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

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name
   University of Colorado, Colorado Springs

2. State
   Colorado

3. Date submitted
   MM  DD  YYYY
   09  / 13  / 2013

4. Report Preparer's Information:
   Name of Preparer:
   Sarah Kaka
   Phone: Ext.
   (719) 255-4020
   E-mail:
   skaka@uccs.edu

5. NCATE Coordinator's Information:
   Name:
   Barbara Frye
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   E-mail:
   bfrye@uccs.edu

   Name:
   Mary Snyder
   Phone: Ext.
   (719) 255-4996
   E-mail:
   msnyder3@uccs.edu

6. Name of institution's program
   Teacher Education and Licensure Program

7. NCATE Category
   Social Studies Education

8. Grade levels(1) for which candidates are being prepared
   7-12

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

9. Program Type
10. Degree or award level
- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

11. Is this program offered at more than one site?
- Yes
- No

12. If your answer is "yes" to above question, list the sites at which the program is offered

13. Title of the state license for which candidates are prepared
Colorado Initial Educator License

14. Program report status:
- Initial Review
- Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized
- Response to National Recognition With Conditions

15. Is your unit seeking
- NCATE accreditation for the first time (initial accreditation)
- Continuing NCATE accreditation

16. State Licensure requirement for national recognition:
NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?
- Yes
- No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of NCSS standards. (Response limited to 4,000 characters)

The University of Colorado Colorado Springs (UCCS) offers an outstanding pre-service teacher education program. The Teacher Education and Licensure Program (TELP) in the College of Education is a one year, intensive, full time program that leads to recommendation for teacher licensure from the state of Colorado.

The undergraduate teacher education program is completed as a minor within a liberal arts major. In the state of Colorado, students seeking a baccalaureate degree in social studies and desiring a secondary teaching license must select a major in the College of Letters, Arts, and Sciences (LAS).

The College of Education and the College of LAS collaboratively developed majors for secondary social studies teacher education in history, geography, political science and economics. These majors provide a content knowledge base to address both the Colorado Social Studies Content Standards and the National Council of Social Studies Standards. Educators in Colorado are held accountable for teaching the content standards and for their students’ learning of the content. Candidates who have already earned a baccalaureate degree may apply for the program after a thorough transcript review. For transfer credits to be accepted from another institution, the course work must be equivalent to the content requirements to be licensed to teach in Colorado.

The social studies courses and number of semester hours required are: American history(6), world history(6), nonwestern history(3),
To be accepted into TELP, students need not only meet the general education and content area course requirements, but must also complete the prerequisite education course work. 3 credit hour classes of TED 3010: Early School Diversity Experience Practicum, and SPED 3001: Introduction to Special Education, place students at local schools for 120 hours. Candidates volunteer at diverse public school settings, including low socioeconomic schools, urban, rural, and suburban middle schools and high schools. Upon completion of those clinical experiences and CURR 4800: School, Society and Diversity, TED 4800: ESL for Educators, and TED 4520: Educational Psychology, students may apply for the Professional Year in TELP.

All candidates must pass the content area licensure exam for social studies prior to student teaching. In the event of not passing, students retake the test, pass, and student teach in a subsequent semester. Colorado’s educator assessment program is limited to content tests only. Students may choose the PLACE (Program for Licensing Assessments for Colorado Educators) exam in social studies with a passing score of 220 out of a possible 300. The PLACE test #06 is criterion referenced and objective based, designed to identify candidate’s level of knowledge and skills in social studies. Colorado also accepts the PRAXIS II subject assessment exam to meet the content knowledge testing requirements. The minimum score needed to pass in Colorado is 150. The Colorado Commission on Higher Education put this into place.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

The UCCS Teacher Education Program has an extensive field experience component. Candidates enter the Teacher Education and Licensure Program already having been prepared in the social studies content area. They have had clinical experience with opportunities to observe, volunteer, tutor students, and assist classroom teachers. A set sequence of courses from June to May is offered to both undergraduates and post baccalaureate students. This Professional Year consists entirely of teacher licensure courses integrated with professional field experiences. During the fall semester of coursework, students complete two social studies methods courses, TED 4940, Secondary Social Studies Methods, and TED 4720, Teaching Reading and Writing in the Content Area.

