In the explanation, the social studies advisor is assessing the relationship the artifact has to the standard and the candidate's ability to demonstrate that the artifact demonstrates their knowledge of the concepts, tools of inquiry and structures of standards 1.8 ad 1.9. The social studies advisor scores this evidence using a rubric (Appendix H). A candidate must earn a 2 or better for the evidence to be accepted by the social studies advisor. Portfolio template for standards 1.8 & 1.9:

## **Standard 1.8 Evidence**

### **Science, Technology, & Society**

*Social studies teachers 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.*

**Artifact:** What is the name of the artifact?

**Source:** What is the source of the artifact? Where did it originate?

#### **Explanation:**

Describe how the artifact(s) meets the standard?

Describe how does the artifact(s) demonstrate your knowledge of the concepts, tools of inquiry and structures of the standard and your ability to create experiences for students?

## **Standard 1.9 Evidence**

### **Global Connections**

*Social studies teachers should possess the knowledge, capabilities, and dispositions to provide instruction at the appropriate school level for the study of Global Connections and Interdependence.*

**Artifact:** What is the name of the artifact?

**Source:** What is the source of the artifact? Where did it originate?

#### **Explanation:**

Describe how the artifact(s) meets the standard?

Describe how does the artifact(s) demonstrate your knowledge of the concepts, tools of inquiry and structures of the standard and your ability to create experiences for students?

**Analysis:** Data in Table 10 indicate that program completers are meeting NCSS standards 1.8 & 1.9 with a mean score of 2.59 over the past four years.

**Interpretation of the data:** Program faculty believe the data suggests that candidates completing our program are demonstrating an understanding of the central concepts, tools of inquiry and structures of global connections (1.9); and knowledge reflecting concepts of science, technology and society (1.8).

Table 10:

	2008-2009		2009-2010		2010-2011		2011-2012	
Standards	1.8	1.9	1.8	1.9	1.8	1.9	1.8	1.9
3	3	3	3	3	4	3	5	4
2	1	1	6	6	4	5	1	2
1								
0								
N	4	4	9	9	8	8	6	6
Tot	11	11	21	21	20	19	16	16
Mn	2.75	2.75	2.33	2.33	2.5	2.38	2.67	2.67
Acceptable (2)	4	4	9	9	8	8	6	6
Acceptable %	100%	100%	100%	100%	100%	100%	100%	100%

**#7 (Optional):**

**Description of the assessment:** Course grade rubric (Appendix I) from SCED 7202 / HIST 5397 Grade – Specialized Methods in Social Studies. This rubric assesses the candidates overall social studies methods grade. In this course, candidates must demonstrate the ability to plan and teach to all ten (10) NCSS standards. This Instructional Methods course is created to give the candidate the knowledge, information, attitudes, tools and skills to become an effective teacher. This is an instructional methods course with an emphasis upon the basic planning and instructional abilities for secondary social studies. General content includes secondary educational issues along with a variety of teaching strategies and learning resources. Content is utilized to develop pedagogical techniques aligned with state and NCSS standards and activities that encourage and promote gains in student learning toward content standards.

Candidates must make a grade of B or better in this course to graduate from the program and be licensed to teach social studies in the state of Arkansas. Reviewers should note that SCED 7202 is listed on the course schedule as a specialized methods course, which is a generic description. This course is offered each fall semester and multiple sections are created per content discipline (a section for social studies candidates, a section for math, a section for science, a section for English, etc). Candidates are enrolled in the specific section associated with their content area.

Table 11 provides a matrix of four (4) courses that address specific ncSS standards for all candidates is represented by Table 11. Grades for these four courses, including the SCED 7202 methods course are represented in Table 12. Course descriptions and course assignments for these courses are included below.

SCED 7202 / HIST 5397 Specialized Methods for Social Studies course assignments include (Appendix J: Assignment Rubric):

- **Article Reflection Critiques** – Students are to turn in monthly article critiques that reflect upon social studies education. The assignment follows the Expert Distiller of Knowledge (EDOK) format. In the candidates evaluative comments he / she is required to reflect on what NCSS standards the article most closely aligns and to explain the relationship to the standard(s).
- **NCSS standards assessment** – Candidates are to include information about their academic coursework and assignments they have completed that have prepared them to be a social studies teacher. The portfolio will contain a section reflecting the ten (10) Thematic Strands of the National Council for the Social Studies (NCSS). Each NCSS Thematic Strand should be included and described using parenthetical statements, and then followed by the name of the artifact, the source of the artifact, and a reflective explanation of how the artifact relates to the Thematic Strand and to your knowledge skills as a teacher. There are 10 entries that following the format below:
  - **Standard:** # and description for the expectation for social studies teachers
  - **Artifact:** Title of Artifact
  - **Source:** From where did the artifact come, e.g. article, chapter, book, course work, self-created?
  - **Explanation:** Explanation of the artifact showing the relationship between the artifact and the standard in terms of your current knowledge and skills as a teacher.
- **Lesson plans** – Throughout the course, candidates are to write lesson plans that at some point address all of the NCSS standards to demonstrate their ability to plan to the standards. This lesson plan should include everything that you will need to teach the lesson – activities, worksheets, re-teach method, assessment of understanding. If you plan to present using PowerPoint or other technology, be sure to include it in your lesson plan. Lesson plans throughout the entire course are to include state frameworks and NCSS standards addressed in the lesson.
- **Lesson Plan Presentation** – Candidates present their lesson plans (described above) to the class, teaching their lesson. The social studies methods instructor is monitoring content as related to the standard and the lesson presentation is evaluated on content. The scoring rubric is described in Appendix J and is similar to the lesson plan rubric but adding use of media and communication skills. In the presentation, the candidate is expected to address the standards being planned and taught to the class.

SCED 5321 Adolescent Development and Diversity - Students use basic concepts of adolescent development and cultural diversity to design lessons and to select and use teaching materials and techniques to meet the needs of students at different developmental stages and of different cultures.

- Paper analyzing effectiveness of teaching materials and techniques of a class using developmental and cultural theories

- Term paper and oral presentation describing a teacher who models effective methods of teaching a cultural group and an analysis of reasons for success
- Case study of a student with learning problems with analysis of interventions using theories of development and cognition
- Unit plan with lessons and materials to meet the needs of students at various developmental levels and with rationale explaining theoretical principles used in selecting each activity

SPED 7203 Adolescents with Special Needs- This course is designed to enhance knowledge regarding the characteristics, identification and assessment of adolescents with disabilities. Necessary adaptations for adolescent exceptional learners in the inclusion setting; role of teachers, professionals, parents as team members in identification, assessment and program and instructional design components are presented. Candidates will acquire skills needed in order to support the implementation of behavior intervention and transition plans. The primary method for the course will be lecture-discussion. Case studies and some practical application activities also will comprise course methods. Students will be provided with various literature and research-to-practice opportunities in order to apply knowledge gained in lecture-discussion. A secondary method will be to allow students opportunities to role-play different scenarios related to implementing individualized programming and instruction for adolescents with disabilities.

SCED 7601 Internship– As stated in section I of this report under **Internship** - Candidates complete a full-semester internship in secondary social studies. Typically, interns teach one or more classes at least 12 weeks and are required to teach the full load for 6 weeks. Throughout the semester candidates have the daily supervision and counsel of an experienced social studies teacher. The intern is responsible for developing and retaining a portfolio of lesson plans written by the intern during the internship. Each lesson is written with the lesson objectives specifically aligned to the Arkansas frameworks and the NCSS standards. In addition, the intern must show in the lesson plan how the NCSS standards are being met through the lesson’s activities.

The intern is formally evaluated at least four (4) times during the internship by the social studies university supervisor, and the social studies classroom mentor teacher using two evaluation forms: Pathwise Plus, and The Social Studies Pre-pro / Intern Evaluation field form. The Social Studies Pre-pro / Intern Evaluation form is specifically designed to measure how well the candidate addresses each of the ten (10) NCSS standards.

Following each observed lesson, the intern, the social studies university professor, and the social studies classroom mentor teacher meet and discuss the two assessment forms (Pathwise Plus, and the Social Studies Pre-pro / Intern Evaluation field forms), review the intern’s lesson plan portfolio, and identify areas of strength and areas needing improvement. In addition, the intern is asked to write a reflective paper following each observed lesson by the social studies university supervisor. The reflective paper is a self-assessment of how well the lesson objectives were met and what might be done to improve the lesson / presentation.

