

Bonnie Laughlin-Schultz, Coordinator
 History with Teacher Licensure in Social Science
 Year 2 Assessment Report, due October 15

Year 2

Student Learning Outcomes (SLOs) for Academic Programs

1. History with Teacher Licensure majors will understand the standard content of U.S. and world history as well as demonstrate standard knowledge of economics, geography, political science, psychology, and sociology-anthropology as described in the Illinois Learning Standards.
2. History with Teacher Licensure majors will be able to analyze a source document using the historical method. This includes close reading, sourcing (asking questions about author credentials/ motivation and audience and evaluating claims and detecting limitations), corroborating, and contextualizing in order to analyze what the document tells us about the past.
3. History with Teacher Licensure majors will effectively plan for instruction, developing objectives that are tied to appropriate learning goals and standards; designing appropriate instructional strategies and lessons to build content understanding and support learning needs of students; integrating attention to literacy into instruction; and planning how to assess student learning.
4. History with Teacher Licensure majors will demonstrate professional teaching competency by planning, organizing, effectively presenting, and reflecting upon social studies lessons that are designed to reach a diverse group of learners.
5. History with Teacher Licensure majors will demonstrate professional dispositions and responsibilities.
6. History with Teacher Licensure majors will plan and undertake informed action (service learning) on behalf of their community and in advocacy for issues relating to social studies education.

Overview of Measures/Instruments

<i>SLO(s)</i> <i>Note: Measures might be used for more than 1 SLO</i>	<i>ULG*</i>	<i>Measures/Instruments</i> <i>Please include a clear description of the instrument including when and where it is administered</i>	How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
Broad Content Knowledge in History and Social Science: History with Teacher Licensure majors will understand the standard content of U.S. and world history as well as demonstrate standard knowledge of economics,		Students all take the ILTS Social Science: History Content Test 246 as a measure of broad content knowledge. The Content Test has four sub-scores that allow measurement of U.S. history, world history, and social science knowledge.	The aim is for all students to pass (scoring 240 out of 300) and to pass all individual sections. Test score results are monitored by the History with Teacher Licensure Coordinator and the Associate Dean of COE, and test results are shared with the History department Teacher Education Committee and the Social Science Committee as needed.

<p><i>SLO(s)</i> <i>Note: Measures might be used for more than 1 SLO</i></p>	<p><i>ULG*</i></p>	<p><i>Measures/Instruments</i> <i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p>How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
<p>geography, political science, psychology, and sociology-anthropology as described in the Illinois Learning Standards. (Broad thematic and disciplinary knowledge is indicated in the National Council for the Social Studies (NCSS) Core Competencies Standard 1.)</p>		<p>Grades in all required social science and history courses are also gathered and reported to NCSS as a measure of student knowledge.</p> <p>Cooperating teachers also complete a performance assessment five-point rubric that in part measures students' content knowledge and ability to teach social studies content.</p>	<p>Test scores for program completers 2018-2021 are included in the attached report. Of the 38 program completers, 36 earned passing scores.</p> <p>For the report submitted this September, grades from program completers from 2018-2021 were submitted. The course grade performance of the candidates in each cohort demonstrates candidates' mastery of course content across the many disciplines of social studies. All completers earned a C or better in all of these courses, and with few exceptions, the GPA mean for all courses in all data sets was above 3.0.</p> <p>Data is shared with the Teacher Education Committee and COE as needed. Three cycles of data are included in the attached report. The mean for each of the three NCSS indicators for content knowledge of concepts, facts, and tools; disciplinary inquiry; and disciplinary forms of representation was 3.89, well above meeting the standard.</p>
<p>Historical Thinking and Analysis: History with Teacher Licensure majors will be able to analyze a source document using the historical method. This includes close reading, sourcing (asking questions about author credentials/ motivation and audience and</p>	<p>CT 1-4, 6 WCR 1-7</p>	<p>Every History with TL major submits one source analysis paper as part of the Departmental Approval Portfolio for student teaching. Students applying for student teaching submit a sample primary document analysis from a course that is assessed using the Historical Source Analysis rubric developed by the History Department that ranks candidates with</p>	<p>Data is shared with the Teacher Education Committee and COE as needed. At present it is not submitted as part of the accreditation report but is still being collected to help assess student ability to analyze sources and for consideration for future SPA reports.</p>

<p><i>SLO(s)</i></p> <p><i>Note: Measures might be used for more than 1 SLO</i></p>	<p><i>ULG*</i></p>	<p><i>Measures/Instruments</i></p> <p><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p>How is the information Used?</p> <p><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
<p>evaluating claims and detecting limitations), corroborating, and contextualizing in order to analyze what the document tells us about the past.</p>		<p>scores ranging from 5 (exceeds expectations) to 3 (meets) to 1 (does not meet). Their understanding of historical characteristics of the document, point of view, organization, development, style, and mechanics are considered in assigning the rating.</p> <p>An exit survey of program completers contains a specific question about historical thinking and preparation for teaching it.</p>	<p>The survey is sent out via Google Form to student teachers, and data is collected by the History Teacher Licensure coordinator every semester. Findings are shared with the Teacher Education Committee as indicated.</p>
<p>Effective Planning for Instruction & Assessment: History with Teacher Licensure majors will effectively plan for instruction, developing objectives that are tied to appropriate learning goals and standards; designing appropriate instructional strategies and lessons to build content understanding and support learning needs of students; integrating attention to literacy into instruction; and planning how to assess student learning.</p>	<p>CT 1-4, 6 WCR 1-7</p>	<p>In SOS 2400 students submit a lesson plan that is evaluated using a rubric that assesses their social studies content knowledge and ability to write objectives and align a lesson to standards; to plan formative and summative assessment; and to create a learning plan that includes well-chosen instructional strategies and materials.</p> <p>In SOS 3400 students submit an Inquiry Design Model unit plan that conforms to the National Council for the Social Studies Inquiry Design Model and meets and is assessed using a four-point rubric that examines 10 criteria aligned to the COE</p>	<p>The lesson plan is assessed via a rubric shared with SOS 2400 students. Data is shared with the Teacher Education Committee and COE as needed and is used by SOS 3400 professors to determine where to deepen instruction on lesson planning in SOS 3400. This assessment was suspended for fall 2020 due to COVID but is currently being collected in SOS 2400.</p> <p>Data is shared with the Teacher Education Committee and COE as needed. Unit Plan data is also submitted to the COE every spring, and is included in the NCSS SPA accreditation report. Three cycles of data are included in the attached report. Of 39 candidates submitting IDM unit plans,</p>

<p><i>SLO(s)</i></p> <p><i>Note: Measures might be used for more than 1 SLO</i></p>	<p><i>ULG*</i></p>	<p><i>Measures/Instruments</i></p> <p><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p>How is the information Used?</p> <p><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
		<p>Unit Plan rubric and NCSS Core Competencies Standard 2-5.</p>	<p>34 were deemed to meet standards in all ten areas of assessment.</p>
<p>Engaging Students in Learning and Assessing Student Learning: History with Teacher Licensure majors will demonstrate professional teaching competency by planning, organizing, effectively presenting, and reflecting upon social studies lessons that are designed to reach a diverse group of learners.</p>	<p>CT 1-4, 6 WCR 1-7 SL 4-7 RC 2 QR 1-2, 6</p>	<p>edTPA (Teacher Performance Assessment) is a portfolio-based, high-stakes test which students must pass in order to be a licensed teacher in Illinois. Planning, implementation, assessment, and reflection are all evaluated using a total of 15 rubrics.</p>	<p>edTPA data is sent to COE and provided to the History with Teacher Licensure Coordinator. Three semesters of the most recent data are included in the attached report, indicating that all students passed edTPA. Data on each of the 15 rubrics is also reported and used to identify weak areas to be reinforced in SOS 2400 and SOS 3400. (NOTE: ISBE has suspended the edTPA requirement during the entirety of the COVID-19 pandemic, so the most recent data comes from fall 2019.)</p>
<p>Professionalism: History with Teacher Licensure majors will demonstrate professional dispositions and responsibilities.</p>	<p>RC 2</p>	<p>Dispositions surveys are done at multiple points throughout the professional education sequence (including departmental methods and student teaching) and students are rated on 5 dispositions: Interaction with students (IWS); Professional and ethical practices (PEP); Effective communication (EC); Planning for teaching and student learning (PTSL); Sensitivity to diversity and equity (SDE).</p> <p>Students applying for student teaching solicit recommendations from faculty</p>	<p>COE is currently revising the dispositions rubric, though data has been collected in years prior to 2021 and all students have met standards.</p> <p>All students in 2020-2021 were recommended for student teaching without reservation and were assessed as meeting criteria for effective</p>

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		<p>where they are also assessed on professionalism and maturity.</p>	<p>communication, ability to work with others, professionalism, and maturity.</p>
<p>Informed Action: History with Teacher Licensure majors will plan and undertake informed action (service learning) on behalf of their community and in advocacy for issues relating to social studies education. (Informed Action assessment is required by NCSS Core Competency 5.)</p>	<p>RC 2</p>	<p>An Informed Action Assignment is integrated into SOS 2400 and SOS 3400 and is assessed using a four-point rubric designed in alignment with NCSS Core Competency Standard 5.</p>	<p>Data is shared with the Teacher Education Committee and COE as needed and is included in the NCSS SPA accreditation report. Two cycles of data are included in the attached report. The majority of candidates performed well on the Informed Action assessment overall. Students in Spring 2021 did not perform as well as those in Spring 2019 but this may be due to the necessary shifts to the assignment due to the pandemic.</p>

**Please reference any University Learning Goal(s) (ULG) that this SLO, if any, may address or assess. C=Critical Thinking, W=Writing & Critical Reading; S=Speaking and Listening; Q=Quantitative reasoning; R=Responsible Citizenship; NA=Not Applicable*

HIS-TL SPA SUBMISSION DOCUMENT - 2021

Section 1 – Context

1. Description of any state/institutional policies influencing NCSS standards. (4000 characters)

The History with Teacher Licensure in Social Science program at Eastern Illinois University (EIU) is designed to meet department, College of Education, state, university, and NCSS goals and objectives. From the College of Education, the Unit Conceptual Framework provides the context for developing and assessing candidates' proficiencies based on the Illinois Professional Teaching Standards at the initial level. Illinois has established a testing program as part of its teacher licensure program. All candidates must pass a series of tests documenting they possess the knowledge and skills needed to be effective teachers. Prior to student teaching, all History with Teacher Licensure in Social Science candidates are required to pass a state content test, ILTS test 246 (Social Science: History). Candidates must also pass the edTPA before a candidate can be awarded a teaching license by the State of Illinois. The past two years have seen some disruption to these requirements, as edTPA has been waived for candidates the past four semesters due to the pandemic and passage of the Content Test has shifted to become a requirement for licensure, not for clearance for student teaching. As of fall 2021, these pandemic stipulations remain in place, but we continue to collect data on the Content Test from program completers.

The Illinois State Board of Education (ISBE) offers one license for secondary social science, a license to teach all social science courses. All teachers in Illinois must also meet the state standards in their content or preparation area; for our students, those are the Illinois state standards in social science for grades 9-12. While students major in history, EIU's multi-faceted Social Science Teaching licensure degree program provides training in the many areas of social studies, including economics, geography, political science, psychology and sociology- anthropology. The program is inter-disciplinary, is Illinois State Board of Education Standards- based, and incorporates the five core competencies and standards specified by NCSS as expectations for social studies teacher education candidates. The program coordinator is housed in the History department but the governance committee includes not just the coordinator and History department chair but chairs of the other social science disciplines as well. That committee establishes and reviews curriculum in accordance with the requirement from the Illinois State Board of Education that students be prepared across all content areas of the social studies.

Prior to 2018, our program had multiple paths to teacher licensure in social science, allowing students to concentrate in history, geography, political science, psychology, or sociology. Due to staffing, enrollment, and a commitment to more thoroughly training students in not just content knowledge but in disciplinary forms of inquiry and representation, in 2018 the program was streamlined to one path, that through the History Department. Data for this report includes a handful of students completing one of the former programs. All assessments were identical for all programs, though there are some very small differences noted in assessments one and two. Additionally, EIU offers a traditional postbaccalaureate licensure program. Those students complete the same required coursework and assessments and take the same classes as students in the traditional History with Teacher Licensure program. They are included in this report, with assessment information disaggregated

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. Additionally, programs should describe the process for identifying and training cooperating/mentor teachers (school-based faculty) and the training provided to all faculty charged with supervising candidates in the field. (Response limited to 8,000 characters)

History with Teacher Licensure in Social Science candidates are required to complete 125 hours of pre-student teaching field and clinical experiences. All field and clinical experiences take place in public schools in central Illinois at the middle and secondary level, with the practicum and student teaching level in high schools. Candidates complete a series of clinical experience hours that immerse them more and more fully in the teaching process. They take Secondary Education (SED) 2000 (Inquiry into Teaching) first in which they primarily observe other teachers for at least 20 hours. They complete an additional 15 hours of clinical experience in the content area methods course SOS 3400 (Social Studies Teaching Methods in Middle and Secondary Schools); this field experiences ranges from remote observation of excellent social studies teachers statewide to short-term classroom internships. Candidates then complete 75 hours of field experiences in SED 3330 (Instructional Tasks in the Secondary Schools) and SED 4330 (Literacy, Assessment, and Differentiation in Secondary Schools); this is an intense six-week practicum experience in which candidates gradually gain access to independent teaching, and candidates both design and implement lessons and collect assessment data and reflect upon their instructional design and implementation. Candidates complete an additional 15-hour clinical experience in SPE 4500 (Special Education); this includes observation as well as modification of lesson design to suit learner needs. Candidates finally complete a full semester (15 weeks) of full-time student teaching (STG 4001) and an additional multicultural field experiences in STG 4000. For field experiences in social studies methods and practicum, candidates are placed with licensed middle or secondary social studies teachers with at least three years of teaching experience and the desire to work closely with professors and the preservice teachers. For student teaching, candidates are placed with a licensed secondary social studies teacher who has at least 3 years of successful teaching with evaluations showing a positive impact on student learning (as judged by their building administrator), a master's degree or equivalent in advanced study, and the desire to work with pre-service teachers. Candidates are supervised by both a student teaching coordinator from the College of Education (COE) who handles day-to-day supervision and a social studies education faculty member who provides content-specific support (often electronically, making site visits as the COE supervisor requests). The social studies education faculty member is the History with Teacher Licensure coordinator, a history professor with previous secondary licensure and teaching experience. This faculty member also is the professor for two social studies methods courses that candidates take prior to student teaching, meaning that a strong mentoring relationship is already in place prior to student teaching.

3. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles and should also denote the required courses for all candidates. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

Files – ALL PDFS

EIU Catalog description: History with Teacher Licensure in Social Science

History with Teacher Licensure in Social Science Program Guidesheet (Class Listing)

History with Teacher Licensure in Social Science Degree Checksheet

History with Teacher Licensure in Social Science Completion Checklist

History with Teacher Licensure Option (B.A.)



Total Semester Hours required for the Degree: 127 semester hours

Semester Hours required for the History with Teacher Licensure Option: 67 semester hours

The History with Teacher Licensure Option is for students who would like to major in History and gain Illinois state licensure at the secondary level to teach all of the social sciences (history, economics, geography, political science, psychology and sociology/anthropology). Students wanting to teach AP or Honors in any individual subject besides history need an endorsement. For students also wanting to be eligible to teach middle school social studies, passage of an additional content test is required.

This option requires that students follow and meet the requirements for Admission, Retention and Graduation from Teacher Licensure programs as described in the "Teacher Licensure Programs" section of this catalog and as explained at the University Admission to Teacher Education Meeting which all students must attend. Additional information on Admission, Retention and Graduation for Teacher Licensure programs can be found on the College of Education website at <https://www.eiu.edu/coe/teached.php>.

Students must receive a "C" or better in all courses used toward graduation, regardless of where they are taken. This includes general education, professional education, major and minor course, all university required courses, and electives. Students must maintain a minimum cumulative and major GPA of 2.65 in order to continue in the education program. Students must maintain a minimum cumulative GPA of 2.75 and major GPA of 2.75, in order to be approved for student teaching. Approval for student teaching requires that the minimum GPA be held at the beginning of the semester prior to the student-teaching semester. Students must also pass the requisite state content test in order for student teaching approval.

Students must complete the professional education coursework following the Secondary Education Professional Education Sequence. Information is available in the Teacher Licensure Program section of this catalog.

Students must pass the appropriate test (whether it be APT, edTPA, or some other test) before they can receive their teaching license from Illinois or any other state.

History with Teacher Licensure Option Comprises:

Students must complete all the professional coursework under the Regular Secondary Education Program.

40 Semester Hours of General Education

Up to 18 hours from the Major may double count for General Education, and students are advised to review major requirements as they select General Education coursework.

34 Semester Hours in the Professional Education Core

The Professional Education Core consists of the Regular program (See below.)

Regular Program:

-
- [EDF 2555G - Education in a Diverse Society: The Multilingual/Multicultural Classroom](#). Credits: 3
 - [EDF 4550 - Critical Focus on Education](#). Credits: 3

- [EDP 2330 - Educational Psychology: Foundations for Teachers.](#) Credits: 3
- [SED 2000 - Inquiry Into Teaching.](#) Credits: 2
- [SED 3330 - Instructional Tasks in the Secondary School.](#) Credits: 4
- [SED 4330 - Literacy, Assessment, and Differentiation in Secondary Schools.](#) Credits: 3
- [SPE 4500 - The Education of Individuals with Exceptional Learning Needs: Access to the General Curriculum.](#) Credits: 3
(SPE 3500 may be substituted for SPE 4500 if previously taken.)
- [STG 4000 - Multicultural/Disabilities Practicum.](#) Credits: 1
- [STG 4001 - Student Teaching.](#) Credits: 6 to 16

https://catalog.eiu.edu/preview_program.php?catoid=39&poid=6096&hl=History+B.A.&returnto=search&print

(Register for 12 semester hours)

67 Semester Hours in Major Courses

(13 of which overlap with general education courses)

- Upper-Division U.S. History Elective. Credits: 3
- Upper-Division non-U.S. History Electives. Credits: 3
- Two Upper-Division History Electives. Credits: 6
- [ANT 2200G - Introduction to Anthropology](#). Credits: 3
- or [SOC 1838G - Introductory Sociology](#). Credits: 3
- [ECN 2801G - Principles of Macroeconomics](#). Credits: 3
- [ECN 2802G - Principles of Microeconomics](#). Credits: 3
- [GEO 1100G - Cultural Geography](#). Credits: 3
- [GEO 1200G - World Regional Geography](#). Credits: 3
- [HIS 1500G - Roots of the Modern World: Society and Religion](#). Credits: 3
- [HIS 2010G - History of the United States to 1877](#). Credits: 3
- [HIS 2020G - History of the United States Since 1877](#). Credits: 3
- [HIS 2500 - Historical Research and Writing](#). Credits: 3
- [HIS 2560 - Early Modern World History](#). Credits: 3
- [HIS 3555 - Modern World History](#). Credits: 3
- [HIS 3600G - The U.S. Constitution and the Nation](#). Credits: 3
- [PLS 1153G - American Government and Constitution](#). Credits: 3
- [PLS 2253G - Introduction to International Relations](#). Credits: 3
- [PSY 1879G - Introductory Psychology](#). Credits: 3
- [SOS 2400 - Introduction to Teaching Social Studies in the Middle and Secondary Classroom](#). Credits: 1
- [SOS 3400 - Middle Level and Secondary Social Studies Teaching Methods](#). Credits: 3

AND

Two SOS Electives (s credits) from the following departments:

Economics
 Geography/Geology
 History

Political Science
 Psychology
 Sociology

Outside these departments, CTE 3000 - Consumers in the Marketplace - and HSL 2300g - Personal and Family Financial Literacy - may also count as electives.

Electives should be chosen in careful consultation with undergraduate advisor and in consultation with endorsement options in secondary social science and minor requirements for other social studies subjects and interdisciplinary minors such as Africana Studies, Anthropology, Asian Studies, Premodern Global Studies, Religious Studies, and Women's, Gender, and Sexuality Studies.

Footnotes:

Students must complete all the professional coursework under the Secondary Education Program.

Major GPA based on all CTE and HSL courses taken for the major and all ANT, ECN, GEO, HIS, PLS, PSY, SOC, and SOS courses taken at EIU.