Teacher Candidates spend 66 hours over three weeks in the summer working with teachers and students at a local high school. During the fall, the candidates spend a minimum of 446 hours in social studies classrooms for 16 weeks, eight of which are in a middle school and the other eight in a high school setting. These opportunities, considered Level I of the Professional Year, provide teacher candidates various experiences working with several clinical teachers, students of varying ages, and different school programs. These two clinical sessions share a course number and title: Secondary School Experience TED 4700. During Level II of the TELP program (TED 4730 Secondary Student Teaching), teacher candidates typically work in one classroom every day for 16 weeks with a minimum of 640 hours on site. The university and local school districts share the TELP Professional Year responsibilities. The UCCS Professional Development School (PDS) model allows the social studies teacher candidates to work throughout the school year in a teaming relationship with highly qualified social studies teachers in local secondary schools.

Partner schools are chosen based on the quality of the school’s academic program as measured by the Colorado Department of Education’s School Growth Model. The PDS site schools rank high in quality and performance. UCCS works with highly qualified staff to provide the opportunity and guidance required for teacher candidates to develop professional skills, aptitude, and attitude. To ensure the preparation of quality educators, UCCS social studies teacher candidates work under the direction of professional, licensed social studies clinical teachers. These mentors are chosen by the school principal, site coordinator, and site professor based on teaching experience in social studies classrooms, leadership in the school as well as the social studies department, and professional dispositions. The teacher candidates are supported in the social studies classroom and school by the university site professor, site coordinator, and other qualified staff. As it is not always possible to have a social studies content specialist as the site professor supervising all social studies candidates, the secondary social studies methods instructor and/or the social studies department chair at the site school will observe and evaluate as a supplemental assessment.

Much of the framework for TELP is provided by the Colorado Teacher Quality Standards (CTQS). In order to be recommended for an initial license in the state of Colorado, the teacher candidate must demonstrate competence in the six CTQS standards and the 29 elements within those standards when they plan and teach content. Colorado Teacher Quality Standards for Colorado Teachers that are directly related to the National Council of Social Studies Standards are standard one (Teachers demonstrate mastery of and pedagogical expertise in the CONTENT they teach) and standard three (Teachers plan and deliver effective INSTRUCTION, including assessment of student content knowledge). In the state of Colorado, it is legislated that all teacher candidates must receive a rating of Partially Proficient in the first field experience (Level I) on all of the CTQS. All students must pass the Level I experience with a B- or better to be eligible for student teaching in the spring. During the second semester, it is critical that each of the indicators listed in the CTQS for Colorado Teachers be marked Proficient or Exemplary, per agreement of the clinical teacher, site professor and site coordinator. Recommendation for licensure is dependent on documented demonstrations of proficiency in each of these standards and benchmarks. Candidates who do not achieve at least a B- in TED 4730 and do not meet all of the standards at the proficient level will not be recommended for licensure. Such students may continue student teaching the following semester if the Director of Teacher Education and the site professor recommend it. These teacher candidates must develop goals and objectives describing how they plan to improve and be more successful during the extension.

During the intensive professional year, teacher candidates develop their content and pedagogical knowledge and skills as well as their professional dispositions. From the beginning of the internship, the teacher candidate works with the classroom teacher to implement curricular standards, to plan and design lessons, to allocate time and resources, to deliver instruction, and to administer and interpret assessments designed to measure the effectiveness of instruction. Students are assessed on standards through lesson plans and observations.
that include the social studies content standards being addressed, the CTQS that are being addressed, the NCSS Standards that are being addressed, and a diagnostic assessment of the class. All candidate assessments provide feedback on knowledge, skills, and dispositions. While informal observations and evaluations occur daily, there are six required formal lesson observations and evaluations each semester. The clinical teacher, site coordinator, and site professor document candidate progress at least once each quarter. Along with evaluating content knowledge and professional dispositions, the CTQS address candidate understanding of literacy, mathematics, differentiation, management, technology, and democratic ideals.