The Pathwise Plus, and the Social Studies Pre-pro / Intern Evaluation field forms are returned to the social studies university supervisor where all forms (each semester) are aggregated to assess the effectiveness of intern performance in meeting the State of Arkansas’s teacher licensure standards, and the ten (10) NCSS Standards.

**Table 11: Program Matrix Aligning Courses in the Degree Plan to NCSS Standards X indicates standard is covered in the corresponding class.**

Course	NCSS Standards									
	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10
SCED 7202: Social Studies Methods	X	X	X	X	X	X	X	X	X	X
SCED 5321: Adolescent Development & Diversity	X			X						
SPED 7203: Adolescents with Special Needs	X			X						

Table 12: Course Grade Matrix per candidate (Course descriptions Appendix I)

	Candidates	SCED 7202/HIST 5397: Social Studies Methods	SCED 5321: Adolescent Development & Diversity	SPED 7203: Adolescents with Special Needs	SCED 7601: Internship
<b>2008-2009</b>	1	A	A	A	A
	2	A	A	B	A
	3	A	A	B	A
	4	A	A	A	A
<b>2009-2010</b>	1	A	A	A	A
	2	A	A	A	A
	3	A	A	A	A
	4	A	A	A	A
	5	A	A	A	A
	6	A	A	A	A
	7	A	A	A	A
	8	A	A	A	A
	9	A	A	A	A
<b>2010-2011</b>	1	A	A	B	A
	2	A	A	A	A
	3	A	A	A	A
	4	A	A	A	A
	5	A	A	A	A
	6	A	A	C	A
	7	A	A	A	A
	8	A	A	A	A
<b>2011-2012</b>	1	A	A	A	A
	2	B	A	A	A
	3	A	B	A	A
	4	A	A	A	A
	5	B	A	A	A
	6	A	A	A	A

**Analysis:** The data for the SCED 7202 Social Studies Methods course grade indicate that candidates are meeting NCSS standards 1.1 through 1.10 with a mean of 3.9; Candidates are meeting NCSS standards 1.1 and 1.4 in the SCED 5321 Adolescent Development and Diversity course as demonstrated with a mean average of 3.9; Candidates are meeting NCSS standards 1.1 and 1.4 in the SCED 7203 Adolescents with Special Needs course as demonstrated with a mean average of 3.78; and candidates meet all NCSS standards 1.1 through 1.10 through SCED 7601 Internship through demonstrating an overall grade average of 4.0 on a 4 point scale (Table 12).

**Interpretation of the data:** The data reflects that students are exceeding expectation for meeting NCSS standards by completing the assignments aligned to the NCSS standards in each of the courses described above and aligned to the NCSS standards in Table 11.

**#8 (Optional): GNCSS Evidence for Standard 1.10, Civic Ideals and Practices.**

**Description of the assessment:** The GNCSS Evidence for Standard 1.10, Civic Ideals and Practices requires candidates to demonstrate citizenship evidence in their NCSS portfolio. This is a new rubric to assess NCSS Standard 1.10 for citizenship. The social studies advisor requires candidates to submit artifacts to their portfolio as supporting evidence demonstrating their content knowledge reflecting concepts of civic ideals and practices (1.10). It is the responsibility of the candidate to identify the artifact(s) and present them to the social studies advisor in their portfolio demonstrating meeting this requirement using the following format. Candidates must state the NCSS standard being addressed, state the source of the artifact they are including, where the artifact originated, and then the key component is how the candidate makes the case in the explanation of how the artifact demonstrates the candidate’s content knowledge of this standard. In the explanation, the social studies advisor is assessing the relationship the artifact has to the standard and the candidate’s ability to demonstrate that the artifact demonstrates their knowledge of the concepts, tools of inquiry and structures of standards 1.10.

Table 13: GNCSS Evidence for Standard 1.10, Civic Ideals and Practices.

	2008-2009		2009-2010		2010-2011		2011-2012
<b>Standards</b>	<b>1.1</b>		<b>1.1</b>		<b>1.1</b>		<b>1.1</b>
<b>3</b>	3		4		2		5
<b>2</b>	1		5		6		1
<b>1</b>							
<b>0</b>							
<b>N</b>	4		9		8		6
<b>Tot</b>	11		22		18		16
<b>Mn</b>	2.75		2.44		2.25		2.67
<b>Acceptable (2)</b>	4		9		8		6
<b>Acceptable %</b>	100%		100%		100%		100%

**Standard 1.10**

**CIVIC IDEALS AND PRACTICES**

*Social studies teachers 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.*



**Artifact:** What is the name of the artifact

**Source:** What is the source of the artifact? Where did it originate?

**Explanation:**

Describe how the artifact(s) meets the standard?

Describe how does the artifact(s) demonstrate your knowledge of the concepts, tools of inquiry and structures of the standard and your ability to create experiences for students?

Table 13 represents candidate data for Standard 1.10. These candidate artifacts are evaluated by the social studies advisor who uses a 3-point rubric to assess candidate-supporting evidence for citizenship in meeting NCSS standard 1.10 – Civic Ideals and Practices (Appendix K). Candidates must score a minimum of 2.0 in order to pass the NCSS portfolio defense (a requirement for graduation and licensure) by demonstrating an understanding of the central concepts, tools of inquiry and structures of all the standards 1.1 – 1.10. This rubric assesses Standard 1.10 for additional evidence for this standard.

**Analysis:** Data in Table 13 indicate that program completers are demonstrating the ability to provide supporting evidence and as assessed, meeting NCSS standard 1.10 with a mean score of 2.53.

**Interpretation of the data:** Although a new assessment rubric, program faculty believe the data suggests that candidates completing our program are demonstrating an understanding of the central concepts, tools of inquiry and structures of civic ideals and practices (1.10).

**SECTION V—USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE**

Content Knowledge	Professional and Pedagogical knowledge, skill and dispositions	Student Learning	Performance	
			Candidate	Program
Following NCSS training with Alberta Dougan on 4/26/07 in Jackson, MS, the prerequisite expectations changed to include specific assessments in 1.1, 1.2 for western/world civ. And moved from an optional assessment to a require assessment reflecting content knowledge of the standards			√	
	The data analyzed on social studies candidates in May, 2007 indicated that meeting NCSS standards for Planning (1.2, 1.4, 1.7 & 1.10); and Teaching (1.7 & 1.10); and Assessing NCSS standards were not being met by at least one candidate per cohort. Faculty interpret the data to mean that changes in the social studies methods course, and field assessments should provide opportunities for candidates to meet these standards		√	
		The data analyzed on social studies candidates in May, 2007 indicated that meeting NCSS standards for Assessing student learning of NCSS standards (1.1, 1.4, 1.6, 1.7, 1.8, 1.9, & 1.10) were not being met by at least one candidate. Faculty interpret the data to mean that changes in the intern assessments and teacher works sample should provide opportunities for candidates to meet these standards.		√
Analysis of the NCSS SPA report in May, 2007 led faculty to change the			√	

<p>portfolio rubric as a required assessment to an optional assessment replacing it with the social studies method's grade because of the strength of the methods grade being objective and the subjectivity of the portfolio rubric</p>				
<p>Analysis of the NCSS SPA report in May, 2007 led faculty to add two assessments: Standards 1.7 &amp; 1.8 Evidence Assessment Matrix; and GNCSS Evidence Theme X to provide additional assessments on these standards to be certain candidates are able to demonstrate an understanding of the central concepts, tools of inquiry and structures of these standards.</p>			√	
	<p>Content Faculty designed HIST 5397 to be taught by faculty in the History Department who supervise and advise Secondary Social Studies Candidates in the undergraduate minor at UALR. This course was created to provide a rich content experience while allowing candidates at both the undergraduate and grade levels to have a more robust experience through the exchange of ideas in a larger classroom setting.</p>			√

## ATTACHMENT A

### Candidate Information

Program: Graduate Secondary Education Initial Program		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers <sup>6</sup>
2009	12	4
2010	10	9
2011	12	8
2012	9	6

The discrepancy of enrolled candidates and program completers can be explained as master's candidates enter the program with a varied number of prerequisites to complete based on pre-admission advising. In addition, not all graduate students attend full-time and others are teachers of record under provisional licensure allowed by the Arkansas Department of Education. Due to the teacher shortage in the state, these candidates are classroom teachers while completing the master's degree and certification.