History with Teacher Licensure Major – Checklist

Catalogs Fall 2019 to Present (Updated August 2020)

General Education Requirements

Sem	Year	Course	Grade
Humanities & Fine Art			
		HIS 1500G/1590G	
		HIS 2010G/2090G	
		Fine Art	
Language			
		ENG 1001G/1091G	
		ENG 1002G/1092G	
		CMN 1310G/1390G	
Mathematics			
		Math	

Major Regs: History Foundations & Concentration

Sem	Year	Course	Grade
		HIS 1500G/1590G	
		HIS 2010G/2090G	
		HIS 2020G/2091G	
		HIS 2500	
		HIS 2560 (SP)	
		HIS 3555 (FA)	
		HIS 3600G/3690G	
		HIS 3000+ Elective (US)	
		HIS 3000+ Elective (NUS)	
		HIS 3000+ Elective	
		HIS 3000+ Elective	

Professional Education & Departmental Methods

Sem	Year	Course	Grade
		SED 2000 (2 cu)	
		EDF 2555G/2595G	
		EDP 2330	
FA		SOS 2400 (1 cu)	
SP		SOS 3400	
		EDF 4555	
		SPE 4500	
		SED 3330 (4 cu)	
		SED 4330	
		STG 4000 (1 cu)	
		STG 4001 (12 cu)	

General Education Requirements

Sem	Year	Course	Grade
Scientific Awareness			
		Biology (3 or 4 cu)	
		Physical Science (3 or 4 cu)	
		Lab requirement	
Social & Behavioral Sciences			
		GEO 1100G/1190G	
		ECN 2801G/2891G	
		PLS 1153G/1193G	
Senior Seminar or Study Abroad Capstone			
		EIU 41xxG or STA 4000G	

Major Regs: Social Science Foundations & Skills Core

Sem	Year	Course	Grade
		ECN 2801G/2891G	
		ECN 2802G/2892G	
		GEO 1100G/1190G	
		GEO 1200G/1290G	
		PLS 1153G/1193G	
		PLS 2253G/2293G	
		PSY 1879G/1890G	
		SOC 1838G or ANT 2200/2290G	
		Social Science Elective #1	
		Social Science Elective #2	

Other Requirements

Foreign Language Req. (2 semesters or H.S.)			
Sem	Year	Course	Grade
		For. Language Sem. #1	
		For. Language Sem. #2	
Electronic Writing Portfolio			
Sem	Year	Submission	Passed?
		EWP #1	
		EWP #2	
		EWP #3	

Testing Requirements

Sem	Year	Test	Passed?
		Content Test 246 ILTS	
		edTPA	

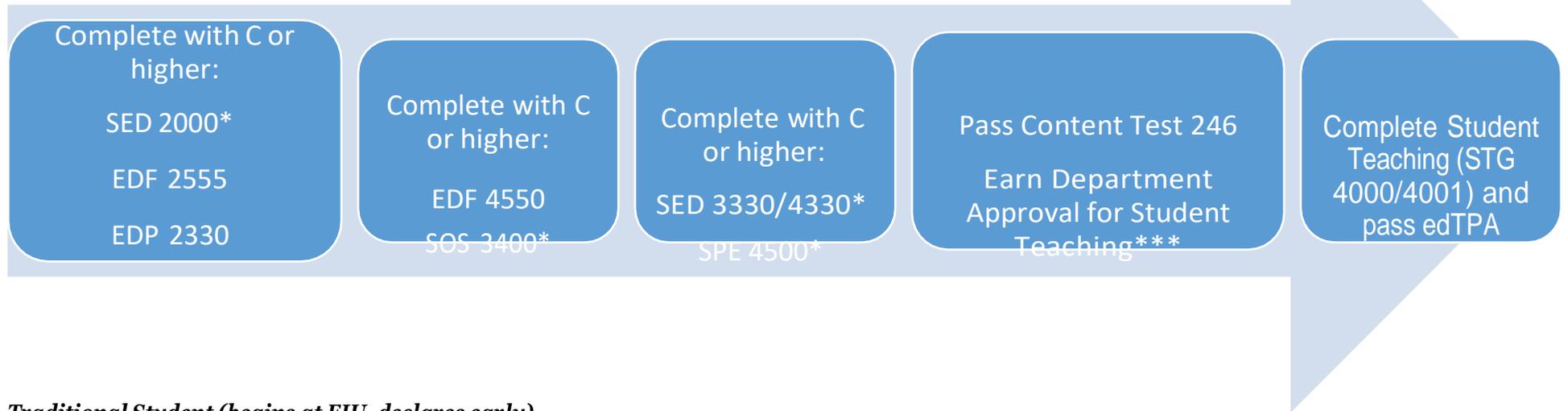
History with Teacher Licensure in Social Science Course Requirements

Course Number	Course Name
HIS 1500G	World History: Society and Religion
HIS 2010G	US History to 1876
HIS 2020G	US History since 1877
HIS 2500	Historical Research and Writing
HIS 2560	Early Modern World History
HIS 3555	Modern World History
HIS 3600G	The U.S. Constitution and the Nation
HIS US Elective	Varies
HIS Non-US Elective	Varies
HIS Elective	Varies
HIS Elective	Varies
ANT 2200G*	Introduction to Anthropology
ECN 2801G	Macroeconomics
ECN 2802G	Microeconomics
GEO 1100G	Cultural Geography
GEO 1200G	World Regional Geography
PLS 1153G	American Government and Constitution
PLS 2253G	Introduction to International Relations
PSY 1879G	Introductory Psychology
SOC 1838G*	Introduction to Sociology
SOS 2400 (1 credit)	Introduction to Teaching Social Studies
SOS 3400	Social Science Teaching Methods for Middle and Secondary Schools
Elective from ANT, ECN, GEO, PLS, PSY, or SOC**	Varies
Elective from ANT, ECN, GEO, PLS, PSY, or SOC**	Varies

* Students choose one of these two courses to take as a requirement and are able to take the other as one of the two social science electives included in the program.

**Additionally, students can take two other classes focused on consumer economics: CTE 3000 – Consumers in the Marketplace and HSL 2300G – Personal and Family Financial Literacy

Secondary Education Sequence for History TL



Traditional Student (begins at EIU, declares early)

	Fall	Spring
Year 1		SED 2000, EDF 2555G
Year 2	SOS 2400 (our new intro course, required ONLY from AY2016-on)	EDP 2330 (or in fall of year 2)
Year 3	(Or SOS 2400 here) EDF 4550 (jr standing; online)	SOS 3400 (prereq: SOS 2400)
Year 4	SED 3330/SED 4330/Practicum, SPE 4500 (or May term prior)	STG 4000, STG 4001

Transfer/Late Declare (* = may have transferred in)

1-2		
Year 3	SED 2000*, EDP 2330*, SOS 2400, EDF 2555G*	SOS 3400 (prereq: SOS 2400) EDF 4550 (jr standing required; online)
Year 4	SPE 4500 (prereq: SOS 3400), SED 3330/SED 4330/Practicum	STG 4000, STG 4001

Applications for student teaching must be completed the year PRIOR to the year in which you student teach. In order to student teach, you must have passed the Content Test and secured Department Approval and met all other requirements. For more on student teaching, see <https://www.eiu.edu/clinical/>.

* These courses have clinical experience requirements. SED 2000: 20-hour clinical observation requirement

SOS 3400: 15-hour clinical experience (varies by semester how it takes place)

SPE 4500: 15-hour clinical experience placement (can be taken with SED 3330/4330 – placements can accommodate this).

SED 3330/SED 4330: These two blocked courses (you sign up for M-F AM or PM) has a 75-hour clinical placement embedded within it.

*** Department Approval happens in weeks 10-12 of the semester PRIOR to student teaching. Dr. L-S will send out an email to all students with submission directions for those planning to student teach the next semester. Students submit a portfolio (many components of which are completed in the course of SOS 2400 and SOS 3400), including a resume/cover letter, recommendation forms completed by Social Science faculty, etc.

Checklist for Completion of the History with Teacher Licensure Major

- _____ 1. Complete course requirements with a C or better in every course that counts towards your major.
- _____ 2. Complete all the steps for [Selection and University Approval](#) to Take Teacher Education Courses before registering for SOS 3400. These requirements will be checked before you are allowed to begin SOS 3400. You must also purchase LiveText, EIU's Teacher Education Electronic Portfolio System.
- _____ 3. Earn at least a 2.75 major GPA (major GPA = GPA in all ANT, ECN, GEO, HIS, PLS, PSY, SOC, SOS courses) and a 2.75 cumulative GPA.
- _____ 4. Join at least one professional organization related to social studies education (a requirement for student teaching approval). Strongly recommended: [National Council for the Social Studies](#), [Illinois Council for the Social Studies](#), or [National Council for History Education](#). All have student membership rates (ranging \$15-\$46/year). If you choose a different organization, please get it pre-approved.
- _____ 5. Attend at least two professional conferences, including the [Annual History and Social Studies Teachers Conference](#) held at EIU every fall. One conference may be replaced with attendance of at least three social studies education webinars or other approved professional development (such as a lecture in the discipline).

Conference or Webinar Name	Date	Description
History/Social Studies Teachers Conference		

- _____ 6. Prepare a professional portfolio or e-portfolio that you will submit by **midterm prior to student teaching**:
- Cover Page/Table of Contents with Your Name
 - Completed copy of "Checklist for Completion of the History with Teacher Licensure Major"
 - Cover Letter and Updated Resume (including professional organizations, PD, practicum)
 - Social Studies Autobiography (assignment collected in SOS 2400 – please revisit as you write your reflection)
 - Writing Sample (must include primary source analysis; completed in any history course, most likely)
 - Lesson designed and implemented in Student Teaching, including assessment and data (collected during STG)
 - Portfolio Reflection (2-3 pages): Please reflect on your growth as a teacher from your beginning at EIU until the present, including specific references to clinical experience and coursework, and create/explain at least three goals that you have for student teaching and beyond.
- _____ 7. Submit [positive recommendation forms](#) from at least TWO faculty members in any social studies department (ANT, ECN, GEO, HIS, PLS, PSY, SOC, and SOS). These are due at midterm prior to your student teaching. Forward the form URL (<https://forms.gle/5s1DmUfqBQFHpMt8>) to faculty, and they can submit them online.
- _____ 8. Pass the [ILTS Content Test \(Social Science: History, test 246\)](#) by mid-semester prior to student teaching.

_____ 9. Complete all professional education coursework (including student teaching) and [COE requirements](#), complete student teaching, and submit and receive a passing score on edTPA. Optional: Check into [licensure endorsements](#).

Candidate Information beginning with the most recent academic or calendar year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Only programs leading to licensure or a teaching credential should be included. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program: History with Teacher Licensure in Social Science*

Academic Year	# of Candidates** enrolled in program	# of program completers
2018-2019	59	12
2019-2020	48	8
2020-2021	47	12

* A handful of students in this data were completing a second program, Social Science Teaching, that had concentrations in other disciplines (geography, psychology, sociology-anthropology, and political science). This program was discontinued in 2018 and the last student graduated in 2021. The students in the former program took almost the exact same required coursework as students in the revised History with Teacher Licensure in Social Science, and the small discrepancies in the programs are noted in Assessments 1 and 2.

** Candidates are defined not just as students who have elected for the History with Teacher Licensure major but who have enrolled in at least one assessment-bearing course for this report.

Program: History with Teacher Licensure in Social Science Postbaccalaureate Program

Academic Year	# of Candidates enrolled in program	# of program completers
2018-2019	6	2
2019-2020	3	3
2020-2021	3	0

Section II. List of Assessments

Assessment 1.	Name of Assessment	Type or Form of Assessment	When Assessment Is Administered
Assessment #1: Licensure assessment, or other content-based assessment (required)	Illinois Licensure in Social Science Test (ILTS 246 for most students, as the test and program were revised in 2018)	Standardized test required by state for licensure; administered by Illinois State Board of Education and Pearson.	Candidates are required to pass the content test prior to student teaching.
Assessment #2: Content knowledge in social studies (required)	Content Course Grades	Course grades in specific social studies areas required of all majors	During each required content course throughout the program

Assessment #3: Candidate ability to plan instruction (required)	Unit Plan based on the Inquiry Design Model	IDM Unit Planning Assignment	During SOS 3400 (Social Science Teaching Methods), typically taken junior year, 2 semesters prior to student teaching
Assessment #4: Student Teaching (required)	Student Teaching Evaluation NCSS Addendum	Performance Evaluation ratings rubric used by the cooperating teacher to determine how well students address the NCSS standards during student teaching	At the end of the candidate's student teaching semester
Assessment #5: Candidate effect on student learning (required)	edTPA	Performance-based, subject-specific portfolio assessment developed by Stanford Center for Assessment, Learning, and Equity (SCALE)	During student teaching
Assessment #6: Assessment of professional responsibility and informed action	Informed Action Assessment	Performance-based project carried out over two semesters as application of curriculum from Social Science Teaching Methods courses and assessed by a rubric designed in alignment with NCSS standards	SOS 2400-SOS 3400
Assessment #7: Additional assessment that addresses NCSS standards (optional)			
Assessment #8: Additional assessment that			

addresses NCSS standards (optional)			
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Section III. Relationship of Assessments to Standards -

Standard 1. Content Knowledge Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.							
	1	2	3	4	5	6	
1a. Candidates are knowledgeable about the <i>concepts, facts, and tools</i> in civics, economics, geography, history, and the social/behavioral sciences.	X	X					
1b. Candidates are knowledgeable about <i>disciplinary inquiry</i> in civics, economics, geography, history, and the social/behavioral sciences.	X	X				X	
1c. Candidates are knowledgeable about <i>disciplinary forms of representation</i> in civics, economics, geography, history, and the social/behavioral sciences.	X	X					
Standard 2. Application of Content Through Planning Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.							
2a. Candidates plan learning sequences that demonstrate social studies knowledge aligned with the C3 Framework, state-required content standards, and theory and research.			X	X	X		
2b. Candidates plan learning sequences that engage learners with <i>disciplinary concepts, facts, and tools</i> from the social studies disciplines to facilitate social studies literacies for civic life.			X	X	X		
2c. Candidates plan learning sequences that engage learners in <i>disciplinary inquiry</i> to develop social studies literacies for civic life.			X	X	X		
2d. Candidates plan learning sequences where learners create <i>disciplinary forms of representation</i> that convey social studies knowledge and civic competence.			X	X	X		
2e. Candidates plan learning sequences that use technology to foster civic competence.			X	X			
Standard 3. Design and Implementation of Instruction and Assessment Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.							
3a. Candidates design and implement a range of authentic assessments that measure learners' mastery of <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence and demonstrate alignment with state-required content standards.			X	X	X		
3b. Candidates design and implement learning experiences that engage learners in <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence and demonstrate alignment with state-required content standards.				X	X		
3c. Candidates use theory and research to implement a variety of instructional practices and authentic assessments featuring <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence.				X	X		
3d. Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence.				X	X		
3e. Candidates engage learners in self-assessment practices that support individualized learning outcomes related to <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence.				X			
Standard 4. Social Studies Learners and Learning Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.							
4a. Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.				X	X		
4b. Candidates facilitate collaborative, interdisciplinary learning environments in which learners use <i>disciplinary facts, concepts, and tools</i> , engage in <i>disciplinary inquiry</i> , and create <i>disciplinary forms of representation</i>				X			
4c. Candidates engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society				X		X	
Standard 5. Professional Responsibility and Informed Action Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.							

5a. Candidates use theory and research to continually improve their social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner.				X			
5b. Candidates explore, interrogate, and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within their schools and/or communities.						X	
5c. Candidates take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies.						X	

6. NCSS PROGRAMMATIC REQUIREMENTS FOR NATIONAL RECOGNITION

A. 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.

Course #1 #2 #3

SOS 2400

SOS 3400

7. B. 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. #1 #2 #3

Secondary Licensure (now inactive) in Illinois (Secondary History, licensed 1998); Missouri (Secondary Social Science, licensed 1999); and North Carolina (Secondary Social Science, licensed 2010)

Work with Illinois Civics Hub, 2016-present, with civics instructional coaching to Illinois middle level and secondary teachers; now Preservice Liaison

Section IV. Evidence for Meeting Standards

For each assessment, attach one document that includes (1) a two-page narrative and (2) assessment documentation. The narrative includes the following:

- A brief description of the assessment and its use in the program (one sentence may be sufficient);
- A description of how this assessment specifically aligns with the standard and how it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
- A brief analysis of the data findings; and
- An interpretation of how that data provides evidence for meeting standard components, indicating the specific SPA standards by number, title, and/or standard wording;
- The assessment documentation will include the following:
 - The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
 - The scoring guide for the assessment; and
 - Charts that provide candidate data derived from the assessment.

Note:

- a. One assessment is preferably presented as one file;
- b. There is a limit of 20 attachments
- c. Attachment size can be no larger than 2 MB

**THESE ASSESSMENTS ARE INCLUDED AND LABELED
"NCSS_2021_Assessment#_ShortTitle".**

ASSESSMENT 1: Illinois Licensure Testing System (ILTS) Content Area Test Scores

Description of Assessment and Use in Program

All candidates seeking secondary Social Science teaching licensure in Illinois are required to receive a passing score on one of the Illinois Licensure Testing System's Content Area tests. For students enrolled in History with Teacher Licensure in Social Science and its postbaccalaureate iteration that test is the Social Science: History (ILTS 246) test. The passing score must be received prior to student teaching, although during the pandemic the state has waived this and made passage of the content test instead a requirement for licensure. Each Content Area Test contains a set of sub-tests designed to measure social science foundational skills, social science foundational knowledge, and sub-sections aligned to the particular social science discipline. For ILTS 246, those sections are Historical Concepts and World History and U.S. and Illinois History. A handful of program completers were finishing out a second teaching program eliminated in 2018 take a different Social Science test, one that includes history but is tied to concentrations in other disciplines. All tests include 60% of the same items on Social Science Foundational Skills and Social Science Foundational Knowledge.

Description of Alignment to SPA Standards

The Illinois Licensure tests were not designed to align specifically with the NCSS Standards, but the test framework shows clear links to candidate knowledge of concepts, facts, and tools in civics, economics, geography, history, and the social/behavioral sciences; to disciplinary inquiry in civics, economics, geography, history, and the social/behavioral sciences; and to knowledge about disciplinary forms of representation in civics, economics, geography, history, and the social/behavioral sciences, the three core competencies in Standard 1 and as indicated on the table below. The extensive ILTS framework for the Social Science: History Exam 246 can be found [here](#). The test has four sub-sections, each aligned with these core competencies. 60% of the content test is made of two sections, Social Science Foundational Skills and Social Science Knowledge. For skills, the framework includes such elements as "Understand basic sources, tools, and methods of social science inquiry and interdisciplinary connections among the social sciences" (001) and "Understand the use of analysis, interpretation, and evaluation in social science inquiry and basic historical concepts." (002) The Social Science Knowledge section covers content aligned to 1a and 1c for history as well as civics, economics, geography, and the social/behavioral sciences, while Sections 3 and 4 cover knowledge of concepts, facts, and tools as well as disciplinary inquiry and representation in history. In addition to more-familiar content standards, the test framework highlights elements such as "Understand historical concepts, perspectives, and interpretations" (0010).

ILTS 246 – Social Science: History Content Area Test

Content Sub-Sections	Program Standards	# of Scorable Items*	% of Examination
Social Science Foundational Skills	Element 1a, 1b, 1c	16	20%
Social Science Knowledge	Element 1a, 1b, 1c	32	40%
Historical Concepts and World History	Element 1a, 1b, 1c	14	17%
U.S. and Illinois History	Element 1a, 1b, 1c	18	23%

* This does not add up to 100 because each test includes a number of non-scorable items: 4 in sub-section 1, 8 in sub-section 2, 3 in sub-section 3, and 5 in sub-section 4.

Brief Analysis of Data Findings

Of the 38 program completers from the three cycles of data who took Content Area licensure tests, 36 earned passing scores. (In “normal” times, our pass rate would be 100% because it is impossible for a candidate to be a program completer without passing the Content Test prior to student teaching. During the pandemic the Illinois State Board of Education has allowed candidates to student teach and required passage of the Content Test for licensure.) Despite these two failures, the overall data shows our candidates performing well on the test as a whole. The average of candidate total scores neared 257/300. Notably, this is slightly lower than our average score in our 2014 report, where candidates averaged total scores well above 260. The difference for this seems less tied to preparation or candidate ability and more to the fact that the Content Test was revised beginning May 2018. Our candidates have struggled more with the revised test (several program completers required two attempts, whereas prior to May 2018, all students passed on the first try on the Social Science: History test). Program completers do perform slightly better on the Social Science Foundations and Social Science Skills sections, which are broad and cover history as well as the other social sciences. Data from 2018-2019 and 2019-2020 in particular shows candidates scoring slightly lower on the U.S./Illinois history and World History sections. Course preparation for these components comes generally from World and U.S. history surveys, which many students transfer in and/or take earlier in the program. Because performance on all other assessments demonstrates candidates’ understanding of historical content—candidates take and succeed in a core of upper-level history classes and consistently do well student teaching in history—this is not overly troubling, but we certainly need to think seriously about incorporating test preparation into the program. We now offer a preparation workshop at the beginning of each semester and talk more explicitly about the demands of the Content Test throughout the program, and for many students, it appears to have paid off. A handful of student data reflect sub-sections from other social science disciplines, but the last candidate of the jettisoned program finished the program in 2021, so we will not have candidates taking those content tests in the future. Additionally, the small number of candidates taking those tests makes interpreting the data difficult and protection of the privacy of student data impossible.

Interpretation of Data Relative to Meeting Standards

The test has four sub-sections, each aligned with these core competencies. 60% of the content test is made of two sections, Social Science Foundational Skills and Social Science Knowledge. The Social Science Knowledge section covers content aligned to 1a and 1c for history as well as civics, economics, geography, and the social/behavioral sciences, while Sections 3 and 4 cover knowledge of concepts, facts, and tools as well as disciplinary inquiry and representation in history. For skills, the framework includes such elements as “Understand basic sources, tools, and methods of social science inquiry and interdisciplinary connections among the social sciences” (001) and “Understand the use of analysis, interpretation, and evaluation in social science inquiry and basic historical concepts.” (002) Most candidates earned passing scores on the sub-sections Social Science Skills and Social Science Foundations, and the mean scores were slightly higher than those for the other sub-sections. In addition to more-familiar content standards, the test framework highlights elements such as “Understand historical concepts, perspectives, and interpretations” (0010). This is assessed in sub-section 4, where again most candidates performed well.

Documentation

Assessment Tool or Description

This assessment is a hundred question, timed, multiple choice test that is taken online at a testing center. The extensive ILTS framework for the Social Science: History Exam 246 can be found [here](#). For the few candidates completing the older program, their tests follow the frameworks for [Social Science: Geography](#), [Social Science: Political Science](#), [Social Science: Psychology](#), and [Social Science: Sociology-Anthropology](#). All tests contain 60% of the same content, so sub-scores 1 and 2 (Social Science Foundational Skills and Social Science Foundation Knowledge) are comparable no matter the test. Data from candidates finishing out the older program is disaggregated for sub-scores 3 and 4.

Scoring Guide

All candidates seeking secondary Social Science teaching licensure in Illinois are required to receive a passing score, which is a total of 240 out of 300. Scores for the tests are reported on a scale of 100 to 300. A total scaled test score of 240 is required to pass the test; what constitutes a 240 is calibrated by a working group at ILTS to the number of questions answered correctly. It is important to note that a candidate can pass the test with an overall composite score of 240 or higher (out of 300) even if their score on one (or more) of the sections is below 240. More scoring information from ILTS is [here](#).

