

NATIONAL RECOGNITION REPORT

Initial Preparation of Social Studies Teachers

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

COVER PAGE

Name of Institution

Keene State College, NH

Date of Review

MM DD YYYY

02 / 01 / 2009

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program Covered by this Review

Secondary Social Studies

Program Type

First Teaching License

Award or Degree Level(s)

- Baccalaureate
- Post Baccalaureate
- Master's

PART A - RECOGNITION DECISION

SPA Decision on NCATE Recognition of the Program(s):

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

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

The program meets or exceeds an 80% pass rate on state licensure exams:

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

Comment:

Sufficiently addressed in previous submission.

Summary of Strengths:

The program has now identified the content expectations of the Program rather than of the separate academic majors. This change of perspective has enhanced reporting and analysis of the strength of candidates' knowledge of content relevant to specific NCSS Standards.

PART B - STATUS OF MEETING SPA STANDARDS

THEMES

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

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Candidates are exposed to content relevant to this standard and their performance is analyzed by content major and the social studies program.
 Assessment 1: Sufficient evidence of candidates' performance was provided in the previous submission but the revisions in reporting will further assist in program analysis.
 Assesment 2: Data have been provided that indicates the strength of candidates' performance in courses relevant to this standard.

For further discussion of assessments, see Part C.

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

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Please see comments in Standard 1.1.

Standard 1.3. People, Places, and Environment. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school

level for the study of people, places, and environment.

Met	Met with Conditions	Not Met
j ⁿ	j ⁿ	j ⁿ

Comment:

Please see comments in Standard 1.1.

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

Met	Met with Conditions	Not Met
j ⁿ	j ⁿ	j ⁿ

Comment:

Please see comments in Standard 1.1.

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

Met	Met with Conditions	Not Met
j ⁿ	j ⁿ	j ⁿ

Comment:

Please see comments in Standard 1.1.

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

Met	Met with Conditions	Not Met
j ⁿ	j ⁿ	j ⁿ

Comment:

Please see comments in Standard 1.1.

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

Met	Met with Conditions	Not Met
j ⁿ	j ⁿ	j ⁿ

Comment:

Please see comments in Standard 1.1.

Standard 1.8. Science, Technology and Society. Candidates in social studies should possess the

knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology and society.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

It is not clear how the courses or portions of courses identified as addressing this standard do so. If it is a portion of a course, whole-course data are insufficient. The program needs to clarify the source of the data and provide candidate performance accordingly.

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

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Please see comments in Standard 1.8.

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

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Please see comments in Standard 1.1.

2.0 SOCIAL SCIENCE DISCIPLINES

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

Met	Met with Conditions	Not Met	Not Applicable
jn	jn	jn	jn

Comment:

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

Met	Met with Conditions	Not Met	Not Applicable
jn	jn	jn	jn

Comment:

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

Met	Met with Conditions	Not Met	Not Applicable
jñ	jñ	jñ	jñ

Comment:

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

Met	Met with Conditions	Not Met	Not Applicable
jñ	jñ	jñ	jñ

Comment:

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

Met	Met with Conditions	Not Met	Not Applicable
jñ	jñ	jñ	jñ

Comment:

3.0 PROGRAMMATIC STANDARDS FOR INITIAL LICENSURE

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

Met	Met with Conditions	Not Met
jñ	jñ	jñ

Comment:

Met in previous submission.

Standard 3.2. Qualified Social Studies Faculty. Institutions preparing social studies teachers should provide faculty in the social studies and social studies education components of the program who are

recognized as (a) exemplary teachers, (b) scholars in the fields of social studies and social studies education, and (c) informed about middle and secondary school classrooms and teaching.

Met

Met with Conditions

Not Met

jn

jn

jn

Comment:

The program has now addressed the reviewers' questions regarding faculty qualifications and responsibilities and the credentials of cooperating teachers.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content.

Assessment 1: Praxis II Data: No additional data were provided with this submission but the program reports a change in collection of candidates' data from use of quartile data to collection and analysis of candidates' scores in each of the assessment areas. While the quartile data indicated the strength of candidates' knowledge, the collection and analysis of actual candidate scores will better inform the program of areas of strength and areas in need of improvement.

Assessment 2: This newly created assessment addresses candidates' performance within the program but also disaggregates data across the three majors. Data indicate strong candidate performance in content courses relevant to most NCSS Standards. It is not clear how the courses identified as providing evidence of the strength of candidates' knowledge relevant to NCSS Standards 1.8 and 1.9 do so. If it is a portion of a course, candidates' performance on that portion of the course should be provided.

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

Assessment 3: This newly created assessment sufficiently meets the needs of identifying candidates' strengths in planning and of their capabilities in assessing the effectiveness of their own performance in facilitating student learning. The data inform both the candidates and the program.

The strength of candidates' teaching was sufficiently addressed in the previous submission.

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

See comments in C.2. This newly designed assessment provides candidates the opportunity to assess the strengths and limitations of their ability to promote student learning. Data provided sufficient evidence of candidates' capability to analyze their students and their own performance.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

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

Program faculty determined that data collected and analyzed for the previous submission were not sufficient to meet the needs of the review process and of their need to assess the social studies program rather than separate academic majors. The revised/new assessments (for which there are limited data)

have addressed concerns of reviewers from the previous submission and appear to better meet the needs of program faculty in collecting data that will effectively allow them to analyze the strengths and limitations of candidates and of the program.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

Social Studies Program faculty may need to "formalize" their determination of the common core courses that address the needs of the social studies program and seek assurance from the academic majors that support the program that a common, identified set of courses and experiences must be maintained in order to meet national standards and content competencies of the licensure exam.

PART F - ADDITIONAL COMMENTS

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

The clarification of credentials of faculty and of their roles in the program was helpful to reviewers. The identification of a common core of courses should be useful to program faculty in addressing the need for specific content courses to be offered by the content majors.

F.2. Concerns for possible follow-up by the Board of Examiners:

None.

PART G - DECISIONS

Decision

- j_n Program is nationally recognized. The program is recognized through the semester and year of the institution's next NCATE accreditation decision in 5-7 years. To retain recognition, another program report must be submitted before that review. The program will be listed as nationally recognized through the semester of the next NCATE accreditation decision on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the semester of the next NCATE accreditation decision, in its published materials. National recognition is dependent upon NCATE accreditation. *Please note that once a program has been nationally recognized, it may not submit a revised report addressing any unmet standards or other concerns.*

Please click "Next"

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