## ATTACHMENT B

### Faculty Information

Andrew Hunt	<p><i>Ph.D. in Secondary Curriculum and Instruction with an emphasis in social studies (1999)</i></p> <p><i>M.Ed. in Curriculum and Instruction with an emphasis in social studies (1994)</i></p>	Department Chair & Social Studies Advisor 2001 to present	Associate Professor	Yes	<p>Hunt, A.L., &amp; Hunt, T. L. (2012). The characteristics of quality online courses: Ways to improve online courses. Proceedings of Society for Information Technology and Teacher Education International Conference 2012.</p> <p>Clemmons, K., Nolen, A., Hunt, A., &amp;</p>	<p>Social Studies Advisor &amp; Instructor of the SCED 7202 Specialized Methods course for social studies., Current Arkansas Teaching License for social studies grades 7 – 12; clinical supervisor; in-</p>
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<sup>6</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.

	<p><i>BSE in secondary social studies education (1988)</i></p>				<p>Grable, C (2010). Classroom management in synchronous online secondary classrooms. <i>In S. Mukerji &amp; P. Tripathi (Eds.), Cases on transnational learning and technologically enabled environments</i>. Hershey, PA: Information Science Reference.</p> <p>Hunt, A., Grable, C., Clemmons, K. &amp; Clark, A. (2009). Digital Field Experiences in Teacher Education: Teaching and Supervision in Distance Education. In I. Gibson et al. (Eds.), <i>Proceedings of Society for Information Technology and Teacher Education International Conference 2009</i> (pp. 389-391).</p> <p>Hunt, A.L. &amp; Martin, L. R. (2008). Evaluation of the implementation of the ISTE NET standards: A case study in the use of technology in a rural middle school classroom. <i>Association for the Advancement of Computers in Education (AACE) - E-Learn</i>, 2008 (1)</p> <p>Grable, C.R., Hunt, A.L., &amp; Kiekel, J. (2008). Digital pre-service teacher education field experiences as a possible augmentation to the traditional brick and mortar field experience. <i>Association for the Advancement of Computers in Education (AACE) - E-Learn</i>, 2008</p>	<p>service training LRSD. Taught 7 ½ years secondary social studies in grades 7 – 12.</p>
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					<p>(1)</p> <p>Smith, B.D., Hunt, A.L, Clark, A.C. &amp; Tipshus, T.L. (2008). The evolution of a college of education’s technology assessment system for unit and program evaluation. <i>Association for the Advancement of Computers in Education (AACE) - E-Learn</i>, 2008 (1).</p> <p>Grable, C. R., &amp; Hunt, A. L. (2008). How can a digital student teacher field experience be real? They don’t have any students! <i>World Conference on Educational Multimedia, Hypermedia and Telecommunications</i>, 2008 (1) , 3719-3724.</p> <p>Hunt, A.L., Grable, C. R., &amp; Unrue, E. (2008). Comparing digital to traditional field experiences in pre-service teacher education. <i>Society for Information Technology and Teacher Education</i>, 2008 (1), 400-405.</p> <p>Hunt, A. L., Grable, C., Hune, J., &amp; Clark, A. (2008). Evaluating the implementation of the ISTE NETS and performance indicators in teacher education. <i>Society for Information Technology and Teacher Education</i>, 2008 (1), 1109-</p>	
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					<p>1115.</p> <p>Clark, A., Wood, B., &amp; Hunt, A. (2008). Chalk and Wire: How to successfully navigate the electronic assessment system adopted at the University of Arkansas at Little Rock. <i>Society for Information Technology and Teacher Education</i>. 2008(1), 29-31.</p> <p>Clark, A., Linch, M., Wood, B., &amp; Hunt, A. (2008). Promises and pitfalls of implementing a digital portfolio assessment system: Lessons learned and next steps part II. <i>Society for Information Technology and Teacher Education</i>, 2008 (1), 32-37.</p> <p>Warrick, P. L., &amp; Hunt, A. L. (2004). Anywhere, anytime: Handy, enhanced handheld technology. In S. M. Powers &amp; K. Janz (Eds.), <i>Ubiquitous and Pervasive Computing in Higher Education</i> (pp. 5-18). Indiana: Curriculum Research and Development Center.</p> <p>Hunt, A. L. &amp; Grable, C. R. (2007). Digital field experience in teacher preparation: Virtually possible. <i>Society for Information Technology and Teacher Education</i>, 2007 (1), 358-359.</p>	
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					<p>Grable, C.R, Hunt, A.L. &amp; Pearce, P. (2006). Meeting NCATE &amp; learned society standards through chalk and wire digital portfolios. <i>Society for Information Technology and Teacher Education</i>, 2006 (1), 60-62.</p> <p>Hunt, A. L., Wood, B. K., Terrell, M. K., &amp; Isom, J. D. (2005). Digital portfolios: Software selection for student manipulation. <i>Annual Editions' Special Issue of Computers in Education</i>, 23(1/2), 139-147.</p> <p>Hunt, A. L., Grable, C. R., Wood, B. K., Clark, A. C., &amp; Pearson, P. (2005). Assessment of the implementation of ISTE NETS and performance indicators for teachers in secondary, middle level, and early childhood education. <i>Association for the Advancement of Computers in Education (AAACE) - E-Learn</i>, 2005 (1), 777-782.</p>	
Cheryl Grable	Ed.D. Texas A & M Commerce	Faculty & Coordinator Graduate Secondary Education	Associate Professor	Yes	<p>Graduate Coordinator Secondary Education, Meeting NCATE &amp; learned society standards through Chalk and Wire digital portfolios. Society for Information Technology and Teacher Education (pp. 60-62). Chesapeake, VA.</p> <p>Implementation of National Educational Technology Standards (NETS) In Middle Level Education—Phase Three. Journal of American Association for Computer Education (AAACE)-Society for Information Technology and Teacher Education (SITE) 2005 (1) (pp. 3559-3561). Norfolk, VA.</p>	Licensed science and mathematics teacher in Arkansas with 20 years public school 7-12 teaching experience and a current license in secondary Mathematics and Biology, Clinical Supervision, Pulaski County, AR, area; Inservice, Little Rock, AR



					Assessment of the implementation of ISTE-NETS and performance indicators for teachers in secondary, middle level and early childhood education. In Proceedings of Journal of American Association for Computer Education (AACE) –E-Learn, 2005, (1), 777-782, Norfolk, VA.	Hold current teaching license 7-12 science and mathematics
Judith A. Hayn	Ph.D. English Education University of Kansas	Secondary Teacher Education English Language Arts, First Course Instructional Methods and Classroom Management	Assistant Professor	Yes	(2006). Chapter 8: Diversity in young adult literature.” In J.H. Bushman & K.P. Haas. <u>Using young adult literature in the English classroom</u> . 4 <sup>th</sup> Edition. Upper Saddle River, NJ: Pearson Merrill Prentice-Hall; (2007). <i>Validation of adolescent literature: Scholarly study through the refereed journal. The emergence of adolescent literature as scholarship</i> . National Council of Teachers of English. New York, NY.; (2005-07 Chair WILLA (Women in Literacy & Life Assembly of NCTE.	7-12, 15 years public schools Omaha, NB; Topeka, KS  Clinical Supervision, Pulaski County, AR, area; Inservice, Little Rock, AR

## **Appendices**

Appendix A  
Pathwise Plus Field Evaluation Form

**7601 Intern Assessment Form**

**Student:**  
**School:**  
**Grade & Subject:**

**Observer:**  
**Date:**

**Domain A: Planning Score:**

- A1 Becoming familiar with relevant aspects of student's background.
- A2 Articulating clear learning goals for the lesson that are appropriate for students.
- A3 Demonstrating connections between past, present, and future content.
- A4 Creating or selecting appropriate methods, activities and materials.
- A5 Creating or selecting appropriate evaluation strategies aligned with objectives.

**Domain B: Classroom Management Score:**

- B1 Creating a climate that promotes fairness
- B2 Establishing and maintaining rapport with students
- B3 Communicating challenging learning expectations to student
- B4 Establishing and maintaining consistent standards of classroom behavior
- B5 Making the physical environment as safe and conducive to learning as possible

**Domain C: Instructional Skills:**

- C1 Making learning goals and instructional procedures clear to students
- C2 Making content comprehensible to students
- C3 Encouraging students to extend their thinking
- C4 Monitoring, adjusting and providing feedback
- C5 Using instructional time effectively
- C6 Communicating effectively

**Domain D: Professionalism Score:**

- D1 Reflecting on the extent to which the learning goals were met
- D2 Demonstrating a sense of efficacy
- D3 Professional behavior
- D4 Relates effectively to parents
- D5 Accepts responsibilities and maintains accurate records
- D6 Demonstrates professional ethics

**Strengths and achievements:**

**Priorities for improvement:**

Appendix B  
The Social Studies Pre-pro / Intern Evaluation Field Form  
University of Arkansas at Little Rock  
Social Studies Pre-pro / Intern Evaluation Field Form

This form is to be completed by the university supervisory at least four (4) times for each intern, and at least two (2) times for each pre-pro during field placement. Mentor teachers will use this form at least one time to evaluate the intern and or pre-pro.