Candidate Data

Test score data from three cohorts of candidates (2018-2019, 2019-2020, 2020-2021 Program Completers) are presented below. Most data represents program completers from the History with Teacher Licensure in Social Science program, but because program completers come at the end of the program, we have a number of remaining students completing a program eliminated in 2017, as described above. That is why the N for the sub-fields of Historical Concepts and World History are slightly smaller than the overall test number.

History with Licensure in Social Science Completers (n=32) PASS RATE, 2018-2021: 93.75% ^

Program Completers, 2018-2019#				
	N	Lowest in Range	Highest in Range	Mean
Total Score	12	242	285	259.66
Social Science Foundational Skills	10	242	290	263.9
Social Science Foundational Knowledge	10	242	300	263.4
Historical Concepts and World History	10	214	289	252
U.S. and Illinois History	10	214	287	251.4
Program Completers, 2019-2020				
	N	Lowest in Range	Highest in Range	Mean
Total Score	8	244	286	255.75
Social Science Foundational Skills	8	242	290	270.13
Social Science Foundational Knowledge	8	239	285	256.6
Historical Concepts and World History	5	212	300	247
U.S. and Illinois History	5	224	283	246.6
Program Completers, 2020-2021				
		Lowest in Range	Highest in Range	Mean

Total Score	12	223	294	259.09
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Social Science Foundational Skills	12	214	300	262.27
Social Science Foundational Knowledge	12	207	295	256.2
Historical Concepts and World History	11	214	300	252
U.S. and Illinois History	11	239	291	259.8

Post-Baccalaureate Licensure Completers (n=5)

PASS RATE, 2018-2021: 100%

PB Program Completers, 2018-2019				
	N	Lowest in Range	Highest in Range	Mean
Total Score	2	254	257	255.5
Social Science Foundational Skills	2	252	261	256.5
Social Science Foundational Knowledge	2	252	261	256.5
Historical Concepts and World History	2	231	256	244
U.S. and Illinois History	2	257	266	261.5
PB Program Completers, 2019-2020				
	N	Lowest in Range	Highest in Range	Mean
Total Score	3	240	279	264.33
Social Science Foundational Skills	3	270	291	279.33
Social Science Foundational Knowledge	3	204	282	255.3
Historical Concepts and World History	1	N/A	N/A	254
U.S. and Illinois History	1	N/A	N/A	282
PB Program Completers, 2020-2021 – N/A as N=0				

^ In “normal” times, our pass rate would be 100% because it is impossible for a candidate to be a program completer without passing the Content Test prior to student teaching. During the pandemic the Illinois State Board of Education (ISBE) has allowed candidates to student teach and required passage of the Content Test for licensure. Thus we have two program completers who have graduated and thus completed the program but been unable to pass the Content Test.

ILTS revised all of the Content Tests effective May 2018, and these two candidates took the prior version of the test, ILTS Social Science: History test 114 and ILTS Social Science: Psychology test 117.

ASSESSMENT 2: GRADES FOR NCSS ALIGNED COURSES

Description of Assessment and Use in Program

Content course grades in social science courses are used as one indication of candidate content knowledge. Program candidates seeking Illinois's social science license follow a prescribed course of study. See the list of required courses and experiences in the Program of Study in Section 1. (With the exception of a handful of program completers finishing a program that was eliminated in 2017, all students follow the same course of study, the one designed for History with Teacher Licensure in Social Science.) The Program of Study provides candidates with the content knowledge, skills, and conceptual and methodological understanding essential to success in the secondary social studies classroom. All social science courses are housed in the College of Arts of Sciences, and grades across these courses indicate mastery across the social studies disciplines, essential to candidate preparation. Eastern Illinois University assigns grades for course completed. Grades in these required courses are based on examinations, projects, presentations, papers, and other assignments. The university employs a conventional four-point grading system consisting of A=4; B=3; C=2; D=1; F=0, and the overall grade policy can be found in the Undergraduate Catalog. All candidates must complete the required coursework with a grade of C or better. Candidates not meeting this minimum requirement are required to re-take the course(s) in question before being approved for student teaching, graduation, or licensure. Additionally, candidates are required to maintain a minimum of a 2.75 GPA in the major area (ie, all social science courses) in order to be approved for student teaching and to be in good standing in the program. Candidates' grades and GPAs are closely monitored by the undergraduate advisor and social science teaching coordinator. Beyond course grades, of course other assessments of content knowledge take place. Candidates demonstrate content understanding and knowledge during the two-sequence social studies methods courses, as they discuss key concepts and ideas as well as apply them to lesson design. In methods, the focus is on application, though review of content and particularly of disciplinary methods and approaches is emphasized (aligned to discussion of the C3 framework and the Illinois Standards for Social Science). Further evaluation of candidate content knowledge and understanding comes during student teaching.

Description of Alignment to SPA Standards

This assessment is administered to the History with Teacher Licensure in Social Science candidates throughout their matriculation at Eastern Illinois University. Because Standard I is such a holistic standard, all of the required courses in history and other social sciences address its three elements: knowledge of concepts, facts, and tools in civics, economics, geography, history, and the social/behavioral sciences; to disciplinary inquiry in civics, economics, geography, history, and the social/behavioral sciences; and to knowledge about disciplinary forms of representation in civics, economics, geography, history, and the social/behavioral sciences.

Table 1. Alignment of the History and Social Science Core with NCSS Standards and Discipline Alignment

Required Courses (total hours)		NCSS Standards Addressed	History/Social Science Discipline
HIS 1500G	World History: Society and Religion	1a, 1b, 1c	History
HIS 2010G	US History to 1876	1a, 1b, 1c	History
HIS 2020G	US History since 1877	1a, 1b, 1c	History
HIS 2500	Historical Research and Writing	1a, 1b, 1c	History
HIS 2560	Early Modern World History	1a, 1b, 1c	History
HIS 3555	Modern World History	1a, 1b, 1c	History
HIS 3600G	The U.S. Constitution and the Nation#	1a, 1b, 1c	History
ANT 2200G*	Introduction to Anthropology	1a, 1b, 1c	Social/Behavioral Sciences
ECN 2801G	Macroeconomics	1a, 1b, 1c	Economics

ECN 2802G	Microeconomics	1a, 1b, 1c	Economics
GEO 1100G	Cultural Geography	1a, 1b, 1c	Geography
GEO 1200G	World Regional Geography	1a, 1b, 1c	Geography
PLS 1153G	American Government and Constitution	1a, 1b, 1c	Civics
PLS 2253G	Introduction to International Relations	1a, 1b, 1c	Civics
PSY 1879G	Introductory Psychology	1a, 1b, 1c	Social/Behavioral Sciences
SOC 1838G*	Introduction to Sociology	1a, 1b, 1c	Social/Behavioral Sciences

Brief Analysis of Data Findings

The table that follows displays data that reflects the range and means of grades for three years of program completers: 2018-2019, 2019-2020, and 2020-2021. The course grade performance of the candidates (in courses aligned to the NCSS Standards 1) in each cohort demonstrates candidates' mastery of course content across the many disciplines of social studies. All completers earned a C or better in all of these courses, and with few exceptions, the GPA mean for all courses in all data sets was above 3.0. Grades were slightly higher for the 2018-2019 cohort of program completers; this is unsurprising, given that that cohort had no grades reported from the pandemic semesters, when many candidates struggled with online learning and the many demands (and anxieties and illnesses) of the time. There was no one discipline in which candidates universally saw lower grades, and no one course with the exception perhaps of introductory psychology, but even then, one cohort of candidates excelled in that course. The postbaccalaureate data is even harder to really scrutinize, given that many of those students bring in many more of the content classes than traditional undergraduates and there are few of them to begin with. All told, the GPA means and performances ranges offer solid evidence of candidate competency in social science content.

Interpretation of Data Relative to Meeting Standards

Grades and GPA averages indicate that candidates have mastered the three elements of Core Competency Standard 1. Additionally, 100% of the program completers in all three cycles of data earned or exceeded the required GPA of 2.75, demonstrating candidate knowledge and ability to provide instruction in all of the social studies disciplines.

Documentation

Assessment Tool or Description – Program Guidesheet

Scoring Guide – N/A

Tables of Candidate Data

History with Teacher Licensure Major - Checklist

Catalogs Fall 2019 to Present (Updated August 2020)

General Education Requirements

Sem	Year	Course	Grade
Humanities & Fine Art			
		HIS1500G/1590G	
		HIS 2010G/2090G	
		Fine Art	
Language			
		ENG 1001G/1091G	
		ENG 1002G/1092G	
		CMN 1310G/1390G	
Mathematics			
		Math	

General Education Requirements

Sem	Year	Course	Grade
Scientific Awareness			
		Biology (3 or 4 cu)	
		Physical Science (3 or 4 cu)	
		Lab requirement	
Social & Behavioral Sciences			
		GEO 1100G/1190G	
		ECN 2801G/2891G	
		PLS 1153G/1193G	
Senior Seminar or Study Abroad Capstone			
		EIU 41xxG or STA 4000G	

Major Regs: History Foundations & Concentration

Sem	Year	Course	Grade
		HIS1500G/1590G	
		HIS 2010G/2090G	
		HIS 2020G/2091G	
		HIS 2500	
		HIS 2560 (SP)	
		HIS 3555 (FA)	
		HIS3600G/3690G	
		HIS3000+ Elective (US)	
		HIS3000+ Elective (NUS)	
		HIS3000+ Elective	
		HIS 3000+ Elective	

Major Regs: Social Science Foundations & Skills Core

Sem	Year	Course	Grade
		ECN 2801G/2891G	
		ECN 2802G/2892G	
		GEO 1100G/1190G	
		GEO 1200G/1290G	
		PLS 1153G/1193G	
		PLS 2253G/2293G	
		PSY 1879G/1890G	
		SOC 1838G or ANT 2200/2290G	
		Social Science Elective #1	
		Social Science Elective #2	

Professional Education & Departmental Methods

Sem	Year	Course	Grade
		SED 2000 (2 cu)	
		EDF 2555G/2595G	
		EDP 2330	
FA		SOS 2400 (1 cu)	
SP		SOS 3400	
		EDF 4555	
		SPE 4500	
		SED 3330 (4 cu)	
		SED 4330	
		STG 4000 (1 cu)	
		STG 4001(12 cu)	

Other Requirements

Foreign Language Req. (2 semesters or H.S.)			
Sem	Year	Course	Grade
		For. Language Sem. #1	
		For. Language Sem. #2	
Electronic Writing Portfolio			
Sem	Year	Submission	Passed?
		EWP#1	
		EWP#2	
		EWP#3	

Testing Requirements

Sem	Year	Test	Passed?
		Content Test 246 ILTS	
		edTPA	

Candidate Data

The tables below summarize program completer range and averages in the core courses aligned to NCSS Core Competency 1. For the undergraduate program completers, data is disaggregated by school years and reported in the first three tables. In order to not identify individual students and to provide statistically useful information, this chart reports all three cycles of postbac candidates (N=5) together in a fourth table. For performance range, data follows a 4.0 scale, with C=2.0, B=3.0, and A=4.0. NOTE: Not every program completer appears for each course, given that many students enter our program as transfer students and bring in some 1000 and 2000-level courses.

Table: Program Completer GPA Performance Averages per NCSS Standard, History with Teacher Licensure UG, 2018-2019 (N=12)

Required Courses (total hours)		Standards	Discipline	Performance Range	GPA Mean
HIS 1500G	World History: Society and Religion	1a, 1b, 1c	History	2.0-4.0	3.4
HIS 2010G	US History to 1876	1a, 1b, 1c	History	3.0-4.0	3.33
HIS 2020G	US History since 1877	1a, 1b, 1c	History	2.0-4.0	3.0
HIS 2500	Historical Research and Writing	1a, 1b, 1c	History	3.0-4.0	3.67
HIS 2560	Early Modern World History	1a, 1b, 1c	History	3.0-4.0	3.86
HIS 3555	Modern World History	1a, 1b, 1c	History	3.0-4.0	3.5
HIS 3600G	The U.S. Constitution and the Nation#	1a, 1b, 1c	History	2.0-4.0	3.27
ANT 2200G*	Introduction to Anthropology	1a, 1b, 1c	Social/Behavioral Sciences	3.0-4.0	3.4
ECN 2801G	Macroeconomics	1a, 1b, 1c	Economics	3.0-4.0	3.75
ECN 2802G	Microeconomics	1a, 1b, 1c	Economics	3.0-4.0	3.2
GEO 1100G	Cultural Geography	1a, 1b, 1c	Geography	2.0-4.0	3.5
GEO 1200G	World Regional Geography	1a, 1b, 1c	Geography	2.0-4.0	3.36
PLS 1153G	American Government and Constitution	1a, 1b, 1c	Civics	2.0-4.0	3.33
PLS 2253G	Introduction to International Relations	1a, 1b, 1c	Civics	3.0-4.0	3.67
PSY 1879G	Introductory Psychology	1a, 1b, 1c	Social/Behavioral Sciences	3.0-4.0	3.67
SOC 1838G*	Introduction to Sociology	1a, 1b, 1c	Social/Behavioral Sciences	2.0-4.0	3.5

Table: Program Completer GPA Performance Averages per NCSS Standard, History with Teacher Licensure UG, 2019-2020 (N=8)

Required Courses (total hours)		Standards	Discipline	Performance Range	GPA Mean
HIS 1500G	World History: Society and Religion	1a, 1b, 1c	History	2.0-4.0	2.83
HIS 2010G	US History to 1876	1a, 1b, 1c	History	2.0-4.0	3.0
HIS 2020G	US History since 1877	1a, 1b, 1c	History	3.0-4.0	3.5
HIS 2500	Historical Research and Writing	1a, 1b, 1c	History	3.0-4.0	3.33
HIS 2560	Early Modern World History	1a, 1b, 1c	History	2.0-4.0	3.0
HIS 3555	Modern World History	1a, 1b, 1c	History	3.0-4.0	3.25
HIS 3600G	The U.S. Constitution and the Nation#	1a, 1b, 1c	History	3.0-4.0	3.33
ANT 2200G*	Introduction to Anthropology	1a, 1b, 1c	Social/Behavioral Sciences	2.0-4.0	3.16
ECN 2801G	Macroeconomics	1a, 1b, 1c	Economics	2.0-4.0	3.5
ECN 2802G	Microeconomics	1a, 1b, 1c	Economics	2.0-4.0	2.5
GEO 1100G	Cultural Geography	1a, 1b, 1c	Geography	3.0-4.0	3.5
GEO 1200G	World Regional Geography	1a, 1b, 1c	Geography	3.0-4.0	3.6
PLS 1153G	American Government and Constitution	1a, 1b, 1c	Civics	3.0-4.0	3.75
PLS 2253G	Introduction to International Relations	1a, 1b, 1c	Civics	3.0-4.0	3.17
PSY 1879G	Introductory Psychology	1a, 1b, 1c	Social/Behavioral Sciences	2.0-4.0	2.75
SOC 1838G*	Introduction to Sociology	1a, 1b, 1c	Social/Behavioral Sciences	3.0-4.0	3.25

Table: Program Completer GPA Performance Averages per NCSS Standard, History with Teacher Licensure UG, 2020-2021

Required Courses (total hours)		Standards	Discipline	Performance Range	GPA Mean
HIS 1500G	World History: Society and Religion	1a, 1b, 1c	History	2.0-4.0	3.09
HIS 2010G	US History to 1876	1a, 1b, 1c	History	3.0-4.0	3.25
HIS 2020G	US History since 1877	1a, 1b, 1c	History	3.0-4.0	3.25
HIS 2500	Historical Research and Writing	1a, 1b, 1c	History	2.0-4.0	3.18
HIS 2560	Early Modern World History	1a, 1b, 1c	History	2.0-4.0	2.83
HIS 3555	Modern World History	1a, 1b, 1c	History	2.0-4.0	3.33
HIS 3600G	The U.S. Constitution and the Nation#	1a, 1b, 1c	History	2.0-4.0	3.0
ANT 2200G*	Introduction to Anthropology	1a, 1b, 1c	Social/Behavioral Sciences	2.0-4.0	3.0
ECN 2801G	Macroeconomics	1a, 1b, 1c	Economics	2.0-4.0	3.33
ECN 2802G	Microeconomics	1a, 1b, 1c	Economics	2.0-4.0	2.88
GEO 1100G	Cultural Geography	1a, 1b, 1c	Geography	3.0-4.0	3.45
GEO 1200G	World Regional Geography	1a, 1b, 1c	Geography	2.0-4.0	3.2
PLS 1153G	American Government and Constitution	1a, 1b, 1c	Civics	2.0-4.0	3.0
PLS 2253G	Introduction to International Relations	1a, 1b, 1c	Civics	2.0-4.0	3.27
PSY 1879G	Introductory Psychology	1a, 1b, 1c	Social/Behavioral Sciences	2.0-4.0	2.67
SOC 1838G*	Introduction to Sociology	1a, 1b, 1c	Social/Behavioral Sciences	2.0-4.0	3.0

Table: Program Completer GPA Performance Averages per NCSS Standard, Post Baccalaureate Students, 2018-2021 (N=5)

Required Courses (total hours)		Standards	Discipline	Performance Range	GPA Mean
HIS 1500G	World History: Society and Religion	1a, 1b, 1c	History	2.0-4.0	3.5
HIS 2010G	US History to 1876	1a, 1b, 1c	History	3.0	3.0
HIS 2020G	US History since 1877	1a, 1b, 1c	History	3.0	3.0
HIS 2500	Historical Research and Writing	1a, 1b, 1c	History	3.0-4.0	3.5
HIS 2560	Early Modern World History	1a, 1b, 1c	History	3.0-4.0	3.33
HIS 3555	Modern World History	1a, 1b, 1c	History	3.0-4.0	3.5
HIS 3600G	The U.S. Constitution and the Nation#	1a, 1b, 1c	History	2.0-3.0	2.5
ANT 2200G*	Introduction to Anthropology	1a, 1b, 1c	Social/Behavioral Sciences	3.0-4.0	3.66
ECN 2801G	Macroeconomics	1a, 1b, 1c	Economics	2.0-4.0	2.75
ECN 2802G	Microeconomics	1a, 1b, 1c	Economics	2.0-4.0	3.0
GEO 1100G	Cultural Geography	1a, 1b, 1c	Geography	4.0	4.0
GEO 1200G	World Regional Geography	1a, 1b, 1c	Geography	3.0-4.0	3.5
PLS 1153G	American Government and Constitution	1a, 1b, 1c	Civics	3.0-4.0	3.33
PLS 2253G	Introduction to International Relations	1a, 1b, 1c	Civics	2.0-4.0	3.5
PSY 1879G	Introductory Psychology	1a, 1b, 1c	Social/Behavioral Sciences	3.0	3.0
SOC 1838G*	Introduction to Sociology	1a, 1b, 1c	Social/Behavioral Sciences	3.0-4.0	3.5

ASSESSMENT 3: IDM UNIT PLANNING ASSIGNMENT

All students seeking Social Science teaching licensure are required to complete the major's upper-level teaching methods course, SOS 3400, which they generally take two semesters prior to student teaching and/or during junior year. Students must prepare a unit plan as a course assignment. In 2018 the unit plan assignment was revised to reflect the inquiry design model (Kathy Swan et al., *Inquiry Design Model: Building Inquiries in Social Studies*, 2018) and to better align with the *College, Career, and Civic (C3) Framework for Social Studies State Standards*. It follows models from *Teaching the College, Career, and Civic Life (C3) Framework: Exploring Inquiry-Based Instruction in Social Studies*, parts one and two (NCSS, 2014 and 2018). In the revised Unit Plan, candidates develop a thematic unit of study based on the Inquiry Design Model (IDM), one intended to provide students with opportunities to practice disciplinary inquiry, thinking, reasoning, and communicating in the social studies. The unit plan may be designed for any of the social studies disciplines (anthropology, civics, economics, geography, history, psychology, sociology), and it must be aligned to grade-appropriate Illinois Learning Standards; incorporate literacy, social studies content, and disciplinary inquiry in lessons that engage students in higher order thinking and build/deepen social studies content knowledge; use a variety of instructional methods; design and implement a range of authentic assessments (formative and summative) that measure learners' disciplinary knowledge and inquiry skills; be designed to reach the learning needs of diverse student learners; incorporate learning sequences that use technology; and use and apply research and theory about student learning in social studies. Each candidate also teaches a half-hour lesson from their IDM to the methods class.

The unit plan is graded by SOS 3400 (Social Studies Teaching Methods) professors in order to determine if students meet NCSS standards (in addition to College of Education standards for a Unit Plan). Each student submits the unit plan to the Unit's Teacher Education Electronic Portfolio (an e-portfolio on LiveText) as well as through the campus LMS. The methods instructors assess the IDM Unit Plans using a rubric aligned to the Unit's Conceptual Framework as well as to the NCSS Standards. The rubric employs a rating scale of 0-4, ranging from 1 (does not meet standards) to 4 exceeds standards), and there are ten criteria on which candidates are assessed. All program students must complete SOS 3400 and the unit plan assignment described above, and they must earn a C or above in the course in order to be approved for practicum and for student teaching.

Description of Alignment to SPA Standards

This assessment evaluates teacher candidates' ability to apply their knowledge of NCSS Standards to planning, particularly the five elements of Standard 2, Application of Content through Planning. For this assignment, candidates demonstrate social studies knowledge aligned with the C3 Framework and state standards, and they plan inquiries that engage learners with disciplinary content, disciplinary inquiry, and disciplinary forms of representation. Additionally, they make use of technology as they plan learning sequences. In addition to allowing assessment for all of Standard 2, this IDM unit plan demonstrates candidate competencies for parts of element 3A, as candidates design (but not implement) authentic assessment aligned to standards and the unit plan.

Element	Rubric Criteria
2a. Candidates plan learning sequences that demonstrate social studies knowledge aligned with the C3 Framework, state-required content standards, and theory and research.	3—Behavioral Objectives and Standards 5—Instructional Strategies 6—Alignment and Sequencing 10—Narrative Introduction

2b. Candidates plan learning sequences that engage learners with <i>disciplinary concepts, facts, and tools</i> from the social studies disciplines to facilitate social studies literacies for civic life.	4—Scaffolding and Deepening Social Studies Content and Skill Understanding in Lesson Plans
2c. Candidates plan learning sequences that engage learners in disciplinary inquiry to develop social studies literacies for civic life.	1—Questioning 2—Disciplinary Inquiry
2d. Candidates plan learning sequences where learners create <i>disciplinary forms of representation</i> that convey social studies knowledge and civic competence.	7—Incorporation of Informed Action
2e. Candidates plan learning sequences that use technology to foster civic competence.	8—Technology
3a. Candidates design and implement a range of authentic assessments that measure learners’ mastery of <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence and demonstrate alignment with state- required content standards.(design only, not implementation)	9—Assessment

Brief Analysis of Data Findings

Three administrations of data are reported below: spring 2019, spring 2020, and spring 2021. Of 39 candidates submitting IDM unit plans, 34 were deemed to meet standards in all ten areas of assessment. Means on all of the criteria are reported below, with full data sets included at the end of this assessment. Candidates averaged the highest in instructional strategies, alignment and sequencing, and use of technology. Lowest means were seen in incorporation of informed action and assessment. Given that incorporating informed action is still a relatively new element in planning, it is not surprising that it is an area in which candidates are weaker. Continued discussion of service learning and informed action in connection with both the C3 framework and the Illinois Standards (and in particular, the state Civics mandate that requires informed action) will be incorporated into the methods course prior to the IDM assignment, and connections between the Informed Action assignment candidates complete (Assessment 6) and their own planning will be made. Additionally, candidates take a College of Education course that focuses in part on assessment after the social studies methods course, but better preparation and connections can be made in it as well.

Criteria	NCSS	Spring 19 Mean N=15	Spring 20 Mean N=10	Spring 21 Mean N=14
1—Questioning	2c	3.33	3.5	3.29
2—Disciplinary Inquiry	2c	3.26	3.3	2.93
3—Behavioral Objectives and Standards	2a	3.2	3	3.21
4—Scaffolding and Deepening Social Studies Content and Skill Understanding in Lesson Plans	2b	3.2	3.4	3.36
5—Instructional Strategies	2a	3.4	3.4	3.29
6—Alignment and Sequencing	2a	3.53	3.5	3.29
7—Incorporation of Informed Action	2d	2.53	2.5	3.07
8—Technology	2e	3.6	3.5	3.35
9—Assessment	3a	2.6	2.5	3.21
10—Narrative Introduction	2a	3.2	3	2.86

Interpretation of Data Relative to Meeting NCSS Standards

Overall, candidate means and full data indicate overall preparation and capabilities in regards to Core Competency 2. Candidates succeeded at meeting elements 2b, 2c, and 2d in particular, and some criteria used to measure 2a saw candidate success. Candidates averaged the highest in instructional strategies, alignment and sequencing, and use of technology, elements 2a and 2e. The lowest averages were related to assessment and informed action, tied to standard 2e and 3a, and more effort will be put into preparing candidates for both.

Documentation

Assignment Sheet

Scoring Guide

Candidate Data, Spring 2019, Spring 2020, and Spring 2021

ASSIGNMENT SHEET: IDM Unit Plan

WHAT

This assignment asks that you develop a thematic unit of study based on the Inquiry Design Model (IDM). IDMs are intended to provide students with opportunities to practice disciplinary inquiry, thinking, reasoning, and communicating in the social studies. Prior to planning the unit, you should first begin to develop the inquiry that will serve as the framework for all learning activities and lessons within the unit. Explore the inquiries that have already been developed on the IDM website (<http://www.c3teachers.org/inquiry-design-model/>) to help you generate ideas; in addition, as a class we will be examining

several examples from the publication *Teaching the College, Career, and Civic Life (C3) Framework: Exploring Inquiry-Based Instruction in Social Studies*, parts one and two (NCSS, 2014 and 2018). Your unit plan may be designed for any of the social studies disciplines (anthropology, civics, economics, geography, history, psychology, sociology). The unit **must**: be aligned to grade-appropriate Illinois Learning Standards; incorporate literacy, social studies content, and disciplinary inquiry in lessons that engage students in higher order thinking and build/deepen social studies content knowledge; use a variety of instructional methods; design and implement a range of authentic assessments (formative and summative) that measure learners' disciplinary knowledge and inquiry skills; be designed to reach the learning needs of diverse student learners; incorporate learning sequences that use technology; and use and apply research and theory about student learning in social studies. This Unit Plan will be submitted via D2L **and** Livetext. Each student will teach a half hour lesson from within their IDM in April.

WHY

We have talked in class this term about how best to design meaningful and powerful social studies, and the Inquiry Design Model approach (IDM) brings all we are talking about together and allows you to engage in powerful planning. You get to choose your unit topic and engage in all the key components of planning: researching content, finding best strategies and readings, bringing the unit together with meaningful questions and assessments, and teaching. I look forward to seeing all of you grow as teachers as you undertake work on your Inquiry Design Model unit plan.

HOW

You have been assigned to read the following, all of which will assist you in understanding the IDM-approach:

- Kathy Swan et al., "The New York State Toolkit and the Inquiry Design Model: Anatomy of an Inquiry," *Social Education* 79 (Nov/Dec 2015), pp. 316-322 (posted on D2L)
- IDM from New York State on Emancipation, https://c3teachers.org/wp-content/uploads/2015/09/NewYork_11_Emanicipation.pdf

Reviewing these materials and other IDMs will help you understand the approach, and then you need to think through your own approach, considering your question as well as what sources and strategies work best. Much of the same prep work you did for the Pacing Assignment holds true for this one – think about textbooks and standards to help you think through the content to be covered and go from there. I have also created a step-by-step guide on page 3 – I suggest you print it out and carefully follow the steps. Remember, too, that you have two sources of help as you work in addition to your classmates, librarians, even google: me and our GA Billy Davis. Both of us are happy to help you identify sources and think through approaches to your unit plan. Links to our office hours are on D2L, and I would encourage you to come see one or both of us as you think about this assignment!

Your FINAL Unit Plan must be submitted with the following components (in this order) and it MUST be submitted in as few documents as possible that are clearly labeled as follows: LastName_#. Documents not submitted in this way will be returned and counted as late until they are resubmitted in appropriate format.

Required Components

Narrative Introduction

Using Microsoft Word, write a 2-page (minimum) reflective paper about your unit plan. At the beginning of your introduction, you should include one paragraph that describes the central focus and content of the unit. You should include a second paragraph that showcases your objectives and standards and how the unit is aligned. The rest of the reflection should include details about and justification for the unit's theme or topic. NOTE: this exercise will prove very helpful as you prepare for your edTPA, so use this wisely, and refer to edTPA rubrics about academic language, deepening social studies content knowledge, etc., as you write. Referring to the overviews of our IDM examples (such as the can words lead to war?) may also help.

A Completed IDM Blueprint Template

The components within the blueprint should be completed and included in your overall unit of study. Download the IDM Blueprint Template [here](#). It includes these key components:

Inquiry Design Model – Questioning: Your unit of study must include one compelling question that will prompt students to “ponder” the big idea presented in the IDM. Your supporting questions will guide students through the content of the inquiry, providing a structured and coherent way for students to engage with the compelling question and to make meaning of the whole of their learning.

Inquiry Design Model - Disciplinary Inquiry: You must demonstrate accurate grasp of content knowledge, standards, and theory and research as you design an IDM that engages learners in: a. understanding and applying disciplinary facts, concepts, and tools; and b. furthering disciplinary-based social studies knowledge and preparation for civic life.

Inquiry Design Model - Taking Informed Action: Your IDM must include an authentic opportunity for learners to think about informed action and/or the opportunities to understand, assess, and act on an issue that is critical to a more inclusive, just, and equitable society. Informed action should be student-driven and should serve to provide real-life civic opportunities. Remember to refer to classroom materials about the many varieties of informed action as you design your inquiry.

Lesson Plans

Your lesson plans should be arranged to follow your IDM, with a minimum of three (3) Supporting Questions along with appropriate Formative Performance Tasks for each. These tasks must also include featured sources and performance tasks from your blueprint. Additionally, lesson plans will demonstrate/show/include:

- Objectives: The unit and each of its lessons must include *measurable* behavioral objectives that are appropriate for the content of this unit and that holistically reflect higher order thinking and the introduction and deepening of social studies content and skills. Objectives should be aligned to the Illinois Learning Standards.
- Learning Standards: a list of the appropriate Illinois Learning Standards for each lesson
- Starter Activities: opening activities that serve to launch each day's lesson. Consider using the Staging the Question and Supporting Questions from your IDM as starter activities when appropriate.
- Opportunities for Active Learning/Cooperative Learning (with reference to how groups will be formed)
- Full Procedures and all Materials
- Assessment: a variety of assessments, including daily formative assessments for each of the lesson plans and one summative (cumulative) assessment and opportunities for regular student self-assessment throughout the unit.

Feel free to modify or make use of the lesson plan template provided on D2L.

Summative Assessment and Rubric

Your unit plan must include one summative performance task in which students construct and support arguments previously scaffolded through their completion of the Formative Performance Tasks utilizing the selected sources and that pulls the inquiry together. Overarching objectives should be written that are aligned to the unit's summative task and assessment, and a rubric should be included.

Resource List

Your unit must include a comprehensive list of resources. Disciplinary resources, such as social studies supplemental materials, literary pieces, primary documents, Websites, newspaper articles, and videos should also be utilized. The key is to

utilize—and document—a VARIETY of resources and to show yourself as a reflective and informed practitioner of social studies pedagogy.

IDM-Unit Plan Assessment Rubric

NCSS Standard	Criteria	Exceeds Expectations (4)	Meets (3)	Developing (2)	Does Not Meet (1)
2c. Candidates plan learning sequences that engage learners in disciplinary inquiry to develop social studies literacies for civic life.	1—Questioning	Candidate designs an inquiry in which compelling and supporting questions lead students to investigate diverse, problematic, and/or controversial issues that lead to a more equitable society.	Candidate designs an inquiry in which is compelling and supporting questions lead students to investigate relevant, real-world issues.	Candidate designs an inquiry in which the question is engaging and supporting questions lack cohesion and purpose.	Candidate designs an inquiry lacking a focus question or with a question unrelated to content.
2c. Candidates plan learning sequences that engage learners in disciplinary inquiry to develop social studies literacies for civic life.	2—Disciplinary Inquiry	Candidate designs an inquiry in which learners will use a variety of disciplinary sources and skills to create authentic and meaningful disciplinary forms of representation that communicate inquiry results.	Candidate designs an inquiry in which learners will use disciplinary sources and skills to create meaningful disciplinary forms of representation to communicate inquiry results.	Candidate designs an inquiry in which learners will refer to disciplinary sources as they communicate inquiry results.	Candidate designs an inquiry that makes little use of disciplinary sources.
2a. Candidates plan learning sequences that demonstrate social studies knowledge aligned with the C3 Framework, state-required content standards, and theory and research.	3—Behavioral Objectives and Standards	Candidate crafted appropriate, measurable objectives for the unit and each lesson plan. The objectives clearly indicate critical content, skills, and concepts, and are clearly stated. Candidate aligned objectives to the appropriate standards and indicates how achievement will be measured. Candidate’s objectives holistically reflect an expert use of various levels of Bloom’s Taxonomy.	Candidate crafted objectives that are appropriate and measurable. They indicate critical content, skills, and concepts, but some lack clarity. Candidate aligned objectives to the appropriate standards and indicate how achievement will be measured. Most objectives are grade level appropriate and reflect an appropriate use of several levels of Bloom’s Taxonomy.	Candidate neglected objectives or crafted ones that are unclear or confusing. Few objectives are clearly aligned to standards. Objectives are inappropriate for the targeted grade level and do not reflect high levels of Bloom’s taxonomy. Candidate crafted objectives that are not measurable.	Candidate neglected to craft objectives. Standards are listed, but no alignment to objectives is demonstrated.

<p>2b. Candidates plan learning sequences that engage learners with <i>disciplinary concepts, facts, and tools</i> from the social studies disciplines to facilitate social studies literacies for civicleife.</p>	<p>4— Scaffolding and Deepening Social Studies Content and Skill Understanding in Lesson Plans</p>	<p>Candidate scaffolds knowledge by introducing concepts and principles based on students’ prior knowledge and experiences at different levels of complexity so that learners can link and apply the new concepts and principles to familiar ideas to develop conceptual understanding. Candidate builds and deepens social studies understandings artfully.</p>	<p>Candidate scaffolds knowledge by introducing concepts and principles based on students’ prior knowledge and experiences so that learners could link the new concepts and principles to familiar ideas to develop conceptual understanding. Candidate builds and then deepens social studies knowledge.</p>	<p>Candidate did not scaffold knowledge so that learners could link the new concepts and principles to familiar ideas to develop conceptual understanding. Candidate did not build upon knowledge to deepen understanding.</p>	<p>Candidate planned unit without considering what students needed to learn first, or had learned before. The unit plan lacks culmination to deepen knowledge and missed opportunities to incorporate any higher order learning. Unit plan stays at level of memorization.</p>
<p>2a. Candidates plan learning sequences that demonstrate social studies knowledge aligned with the C3 Framework, state-required content standards, and theory and research.</p>	<p>5— Instructional Strategies</p>	<p>Candidate utilized instructional strategies, materials, and technology that engaged, motivated, and reflected student experiences, stages of development, learning styles, readiness, and cultural experiences.</p>	<p>Candidate utilized instructional strategies and technology that motivated and reflected student experiences and stages of development and readiness.</p>	<p>Candidate did not utilize instructional strategies that engaged, motivated and reflected student experiences, stages of development, learning styles, readiness, and cultural experiences. Candidate made little use of technology.</p>	<p>Candidate designed a lesson plan without considering appropriate instructional strategies and missed opportunities to integrate technology.</p>
<p>2a. Candidates plan learning sequences that demonstrate social studies knowledge aligned with the C3 Framework, state-required content standards, and theory and research.</p>	<p>6— Alignment and Sequencing</p>	<p>Candidate crafted lessons plans and an overall unit that are clearly aligned to the C3 Framework and IL Learning Standards. The candidate appropriately aligned identified objectives, instructional components, and assessments to ensure that learning is focused and effective. Candidate sequenced lessons to</p>	<p>Candidate crafted lessons plans and an overall unit that are aligned to the IL Learning Standards. The candidate appropriately aligned objectives, instructional components, and assessments to ensure that learning is effective. Candidate sequenced lessons in a logical way.</p>	<p>Candidate crafted lessons plans and the overall unit include IL Learning Standards. The candidate inadequately aligned identified objectives, instructional components, and assessments, such that learning may be unfocused and/or ineffective. Candidate</p>	<p>Candidate crafted lessons that are not aligned to the C3 Framework and/or IL Learning Standards. The unit and its lesson plans lack coherence, and there is little that helps students make sense of how learning within the unit is connected. Candidate</p>

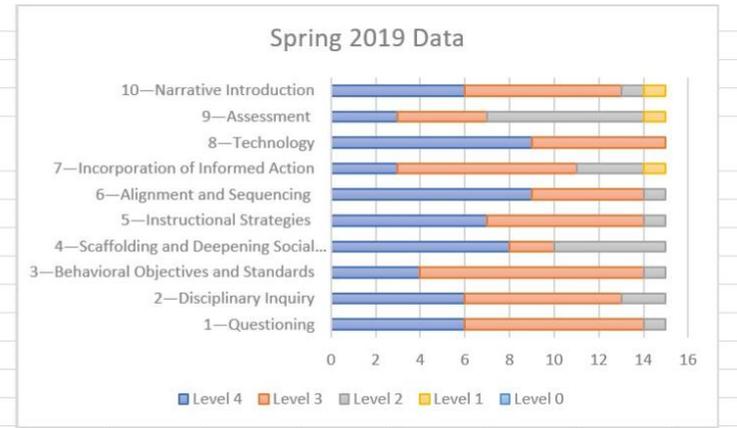
		enhance student understanding.		sequenced lessons in a confusing way.	sequenced lessons in an illogical way.
2d. Candidates plan learning sequences where learners create <i>disciplinary forms of representation</i> that convey social studies knowledge and civic competence.	7— Incorporation of Informed Action	Candidate designed an inquiry that fosters learners' disposition toward acting for a more inclusive, just, and equitable society. Candidate's IDM prepares learners to take informed action that fosters civic competence by understanding, assessing, and taking action on an issue critical to a more inclusive equitable society. Lessons reflect masterful design of coherent and relevant learning experiences that foster learners' disposition toward civic action.	Candidate designed an inquiry that prepares learners to take informed action that fosters civic competence. Candidate's IDM prepares learners to understand, assess, and act on a real-world issue.	Candidate designed an inquiry that prepares students to take civic action without a full understanding or assessment of a real-world issue.	Candidate designed an inquiry without attention to civic action or application of learning outside the classroom.
2e. Candidates plan learning sequences that use technology to foster civic competence.	8— Technology	Candidate designs instruction in which teacher and students use appropriate technology to investigate questions related to diverse, problematic, and controversial issues that lead to a more inclusive, just, and equitable society; analyze disciplinary sources and apply disciplinary skills; and/or create authentic disciplinary forms of representation. The use of technology enhances instruction and fosters civic competence. No copyright infringement is apparent.	Candidate designs instruction in which teacher and students use appropriate forms of technology to investigate relevant, real-world questions; analyze disciplinary sources and apply disciplinary skills; and/or create meaningful forms of representation. The use of technology enhances instruction and prepares student civic competence. No copyright infringement is apparent.	Candidate designs instruction in which teacher and students use technology to investigate questions, use sources, and/ or answer questions. The use of technology does not enhance instruction. Candidate has struggled with issues of copyright and fair use.	Candidate designs instruction that does not make use of technology.

<p>3a. Candidates design and implement a range of authentic assessments that measure learners' mastery of <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence and demonstrate alignment with state- required content standards.(design only, not implementation)</p>	<p>9—Assessment</p>	<p>Candidate made well-designed and varied use of formative assessment (formal and/or informal) and designed a summative performance task that is authentic and expertly designed to evaluate student understanding of unit objectives. Regular opportunities for student self-assessment are well-designed and enhance student learning. Candidate's assessments provide varied opportunities for all students to communicate their understanding and include the creation of authentic disciplinary forms of representation.</p>	<p>Candidate's formative assessment (formal and/or informal) is clearly designed and varied in lesson plans. Candidate's summative performance task is meaningful and accurately evaluates student understanding of unit objectives. Regular opportunities for student self-assessment are included and focused. Assessments provide opportunities for all students to communicate their understanding including the creation of disciplinary forms of representation.</p>	<p>Candidate's formative assessment is poorly designed and/or unclear in lesson plans. Summative performance task lacks meaning and does not adequately evaluate student understanding of unit objectives. Student self-assessment may be included but lacks clear connection to unit. Assessments provide limited opportunities for all students to communicate their understanding.</p>	<p>Candidate makes a lesson plan without attention to formative assessment, and the summative task lacks meaning and does not adequately evaluate student understanding of unit objectives. Candidate neglects to include student self-assessment and does not demonstrate proper and thorough understanding of the purposes of assessment.</p>
<p>2a. Candidates plan learning sequences that demonstrate social studies knowledge aligned with the C3 Framework, state-required content standards, and theory and research.</p>	<p>10—Narrative Introduction</p>	<p>Candidate's introductory narrative is well written and persuasively communicates an in-depth understanding of the unit's theme or topic. Candidate draws upon appropriate and research and theory to justify unit design and instructional choices.</p>	<p>Candidate's introductory narrative is organized and clearly communicates adequate understanding of the unit's theme or topic. Candidate draws upon appropriate and research and theory to justify unit design and instructional choices.</p>	<p>Candidate's introductory narrative is unclear and communicates misunderstanding of the unit's theme or topic. Candidate inadequately draws upon research and theory to justify unit design and instructional choices.</p>	<p>Candidate's introductory narrative is missing, confusing, or unclear.</p>

Candidate Data

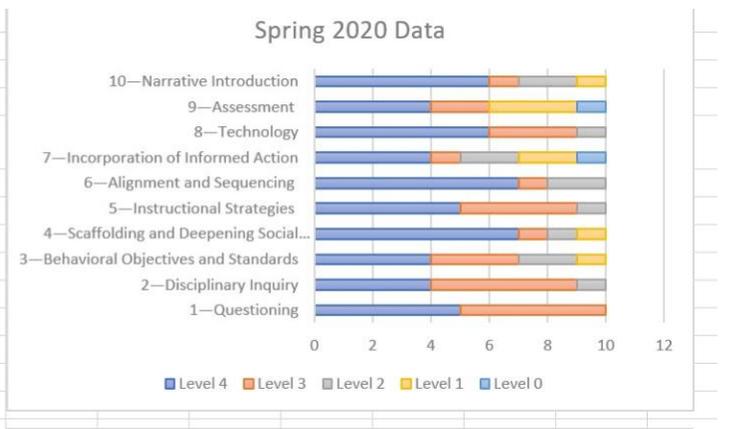
IDM Unit Planning Assignment, Spring 2019 (N=15, 13 undergraduate majors and 2 PB*)

Spring 2019 Data (N=15, 13 UG and 2 PB)	Level 4	Level 3	Level 2	Level 1	Level 0	Mean
1—Questioning	6	8	1	0	0	3.33
2—Disciplinary Inquiry	6	7	2	0	0	3.26
3—Behavioral Objectives and Standards	4	10	1	0	0	3.2
4—Scaffolding and Deepening Social Studies Content and Skill Understanding in Lesson Plans	8	2	5	0	0	3.2
5—Instructional Strategies	7	7	1	0	0	3.4
6—Alignment and Sequencing	9	5	1	0	0	3.53
7—Incorporation of Informed Action	3	8	3	1	0	2.53
8—Technology	9	6	0	0	0	3.6
9—Assessment	3	4	7	1	0	2.6
10—Narrative Introduction	6	7	1	1	0	3.2



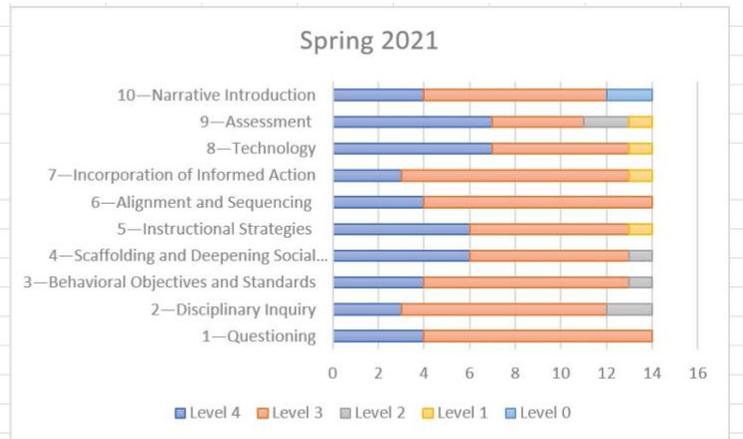
IDM Unit Planning Assignment, Spring 2020 (N=10, all undergraduate majors)

Spring 2020 Data (N=10, all UG)	Level 4	Level 3	Level 2	Level 1	Level 0	Mean
1—Questioning	5	5	0	0	0	3.5
2—Disciplinary Inquiry	4	5	1	0	0	3.3
3—Behavioral Objectives and Standards	4	3	2	1	0	3
4—Scaffolding and Deepening Social Studies Content and Skill Understanding in Lesson Plans	7	1	1	1	0	3.4
5—Instructional Strategies	5	4	1	0	0	3.4
6—Alignment and Sequencing	7	1	2	0	0	3.5
7—Incorporation of Informed Action	4	1	2	2	1	2.5
8—Technology	6	3	1	0	0	3.5
9—Assessment	4	2	0	3	1	2.5
10—Narrative Introduction	6	1	2	1	0	3



IDM Unit Planning Assignment, Spring 2021 (N=14, 13 undergraduate majors and 1 PB*)

Spring 2021 Data (N=14, 13 UG and 1 PB)	Level 4	Level 3	Level 2	Level 1	Level 0	Mean
1—Questioning	4	10	0	0	0	3.29
2—Disciplinary Inquiry	3	9	2	0	0	2.93
3—Behavioral Objectives and Standards	4	9	1	0	0	3.21
4—Scaffolding and Deepening Social Studies Content and Skill Understanding in Lesson Plans	6	7	1	0	0	3.36
5—Instructional Strategies	6	7	0	1	0	3.29
6—Alignment and Sequencing	4	10	0	0	0	3.29
7—Incorporation of Informed Action	3	10	0	1	0	3.07
8—Technology	7	6	0	1	0	3.35
9—Assessment	7	4	2	1	0	3.21
10—Narrative Introduction	4	8	0	0	2	2.86



* Because it is impossible to disaggregate postbaccalaureate data without identifying individual candidate performance data, for this assessment the undergraduate and postbaccalaureate data is combined.