**Evaluation Scale**

**3- Exceeds Expectations** - The candidate demonstrates mastery of the central concepts, tools of inquiry and structure(s) of the theme and creates learning experiences that make these aspects of subject matter meaningful to all students.

**2 – Meets Expectations** – The candidate demonstrates an understanding of the central concepts, tools of inquiry and structure(s) of the theme and presents it effectively to all students.

**1 – Needs Improvement** – The candidate minimally addresses, or does not relate the central concepts, tools of inquiry and structure(s) of the theme and presents it adequately to all students.

Place a score, using the evaluation score above, next to the NCSS Theme(s) included in this lesson.

\_\_\_\_\_ **NCSS Theme I: Culture and Cultural Diversity** – Planning and experiences provide for the study of culture and cultural diversity.

\_\_\_\_\_ **NCSS Theme II: Time, Continuity and Change** – Planning and experiences provide for the study of ways human beings view themselves in and over time.

\_\_\_\_\_ **NCSS Theme III: People, Place, and Environments** – Planning and experiences provide for the study of people, places, and environments.

\_\_\_\_\_ **NCSS Theme IV: Individual Development and Identity** – Planning and experiences provide for the study of individual development and identity.

\_\_\_\_\_ **NCSS Theme V: Individual, Groups, and Institutions** – Planning and experiences provide for the study of interactions among individuals, groups, and institutions.

\_\_\_\_\_ **NCSS Theme VI: Power, Authority, and Governance** – Planning and experiences provide for the study of how people create and change structures of power, authority, and governance.

\_\_\_\_\_ **NCSS Theme VII: Production, Distribution, Consumption** – Planning and experiences provide for the study of how people organize for the production, distribution, and consumption of goods and services.

\_\_\_\_\_ **NCSS Theme VIII: Science, Technology, Society** – Planning and experiences provide for the study of relationships among science, technology, and society.

\_\_\_\_\_ **NCSS Theme IX: Global Connections and Interdependence** – Planning and experiences provide for the study of the ideals, principles, and practices of citizenship in the democratic republic.

**Comments:**

Appendix C  
 Graduate Secondary Education Program of Study  
**UALR Graduate School Advancement to Candidacy**  
**M.ED. in Secondary Education: Initial Licensure Track**

Student Name: \_\_\_\_\_ I.D. #: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Telephone # (H): \_\_\_\_\_ Date Admitted: \_\_\_\_\_ Status: \_\_\_\_\_

Requirements for the degree include a minimum of 36 graduate credit hours, a portfolio accepted by the committee and passing scores on all Praxis II examinations required by the Arkansas Department of Education. Prerequisites for the program include a baccalaureate degree, a content major, and completion of all coursework required by the Arkansas Department of Education or national accreditations agencies in one of the following teaching specialty areas: art, drama/speech; English language arts; life/earth science\*; physical/earth science\*; mathematics; vocal music; business technology and health science (license area of Physical Education, Wellness and Leisure). Candidates who have completed the baccalaureate degree and lack no more than 15 hours in the specialty area may be admitted to the program and may complete deficiencies concurrently with the master's program. Students must pass a technology competence examination or complete a course which assesses them at the general professional performance level of the ISTE standards.

\_\_\_\_ hours of deficiencies in prerequisites. Deficiencies may be completed with either graduate or undergraduate hours. List specific deficiencies below or on a separate page.

In the space to the left of the course number enter a digital (e.g.3) for any course not yet completed which is a specified element of this program of study. Enter a WV for waived, a T for transfer credits (in which case a Transfer of Credit Request should accompany this form) and an APS for an approved program substitute.

Semester/Grade	Course Alpha	Course Number	Course Title
_____	SCED	7202	Specialized Instructional Methods <b>NOTE: there is a separate and specific specialized methods course for each content area: one for social studies, one for math, one for English and so on. Assessment #7 includes a copy of the social studies course offering as posted on the fall 2008 schedule.</b>
_____	SCED	7103	Supervised Clinical Teaching
_____	SCED	7306	Instructional Skills and Classroom Management
_____	SCED	7106	Instructional Skills Practicum
_____	EDFN	7320	Advanced Ed Psychology
	Or	or	or
_____	SCED	5321	Adolescent Development and Diversity
_____	SCED	7204	Curriculum Design
_____	SCED	7104	Curriculum Design Practicum
_____	SPED	7203	Adolescents with Special Needs
_____	EDFN	7370	Assessment
_____	SCED	7302	Trends and Issues in Secondary Education
_____	SCED	7304	Action Research Project
	Or	or	or
_____	EDFN	7303	Introduction to Research
_____	SCED	7601	Internship
_____			6 hours of electives
_____	Praxis II passed		
_____	Portfolio accepted by committee		

Appendix D  
Graduate Secondary Social Studies Prerequisite Evaluation Form

<b>Prerequisite Courses for Social Studies Licensure</b>
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Prerequisites for the program include a major in the content area of at least 33 hours and a demonstration of mastery of all of the NCSS requirements. A student who has completed 21 hours in the content area may apply for admission and may complete remaining deficiencies concurrent with the program. A student who wishes to submit alternative courses to satisfy NCSS requirements must submit documentation on the nontraditional evidence of mastery form.

NCSS statement of Requirement	Hours Required	Course # or Equivalent from an accredited University	Hours Needed
History: U.S. Including Arkansas History	12		
History: World*	6		
Political Science	6		
Geography	6		
Economics	3		
Sociology, Psychology, or Anthropology	3		
Total Social Studies hours from Major, core, additional prerequisites and graduate program	66		

\*World History was added as a requirement following the first draft of the NCSS mock report Fall 2007

Appendix E  
GNCSS Ability to Plan Rubric

<b>Criterion 1</b>	<b>Culture and Cultural Diversity</b>		
Common description:	Candidate demonstrates the ability to plan for experiences that provide for the study of culture and cultural diversity		
Weighting in summary scores:	1		
Level 1	<table border="1" style="width: 100%;"> <tr> <td style="width: 60%;">Adequate</td> <td style="width: 40%;">Score:1.0</td> </tr> </table> <p>The candidate minimally addresses or does not relate the central concepts, tools of inquiry and structures of the theme and presents it adequately to all students</p>	Adequate	Score:1.0
Adequate	Score:1.0		
Level 2	<table border="1" style="width: 100%;"> <tr> <td style="width: 60%;">Effective</td> <td style="width: 40%;">Score:2.0</td> </tr> </table> <p>The candidate demonstrates an understanding of the central concepts, tools of inquiry and structures of the theme and presents it effectively to all students</p>	Effective	Score:2.0
Effective	Score:2.0		
Level 3	<table border="1" style="width: 100%;"> <tr> <td style="width: 60%;">Mastery</td> <td style="width: 40%;">Score:3.0</td> </tr> </table> <p>The candidate demonstrates mastery of the central concepts, tools of inquiry and structures of the theme and creates learning experiences that make these aspects of subject matter meaningful to all students</p>	Mastery	Score:3.0
Mastery	Score:3.0		
Links to standards	This criterion is not linked to any standards		

<b>Criterion 2</b>	<b>Time, Continuity and Change</b>		
Common description:	Candidate demonstrates the ability to plan for experiences that provide for the study of time, continuity and change.		
Weighting in summary scores:	1		
Level 1	<table border="1" style="width: 100%;"> <tr> <td style="width: 60%;">Adequate</td> <td style="width: 40%;">Score:1.0</td> </tr> </table> <p>The candidate minimally addresses or does not relate the central concepts, tools of inquiry and structures of the theme and presents it adequately to all students</p>	Adequate	Score:1.0
Adequate	Score:1.0		
Level 2	<table border="1" style="width: 100%;"> <tr> <td style="width: 60%;">Effective</td> <td style="width: 40%;">Score:2.0</td> </tr> </table> <p>The candidate demonstrates an understanding of the central concepts, tools of inquiry and structures of the theme and presents it effectively to all students</p>	Effective	Score:2.0
Effective	Score:2.0		
Level 3	<table border="1" style="width: 100%;"> <tr> <td style="width: 60%;">Mastery</td> <td style="width: 40%;">Score:3.0</td> </tr> </table> <p>The candidate demonstrates mastery of the central concepts, tools of inquiry and structures of the theme and creates learning experiences that make these</p>	Mastery	Score:3.0
Mastery	Score:3.0		

Links to standards

aspects of subject matter meaningful to all students

This criterion is not linked to any standards

### Criterion 3

Common description:

### People, Places and Environments

Candidate demonstrates the ability to plan for experiences that provide for the study of people, places and environments.