ASSESSMENT 4: Student Teaching Addendum (STUDENT TEACHING PERFORMANCE EVALUATION)

The Social Science teaching licensure program uses an addendum alongside the student teaching evaluation to assess the degree to which teaching candidates are able to successfully teach lessons that result in students' making progress toward meeting NCSS standards. The University's *Handbook for Student Teaching and Cooperating Teachers* asserts that the cooperating teacher is a central figure in the preparation and assessment of teacher candidates, and Social Science teaching licensure candidates are placed with teachers in the field. Due to the content expertise of these cooperating teachers, the program draws on their judgment and expertise to help assess the student teacher's knowledge of and implementation of lessons pertaining to the ten themes. In addition to a student teaching evaluation that measures general teacher candidate performance (aligned to the Illinois Professional Teaching standards), student teachers are evaluated for their knowledge and delivery of content relating to the NCSS standards. This evaluation is mailed to cooperating teachers and is considered an addendum to the student teaching evaluation. Cooperating teachers are asked to complete the assessment and return it to the social science teaching coordinator, who then compiles results and shares them with program faculty. The cooperating teacher awards numerical rankings from 1 (does not meet standard) to 3 (meets standard) to 5 (exceeds standard) for each of the standards.

Alignment

The sections of the evaluation form are specifically aligned to all of the NCSS standards so that the cooperating teacher is allowed to weigh in and assess all at the endpoint of the program. As most of the standards are also tied to assessments 1-3 and 5-6, this tool gives us another data point on candidate proficiency with the standards. The chart below shows a summary of the data along with the alignment.

Criteria	NCSS Element	Mean 19-20	Mean 20-21
Social Studies Content Knowledge: Planning	1a	3.89	4.25
Social Studies Content Knowledge: Teaching	2a	3.78	4.125
Knowledge of Subject-Specific Methodology in Planning	1b	3.89	4.125
Knowledge of Subject-Specific Vocabulary and Representation in Planning	1c	3.89	4.125
Knowledge of Subject-Specific Disciplinary Concepts in Teaching and Implementation of Instruction	2b	3.67	3.875
Knowledge of Subject-Specific Methodology in Teaching and Implementation of Instruction	2c	3.78	3.875
Ability to Engage Students in Active Learning and Higher Order Thinking	2d	3.67	3.75
Ability to Teach Media Literacy/News Literacy	2e	3.625	3.875
Authentic Assessment of Social Studies Learning	3a	3.33	4.0
Alignment of Assessment with Instruction	3b	4.11	4.125
Research-Based Assessment Practices for Social Studies	3c	3.72	4.0
Use of Assessment Data in Planning for Social Studies	3d	3.77	3.375
Creation of Opportunities for Reflection in Social Studies Instruction	3e	3.67	4.125
Differentiation and Responsive Pedagogy	4a	3.61	4.125
Collaborative Learning in Planning and Implementation	4b	4.0	4.0
Work with Inquiry Arc of Questions-Content-Source Work-Informed Action	4c	4.0	3.875
Use of Theory and Research in Social Studies Pedagogy and Practice	5a	3.75	3.875
Response Pedagogy and Culturally Sensitive Practices	5b	4.0	4.25
Informed Action and Advocacy	5c	3.86	4.375

Analysis of Findings

The data above (and in the more complete chart attached to this report) demonstrate candidates' broad ability to meet the NCSS core competencies and elements of the five standards. On most elements, candidates averaged scores between 3.67 and 4.125, far above the "meets" criteria of the evaluation tool.

Interpretation of Data Relative to Meeting NCSS Standards

On the whole, the data shows that candidates meet all of the NCSS standards. For 3b, candidates especially excelled at aligning assessment with instruction and at 4b and 5b. An area of weakness (for at least one cohort) is 3a, on assessment. Additionally, candidates stayed in the 3s on average in some elements of 2 and 3. More attention to assessment in particular (design, implementation, and use of data to reflect upon planning) would be a good idea and will be implemented in the teaching methods course in future years.

Assessment Documentation

Assessment Tool and Scoring Guide

Data: 2019-2020 and 2020-2021 Program Completers

Assessment Tool and Scoring Guide

Cooperating teachers of all social science teaching majors are mailed a letter and scoring rubric. The letter includes the following instructions: “You likely are aware of the National Council for the Social Studies. It is the SPA that helps accredit our secondary teacher licensure program, and we submit reports on a six-year cycle in conjunction with Eastern Illinois University’s accreditation through CAEP. To assist in that accreditation report, I have created a second student teaching evaluation instrument for you to reflect on the social studies-specific aspects of your student teacher’s performance. (Note: This information is tied to our program accreditation, not to a grade or assessment for your particular student teacher.) Please assess your student teacher’s knowledge in the areas below, or write N/A if you cannot observe that knowledge. Should you want it, more information about the National Council for the Social Studies standards can be found at <http://caepnet.org/~media/Files/caep/program-review/ncss-national-standards-for-the-preparat.pdf?la=en>. Please complete this assessment at the end of your student teacher’s placement with you and return it to me in the postage-paid envelope included here.”

STUDENT TEACHING EVALUATION ADDENDUM: SUBJECT-SPECIFIC EVALUATION

Student Teaching Evaluation Addendum for Secondary Social Studies Student Teachers

Developed from the Pedagogical Standards for Social Studies, National Council for the Social Studies, Revised and Implemented 2017

Student Name: _____

Date: _____

Please rank the appropriate level after each item, using the descriptions under “exceeds,” “meets,” and “does not meet” as helpful benchmarks.

- 1- Does not meet standard – There is limited or little knowledge demonstrated in this area.
- 2- Occasionally does not meet standard
- 3- Meets standard – has knowledge appropriate for a beginning teacher.
- 4- Occasionally exceeds standard
- 5- Exceeds standard
- N/A- I have not been able to observe knowledge of this theme in discussion or teaching practice.

Criteria	NCSS Standard Element	Exceeds (5)	Meets (3)	Does Not Meet (1)	No Evidence	Ranking (1-5)
Social Studies Content Knowledge: Planning	1a Candidates are knowledgeable about the <i>concepts, facts, and tools</i> in civics, economics, geography, history, and the social/behavioral sciences.	The candidate demonstrates strong conceptual and content knowledge across multiple social studies disciplines, showing knowledge of contents, tools, and facts.	The candidate demonstrates knowledge of contents, tools, and facts in one or more of the social studies disciplines in lesson planning.	The candidate’s knowledge of social studies content is spotty or occasionally lacking in one or more social studies subjects, leading to detriments	Candidate demonstrates no evidence for this criterion.	

				in planning.		
Social Studies Content Knowledge: Teaching	2a Candidates plan learning sequences that demonstrate social studies knowledge aligned with the C3 Framework, state-required	In instruction and implementation of lesson planning, the candidate demonstrates strong conceptual and content	In instruction and implementation of lesson planning, the candidate demonstrates knowledge of contents,	The candidate's knowledge of social studies content is spotty or occasionally lacking in one or more	Candidate demonstrates no evidence for this criterion.	
	content standards, and theory and research.	knowledge of contents, tools, and facts in one or more of the disciplines.	tools, and facts in one or more of the social studies disciplines.	social studies subjects, leading to detriments during implementation of lessons.		
Knowledge of Subject-Specific Methodology in Planning	1b Candidates are knowledgeable about <i>disciplinary inquiry</i> in civics, economics, geography, history, and the social/behavioral sciences.	The candidate demonstrates strong conceptual and content knowledge across multiple social studies disciplines, showing knowledge of contents, tools, and facts.	The candidate demonstrates knowledge of contents, tools, and facts in one or more of the disciplines in lesson planning.	The candidate's knowledge is spotty or occasionally lacking in one or more social studies subjects, leading to detriments in planning.	Candidate demonstrates no evidence for this criterion.	
Knowledge of Subject-Specific Vocabulary and Representation in Planning	1c Candidates are knowledgeable about <i>disciplinary forms of representation</i> in civics, economics, geography, history, and the social/behavioral sciences.	The candidate demonstrates strong conceptual and content knowledge, showing knowledge of disciplinary forms of representation in one or more of the disciplines in lesson planning.	The candidate demonstrates knowledge of disciplinary forms of representation in one or more of the disciplines in lesson planning.	The candidate's knowledge is spotty or occasionally lacking in one or more social studies subjects, leading to detriments in planning.	Candidate demonstrates no evidence for this criterion.	
Knowledge of Subject-Specific Disciplinary Concepts in Teaching and Implementation of Instruction	2b Candidates plan learning sequences that engage learners with <i>disciplinary concepts, facts, and tools</i> from the social studies disciplines to facilitate social studies literacies for civic life.	In instruction and implementation of lesson planning, the candidate demonstrates strong conceptual and content knowledge across multiple social studies disciplines, showing knowledge of contents, tools, and facts.	In instruction and implementation of lesson planning, the candidate demonstrates knowledge of contents, tools, and facts in one or more of the disciplines.	In instruction and implementation of lesson planning, the candidate does not demonstrate knowledge of contents, tools, and facts in one or more of the disciplines.	Candidate demonstrates no evidence for this criterion.	
Knowledge of Subject-Specific Methodology in Teaching and Implementation of Instruction	2c Candidates plan learning sequences that engage learners in <i>disciplinary inquiry</i> to develop social studies literacies for civic life.	In instruction and implementation, the candidate demonstrates strong and nuanced understanding of how to construct an inquiry within a social studies classroom and within a particular subject.	In instruction and implementation, the candidate demonstrates understanding of how to construct an inquiry within a social studies classroom.	In instruction and implementation, the candidate does not demonstrate understanding of how to construct an inquiry.	Candidate demonstrates no evidence for this criterion.	

Ability to Engage Students in Active Learning and Higher Order Thinking	2d Candidates plan learning sequences where learners create <i>disciplinary forms of representation</i> that convey social studies knowledge and civic competence.	In instruction and implementation, the candidate demonstrates strong and nuanced understanding of the social studies disciplines and how to build and engage students in critical.	In instruction, the candidate demonstrates understanding of how to build and engage students in critical thinking within the social studies classroom.	In instruction and implementation, the candidate does not demonstrate understanding of how to engage students in critical thinking.	Candidate demonstrates no evidence for this criterion.	
Ability to Teach Media Literacy/News Literacy	2e Candidates plan learning sequences that use technology to foster civic competence.	In instruction and implementation, the candidate demonstrates an	In instruction and implementation, the candidate fosters	In instruction and implementation, the candidate does not	Candidate demonstrates	

		understanding of the nuanced meaning of “news literacy” and fosters student skills in being smart discerners of the news, particularly that from the internet and social media.	student skills in being smart discerners of the news, particularly that from the internet and social media.	foster student skills in being smart discerners of the news, particularly that from the internet and social media.	no evidence for this criterion.	
Authentic Assessment of Social Studies Learning	3a Candidates design and implement a range of authentic assessments that measure learners’ mastery of <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence and demonstrate alignment with state-required content standards.	The candidate utilizes a variety of sophisticated and well-conceived assessments that measure content and skill knowledge.	The candidate utilizes a variety of assessments that measure content and/or skill knowledge.	The candidate does not utilize a variety of assessments that measure content and/or skill knowledge.	Candidate demonstrates no evidence for this criterion.	
Alignment of Assessment with Instruction	3b Candidates design and implement learning experiences that engage learners <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence and demonstrate alignment with state-required content standards.	The candidate utilizes a variety of sophisticated and well-conceived assessments that measure disciplinary knowledge, terminology, and methodology and are aligned to the Illinois Learning Standards for Social Studies.	The candidate utilizes a variety of assessments that measure disciplinary knowledge, terminology, and methodology and are aligned to the Illinois Learning Standards for Social Studies.	The candidate does not utilize a variety of assessments that measure disciplinary knowledge, terminology, and methodology.	Candidate demonstrates no evidence for this criterion.	
Research-Based Assessment Practices for Social Studies	3c Candidates use theory and research to implement a variety of instructional practices and authentic assessments featuring <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence.	The candidate utilizes a variety of sophisticated and well-conceived assessments that measure disciplinary knowledge and skills and are drawn from sound research and theory in social studies practice and pedagogy.	The candidate utilizes a variety of assessments that measure disciplinary knowledge and skills drawn from research in social studies practice and pedagogy.	The candidate does not utilize a variety of assessments that measure disciplinary knowledge and skills and assessments are not drawn from research.	Candidate demonstrates no evidence for this criterion.	

Use of Assessment Data in Planning for Social Studies	3d Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence.	The candidate utilizes assessment data with precision and sophistication as they make instructional decisions and work towards learning outcomes.	The candidate utilizes assessment data as they make instructional decisions and work towards learning outcomes.	The candidate does not utilize assessment data as they make instructional decisions and work towards learning outcomes.	Candidate demonstrates no evidence for this criterion.	
Creation of Opportunities for Reflection in Social Studies Instruction	3e Candidates engage learners in self-assessment practices that support individualized learning outcomes related to <i>disciplinary knowledge, inquiry, and forms of</i>	The candidate frequently engages learners in reflection on their learning and metacognitive processes to support work towards learning outcomes.	The candidate engages learners in reflection on their learning to support work towards learning outcomes.	The candidate does not engage learners in reflection on their learning or metacognition.	Candidate demonstrates no evidence for this criterion.	

	<i>representation</i> for civic competence.					
Differentiation and Responsive Pedagogy	4a Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.	The candidate integrates understanding of identity, sociocultural context, and attention to equity, attending to responsive pedagogy as they incorporate differentiation in the social studies classroom.	The candidate offers differentiated instruction to students with various learning needs and contexts.	The candidate is unable to differentiate instruction to students with varied needs and backgrounds.	Candidate demonstrates no evidence for this criterion.	
Collaborative Learning in Planning and Implementation	4b Candidates facilitate collaborative, interdisciplinary learning environments in which learners use <i>disciplinary facts, concepts, and tools</i> , engage in <i>disciplinary inquiry</i> , and create <i>disciplinary forms of representation</i>	The candidate frequently engages learners in collaborative and interdisciplinary work to further social studies disciplinary understandings.	The candidate works to build in collaborative and/or interdisciplinary work to further social studies disciplinary understandings.	The candidate is not attentive to opportunities for collaborative and/or interdisciplinary work to further social studies understandings.	Candidate demonstrates no evidence for this criterion.	
Work with Inquiry Arc of Questions-Content-Source Work-Informed Action	4c Candidates engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society	The candidate successfully creates instruction and implements lessons that take learners through the inquiry arc from posing questions to working towards informed action and communication of their learning to a broader community.	The candidate attempts instruction and implements lessons that take learners through the inquiry arc from posing questions to gathering information to working towards informed action and communication of their learning to a broader community.	The candidate offers instruction that is not attentive to the inquiry arc of the C3 and Illinois Learning Standards, neither opening with questions or building towards action.	Candidate demonstrates no evidence for this criterion.	

Use of Theory and Research in Social Studies Pedagogy and Practice	5a Candidates use theory and research to continually improve their social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner.	The candidate meaningfully and skillfully integrates research and theory into social studies knowledge and pedagogical practice.	The candidate attempts to integrate research and theory into social studies knowledge and pedagogical practice.	The candidate does not attempt to integrate research or theory into social studies knowledge and pedagogical practice.	Candidate demonstrates no evidence for this criterion.	
Response Pedagogy and Culturally Sensitive Practices	5b Candidates explore, interrogate, and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within their schools and/or communities.	As they plan for instruction and learning, the candidate meaningfully and skillfully reflects upon their own position and identity as they work to create powerful social studies classrooms, seeking to reach all of their students within their community context.	As they plan for instruction and learning, the candidate reflects upon their own position and identity within the social studies classrooms, seeking to reach all of their students and think about their community.	The candidate does not reflect upon their own position or that of the learners in their classroom as they plan for instruction and learning.	Candidate demonstrates no evidence for this criterion.	

Informed Action and Advocacy	5c Candidates take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies.	The candidate skillfully serves as advocates for learners, the teaching profession, and/or social studies in their classroom and beyond.	The candidate advocates for learners, the teaching profession, and/or social studies.	The candidate does not advocate for learners, the teaching profession, and/or social studies.	Candidate demonstrates no evidence for this criterion.	
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Candidate Data, 2019-2020 (N=9*)

Criteria	NCSS Standard Element	Low	High	Mean
Social Studies Content Knowledge: Planning	1a Candidates are knowledgeable about the <i>concepts, facts, and tools</i> in civics, economics, geography, history, and the social/behavioral sciences.	3	5	3.89
Social Studies Content Knowledge: Teaching	2a Candidates plan learning sequences that demonstrate social studies knowledge aligned with the C3 Framework, state-required content standards, and theory and research.	3	5	3.78
Knowledge of Subject-Specific Methodology in Planning	1b Candidates are knowledgeable about <i>disciplinary inquiry</i> in civics, economics, geography, history, and the social/behavioral sciences.	3	5	3.89
Knowledge of Subject-Specific Vocabulary and Representation in Planning	1c Candidates are knowledgeable about <i>disciplinary forms of representation</i> in civics, economics, geography, history, and the social/behavioral sciences.	3	5	3.89
Knowledge of Subject-Specific Disciplinary Concepts in Teaching and Implementation of Instruction	2b Candidates plan learning sequences that engage learners with <i>disciplinary concepts, facts, and tools</i> from the social studies disciplines to facilitate social studies literacies for civic life.	3	5	3.67
Knowledge of Subject-Specific Methodology in Teaching and Implementation of Instruction	2c Candidates plan learning sequences that engage learners in <i>disciplinary inquiry</i> to develop social studies literacies for civic life.	3	5	3.78
Ability to Engage Students in Active Learning and Higher Order Thinking	2d Candidates plan learning sequences where learners create <i>disciplinary forms of representation</i> that convey social studies knowledge and civic competence.	3	5	3.67
Ability to Teach Media Literacy/News Literacy	2e Candidates plan learning sequences that use technology to foster civic competence.	2	5	3.625
Authentic Assessment of Social Studies Learning	3a Candidates design and implement a range of authentic assessments that measure learners' mastery of <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence and demonstrate alignment with state-required content standards.	3	5	3.33
Alignment of Assessment with Instruction	3b Candidates design and implement learning experiences that engage learners in <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence and demonstrate alignment with state-required content standards.	3	5	4.11
Research-Based Assessment Practices for Social Studies	3c Candidates use theory and research to implement a variety of instructional practices and authentic assessments featuring <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence.	2.5	5	3.72
Use of Assessment Data in Planning for Social Studies	3d Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence.	2	5	3.77
Creation of Opportunities for Reflection in Social Studies Instruction	3e Candidates engage learners in self-assessment practices that support individualized learning outcomes related to <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence.	2	5	3.67
Differentiation and Responsive Pedagogy	4a Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.	3	5	3.61
Collaborative Learning in Planning and Implementation	4b Candidates facilitate collaborative, interdisciplinary learning environments in which learners use <i>disciplinary facts, concepts, and tools</i> , engage in <i>disciplinary inquiry</i> , and create <i>disciplinary forms of representation</i>	3	5	4.0

Work with Inquiry Arc of Questions- Content-Source Work-Informed Action	4c Candidates engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society	3	5	4.0
Use of Theory and Research in Social Studies Pedagogy and Practice	5a Candidates use theory and research to continually improve their social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner.	3	5	3.75
Response Pedagogy and Culturally Sensitive Practices	5b Candidates explore, interrogate, and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within their schools and/or communities.	2	5	4.0
Informed Action and Advocacy	5c Candidates take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies.	2	5	3.86

* Because it is impossible to disaggregate postbaccalaureate data without identifying individual candidate performance data, for this assessment the undergraduate and postbaccalaureate data is combined. In this assessment, there were 7 traditional undergraduate students and 2 postbaccalaureate students.

Candidate Data, 2020-2021 (N=8)

Criteria	NCSS Standard Element	Low	High	Mean
Social Studies Content Knowledge: Planning	1a Candidates are knowledgeable about the <i>concepts, facts, and tools</i> in civics, economics, geography, history, and the social/behavioral sciences.	3	5	4.25
Social Studies Content Knowledge: Teaching	2a Candidates plan learning sequences that demonstrate social studies knowledge aligned with the C3 Framework, state-required content standards, and theory and research.	3	5	4.125
Knowledge of Subject-Specific Methodology in Planning	1b Candidates are knowledgeable about <i>disciplinary inquiry</i> in civics, economics, geography, history, and the social/behavioral sciences.	3	5	4.125
Knowledge of Subject-Specific Vocabulary and Representation in Planning	1c Candidates are knowledgeable about <i>disciplinary forms of representation</i> in civics, economics, geography, history, and the social/behavioral sciences.	3	5	4.125
Knowledge of Subject-Specific Disciplinary Concepts in Teaching and Implementation of Instruction	2b Candidates plan learning sequences that engage learners with <i>disciplinary concepts, facts, and tools</i> from the social studies disciplines to facilitate social studies literacies for civic life.	3	5	3.875
Knowledge of Subject-Specific Methodology in Teaching and Implementation of Instruction	2c Candidates plan learning sequences that engage learners in <i>disciplinary inquiry</i> to develop social studies literacies for civic life.	3	5	3.875
Ability to Engage Students in Active Learning and Higher Order Thinking	2d Candidates plan learning sequences where learners create <i>disciplinary forms of representation</i> that convey social studies knowledge and civic competence.	3	5	3.75
Ability to Teach Media Literacy/News Literacy	2e Candidates plan learning sequences that use technology to foster civic competence.	3	5	3.875
Authentic Assessment of Social Studies Learning	3a Candidates design and implement a range of authentic assessments that measure learners' mastery of <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence and demonstrate alignment with state-required content standards.	3	5	4.0
Alignment of Assessment with Instruction	3b Candidates design and implement learning experiences that engage learners in <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence and demonstrate alignment with state-required content standards.	3	5	4.125
Research-Based Assessment Practices for Social Studies	3c Candidates use theory and research to implement a variety of instructional practices and authentic assessments featuring <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence.	3	5	4.0
Use of Assessment Data in Planning for Social Studies	3d Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence.	2	5	3.375
Creation of Opportunities for Reflection in Social Studies Instruction	3e Candidates engage learners in self-assessment practices that support individualized learning outcomes related to <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence.	3	5	4.125
Differentiation and Responsive Pedagogy	4a Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.	3	5	4.125
Collaborative Learning in Planning and Implementation	4b Candidates facilitate collaborative, interdisciplinary learning environments in which learners use <i>disciplinary facts, concepts, and tools</i> , engage in <i>disciplinary inquiry</i> , and create <i>disciplinary forms of representation</i>	3	5	4.0

Work with Inquiry Arc of Questions- Content-Source Work-Informed Action	4c Candidates engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society	3	5	3.875
Use of Theory and Research in Social Studies Pedagogy and Practice	5a Candidates use theory and research to continually improve their social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner.	3	5	3.875
Response Pedagogy and Culturally Sensitive Practices	5b Candidates explore, interrogate, and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within their schools and/or communities.	3	5	4.25
Informed Action and Advocacy	5c Candidates take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies.	3	5	4.375

ASSESSMENT 5: IMPACT ON P-12 (edTPA)

edTPA is a performance-based, subject-specific assessment developed by the Stanford Center for Assessment, Learning, and Equity (SCALE) that is used during the student teaching semester in many states for teacher licensure. Eastern Illinois University began using edTPA to assess impact on P-12 in 2015, and it has been integrated into the teacher licensure program as a whole. From [the edTPA website](#): “The assessment features a common architecture focused on three tasks: Planning, Instruction, and Assessment. Aspiring teachers must prepare a portfolio of materials during their student teaching clinical experience. edTPA requires aspiring teachers to demonstrate readiness to teach through lesson plans designed to support their students' strengths and needs; engage real students in ambitious learning; analyze whether their students are learning, and adjust their instruction to become more effective. Teacher candidates submit unedited video recordings of themselves at work in a real classroom as part of a portfolio that is scored by highly trained educators. edTPA builds on decades of teacher performance assessment development and research regarding teaching skills and practices that improve student learning.”

The History: Social Science edTPA is scored using 15 rubrics, with 5 for each of the three tasks: planning, instruction, and assessment. Each rubric is scored using a scale of 1 to 5, with 3 being the expectation for a beginning teacher. As a result, out of 75 possible points, the passing score reflects that of a candidate who scores mostly 3s. The pass score for Illinois for the Social Science: History test is 39, and remediation and revision of individual tasks as well as the whole is possible. Candidates who have not scored a 39 initially have resubmitted and passed.

Alignment

The chart below shows the alignment of the fifteen rubrics of edTPA with the many NCSS standards measured by it. Four planning elements from NCSS Standard 2 are covered by rubrics 1 and 4, and most of the rubrics from the Implementation and Assessment tasks align to the elements of NCSS Standard 3. Finally, several of the rubrics allow us to measure candidate achievement of Standard 4a, which asks candidates to plan, implement, and assess in response to the identities and needs of their learners.

NCSS Standards	Rubrics
2a. Candidates plan learning sequences that demonstrate social studies knowledge aligned with the C3 Framework, state-required content standards, and theory and research.	1
2b. Candidates plan learning sequences that engage learners with <i>disciplinary concepts, facts, and tools</i> from the social studies disciplines to facilitate social studies literacies for civic life.	1
2c. Candidates plan learning sequences that engage learners in <i>disciplinary inquiry</i> to develop social studies literacies for civic life.	1

2d. Candidates plan learning sequences where learners create <i>disciplinary forms of representation</i> that convey social studies knowledge and civic competence.	1, 4
3a. Candidates design and implement a range of authentic assessments that measure learners' mastery of <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence and demonstrate alignment with state-required content standards.	5
3b. Candidates design and implement learning experiences that engage learners <i>indisciplinary knowledge, inquiry, and forms of representation</i> for civic competence and demonstrate alignment with state-required content standards.	7, 8, 9
3c. Candidates use theory and research to implement a variety of instructional practices and authentic assessments featuring <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence.	9
3d. Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence.	10, 11, 14, 15
3e. Candidates engage learners in self-assessment practices that support individualized learning outcomes related to <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence.	12, 13
4a. Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.	2, 3, 6

Analysis of Findings and Interpretation of Data Relative to Meeting NCSS Standards

Below is a summary of candidate data from the 2018-2019 and 2019-2020 school years (complete data follows at the end of this assessment). Due to the pandemic and edTPA being waived by the Illinois State Board of Education in March 2020, the data from 2019-2020 is not a complete set – three candidates completed the program with edTPA being waived.

NCSS Standard(s)	edTPA rubric	Mean, 18-19 (N=8)	Mean, 19-20 (N=9)
2a-2d	Rubric 1: Planning for History/Social Studies Understandings	3	3
4a	Rubric 2: Rubric 2: Planning to Support Varied Student Learning Needs	2.875	3.111
4a	Rubric 3: Using Knowledge of Students to Inform Teaching and Learning	2.875	2.667
2d	Rubric 4: Identifying and Supporting Language Demands	2.875	3.056
3a	Rubric 5: Planning Assessments to Monitor and Support Student Learning	3	3.111
4a	Rubric 6: Learning Environment	3.143	3.111
3b	Rubric 7: Engaging Students in Learning	2.875	2.778
3b	Rubric 8: Deepening Student Learning	3	3

3b, 3c	Rubric 9: Subject-Specific Pedagogy	2.43	2.889
3d	Rubric 10: Analyzing Teaching Effectiveness	2.857	2.5
3d	Rubric 11: Analysis of Student Learning	3.125	2.778
3e	Rubric 12: Providing Feedback to Guide Learning	3	3.333
3e	Rubric 13: Student Use of Feedback	2.625	2.667
3d	Rubric 14: Analyzing Students' Language Use and History/Social Studies Learning	2.875	2.556
3d	Rubric 15: Using Assessment to Inform Instruction	2.875	3
	TOTAL SCORE	42.714	43.556

Highlighted in blue is Rubric 6, where both sets of candidates averaged well above 3. This demonstrates candidate capacity to “use knowledge of learners’ socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.” On six rubrics, candidate averages from both data sets were below a 3. Interestingly one of those rubrics is also aligned to 4a. That this element found candidates both high and low demonstrates overall competency but draws attention to our need to continue to improve candidate competency. The College of Education is currently beginning a four-year process to better orient our programs to be and prepare candidates to be culturally responsive, and the History with Teacher Licensure program is an active participant in that process. A few other lower-scoring rubrics draw attention to our need to do more work with elements b through e of Standard 3 on design and implementation and, especially, on use of assessment data to inform instruction.

Assessment Documentation

Description of Assignment (copyrighted edTPA)

Scoring Rubric, with Alignment to NCSS Standards

Data: 2018-2019 and 2019-2020*

* The data from 2019-2020 is missing a few spring program completers and there is no data for 2020-2021 because Illinois waived edTPA due to the pandemic. Given the many demands on student teachers in unprecedented times, it was not replaced with a different assessment to measure impact on P-12.

Description of Assignment (N/A; copyrighted edTPA)

Scoring Guide/Criteria

edTPA is scored using 15 rubrics, with 5 for each of the three tasks: planning, instruction, and assessment. Below is a compilation of the edTPA rubrics along with a column that shows alignment to the NCSS standards. The pass score for Illinois for the Social Science: History test is 39, and remediation and revision of individual tasks as well as the whole is possible. Candidates who have not scored a 39 initially have resubmitted and passed. The History: Social Science edTPA is scored using 15 rubrics, with 5 for each of the three tasks: planning, instruction, and assessment. Each rubric is scored using a scale of 1 to 5, with 3 being the expectation for a beginning teacher. As a result, out of 75 possible points, the passing score reflects that of a candidate who scores mostly 3s. The pass score for Illinois for the Social Science: History test is 39, and remediation and revision of individual tasks as well as the whole is possible. Candidates who have not scored a 39 initially have resubmitted and passed.

NCSS standard(s)	edTPA rubric	1	2	3	4	5
2a. Candidates plan learning sequences that demonstrate social studies knowledge aligned with the C3 Framework, state-required content standards, and theory and research. 2b. Candidates plan learning sequences that engage	Rubric 1: Planning for History/Social Studies Understanding <i>How do the candidate's plans build students' understandings of facts, concepts, and inquiry, interpretation, or analysis skills to build and support arguments or conclusions about historical events or a</i>	There are significant content inaccuracies that will lead to student misunderstandings. OR Standards, objectives, and learning tasks and materials are not aligned with each other.	Candidate's plans for instruction support student learning of facts with vague connections to concepts, inquiry, interpretations, or analyses, AND building arguments or conclusions.	Plans for instruction build on each other to support student learning of facts with clear connections to concepts; inquiry interpretations or analyses; AND building arguments.	Candidate's plans for instruction build on each other to support student learning of facts with clear and consistent connections to concepts, inquiry, interpretations, or analyses, AND building and supporting arguments or conclusions.	Level 4 plus: Candidate explains how s/he will lead students to build explicit connections between inquiry, interpretations, or analyses and supporting arguments/conclusions as well as the central focus of the learning segment.

<p>learners with <i>disciplinary concepts, facts, and tools</i> from the social studies disciplines to facilitate social studies literacies for civic life.</p> <p>2c. Candidates plan learning sequences that engage learners in <i>disciplinary inquiry</i> to develop social studies literacies for civic life.</p> <p>2d. Candidates plan learning sequences where learners create <i>disciplinary forms of representation</i> that convey social studies</p>	<p><i>social studies phenomenon?</i></p>					
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knowledge and civic competence.						
4a. Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.	Rubric 2: Planning to Support Varied Student Learning Needs <i>How does the candidate use knowledge of his/her students to target support for students to develop understandings of facts, concepts, and inquiry, interpretations, or analyses to build arguments or conclusions?</i>	There is no evidence of planned supports. OR Candidate does not attend to ANY INSTRUCTIONAL requirements in IEPs and 504 plans.	Planned supports are loosely tied to learning objectives or the central focus of the learning segment.	Planned supports are tied to learning objectives and the central focus with attention to the characteristics of the class as a whole.	Planned supports are tied to learning objectives and the central focus. Supports address the needs of specific individuals or groups with similar needs.	Level 4 plus: Supports include specific strategies to identify and respond to key misconceptions.
4a. Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to	Rubric 3: Using Knowledge of Students to Inform Teaching and Learning <i>How does the candidate use knowledge of his/her students to justify</i>	Candidate's justification of learning tasks is either missing OR represents a deficit view of students and their backgrounds.	Candidate justifies learning tasks with limited attention to students' prior academic learning OR personal, cultural, or community assets.	Candidate justifies why learning tasks (or their adaptations) are appropriate using a) examples of students' prior academic learning OR b) examples of personal/cultural/community assets. Candidate makes superficial connections to research and/or theory.	Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of students' prior academic learning AND personal, cultural, or community assets. Candidate makes	Level 4 plus: Candidate's justification is supported by principles from research and/or theory.

plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.	<i>instructional plans?</i>				connections to research and/or theory.	
2d. Candidates plan learning sequences where learners create <i>disciplinary forms of representation</i> on that convey social studies knowledge and civic competence.	Rubric 4: Identifying and Supporting Language Demands <i>How does the candidate identify and support language demands associated with a key history/social studies learning task?</i>	Language demands ⁴ identified by the candidate are not consistent with the selected language function OR task. OR Language supports are missing or are not aligned with the language demand(s) for the learning task.	Language supports primarily address one language demand (vocabulary/symbols, function, discourse, syntax).	General language supports address use of two or more language demands (vocabulary/symbols, function, discourse, syntax).	Targeted language supports address use of vocabulary/symbols, language function, AND one or more additional language demands (discourse, syntax).	Level 4 plus: Language supports are designed to meet the needs of students with different levels of language learning.
3a. Candidates design and implement a range of authentic assessments that measure learners' mastery of <i>disciplinary knowledge</i> ,	Rubric 5: Planning Assessments to Monitor and Support Student Learning <i>How are the informal and formal assessments selected or</i>	The assessments only provide evidence of students' recall of history/social studies facts. OR Candidate does not attend to ANY ASSESSMENT requirements in IEPs and 504 plans.	The assessments provide limited evidence to monitor students' progress toward developing history/social studies understanding and use of facts, concepts, AND	The assessments provide evidence to monitor students' progress toward developing history/social studies understandings and use of facts/concepts, <u>and</u> inquiry, interpretations, or analyses during the learning segment.	The assessments provide multiple forms of evidence to monitor students' progress toward developing history/social studies understanding and use of facts, concepts,	Level 4 plus: The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.

<p><i>inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.</i></p>	<p><i>designed to monitor students' progress toward understanding and use of facts, concepts, and inquiry, interpretations or analyses to build and support arguments or conclusions?</i></p>		<p>inquiry, interpretations, or analyses during the learning segment.</p>		<p>inquiry, interpretations, or analyses, AND building and supporting arguments or conclusions throughout the learning segment.</p>	
<p>4a. Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.</p>	<p>Rubric 6: Learning Environment <i>How does the candidate demonstrate a positive learning environment that supports students' engagement in learning?</i></p>	<p>The clips reveal evidence of disrespectful interactions between teacher and students or between students. OR Candidate allows disruptive behavior to interfere with student learning.</p>	<p>The candidate demonstrates respect for students. AND Candidate provides a learning environment that serves primarily to control student behavior, and minimally supports the learning goals.</p>	<p>The candidate demonstrates rapport with and respect for students. Candidate provides a positive, low-risk social environment that reveals mutual respect among students.</p>	<p>The candidate demonstrates rapport with and respect for students. AND Candidate provides a challenging learning environment that promotes mutual respect among students.</p>	<p>The candidate demonstrates rapport with and respect for students. AND Candidate provides a challenging learning environment that provides opportunities to express varied perspectives and promotes mutual respect among students.</p>

<p>3b. Candidates design and implement learning experiences that engage learners in <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence and demonstrate alignment with state-required content standards.</p>	<p>Rubric 7: Engaging Students in Learning <i>How does the candidate actively engage students in evaluating accounts or interpretations of historical events or social studies phenomenon?</i></p>	<p>Students are participating in tasks that are vaguely or superficially related to the central focus. OR There is little or no evidence that the candidate links students' prior academic learning or personal, cultural, or community assets with new learning.</p>	<p>Students are participating in learning tasks focusing primarily on facts or single interpretations. Candidate makes vague or superficial links between prior academic learning and new learning.</p>	<p>In the clip(s), students are engaged in learning tasks that address their skills of inquiry, interpretation, or analysis of historical events or social studies phenomenon. Candidate links prior academic learning to new learning.</p>	<p>Students are engaged in learning tasks that develop their skills of inquiry, interpretation, or analysis of history/social studies sources or accounts AND in building arguments or conclusions. Candidate links prior academic learning AND personal, cultural, or community assets to new learning.</p>	<p>Level 4 plus: Learning tasks deepen knowledge, extend skills, AND provide evidence of students supporting their arguments or conclusions. Candidate prompts students to link prior academic learning AND personal, cultural, or community assets to new learning.</p>
<p>3b. Candidates design and implement learning experiences that engage learners in <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence and demonstrate alignment</p>	<p>Rubric 8: Deepening Student Learning <i>How does the candidate elicit student responses to promote their ability to inquire about, interpret, or analyze history/social studies sources/accounts and to build and</i></p>	<p>Candidate does most of the talking and students provide few responses. OR Candidate responses include significant content inaccuracies that will lead to student misunderstandings.</p>	<p>Candidate primarily asks surface-level questions and evaluates student responses as correct or incorrect.</p>	<p>Candidate elicits students' responses that require analyses or interpretations of history/social studies sources and accounts.</p>	<p>Candidate elicits and builds on student responses to develop interpretations or analyses of history/social studies sources or accounts, OR to build and support arguments or conclusions.</p>	<p>Level 4 plus: Candidate facilitates interactions among students to develop their abilities to evaluate their own interpretations, analyses, arguments, or conclusions.</p>

with state-required content standards.	<i>support arguments or conclusions?</i>					
<p>3b. Candidates design and implement learning experiences that engage learners in <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence and demonstrate alignment with state-required content standards.</p> <p>3c. Candidates use theory and research to implement a variety of instructional practices and authentic assessments featuring <i>disciplinary knowledge,</i></p>	<p>Rubric 9: Subject-Specific Pedagogy <i>How does the candidate support students to use evidence from history/social studies sources to develop students' abilities to defend their arguments?</i></p>	<p>Candidate primarily focuses on facts with little or no attention to interpretation, analysis, or building arguments or conclusions.</p>	<p>Candidate provides limited opportunities for students to interpret source(s) or build arguments or conclusions because they are primarily focused on demonstrating these skills for the class.</p>	<p>Candidate prompts students to use evidence from sources as the students interpret, analyze, OR build arguments or conclusions.</p>	<p>Candidate supports students in using evidence from multiple sources to build and support arguments or conclusions.</p>	<p>Level 4 plus: Candidate uses counter or alternative evidence from multiple sources to challenge students to support arguments or conclusions.</p>

<i>inquiry, and forms of representation</i> for civic competence.						
3d. Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence.	Rubric 10: Analyzing Teaching Effectiveness <i>How does the candidate use evidence to evaluate and change teaching practice to meet students' varied learning needs?</i>	Candidate suggests changes unrelated to evidence of student learning.	Candidate proposes changes to teacher practice that are superficially related to student learning needs (e.g., task management, pacing, improving directions).	Candidate proposes changes that address students' collective learning needs related to the central focus. Candidate makes superficial connections to research and/or theory.	Candidate proposes changes that address individual and collective learning needs related to the central focus. Candidate makes connections to research and/or theory.	Level 4 plus: Candidate justifies changes using principles from research and/or theory.
3d. Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning	Rubric 11: Analysis of Student Learning <i>How does the candidate analyze evidence of student learning of facts, concepts, interpretations or analysis, or</i>	The analysis is superficial or not supported by either student work samples or the summary of student learning. OR The evaluation criteria, learning objectives, and/or analysis are not aligned with each other.	The analysis focuses on what students did right OR wrong.	The analysis focuses on what students did right AND wrong and is supported with evidence from the summary and work samples. Analysis includes some differences in whole class learning.	The analysis uses specific examples from work samples to demonstrate patterns of learning consistent with the summary. AND Patterns of learning are	The analysis uses specific evidence from work samples to demonstrate the connections between quantitative and qualitative patterns of learning for individuals or groups.

outcomes related to <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence.	<i>building arguments?</i>				described for whole class.	
3e. Candidates engage learners in self-assessment practices that support individualized learning outcomes related to <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence.	Rubric 12: Providing Feedback to Guide Learning <i>What type of feedback does the candidate provide to focus students?</i>	Feedback is unrelated to the learning objectives OR is developmentally inappropriate. OR Feedback contains significant content inaccuracies. OR No feedback is provided to one or more focus students.	Feedback is general and addresses needs AND/OR strengths related to the learning objectives.	Feedback is specific and addresses either needs OR strengths related to learning objectives	Feedback is specific and addresses both strengths AND needs related to the learning objectives.	Level 4 plus: Feedback for one or more focus students provides a strategy to address an individual learning need OR makes connections to prior learning or experience to improve learning.
3e. Candidates engage learners in self-assessment practices that support individualized learning outcomes related to	Rubric 13: Student Use of Feedback <i>How does the candidate provide opportunities for focus students to use the feedback to guide their</i>	Opportunities for understanding or using feedback are not described. OR Candidate provides limited or no feedback to inform student learning.	Candidate provides vague description of how focus students will understand or use feedback.	Candidate describes how focus students will understand or use feedback to improve learning related to the learning objectives.	Candidate describes how s/he will support focus students to understand and use feedback on their strengths OR weaknesses related to the learning objectives.	Candidate describes how s/he will support focus students to understand and use feedback on their strengths AND weaknesses related to the learning objectives.