Weighting in summary scores:

1

Level 1

Adequate

Score:1.0

The candidate minimally addresses or does not relate the central concepts, tools of inquiry and structures of the theme and presents it adequately to all students

Level 2

Effective

Score:2.0

The candidate demonstrates an understanding of the central concepts, tools of inquiry and structures of the theme and presents it effectively to all students

Level 3

Mastery

Score:3.0

The candidate demonstrates mastery of the central concepts, tools of inquiry and structures of the theme and creates learning experiences that make these aspects of subject matter meaningful to all students

Links to standards

This criterion is not linked to any standards

### Criterion 4

Common description:

### Individual Development and Identity

Candidate demonstrates the ability to plan for experiences that provide for the study of individual development and identity.

Weighting in summary scores:

1

Level 1

Adequate

Score:1.0

The candidate minimally addresses or does not relate the central concepts, tools of inquiry and structures of the theme and presents it adequately to all students

Level 2

Effective

Score:2.0

The candidate demonstrates an understanding of the central concepts, tools of inquiry and structures of the theme and presents it effectively to all students

Level 3

Mastery

Score:3.0

The candidate demonstrates mastery of the central concepts, tools of inquiry and structures of the theme



and creates learning experiences that make these aspects of subject matter meaningful to all students

Links to standards

This criterion is not linked to any standards

## Criterion 5

Common description:

### Individuals, Groups and Institutions

Candidate demonstrates the ability to plan for experiences that provide for the study of individuals, groups and institutions

Weighting in summary scores:

1

Level 1

Adequate	Score:1.0
----------	-----------

The candidate minimally addresses or does not relate the central concepts, tools of inquiry and structures of the theme and presents it adequately to all students

Level 2

Effective	Score:2.0
-----------	-----------

The candidate demonstrates an understanding of the central concepts, tools of inquiry and structures of the theme and presents it effectively to all students

Level 3

Mastery	Score:3.0
---------	-----------

The candidate demonstrates mastery of the central concepts, tools of inquiry and structures of the theme and creates learning experiences that make these aspects of subject matter meaningful to all students

Links to standards

This criterion is not linked to any standards

## Criterion 6

Common description:

### Power, Authority, and Governance

Candidate demonstrates the ability to plan for experiences that provide for the study of power, authority and governance.

Weighting in summary scores:

1

Level 1

Adequate	Score:1.0
----------	-----------

The candidate minimally addresses or does not relate the central concepts, tools of inquiry and structures of the theme and presents it adequately to all students

Level 2

Effective	Score:2.0
-----------	-----------

The candidate demonstrates an understanding of the central concepts, tools of inquiry and structures of the theme and presents it effectively to all students

Level 3

Mastery	Score:3.0
---------	-----------

The candidate demonstrates mastery of the central

concepts, tools of inquiry and structures of the theme and creates learning experiences that make these aspects of subject matter meaningful to all students

Links to standards

This criterion is not linked to any standards

## Criterion 7

### Production, Distribution, and Consumption

Common description:

Candidate demonstrates the ability to plan for experiences that provide for the study of production, distribution, and consumption.

Weighting in summary scores:

1

Level 1

Adequate	Score:1.0
----------	-----------

The candidate minimally addresses or does not relate the central concepts, tools of inquiry and structures of the theme and presents it adequately to all students

Level 2

Effective	Score:2.0
-----------	-----------

The candidate demonstrates an understanding of the central concepts, tools of inquiry and structures of the theme and presents it effectively to all students

Level 3

Mastery	Score:3.0
---------	-----------

The candidate demonstrates mastery of the central concepts, tools of inquiry and structures of the theme and creates learning experiences that make these aspects of subject matter meaningful to all students

Links to standards

This criterion is not linked to any standards

## Criterion 8

### Science, Technology, and Society

Common description:

Candidate demonstrates the ability to plan for experiences that provide for the study of science, technology, and society.

Weighting in summary scores:

1

Level 1

Adequate	Score:1.0
----------	-----------

The candidate minimally addresses or does not relate the central concepts, tools of inquiry and structures of the theme and presents it adequately to all students

Level 2

Effective	Score:2.0
-----------	-----------

The candidate demonstrates an understanding of the central concepts, tools of inquiry and structures of the theme and presents it effectively to all students

Level 3

Mastery	Score:3.0
---------	-----------

The candidate demonstrates mastery of the central concepts, tools of inquiry and structures of the theme and creates learning experiences that make these aspects of subject matter meaningful to all students

Links to standards

This criterion is not linked to any standards

## Criterion 9

Common description:

### Global Connections

Candidate demonstrates the ability to plan for experiences that provide for the study of global connections.

Weighting in summary scores:

1

Level 1

Adequate	Score:1.0
----------	-----------

The candidate minimally addresses or does not relate the central concepts, tools of inquiry and structures of the theme and presents it adequately to all students

Level 2

Effective	Score:2.0
-----------	-----------

The candidate demonstrates an understanding of the central concepts, tools of inquiry and structures of the theme and presents it effectively to all students

Level 3

Mastery	Score:3.0
---------	-----------

The candidate demonstrates mastery of the central concepts, tools of inquiry and structures of the theme and creates learning experiences that make these aspects of subject matter meaningful to all students

Links to standards

This criterion is not linked to any standards

## Criterion 10

Common description:

### Civic Ideals and Practices

Candidate demonstrates the ability to plan for experiences that provide for the study of civic ideals and practices.

Weighting in summary scores:

1

Level 1

Adequate	Score:1.0
----------	-----------

The candidate minimally addresses or does not relate the central concepts, tools of inquiry and structures of the theme and presents it adequately to all students

Level 2

Effective	Score:2.0
-----------	-----------

The candidate demonstrates an understanding of the central concepts, tools of inquiry and structures of the theme and presents it effectively to all students

Level 3

Mastery	Score:3.0
---------	-----------

Links to standards

The candidate demonstrates mastery of the central concepts, tools of inquiry and structures of the theme and creates learning experiences that make these aspects of subject matter meaningful to all students

This criterion is not linked to any standards

Appendix F  
GNCSS Ability to Teach Rubric

<b>Criterion 1</b>	<b>Culture and Cultural Diversity</b>		
Common description:	Candidate demonstrates the ability to teach students concepts of culture and cultural diversity		
Weighting in summary scores:	1		
Level 1	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Adequate</td> <td style="width: 50%;">Score:1.0</td> </tr> </table> <p>The candidate minimally addresses or does not relate the central concepts, tools of inquiry and structures of the theme and presents it adequately to all students</p>	Adequate	Score:1.0
Adequate	Score:1.0		
Level 2	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Effective</td> <td style="width: 50%;">Score:2.0</td> </tr> </table> <p>The candidate demonstrates an understanding of the central concepts, tools of inquiry and structures of the theme and presents it effectively to all students</p>	Effective	Score:2.0
Effective	Score:2.0		
Level 3	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Mastery</td> <td style="width: 50%;">Score:3.0</td> </tr> </table> <p>The candidate demonstrates mastery of the central concepts, tools of inquiry and structures of the theme and creates learning experiences that make these aspects of subject matter meaningful to all students</p>	Mastery	Score:3.0
Mastery	Score:3.0		
Links to standards	This criterion is not linked to any standards		

<b>Criterion 2</b>	<b>Time, Continuity and Change</b>		
Common description:	Candidate demonstrates the ability to teach students concepts of time, continuity and change.		
Weighting in summary scores:	1		
Level 1	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Adequate</td> <td style="width: 50%;">Score:1.0</td> </tr> </table> <p>The candidate minimally addresses or does not relate the central concepts, tools of inquiry and structures of the theme and presents it adequately to all students</p>	Adequate	Score:1.0
Adequate	Score:1.0		
Level 2	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Effective</td> <td style="width: 50%;">Score:2.0</td> </tr> </table> <p>The candidate demonstrates an understanding of the central concepts, tools of inquiry and structures of the theme and presents it effectively to all students</p>	Effective	Score:2.0
Effective	Score:2.0		
Level 3	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Mastery</td> <td style="width: 50%;">Score:3.0</td> </tr> </table> <p>The candidate demonstrates mastery of the central concepts, tools of inquiry and structures of the theme and creates learning experiences that make these aspects of subject matter meaningful to all students</p>	Mastery	Score:3.0
Mastery	Score:3.0		

Links to standards

This criterion is not linked to any standards

### Criterion 3

Common description:

Weighting in summary scores:

Level 1

Level 2

Level 3

Links to standards

### People, Places and Environments

Candidate demonstrates the ability to teach students concepts of people, places and environments.