<i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence.	<i>further learning?</i>					
3d. Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence.	Rubric 14: Analyzing Students' Language Use and History/Social Studies Learning <i>How does the candidate analyze students' use of language to develop content understanding?</i>	Candidate identifies student language use that is superficially related or unrelated to the language demands (function, vocabulary/symbols, and additional demands). OR Candidate's description or explanation of language use is not consistent with the evidence submitted.	Candidate describes how students use only one language demand (vocabulary/symbols, function, discourse, syntax).	Candidate explains and provides evidence of students' use of the language function AND one or more language demands (vocabulary/symbols, discourse, syntax).	Candidate explains and provides evidence of students' use of the language function, vocabulary/symbols, AND additional language demand(s) (discourse, syntax) in ways that develop content understandings.	Level 4 plus: Candidate explains and provides evidence of language use and content learning for students with varied needs.
3d. Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on	Rubric 15: Using Assessment to Inform Instruction <i>How does the candidate use the analysis of what students know and are able to do to</i>	Next steps do not follow from the analysis. OR Next steps are not relevant to the learning objectives assessed. OR Next steps are not described in sufficient detail to understand them.	Next steps primarily focus on changes to teaching practice that are superficially related to student learning needs, for example, repeating instruction, pacing, or classroom	Next steps propose general support that improves student learning related to assessed standards and objectives. Next steps are loosely connected with research and/or theory.	Next steps provide targeted support to individuals or groups to improve their learning relative to facts and concepts OR	Next steps provide targeted support to individuals AND groups to improve their learning relative to facts and concepts, inquiry, interpretation, or analysis, AND

<p>student learning outcomes related to <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence.</p>	<p><i>plan next steps in instruction?</i></p>		<p>management issues.</p>		<p>inquiry, interpretation, or analysis OR building and supporting arguments or conclusions.</p> <p>Next steps are connected with research and/or theory.</p>	<p>building and supporting arguments or conclusions.</p> <p>Next steps are justified with principles from research and/or theory.</p>
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Candidate Data

Candidate Data, 2018-2019 (N= 8, 7UG and 1PB*)				
NCSS Standard(s)	edTPA rubric	Lowest	Highest	Mean
2a 2b 2c 2d	Rubric 1: Planning for History/Social Studies Understandings <i>How do the candidate's plans build students' understandings of facts, concepts, and inquiry, interpretation, or analysis skills to build and support arguments or conclusions about historical events or a social studies phenomenon?</i>	3	3	3
4a	Rubric 2: Planning to Support Varied Student Learning Needs <i>How does the candidate use knowledge of his/her students to target support for students to develop understandings of facts, concepts, and inquiry, interpretations, or analyses to build arguments or conclusions?</i>	2	3	2.875
4a	Rubric 3: Using Knowledge of Students to Inform Teaching and Learning <i>How does the candidate use knowledge of his/her students to justify instructional plans?</i>	2	3	2.875
2d	Rubric 4: Identifying and Supporting Language Demands <i>How does the candidate identify and support language demands associated with a key history/social studies learning task?</i>	2	3	2.875
3a	Rubric 5: Planning Assessments to Monitor and Support Student Learning <i>How are the informal and formal assessments selected or designed to monitor students' progress toward understanding and use of facts, concepts, and inquiry, interpretations, or analyses to build and support arguments or conclusions?</i>	3	3	3
4a	Rubric 6: Learning Environment <i>How does the candidate demonstrate a positive learning environment that supports students' engagement in learning?</i>	3	4	3.143
3b	Rubric 7: Engaging Students in Learning <i>How does the candidate actively engage students in evaluating accounts or interpretations of historical events or social studies phenomenon?</i>	2	3	2.875
3b	Rubric 8: Deepening Student Learning <i>How does the candidate elicit student responses to promote their ability to inquire about, interpret, or analyze history/social studies sources/accounts and to build and support arguments or conclusions?</i>	2	4	3

3b 3c	Rubric 9: Subject-Specific Pedagogy <i>How does the candidate support students to use evidence from history/social studies sources to develop students' abilities to defend their arguments?</i>	2	3	2.43
3d	Rubric 10: Analyzing Teaching Effectiveness <i>How does the candidate use evidence to evaluate and change teaching practice to meet students' varied learning needs?</i>	2	3	2.857
3d	Rubric 11: Analysis of Student Learning <i>How does the candidate analyze evidence of student learning of facts, concepts, interpretations or analysis, or building arguments?</i>	2	4	3.125
3e	Rubric 12: Providing Feedback to Guide Learning <i>What type of feedback does the candidate provide to focus students?</i>	2	4	3
3e	Rubric 13: Student Use of Feedback <i>How does the candidate provide opportunities for focus students to use the feedback to guide their further learning?</i>	1	4	2.625
3d	Rubric 14: Analyzing Students' Language Use and History/Social Studies Learning <i>How does the candidate analyze students' use of language to develop content understanding?</i>	2	3	2.875
3d	Rubric 15: Using Assessment to Inform Instruction <i>How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?</i>	2	3	2.875
	TOTAL SCORE	38	47	42.714
	Pass Rate 87.5%			

As with some other assessments, dis-aggregating postbaccalaureate data is impossible because data could be too easily tied to the individual students.

Candidate Data, 2019-2020 (N=9, 7 UG and 2 PB*)

NOTE: Data includes only part of the spring program completers because edTPA was waived in spring 2020 due to the pandemic.

NCSS standard(s)	edTPA rubric	Lowest	Highest	Mean
2a 2b 2c 2d	Rubric 1: Planning for History/Social Studies Understandings <i>How do the candidate's plans build students' understandings of facts, concepts, and inquiry, interpretation, or analysis skills to build and support arguments or conclusions about historical events or a social studies phenomenon?</i>	3	3	3
4a	Rubric 2: Planning to Support Varied Student Learning Needs <i>How does the candidate use knowledge of his/her students to target support for students to develop understandings of facts, concepts, and inquiry, interpretations, or analyses to build arguments or conclusions?</i>	2	4	3.111
4a	Rubric 3: Using Knowledge of Students to Inform Teaching and Learning <i>How does the candidate use knowledge of his/her students to justify instructional plans?</i>	2	4	2.667
2d	Rubric 4: Identifying and Supporting Language Demands <i>How does the candidate identify and support language demands associated with a key history/social studies learning task?</i>	2	4	3.056
3a	Rubric 5: Planning Assessments to Monitor and Support Student Learning <i>How are the informal and formal assessments selected or designed to monitor students' progress toward understanding and use of facts, concepts, and inquiry, interpretations, or analyses to build and support arguments or conclusions?</i>	3	4	3.111
4a	Rubric 6: Learning Environment <i>How does the candidate demonstrate a positive learning environment that supports students' engagement in learning?</i>	3	4	3.111
3b	Rubric 7: Engaging Students in Learning <i>How does the candidate actively engage students in evaluating accounts or interpretations of historical events or social studies phenomenon?</i>	2	3	2.778
3b	Rubric 8: Deepening Student Learning <i>How does the candidate elicit student responses to promote their ability to inquire about, interpret, or analyze history/social studies sources/accounts and to build and support arguments or conclusions?</i>	2	4	3
3b 3c	Rubric 9: Subject-Specific Pedagogy	2	3	2.889

	<i>How does the candidate support students to use evidence from history/social studies sources to develop students' abilities to defend their arguments?</i>			
3d	Rubric 10: Analyzing Teaching Effectiveness <i>How does the candidate use evidence to evaluate and change teaching practice to meet students' varied learning needs?</i>	2	3	2.5
3d	Rubric 11: Analysis of Student Learning <i>How does the candidate analyze evidence of student learning of facts, concepts, interpretations or analysis, or building arguments?</i>	2	4	2.778
3e	Rubric 12: Providing Feedback to Guide Learning <i>What type of feedback does the candidate provide to focus students?</i>	2	4	3.333
3e	Rubric 13: Student Use of Feedback <i>How does the candidate provide opportunities for focus students to use the feedback to guide their further learning?</i>	2	3	2.667
3d	Rubric 14: Analyzing Students' Language Use and History/Social Studies Learning <i>How does the candidate analyze students' use of language to develop content understanding?</i>	1	3	2.556
3d	Rubric 15: Using Assessment to Inform Instruction <i>How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?</i>	2	4	3
	TOTAL SCORE	36	49	43.556
	Pass Rate 88.89%			

As with some other assessments, dis-aggregating postbaccalaureate data is impossible because data could be too easily tied to the individual students.

ASSESSMENT 6. INFORMED ACTION ASSIGNMENT

Description of Assessment and Use in Program

In 2018-2019, this assessment was introduced into the History with Teacher Licensure in Social Science program. It was developed to align to best practices in civics as well as the National Council for the Social Studies C3 Inquiry Arc and the Illinois Learning Standards and state Civics mandate, all of which suggest that the best social studies lessons and units end with students communicating conclusions and taking informed action and which offer opportunities “to develop the skills and dispositions necessary for an active civic life.” (C3 Framework, p. 59) Candidates in Introduction to Teaching Social Studies (SOS 2400) and Social Studies Teaching Methods (SOS 3400) undertake an inquiry that ends with informed action around an essential question that has arisen from the concerns and priorities of preservice teachers: “how can we create safe and inclusive classrooms in which all students will learn?” This inquiry has four interrelated segments that span a full year as students take SOS 2400 and SOS 3400. Although not all candidates transition immediately from 2400 to 3400, all will have taken the courses in order, meaning that it works to have this assignment span the two classes. In order to explore the Essential Question, candidates participate in the overlapping experiences and assignments and compile a portfolio to be submitted in SOS 3400. Candidates earn points for various assignment components along the way, and then portfolios are evaluated using the rubric that follows at the conclusion of SOS 3400. The portfolio is graded by SOS 3400 (Social Studies Teaching Methods) professors in order to determine if students meet the aligned NCSS standards. The rubric employs a rating scale of 0-4, ranging from 1 (does not meet standards) to 4 (exceeds standards), and there are five criteria on which candidates are assessed.

Description of Alignment to SPA Standards

Element	Rubric Criteria
1b. Candidates are knowledgeable about <i>disciplinary inquiry</i> in civics, economics, geography, history, and the social/behavioral sciences.	2—Candidates will gather and use a variety of readings to develop expertise and make claims.
4c. Candidates engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society	3—Candidates will brainstorm solutions and ideas to address at least one element of school safety and inclusion in an informed action defined by the class and teacher.
5A - Candidates use theory and research to continually improve their social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner.	4—Candidates will connect research and reading to their reflections and plans for the future, attentive to SEL competencies and a Lived Civics approach.
5b. Candidates explore, interrogate, and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within their schools and/or communities.	1—Candidates will explore the root causes and symptoms of inequity, poverty, and lack of inclusiveness in schools through a series of readings, service learning experience, and other investigation.
5C - Candidates take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies.	5—Candidates will create and implement an advocacy or informed action plan that addresses one or more elements of school safety or inclusion.

Brief Analysis of Data Findings

Spring 2019 (N=15, 13 undergraduate majors and 2 PB)					
Criteria	1	2	3	4	5
Standard	5b	1b	4c	5a	5c
Mean	3.8	3.8	3.8	3.53	3.4
Spring 2021 (N=14, 13 undergraduate majors and 1 PB)					
Criteria	1	2	3	4	5
Standard	5b	1b	4c	5a	5c
Mean	3.64	3.36	3.29	3.5	3.36

As the means show, the majority of candidates performed very well on the Informed Action assessment overall, even as the idea of the inquiry arc and informed action is perhaps newer and more novel to them than a more traditional unit plan or course grade assessment. Areas that were weak for one cohort were not for the other, with the possible exception of criteria 5, the actual implementation of the informed action. It is hard too to know how much the disruption of the pandemic and shifts to learning affected the Spring 2021 candidates. Though the methods course was f2f, they could not complete the informed action project in the same f2f gathering of secondary students as the Spring 2019 group did, and no doubt the virtual realm was a harder one.

Interpretation of Data Relative to Meeting Standards

Candidates performed well, with the average well above a passing score of 3, for all five criteria and standards aligned with this assessment. In their engagement with an inquiry, candidates showed their ability to understand disciplinary inquiry, as we investigated elements of inclusive social studies education and beyond and they brainstormed actions to come from that. The Spring 2021 candidates struggled more with the brainstorming than Spring 2019, though as indicated above, it is hard to know how much of that was performance versus the pandemic constraints upon their performance. Candidates in spring 2019 and in spring 2021 did not perform as well on the actual creation of informed action plans, and continued work to integrate understanding and background about service learning and informed action will be added to both of the methods classes. The Social Studies Teaching Coordinator continues to work closely with the Illinois Civics Hub professional development entity, and they offer a lot of excellent PD and resources towards this proven practice of civics education.

Documentation

Assessment tool or description of assignment

Scoring Rubric

Candidate Data, Spring 2019 and Spring 2021 (due to shift to remote learning and disruptions of Spring 2020, this report includes data from two cycles only, and from 2019 and 2021)

Inquiry and Informed Action Assignment

SOS 2400 – SOS 3400 2018-2019¹

Essential Question: How can we create safe and inclusive classrooms in which all students can learn?

In line with the National Council for the Social Studies C3 framework and with the Illinois Learning Standards and state Civics mandate, students in SOS 2400 and SOS 3400 undertake an inquiry that ends with informed action around an essential question that has arisen from the concerns and priorities of preservice teachers: “how can we create safe and inclusive classrooms in which all students will learn?” This inquiry has four interrelated segments that span a full year as students take Introduction to Teaching Social Studies (SOS 2400) and Social Studies Teaching Methods (SOS 3400). Although not all students transition immediately from 2400 to 3400, all will have taken the courses in order, meaning that it works to have this assignment span the two classes. In order to explore the Essential Question, students will participate in the following interrelated and overlapping experiences and assignments and compile a portfolio to be submitted in SOS 3400. Although students will earn points for various assignment components along the way, your portfolio will be evaluated using the rubric that follows at the conclusion of your informed action in SOS 3400.

Research Investigation and Deliberation (occurs in both SOS 2400 and SOS 3400)

- We will begin with the Root Cause Tree exercise, centered on our Essential Question. (based on this lesson from the MIVCA Challenge, http://actioncivicscollaborative.org/wp-content/uploads/2013/07/MC_Root_Causes.pdf)
- In SOS 2400, we focus in particular on poverty and its intersections with local classrooms. We will have a speaker and/or reading on local poverty in Coles County, the context for which many of you will engage in work in local classrooms (Speaker: Dr. Michael Gillespie, Dept. of Sociology, Eastern Illinois University or reading, Michael Gillespie, “The Geography of Risk: A Case Study of Food Insecurity, Poverty, and Food Assistance between the Urban and the Rural,” in *Food and Poverty: Food Insecurity and Food Sovereignty among America’s Poor*, eds. Leslie Hossfeld et al. Vanderbilt University Press, 2018, pp. 63-78) and you will do a reading on the link between education and poverty (Eric Jensen, “How Poverty Affects Classroom Engagement,” *Educational Leadership* 70 (May 2013), pp. 24-30)
- In SOS 3400, we will continue exploration of and research on how to create inclusive schools through reading and discussion of a series of pamphlets from *Teaching Tolerance*, pieces from *Educational Leadership’s* issue on “Disrupting Inequity,” assorted pieces of use with students from Newsela.com (on such topics as school violence, student mental health, substance abuse, and inclusive practices in education), and/or from full-length books related to the array of topics that may be considered when thinking about “safe schools.” Students will be assigned in groups to particular readings and will reflectively write and participate in Fishbowl and Socratic seminar discussion of them.

Community Service/Service Learning (occurs in SOS 2400)

As a way to explore the issue of poverty in our local community and make connections to local classrooms, students in SOS 2400 will sign up to staff the Charleston Food Pantry on a Thursday night, when our university supplies the volunteers to staff it. This is coordinated through our campus Civic Engagement and Volunteerism office, <https://www.eiu.edu/volunteer/>.

¹The actual informed action had to be adjusted in 2020-2021 due to the pandemic that prohibited the kind of gathering outlined below, but we centered on the same question: how can we create safe and inclusive classrooms in which all students can learn?

Reflection (occurs in both SOS 2400 and SOS 3400)

Students actively reflect upon two aspects of investigation and service learning, writing a two-page reflective piece on local poverty and classrooms after their service learning experience in SOS 2400 and by preparing for a Fishbowl discussion of one aspect of inclusive schooling in SOS 3400. (Additional reflection may come from a variety of other activities, including but not limited to those listed at https://s3.amazonaws.com/generationon-production/media/uploaded-files/IPARDE-service-learning_reflection_activities_0.pdf.) The final reflection comes alongside their informed action project, and in it students will also reflect on what they have learned in their overall exploration as well as how it relates to the Social Emotional Learning competences (see www.casel.org) they will address in future classrooms and/or the Lived Civics approach outlined in Cathy Cohen et al., *Let's Go There: Making a Case for Race, Ethnicity and a Lived Civics Approach to Civic Education* (2018).

Informed Action (occurs in SOS 3400)

As a class or individually, students will take some kind of action that either the class decides upon or individuals choose (this varies by semester). In spring 2019 students will work together to host a civic engagement forum for high school students on their essential question, while future semesters will likely see students taking more individually-based informed action that includes giving Soapbox speeches to classmates and interested school parties (developed from the MIVCA Project Soapbox challenge); writing a letter to the editor; writing a letter or petition to a government official; writing a newspaper editorial; creating a class position statement, organizing a flyer campaign; promoting safe and inclusive schools in a social media campaign; or some similar action that showcases student advocacy and research-based informed action. The action itself will be decided upon in conversations between students and the professor.

Portfolio Contents

1. Root Cause Tree Exercise (completed in SOS 2400 and/or SOS 3400)
2. Service Learning Reflection Piece (completed in SOS 2400)
3. Fishbowl Notes/Reflection (completed in SOS 3400)
4. Informed Action Artifact and Reflection (completed in SOS 3400)

Sources of Inspiration for This Lesson

Cathy Cohen, Joseph Kahne, and Jessica Marshall, *Let's Go There: Making a Case for Race, Ethnicity and a Lived Civics Approach to Civic Education*.

GenForward at the University of Chicago, 2018.

Core SEL Competencies, Collaborative for Academic, Social, and Emotional Learning, 2017, <http://www.casel.org> (wheel found at <https://casel.org/core-competencies/>)

Mary Ellen Daneels, "Thermometers to Thermostats: Designing and Assessing Informed Action," *Social Education* 80 (no. 6, Nov./Dec. 2016), pp. 370-

IPARDE Resources, *generationOn*, <https://www.generationon.org/page/iparde-resources>

Meira Levinson and Peter Levine, "Taking Informed Action to Engage Students in Civic Life," *Social Education* 77 (no. 6, Nov./Dec. 2013), pp 339-341

Mikva Challenge, Project Soapbox (Chicago: Mikva Challenge, 2014), <https://www.mikvachallenge.org/project-soapbox/>

National Council for the Social Studies (NCSS), *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History* (Silver Spring, MD: NCSS, 2013)

Sue Root, *Service-Learning by Design* (National Youth Leadership Council, 2017)

Joel Westheimer and Joseph Kahne, "What Kind of Citizen? The Politics of Educating for Democracy," *American Educational Research Journal* 41 (Summer 2004), pp. 237-269

Assessment Rubric

NCSS Standard Alignment	Criteria	Exceeds (4)	Meets (3)	Developing (2)	Does not meet (1)
Developing Questions and Planning Inquiries					
5B Candidates explore, interrogate, and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within their schools and/or communities.	1—Candidates will explore the root causes and symptoms of inequity, poverty, and lack of inclusiveness in schools through a series of readings, service learning experience, and other investigation.	Candidates thoroughly and thoughtfully describe multiple causes for inequity in school settings, connecting their personal experiences and histories to local classrooms.	Candidates are able to name and describe multiple causes for inequity in school settings.	Candidates name a number of causes of inequity in schools, though they may look more at symptoms than root causes.	Candidate demonstrates no evidence for this criterion.
Evaluating Sources and Using Evidence					
1B Candidates are knowledgeable about <i>disciplinary inquiry</i> in civics, economics, geography, history, and the social/behavioral sciences.	2— Candidates will gather and use a variety of readings to develop expertise and make claims.	Candidates thoughtfully engage with all course readings, moving beyond what is assigned in class, investigating sources of inequity and lack of safety in school. Candidates cite and use readings in class discussions and reflection pieces.	Candidates engage with all course readings to investigate sources of inequity and lack of safety in school. Candidates refer to readings in class discussions and reflection pieces.	Candidates do not engage with course readings to investigate sources of inequity and lack of safety in school. Candidates offer opinions rather than well-informed claims based on reading and study.	Candidate demonstrates no evidence for this criterion.
Communicating Conclusions and Taking Informed Action					
4c. Candidates engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society.	3— Candidates will brainstorm solutions and ideas to address at least one element of school safety and inclusion in an informed action defined by the class and teacher.	Candidates thoughtfully and thoroughly consider the root causes of inequity and lack of safety in schools, moving from investigation and thinking to designing an informed action project closely	Candidates consider the root causes of inequity and lack of safety in schools, moving from investigation and thinking to design of an informed action project.	Candidates fail to adequately consider root causes and/or produce an informed action plan that is sloppy or disconnected from class learning goals.	Candidate demonstrates no evidence for this criterion.

		aligned with their learning.			
5A Candidates use theory and research to continually improve their social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner.	4— Candidates will connect research and reading to their reflections and plans for the future, attentive to SEL competencies and a Lived Civics approach.	In reflective pieces and in informed action piece, candidates draw upon readings and research to think about their future classroom practice, drawing connections to SEL competencies and Lived Civics.	In reflective pieces and/or their informed action piece, candidates draw upon readings and think about their future classroom practice, perhaps drawing connections to SEL competencies.	Candidates write reflective pieces based solely upon their own opinions and experience.	Candidate demonstrates no evidence for this criterion.
5C Candidates take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies.	5— Candidates will create and implement an advocacy or informed action plan that addresses one or more elements of school safety or inclusion.	Candidates design and carry out a nuanced informed action plan that addresses one or more elements of school safety or inclusion with rigor and care, looking outward to make a difference in their school community or in the teaching profession.	Candidates carry out informed action plan to make a difference in their school community or in the teaching profession.	Candidates complete more of a volunteer hours kind of project, or do informed action disconnected from rigorous attention to course readings and investigation or to the essential question at hand.	Candidate demonstrates no evidence for this criterion.