1

Adequate

Score:1.0

The candidate minimally addresses or does not relate the central concepts, tools of inquiry and structures of the theme and presents it adequately to all students

Effective

Score:2.0

The candidate demonstrates an understanding of the central concepts, tools of inquiry and structures of the theme and presents it effectively to all students

Mastery

Score:3.0

The candidate demonstrates mastery of the central concepts, tools of inquiry and structures of the theme and creates learning experiences that make these aspects of subject matter meaningful to all students

This criterion is not linked to any standards

### Criterion 4

Common description:

Weighting in summary scores:

Level 1

Level 2

Level 3

Links to standards

### Individual Development and Identity

Candidate demonstrates the ability to teach students concepts of individual development and identity.

1

Adequate

Score:1.0

The candidate minimally addresses or does not relate the central concepts, tools of inquiry and structures of the theme and presents it adequately to all students

Effective

Score:2.0

The candidate demonstrates an understanding of the central concepts, tools of inquiry and structures of the theme and presents it effectively to all students

Mastery

Score:3.0

The candidate demonstrates mastery of the central concepts, tools of inquiry and structures of the theme and creates learning experiences that make these aspects of subject matter meaningful to all students

This criterion is not linked to any standards

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## Criterion 5

Common description:

Weighting in summary scores:

Level 1

Level 2

Level 3

Links to standards

### Individuals, Groups and Institutions

Candidate demonstrates the ability to teach students concepts of individuals, groups and institutions

1

Adequate

Score:1.0

The candidate minimally addresses or does not relate the central concepts, tools of inquiry and structures of the theme and presents it adequately to all students

Effective

Score:2.0

The candidate demonstrates an understanding of the central concepts, tools of inquiry and structures of the theme and presents it effectively to all students

Mastery

Score:3.0

The candidate demonstrates mastery of the central concepts, tools of inquiry and structures of the theme and creates learning experiences that make these aspects of subject matter meaningful to all students

This criterion is not linked to any standards

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## Criterion 6

Common description:

Weighting in summary scores:

Level 1

Level 2

Level 3

Links to standards

### Power, Authority, and Governance

Candidate demonstrates the ability to teach students concepts of power, authority and governance.

1

Adequate

Score:1.0

The candidate minimally addresses or does not relate the central concepts, tools of inquiry and structures of the theme and presents it adequately to all students

Effective

Score:2.0

The candidate demonstrates an understanding of the central concepts, tools of inquiry and structures of the theme and presents it effectively to all students

Mastery

Score:3.0

The candidate demonstrates mastery of the central concepts, tools of inquiry and structures of the theme and creates learning experiences that make these aspects of subject matter meaningful to all students

This criterion is not linked to any standards

## Criterion 7

Common description:

Weighting in summary scores:

Level 1

Level 2

Level 3

Links to standards

### Production, Distribution, and Consumption

Candidate demonstrates the ability to teach students concepts of production, distribution, and consumption.

1

Adequate

Score:1.0

The candidate minimally addresses or does not relate the central concepts, tools of inquiry and structures of the theme and presents it adequately to all students

Effective

Score:2.0

The candidate demonstrates an understanding of the central concepts, tools of inquiry and structures of the theme and presents it effectively to all students

Mastery

Score:3.0

The candidate demonstrates mastery of the central concepts, tools of inquiry and structures of the theme and creates learning experiences that make these aspects of subject matter meaningful to all students

This criterion is not linked to any standards

## Criterion 8

Common description:

Weighting in summary scores:

Level 1

Level 2

Level 3

Links to standards

### Science, Technology, and Society

Candidate demonstrates the ability to teach students concepts of science, technology, and society.

1

Adequate

Score:1.0

The candidate minimally addresses or does not relate the central concepts, tools of inquiry and structures of the theme and presents it adequately to all students

Effective

Score:2.0

The candidate demonstrates an understanding of the central concepts, tools of inquiry and structures of the theme and presents it effectively to all students

Mastery

Score:3.0

The candidate demonstrates mastery of the central concepts, tools of inquiry and structures of the theme and creates learning experiences that make these aspects of subject matter meaningful to all students

This criterion is not linked to any standards



## Criterion 9

Common description:

Weighting in summary scores:

Level 1

Level 2

Level 3

Links to standards

## Global Connections

Candidate demonstrates the ability to teach students concepts of global connections.

1

Adequate

Score:1.0

The candidate minimally addresses or does not relate the central concepts, tools of inquiry and structures of the theme and presents it adequately to all students

Effective

Score:2.0

The candidate demonstrates an understanding of the central concepts, tools of inquiry and structures of the theme and presents it effectively to all students

Mastery

Score:3.0

The candidate demonstrates mastery of the central concepts, tools of inquiry and structures of the theme and creates learning experiences that make these aspects of subject matter meaningful to all students

This criterion is not linked to any standards

## Criterion 10

Common description:

Weighting in summary scores:

Level 1

Level 2

Level 3

Links to standards

## Civic Ideals and Practices

Candidate demonstrates the ability to teach students concepts of civic ideals and practices.

1

Adequate

Score:1.0

The candidate minimally addresses or does not relate the central concepts, tools of inquiry and structures of the theme and presents it adequately to all students

Effective

Score:2.0

The candidate demonstrates an understanding of the central concepts, tools of inquiry and structures of the theme and presents it effectively to all students

Mastery

Score:3.0

The candidate demonstrates mastery of the central concepts, tools of inquiry and structures of the theme and creates learning experiences that make these aspects of subject matter meaningful to all students

This criterion is not linked to any standards



**Appendix G**  
**Ability to Assess the Effects on Student Learning Rubric**

<b>Criterion 1</b>	<b>Culture and Cultural Diversity</b>	
Common description:	Candidate demonstrates the ability to assess student learning of culture and cultural diversity	
Weighting in summary scores:	1	
Level 1	Adequate	Score:1.0
	The candidate minimally addresses or does not relate the central concepts, tools of inquiry and structures of the theme and presents it adequately to all students	
Level 2	Effective	Score:2.0
	The candidate demonstrates an understanding of the central concepts, tools of inquiry and structures of the theme and presents it effectively to all students	
Level 3	Mastery	Score:3.0
	The candidate demonstrates mastery of the central concepts, tools of inquiry and structures of the theme and creates learning experiences that make these aspects of subject matter meaningful to all students	
Links to standards	This criterion is not linked to any standards	

<b>Criterion 2</b>	<b>Time, Continuity and Change</b>	
Common description:	Candidate demonstrates the ability to assess student learning of time, continuity and change.	
Weighting in summary scores:	1	
Level 1	Adequate	Score:1.0
	The candidate minimally addresses or does not relate the central concepts, tools of inquiry and structures of the theme and presents it adequately to all students	
Level 2	Effective	Score:2.0
	The candidate demonstrates an understanding of the central concepts, tools of inquiry and structures of the theme and presents it effectively to all students	
Level 3	Mastery	Score:3.0
	The candidate demonstrates mastery of the central concepts, tools of inquiry and structures of the theme and creates learning experiences that make these	

Links to standards

aspects of subject matter meaningful to all students

This criterion is not linked to any standards

### Criterion 3

Common description:

Weighting in summary scores:

Level 1

Level 2

Level 3

Links to standards

### People, Places and Environments

Candidate demonstrates the ability to assess student learning of people, places and environments.

1

Adequate

Score:1.0

The candidate minimally addresses or does not relate the central concepts, tools of inquiry and structures of the theme and presents it adequately to all students

Effective

Score:2.0

The candidate demonstrates an understanding of the central concepts, tools of inquiry and structures of the theme and presents it effectively to all students

Mastery

Score:3.0

The candidate demonstrates mastery of the central concepts, tools of inquiry and structures of the theme and creates learning experiences that make these aspects of subject matter meaningful to all students

This criterion is not linked to any standards

### Criterion 4

Common description:

Weighting in summary scores:

Level 1

Level 2

Level 3

### Individual Development and Identity

Candidate demonstrates the ability to assess student learning of individual development and identity.