Candidate Data

Reported below are two cycles of data. This report does not include data from spring 2020, when the project was dramatically shifted in response to the mid-semester change to remote and online learning. A project was completed, and data was gathered, but it made more sense to include two iterations of very similar data, and data based on the project that the program will use moving forward. As with some previous assessments, dis-aggregating postbaccalaureate data is impossible because data could be too easily tied to the individual students.

Spring 2019 (N=15, 13 undergraduate majors and 2 PB)					
Criteria	1	2	3	4	5
Standard	5b	1b	4c	5a	5c
Exceeds (4)	12	12	12	8	7
Meets (3)	3	3	3	7	7
Developing (2)	0	0	0	0	1
Does not (1)	0	0	0	0	0
Mean	3.8	3.8	3.8	3.53	3.4
% Passing (3 and above)	100%	100%	100%	100%	93.3%

Spring 2021 (N=14, 13 undergraduate majors and 1 PB)					
Criteria	1	2	3	4	5
Standard	5b	1b	4c	5a	5c
Exceeds (4)	10	8	4	7	6
Meets (3)	3	4	10	7	7
Developing (2)	1	1	0	0	1
Does not (1)	0	1	0	0	0
Mean	3.64	3.36	3.29	3.5	3.36
% Passing	92.9%	85.7%	100%	100%	92.9%

SECTION V. USE OF ASSESSMENT RESULTS TO IMPROVE THE PROGRAM

Describe how faculty are using the data from assessments to improve candidate performance and the program, as it relates to content knowledge; pedagogical and professional knowledge, skills, and dispositions; and student learning.

Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program, **This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning, and (4) professional responsibility and informed action.** (Response limited to 12,000 characters)

The six assessments that we have carried out reflect upon candidate content knowledge; professional and pedagogical knowledge, skills, and dispositions; student learning; and professional responsibility and informed action. In response to the new SPA standards, over the past four years we have designed and implemented three new assessments as well as found ways to interpret edTPA data, and we have incorporated preparation for the five core competencies into the History with Teacher Licensure in Social Science program, both into the two social studies methods courses (an introductory and upper-level course, SOS 2400 and SOS 3400), and beyond. All six assessments for this report have assisted and will continue to assist program faculty in identifying strengths and weaknesses of our program. Overall, the findings from this report are positive in all four areas, though of course there are areas in which we are determined to improve and new opportunities emerging from new state social studies standards and other changes to teacher licensure in Illinois, particularly the adoption of Culturally Responsive Teaching and Leading Standards for EPPs throughout Illinois.

Content Knowledge

As a whole, the assessments demonstrate that teacher candidates are well prepared in content knowledge of concepts, facts, and tools in civics, economics, geography, history, and the social/behavioral sciences; to disciplinary inquiry in civics, economics, geography, history, and the social/behavioral sciences; and to knowledge about disciplinary forms of representation in civics, economics, geography, history, and the social/behavioral sciences, the three core competencies in Standard 1. Assessments 1 and 2 (ILTS Content Test Scores and Course Grades) demonstrate candidate capacity in all of these areas. That said, we have noted areas for improvement, particularly as the updated ILTS Content Test appears more challenging for our students than its predecessor (the shift to the new happened in May 2018). The Content Test had always drawn attention to candidate need to review fundamentals of world history, and for all sets of candidate data, the world history sub-scores remain the lowest. Many candidates who arrive as transfer students do not take the world history surveys through our department, and a review of our curriculum and ways to bolster knowledge of world history is happening at present. This newer Content Test also seems to challenge candidate test-taking abilities themselves, and review sessions and materials are being built into the program to assist candidates in better preparing for the test. It should be stated, however, that some of the areas where candidates score poorly on this test seem areas that are what we might describe as more rote memorization of history content, not the robust version of social studies to which Standard 1 speaks, and the other assessments (course grades and beyond) indicate the limits of what the Content Test measures in terms of candidate capacity and knowledge.

After our 2014 SPA report, we undertook a broad review and revision of the program as a whole, and streamlined what had been a multi-path program into one, History with Teacher Licensure in Social Science. In part this was to ensure that we could attend to the need for our candidates to be able to implement and design instruction centered on historical thinking and other disciplinary inquiry approaches, and the streamlining has paid off in improved candidate abilities to do this. All candidates now take HIS 2500, our research methods course, and grades in that course averaged well above a 3.0. It is a challenging course, and candidate performance in it as well as the upper-level electives indicates their improved capacities to understand disciplinary inquiry and forms of representation and to design and implement instruction to their own students teaching these fundamentals. That said, one area where our program needs to improve is to better

scaffold candidate knowledge and understanding of the other social science disciplinary methods and forms of representation. Work with professors from each of the non-history social studies departments will be undertaken this spring, and modules reflecting those disciplines will be built into SOS 3400 (the upper-level methods course) to further candidate capacity to understand the disciplinary outlooks that they were exposed to in such courses as Macroeconomics and Introduction to Sociology.

Professional and Pedagogical Knowledge, Skill, and Dispositions

A second change that we made after our previous SPA report was to build in a second methods course specific for social studies. All candidates in this report completed not just one but two semesters of methods coursework: an introductory course (of 1 credit hour) in which the fundamentals of lesson planning, classroom community, powerful social studies teaching and learning, and Civics and History disciplinary models were introduced; and the more traditional upper-level Social Studies Methods course. The two-semester sequence has paid off in candidates' having a stronger sense of themselves as belonging to a cohort and it has allowed us to better scaffold the development of their teaching dispositions.

In addition, multiple changes were made to the upper-level methods class to better build candidate ability to design inquiry-based powerful social studies, and we continue to look for ways to improve our ability to do this. In 2018 the unit plan assignment was revised to reflect the inquiry design model (Kathy Swan et al., *Inquiry Design Model: Building Inquiries in Social Studies*, 2018) and to better align with the *College, Career, and Civic (C3) Framework for Social Studies State Standards*. Data across assessments but especially for Assessment 3 is a bit scattered, with some cohorts performing better on some elements than others. To be frank, it is hard to know if the lack of growth is due to things that could be better taught and developed in the methods course or if part of the scattered data is due to the fact that both Spring 20 and Spring 21 candidates completed their unit plan and student teaching during the pandemic, when learning was so disrupted.

One good change that we have made and will carry forward is to use inquiry design in our own planning and to be transparent with candidates about this. In Spring 2021, we framed the entire methods course as an IDM unit on how to design powerful social studies learning to reach all learners, and that will continue to be used as a course framing in future iterations of the course. Seeing how their own course was designed as well as sample units and readings on the inquiry design model will better prepare candidates to fully understand the inquiry process. We are also incorporating a number of items on inquiry in the non-history social studies courses, including a presentation by a veteran geography teacher on how he implements inquiry design. The more "real world" examples that we can bring in, the better we prepare our candidates. We additionally need to spend more time in the methods course on assessment, as candidates scored lower on assessment items in the data across the board here. Continued plans for improvement in that aspect are outlined below.

Student Learning

As we move forward, we will better integrate discussion and scaffolding of teaching about assessment and the use of assessment data to reflect upon instruction. The social science teaching coordinator regularly meets with College of Education faculty who teach the non-disciplinary specific practicum coursework, which candidates take after they take departmental-based methods, and this communication line is especially helpful in better scaffolding candidate learning about assessment. More attention to assessment – how to design authentic assessments and how to interpret and reflect upon data gathered – will be built into Social Studies Teaching Methods in future years. Additionally, Illinois has adopted Culturally Responsive Teaching and Leading standards aimed at educator preparation programs, and we are beginning a five-year process of aligning to those. The work towards this will help us better prepare candidates to meet Standard 3 and Standard 4a.

Professional Responsibility and Informed Action

The final new assessment created in 2018 was Assessment 6, the Informed Action Assignment, and creating that assessment and implementing it over the past three years in particular has been helpful to program faculty in thinking about how to inculcate candidate professional responsibility and better understanding of both taking informed action and designing instruction in which students do so. For many of our candidates, informed action was a new concept—although Illinois has adopted Civics mandates for middle level and high school students that should mean that future program candidates are more exposed to this in K-12, meaning that we can better scaffold their development and learning. Because the Informed Action Assessment was new and felt novel, we are reviewing it and thinking carefully about what to do with it moving forward. Our program built the Informed Action Assignment into both semesters of social studies methods, and that allowed us to both scaffold and slowly introduce elements to it. It also made the assessment and assignments within it relatively complicated, as candidates slowly built toward the informed action, in 2019 a day-long civic engagement forum in which candidates hosted high school students and in 2021, a more limited version that involved creating a plan for themselves to become teachers who created classrooms in which all students could learn and to examine the many obstacles and barriers to student learning (this shift was due to the pandemic that meant we could not host high school students on campus). Given the pandemic conditions for two of the three springs since we started using the Informed Action Assignment, it is hard to know how much to make of this data. But we are committed to improving the assignment and to candidate understanding of their own professional responsibilities and the need for informed action for themselves, as well as to bring it into their classrooms as the logical end of all good social studies units.

Part of informed action relies upon candidate ability to know how to discuss current and controversial issues as well as how to design instruction in which their students do so, and particularly in these polarized and contentious times, we have built in work to prepare our candidates on this in particular and will continue to do so. In spring 2021 we piloted a preservice version of a Guardians of Democracy micro-credentialing for practicing teachers on best practices for teaching about current events and controversial issues, and in the future, we will design a program-specific assessment to help us gather data about the impact upon candidates. Anecdotally, they benefitted from it, and it improved their ability to understand and design

informed action as outcomes from discussion of current events. In this, too, we exposed candidates to high-quality professional development, something that is a key responsibility of all good social studies professionals. We continue to build professional development requirements into our program, as evidenced on the program checksheet, and to stress that a professional responsibility of teachers is to regularly and routinely engage in high quality PD to improve their abilities.

Through writing this report, program faculty have again gained many insights that will pay off in improvement of our program. We look forward to making changes based on data and feedback from these assessments as well as future assessments (and on feedback and suggestions on this SPA report), all of which will better our ability to prepare our candidates in all four aspects of this work.

NATIONAL RECOGNITION REPORT

Initial Preparation of Social Studies Teachers (2004 Standards)

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

Eastern Illinois University

Date of Review

MM DD YYYY

02 / 01 / 2015

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Social Science Teaching Licensure with Designations in Economics, Geography, History, Political Science, Psychology, and Sociology-Anthropology

Program Covered by this Review

Grade Level⁽¹⁾

Secondary 9-12

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

Program Type

First Teaching License

Award or Degree Level(s)

- Baccalaureate
- Post Baccalaureate
- Master's

PART A - RECOGNITION DECISION

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

- Nationally recognized

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

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

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

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

Data provided for Illinois content licensure exams for Social Science: History, Social Science: Political Science, Social Science: Psychology, and Social Science: Anthropology demonstrate a candidate pass rate of 100% for each exam.

Comments, if necessary, concerning Test Results:

Summary of Strengths:

The data that is provided demonstrates an excellent pass rate for each of the individual subject/content area exams. In Illinois, social studies teacher candidates take the state content exams. Candidates take the test in their particular area of concentration which enables them to teach all the social sciences. The unit provided evidence of a 100% for their teacher candidates. This demonstrates that their candidates have a strong mastery of content.

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 |
| <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Evidence provided in Assessment #1 (Anthropology) demonstrates meeting this standard. The courses within core curriculum that align with this standard are ANT 2200/2290 and GEG 1100/1190, an anthropology and cultural geography class.

Comment:

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 |
| <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comment:

Evidence provided in Assessment #1 (History) demonstrates meeting this standard. The courses within the core curriculum that pertain to this standard are HIS 2010/2090, HIS 2020/2091 (US History up to 1877 and US History 1822-Present) and HIS 1500/1590 (Roots of Modern World). This data shows that teacher candidates are taking two US History courses and one World History course.

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



The social science foundations sub-section of the state licensure exam demonstrates partial evidence of meeting this standard. The course that is included in the core curriculum that demonstrates meeting this standard is GEG 1200/1290: World Regional Geography.

Comment:

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



Evidence provided in Assessment #1 (Psychology) demonstrates meeting this standard. There are two psychology courses within the core curriculum. They are: PSY 1879/1890: Introduction to Psychology and PSY 3780: Abnormal Psychology. Both of these courses align with this NCSS Standard.

Comment:

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



Evidence provided in Assessment #1 (Sociology) demonstrates meeting this standard. The courses that are part of the core curriculum that provides evidence for meeting this standard is: SOC 1838: Introduction to Sociology and SOC 2721: Social Stratification.

Comment:

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

Met



Met with Conditions



Not Met



Comment:

Evidence provided in Assessment #1 (Political Science) demonstrates meeting this standard. The course that is aligned with this standard, and is part of the core curriculum, is PLS 1003: Introduction to

Comparative Politics.

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



Since the content area of Economics is not a licensing area of this particular institution, there are no specific state exam scores provided for this standard. Some economic concepts are addressed in a general way in the social science foundations portion of the licensure exam, though. The two courses that are part of the core curriculum that demonstrate meeting this standard are: ECN 2801/2891: Introduction to Macroeconomics and ECN 2802/2892: Introduction to Microeconomics.

Comment:

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



There is no specific sub-section of the state licensure test that directly relates to standard 1.8, concepts from the social science foundations portion of the exams would indirectly apply. In addition to that, the course GEG 3200/ESC 3200: Human Impacts on the Environment would provide evidence of meeting this standard. This course investigates the human impact on the environment while specifically focusing on conservation and sustainability strategies. The course also requires students to understand the use of limited resources and how innovation can improve that usage.

Comment:

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



Some of the concepts from the social sciences foundations portion of the state exam could apply to this standard. In addition, there are two courses that are part of the core curriculum. They are: PLS 2253/2293: Introduction to International Relations and HIS 3555: Modern World History. Both of these courses provide the students with a background in international relations and global

Comment:

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



Evidence provided in Assessment #1 (Political Science) demonstrates meeting this standard. Also, see Standard 1.6 comments. In addition, the teacher candidates have PLS 1153/1193: American Government and Constitution OR HIS 3600/3690: US Constitution and Nation as well as PLS 2603: State and Local Governments in order to demonstrate meeting this standard specific to civic engagement.

2.0 SOCIAL SCIENCE DISCIPLINES

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

Met Met with Conditions Not Met Not Applicable

Comment:

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

Met Met with Conditions Not Met Not Applicable

Comment:

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

Met Met with Conditions Not Met Not Applicable

Comment:

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

Met Met with Conditions Not Met Not Applicable

Comment:

Standard 2.5. Psychology. Candidates who are to be licensed to teach psychology at all school levels

should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of psychology.

Met Met with Conditions Not Met Not Applicable

Comment:

3.0 PROGRAMMATIC STANDARDS FOR INITIAL LICENSURE

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

Met Met with Conditions Not Met

All teacher candidates are required to take SOS 3400: Social Science Teaching Methods. Information regarding expectations and requirements withing this course is provided.

Comment:

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

Met Met with Conditions Not Met

Comment:

The unit provides very clear and strong evidence of quality and experienced faculty members. The faculty members that work with the social studies teacher candidates have extensive background in the K-12 schools (in particular that of secondary), as well as a strong background in social studies (and particular disciplines within, such as history, psychology and geography, etc.). It is clear that the teachercandidates are being trained by quality experts in their field.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content.

NCSS Standards 1.1-1.10 are addressed in Assessments #1 and #6. NCSS Standards 1.1, 1.3, 1.4, 1.5, 1.7, 1.8, and/or 1.9 are also met in various writing assignments that are addressed in Assessment #7. Finally, NCSS Standards 1.2, 1.6, and 1.10 are shown to have been met on a specific assignment in the class SOS 3400 (Social Studies Method Course) where the Common Core Standards are being aligned to NCSS Standards. This information is found in Assessment #8. The requirements for social studies teacher candidates to be well versed in all the disciplines within the social sciences is evident and clearly documented.

C.2. Candidates' ability to understand and apply pedagogical and professional content

knowledge, skills, and dispositions.

The NCSS Standards are shown to have been met with the scores from the candidate's Unit Planning Assignment in the class SOS 3400 (Social Studies Methods Class) found in Assessment #3. Also, the NCSS Standards are found to have been addressed in Assessment #4 with the rubric that is used during the candidate's student teaching. Again, as shown in C.2 various NCSS Standards are also addressed in the writing assignments that are used for Assessments #7 and #8. Finally, in the Instructional Planning Portfolio Assignment has a rubric that shows how all NCSS Standards are being met. This information is found in Assessment #6. These assessments all provide strong evidence of candidates' ability to plan as well as their ability to teach social studies content and concepts.

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

Assessment #5 shows and evaluates teacher candidates' ability to apply their knowledge of NCSS Standards to the process of lesson planning, implementation, and completing the assessment cycle. The candidates also show how Illinois State Learning Standard(s)/Common Core, and the NCSS Standards are related to each other and the lessons and units they are teaching as a whole, and they write learning objectives that are carefully aligned to these three standards.

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)

The unit has a strong secondary social studies teacher preparation program. The report details specifications that the unit has taken in order to strengthen their program even further. In particular, the unit has added two new courses to the required curriculum for their candidates. These two courses will strengthen their candidates' content knowledge as well as assist them in their future teaching of social studies. In an effort to further strengthen the program, faculty have aligned to the Common Core State Standards and are reviewing courses to make sure that nothing is missed. NCSS Standards 1.2 and 1.9 have some weaknesses so a new history course (HIS 2560-Early Modern World History) was added to make up for this. This is a great addition and should help shore up this weakness.

The most impressive addition to the program is the development of a new course Introduction to Social Science Teaching, which candidates will take their sophomore or early junior year. This course will introduce candidates to all of the disciplinary models, reinforcing what they are learning in their discipline-based coursework and helping them to articulate not just their content knowledge but the

PART E - AREAS FOR CONSIDERATION

Areas for consideration

This is a very strong program and the unit does a good job of preparing their social studies teacher candidates. The licensure exam and coursework evidence provided demonstrates meeting all 1.1-1.10 NCSS Standards. The evidence from the education coursework provides strong evidence that the teacher candidates are also learning how to use that content knowledge to effectively teach in their own future classroom. This report submission clearly demonstrates a strong and complete program.

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

N/A

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

N/A

PART G - DECISIONS

Decision

-  **National Recognition.** 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 mid-cycle (2 years in advance for a 5-year cycle and 3 years in advance for a 7-year cycle) before the next scheduled accreditation visit.** 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 another report addressing any unmet standards or other concerns cited in the recognition report.*

Please click "Next"

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

CLAS Deans' comments on BA HIS-TL (accredited) report

Reviewer: Christopher Mitchell

1. SLOs are generally clear and measurable, using language appropriate to the goals/the discipline and also language that utilizes primarily middle-to-upper-levels of Bloom's Taxonomy. Question in this area:
 - a. SLO #1: Is there no ULG that can be synched with it? (Box is left blank.) If not, can you say a quick word in that box as to why?
2. The collection methods are straightforward and seem like they will produce results that lend themselves to systematic analysis. Questions/observations in this area (if these are addressed in the accompanying document and I missed them, apologies!):
 - a. Measure #1— The data for 2018-21 ILTS is of course useful, for the next report (2023) you'll focus on 2021-2023 (2 years of data since this plan). Do you expect the 36/38 pass rate to be fairly representative of future data sets?
 - b. Measure #1 cont'd— Can you elaborate on the 5-point rubric for the performance assessment; i.e. what is considered meeting the standard? (You did this, for example, for Measure #2.)
 - c. Measure #2— What is the target rubric score for this?
 - d. Measure #3, SOS 2400 part— What is the rubric scoring range for this? You give one for SOS 3400. Also, typically how many semesters in-between SOS 2400 and 3400 does a student have? Just to get a sense of where in their development they typically are taken.
 - e. Measure #4, edTPA— The scoring system is found in the accompanying document (p.48), can you cut-and-paste it to this block as well so that you can talk in the How-Used block about the individual rubric scoring expectations?
 - f. Measure #5, Disposition Surveys— When COE finishes revising the rubric, please add a description of it.
 - g. Measure #6, Informed Action— What's the numerical expectation for students with this rubric?

Overall, the plan seems comprehensive. Thanks for the notes on past data received; they are encouraging! We look forward to seeing the two-year cycle analysis in fall of 2023.