1

Adequate

Score:1.0

The candidate minimally addresses or does not relate the central concepts, tools of inquiry and structures of the theme and presents it adequately to all students

Effective

Score:2.0

The candidate demonstrates an understanding of the central concepts, tools of inquiry and structures of the theme and presents it effectively to all students

Mastery

Score:3.0

The candidate demonstrates mastery of the central concepts, tools of inquiry and structures of the theme and creates learning experiences that make these aspects of subject matter meaningful to all students

Links to standards

This criterion is not linked to any standards

## Criterion 5

Common description:

Weighting in summary scores:

Level 1

Level 2

Level 3

Links to standards

### Individuals, Groups and Institutions

Candidate demonstrates the ability to assess student learning of individuals, groups and institutions

1

Adequate

Score:1.0

The candidate minimally addresses or does not relate the central concepts, tools of inquiry and structures of the theme and presents it adequately to all students

Effective

Score:2.0

The candidate demonstrates an understanding of the central concepts, tools of inquiry and structures of the theme and presents it effectively to all students

Mastery

Score:3.0

The candidate demonstrates mastery of the central concepts, tools of inquiry and structures of the theme and creates learning experiences that make these aspects of subject matter meaningful to all students

This criterion is not linked to any standards

## Criterion 6

Common description:

Weighting in summary scores:

Level 1

Level 2

Level 3

Links to standards

### Power, Authority, and Governance

Candidate demonstrates the ability to assess student learning of power, authority and governance.

1

Adequate

Score:1.0

The candidate minimally addresses or does not relate the central concepts, tools of inquiry and structures of the theme and presents it adequately to all students

Effective

Score:2.0

The candidate demonstrates an understanding of the central concepts, tools of inquiry and structures of the theme and presents it effectively to all students

Mastery

Score:3.0

The candidate demonstrates mastery of the central concepts, tools of inquiry and structures of the theme and creates learning experiences that make these aspects of subject matter meaningful to all students

This criterion is not linked to any standards

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## Criterion 7

Common description:

Weighting in summary scores:

Level 1

Level 2

Level 3

Links to standards

### Production, Distribution, and Consumption

Candidate demonstrates the ability to assess student learning of production, distribution, and consumption.

1

Adequate

Score:1.0

The candidate minimally addresses or does not relate the central concepts, tools of inquiry and structures of the theme and presents it adequately to all students

Effective

Score:2.0

The candidate demonstrates an understanding of the central concepts, tools of inquiry and structures of the theme and presents it effectively to all students

Mastery

Score:3.0

The candidate demonstrates mastery of the central concepts, tools of inquiry and structures of the theme and creates learning experiences that make these aspects of subject matter meaningful to all students

This criterion is not linked to any standards

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## Criterion 8

Common description:

Weighting in summary scores:

Level 1

Level 2

Level 3

### Science, Technology, and Society

Candidate demonstrates the ability to assess student learning of science, technology, and society.

1

Adequate

Score:1.0

The candidate minimally addresses or does not relate the central concepts, tools of inquiry and structures of the theme and presents it adequately to all students

Effective

Score:2.0

The candidate demonstrates an understanding of the central concepts, tools of inquiry and structures of the theme and presents it effectively to all students

Mastery

Score:3.0

The candidate demonstrates mastery of the central concepts, tools of inquiry and structures of the theme and creates learning experiences that make these aspects of subject matter meaningful to all students

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## Criterion 9

Common description:

Weighting in summary scores:

Level 1

Level 2

Level 3

### Global Connections

Candidate demonstrates the ability to assess student learning of global connections.

1

Adequate

Score:1.0

The candidate minimally addresses or does not relate the central concepts, tools of inquiry and structures of the theme and presents it adequately to all students

Effective

Score:2.0

The candidate demonstrates an understanding of the central concepts, tools of inquiry and structures of the theme and presents it effectively to all students

Mastery

Score:3.0

The candidate demonstrates mastery of the central concepts, tools of inquiry and structures of the theme and creates learning experiences that make these aspects of subject matter meaningful to all students

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## Criterion 10

Common description:

Weighting in summary scores:

Level 1

Level 2

Level 3

### Civic Ideals and Practices

Candidate demonstrates the ability to assess student learning of civic ideals and practices.

1

Adequate

Score:1.0

The candidate minimally addresses or does not relate the central concepts, tools of inquiry and structures of the theme and presents it adequately to all students

Effective

Score:2.0

The candidate demonstrates an understanding of the central concepts, tools of inquiry and structures of the theme and presents it effectively to all students

Mastery

Score:3.0

The candidate demonstrates mastery of the central concepts, tools of inquiry and structures of the theme and creates learning experiences that make these aspects of subject matter meaningful to all students

Links to standards

This criterion is not linked to any standards

Appendix H  
Standards 1.8 & 1.9 Evidence Assessment Rubric

<b>Criterion 1</b>	<b>Science, Technology, &amp; Society</b>		
Common description:	Candidate demonstrates content knowledge reflecting concepts of power, authority and governance.		
Weighting in summary scores:	1		
Level 1	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Adequate</td> <td style="width: 50%;">Score:1.0</td> </tr> </table> <p>The candidate minimally addresses or does not relate the central concepts, tools of inquiry and structures of the theme and presents it adequately to all students</p>	Adequate	Score:1.0
Adequate	Score:1.0		
Level 2	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Effective</td> <td style="width: 50%;">Score:2.0</td> </tr> </table> <p>The candidate demonstrates an understanding of the central concepts, tools of inquiry and structures of the theme and presents it effectively to all students</p>	Effective	Score:2.0
Effective	Score:2.0		
Level 3	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Mastery</td> <td style="width: 50%;">Score:3.0</td> </tr> </table> <p>The candidate demonstrates mastery of the central concepts, tools of inquiry and structures of the theme and creates learning experiences that make these aspects of subject matter meaningful to all students</p>	Mastery	Score:3.0
Mastery	Score:3.0		
Links to standards	This criterion is not linked to any standards		

<b>Criterion 2</b>	<b>Global Connections</b>		
Common description:	Candidate demonstrates content knowledge reflecting concepts of production, distribution, and consumption.		
Weighting in summary scores:	1		
Level 1	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Adequate</td> <td style="width: 50%;">Score:1.0</td> </tr> </table> <p>The candidate minimally addresses or does not relate the central concepts, tools of inquiry and structures of the theme and presents it adequately to all students</p>	Adequate	Score:1.0
Adequate	Score:1.0		
Level 2	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Effective</td> <td style="width: 50%;">Score:2.0</td> </tr> </table> <p>The candidate demonstrates an understanding of the central concepts, tools of inquiry and structures of the theme and presents it effectively to all students</p>	Effective	Score:2.0
Effective	Score:2.0		
Level 3	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Mastery</td> <td style="width: 50%;">Score:3.0</td> </tr> </table> <p>The candidate demonstrates mastery of the central concepts, tools of inquiry and structures of the theme and creates learning experiences that make these aspects of subject matter meaningful to all students</p>	Mastery	Score:3.0
Mastery	Score:3.0		



Links to standards

This criterion is not linked to any standards

Appendix I  
Social Studies Methods Course Grade Rubric

**GNCSS SCED 7202 Grade**

**NCATE Standard 1.1: Content Knowledge for Teacher Candidates**

- **know subject matter**
- **explain concepts in prof, state, and inst standards**
- **pass academic content exams for licensure (80% or more)**
- **demonstrate knowledge through inquiry, critical analysis, and synthesis of subject**

**Criterion 1**

**Methods Grade**

Common description: (not shown - contains HTML)

Weighting in summary scores: 1

Level 2	Unacceptable c or below	Score:1.0
Level 3	Proficient B	Score:2.0
Level 4	Exemplary A	Score:3.0

Links to standards

- **Content Knowledge for Teacher Candidates**
  - **Conceptual Framework dimension: Specialized Expertise**
  - **Arkansas Teacher Licensure Standards: Standard 1:**
  - know subject matter
  - explain concepts in professional, state and institutional standards
  - pass academic content exams at a rate of 80 percent or more

Appendix J  
Social Studies Methods Course Assignments & Grading Rubrics

- **Article Reflection Critiques** – Students are to turn in monthly article critiques that reflect upon social studies education. The assignment follows the Expert Distiller of Knowledge (EDOK) format. In the candidates evaluative comments he / she is required to reflect on what NCSS standards the article most closely aligns and to explain the relationship to the standard(s).

**Article Critique Rubric**

**Definition of Terms**

*Target* - Clearly meets criteria  
*Acceptable* - Emergence toward meeting criteria is evident; weaknesses are present  
*Unacceptable* - Does not meet Criteria

Section	Criteria	Target	Accept	Unaccep	N/A
<b>APA 5th</b>	Title page	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>EDOK Format</b>	Central Theme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Main Ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Author's Conclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evaluative Comment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

- **NCSS standards assessment** – Candidates are to include information about their academic coursework and assignments they have completed that have prepared them to be a social studies teacher. The portfolio will contain a section reflecting the ten (10) Thematic Strands of the National Council for the Social Studies (NCSS). Each NCSS Thematic Strand should be included and described using parenthetical statements, and then followed by the name of the artifact, the source of the artifact, and a reflective explanation of how the artifact relates to the Thematic Strand and to your knowledge skills as a teacher. There are 10 entries that following the format below:
  - **Standard:** # and description for the expectation for social studies teachers
  - **Artifact:** Title of Artifact
  - **Source:** From where did the artifact come, e.g. article, chapter, book, course work, self-created?
  - **Explanation:** Explanation of the artifact showing the relationship between the artifact and the standard in terms of your current knowledge and skills as a teacher.
  
- **Lesson plans** – Throughout the course, candidates are to write lesson plans that at some point address all of the NCSS standards to demonstrate their ability to plan to the standards. This lesson plan should include everything that you will need to teach the lesson – activities, worksheets, reteach method, assessment of understanding. If you plan to present using Powerpoint or other technology, be sure to include it in your lesson plan. Lesson plans throughout the entire course are to include state frameworks and NCSS standards addressed in the lesson.
  
- **Lesson Plan Presentation** – Candidates present their lesson plans (described above) to the class, teaching their lesson. The scoring rubric is described below and is similar to the lesson plan rubric but adding use of media and communication skills. In the presentation, the candidate is expected to address the standards being planned and taught to the class.

Lesson plan Rubric from SCED 7202: Specialized Methods for Social Studies

CATEGORY	On Target	Acceptable	Marginally Acceptable	Unacceptable	Comments
<b>Unit/Topic/Major Concepts/Ideas</b>	The unit, topic, and major concepts/ideas were totally logical, flowed and were easily understood.	The unit, topic, and major concepts/ideas were understandable.	The unit, topic, and major concepts/ideas were somewhat understandable but difficult to link.	The unit, topic, and major concepts/ideas did not logically flow or could not be linked.	
<b>Key Terms</b>	All key terms were presented and explained.	Most of the key terms were presented and explained.	A sufficient number of the key terms were presented to allow for minimal understanding of the subject matter.	An insufficient number of the key terms were submitted to permit students' grasp of the subject matter.	
<b>Lesson Objectives</b>	Cognitive measures, AR Frameworks, and NCSS stds were addressed in detail.	Cognitive measures, AR Frameworks, and NCSS stds were mentioned and explained sufficiently to address the task.	Cognitive measures, AR Frameworks, and NCSS stds were mentioned.	One or more of the CM's, AR Frameworks were not mentioned at all.	
<b>Teacher Activities</b>	Anticipatory set, Input, Modeling, Checking for Understanding and Guided Practice. All 5 addressed in detail.	Anticipatory set, Input, Modeling, Checking for Understanding and Guided Practice. 3-4 addressed in detail.	Anticipatory set, Input, Modeling, Checking for Understanding and Guided Practice. 3-4 addressed in detail.	Anticipatory set, Input, Modeling, Checking for Understanding and Guided Practice. 1 or less addressed in detail.	
<b>Student Activities</b>	Guided Practice and Independent Practice explained and conducted so as to meet the task, condition, and std as noted.	GP and IP explained and conducted so as to meet the task, condition, and std with minor exception.	GP and IP explained and conducted so as to meet the task, condition, and std with questionable exception.	GP and IP explained and conducted so as not to meet the task, condition, and std as noted.	
<b>Closure</b>	Recap of the lesson that highlighted the main ideas and showed link to past lessons and paved the way for the next.	Recap of the lesson that highlighted the main ideas and showed link to past lessons and paved the way for the next.			
<b>Text/Material/Equipment</b>	Included all resources used.	Included most of the resources used.	Included some of the resources used.	Did not adequately address the resources used.	
<b>Assessment</b>	Appropriate for lesson and adaptable to meet all required modifications.	Appropriate for lesson but questionable in adaptability.	Appropriate for the lesson but requires modification of the context		

Presentation Rubric from SCED 7202: Specialized Methods for Social Studies

CATEGORY	On Target (5)	Acceptable (3)	Marginally Acceptable (1)	Unacceptable	Comments
<b>Unit/Topic/Major Concepts/Ideas</b>	The unit, topic, and major concepts/ideas were totally logical, flowed and were easily understood.	The unit, topic, and major concepts/ideas were understandable .	The unit, topic, and major concepts/ideas were somewhat understandable but difficult to link.	The unit, topic, and major concepts/ideas did not logically flow or could not be linked.	
<b>Key Terms</b>	All key terms were presented and explained.	Most of the key terms were presented and explained.	A sufficient number of the key terms were presented to allow for minimal understanding of the subject matter.	An insufficient number of the key terms were submitted to permit students' grasp of the subject matter.	
<b>Lesson Objectives</b>	Cognitive measures, AR Frameworks, and NCSS stds were addressed in detail.	Cognitive measures, AR Frameworks, and NCSS stds were mentioned and explained sufficiently to address the task.	Cognitive measures, AR Frameworks, and NCSS stds were mentioned.	One or more of the CM's, AR Frameworks were not mentioned at all.	
<b>Teacher Activities</b>	Anticipatory set, Input, Modeling, Checking for Understanding and Guided Practice. All 5 addressed in detail.	Anticipatory set, Input, Modeling, Checking for Understanding and Guided Practice. 3-4 addressed in detail.	Anticipatory set, Input, Modeling, Checking for Understanding and Guided Practice. 3-4 addressed in detail.	Anticipatory set, Input, Modeling, Checking for Understanding and Guided Practice. 1 or less addressed in detail.	
<b>Student Activities</b>	Guided Practice and Independent Practice explained and conducted so as to meet the task, condition, and std as noted.	GP and IP explained and conducted so as to meet the task, condition, and std with minor exception.	GP and IP explained and conducted so as to meet the task, condition, and std with questionable exception.	GP and IP explained and conducted so as not to meet the task, condition, and std as noted.	
<b>Closure</b>	Recap of the lesson that highlighted the main ideas and showed link to past lessons and paved the	Recap of the lesson that highlighted most of the main ideas and linked past lessons or	Vague recap of the lesson and attempted to link past lessons or pave the way for the next.	Did not recap, link or pave.	

	way for the next.	paved the way for the next.			
<b>Text/Material/Equipt.</b>	Included all resources used.	Included most of the resources used.	Included some of the resources used.	Did not adequately address the resources used.	
<b>Assessment</b>	Appropriate for lesson and adaptable to meet all required modifications.	Appropriate for lesson but questionable in adaptability.	Appropriate for the lesson but requires modification of the context to work an assessment.	In appropriate for the lesson.	
<b>Integration of Media</b>	Clearly supported the lesson, was appropriate for the audience, and did not substitute for teaching.	Adequately supported the lesson, was appropriate for the audience, did not substitute for teaching.	Vaguely supported the lesson, was appropriate for the audience, distracted from the teaching.	Did not support the lesson, or was inappropriate for the audience, or was used to take the place of teaching.	
<b>Communication</b>	Clearly stated and explained the learning goals, instructional procedures, and provided comprehensible content.	Stated the learning goals, instructional procedures, and provided reasonably comprehensible content.	Alluded to the learning goals, instructional procedures, and provided lesson content.	Did not stated the learning goals, or the instructional procedures, and/or did not provided comprehensible content.	

Appendix K  
GNCSS Evidence for Theme X Rubric

<b>Criterion 1</b>	<b>Civic Ideals and Practices</b>	
Common description:	Candidate demonstrates content knowledge reflecting concepts of civic ideals and practices.	
Weighting in summary scores:	1	
Level 1	Adequate	Score:1.0
	The candidate minimally addresses or does not relate the central concepts, tools of inquiry and structures of the theme and presents it adequately to all students	
Level 2	Effective	Score:2.0
	The candidate demonstrates an understanding of the central concepts, tools of inquiry and structures of the theme and presents it effectively to all students	
Level 3	Mastery	Score:3.0
	The candidate demonstrates mastery of the central concepts, tools of inquiry and structures of the theme and creates learning experiences that make these aspects of subject matter meaningful to all students	
Links to standards	This criterion is not linked to any standards	