The teacher candidates are also responsible for two significant assessments during the spring student teaching internship. Each candidate designs a work sample for a two – three week unit plan that addresses specific state and national content standards. The purpose of this activity is to lead the social studies teacher candidate through a data-driven sequence of instruction. They pre-test, instruct, and post test to determine the effectiveness of the teaching/learning cycle. Candidates also develop an electronic performance portfolio containing artifacts related to each of the CTQS and aligned with the NCSS standards. For the 2013-14 year we will be piloting the edTPA portfolio. As reflection is a large part of the program philosophy for growth and development as educators, students must write detailed reflections to support how each artifact demonstrates a rating of proficient or accomplished on each of the standards and benchmarks. Candidates are required to complete assessments at certain transition points in order to continue with the program.

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>History Secondary Education Advising Form</td>
<td>College of LAS</td>
</tr>
<tr>
<td>Secondary SS Advising form, Post-Bac, College of Ed</td>
<td></td>
</tr>
<tr>
<td>TED 4940, Secondary Social Studies Methods Syllabus</td>
<td></td>
</tr>
</tbody>
</table>

See Attachment panel below.

4. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

5. Candidate Information
Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master’s, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># of Candidates Enrolled in the Program</th>
<th># of Program Completers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>2011-2012</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2012-2013</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

(2) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

6. Faculty Information
Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Sarah Kaka</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>MA in Curriculum &amp; Instruction, University of Colorado Colorado Springs</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Faculty, Social Studies Methods Specialist, Secondary Methods Specialist, Teacher Candidate Site Professor</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Instructor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Scholarship, Leadership in Professional Associations, and Service</td>
<td>-Item writer for the new Colorado State Summative Assessment -EdCamp presenter on Project-based learning in the Humanities -Actively pursuing starting a Colorado Council of History Education -Am a higher ed representative for the Colorado Council for Social Studies -Member of NCHE and NCSS and attend annual conferences when possible</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools</td>
<td>-I have been a professional development site professor for 2 years -I previously taught high school social studies for 10 years, most recently in Woodland Park, CO -I hold an active Colorado Professional Teaching License</td>
</tr>
</tbody>
</table>
SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the NCSS standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

| Assessment #1: Licensure assessment, or other content-based assessment (required) | Social Studies Content licensure exam -Praxis II #0081 or PLACE #06 | Standardized content knowledge licensing exam | Prior to student teaching |
| Assessment #2: Content knowledge in social studies (required) | Required Social Studies Coursework | Transcript analysis | Prior to admission to the TELP Professional Year |
| Assessment #3: Candidate ability to plan instruction (required) | Social Studies Unit Plan | Unit planning project | Fall semester of the Professional Year in TED 4940 Secondary Social Studies Methods |
| Assessment #4: Student teaching (required) | Formal teaching observations, measuring knowledge, skills, and dispositions | Performance assessment | Fall and Spring semesters of the Professional Year |
| Assessment #5: Candidate effect on student learning (required) | Teacher Work Sample | Evidence of student learning project | Spring semester of the Professional Year |
| Assessment #6: Additional assessment that addresses NCSS standards (required) | Portfolio | Standards proficiency project | Fall and Spring semesters of the Professional Year |

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

### NCSS STANDARD - Themes

<table>
<thead>
<tr>
<th>Standard</th>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
<th>#6</th>
<th>#7</th>
<th>#8</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>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.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>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.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>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.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>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.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>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.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>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.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>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.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>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.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>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.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

2. **SOCIAL SCIENCE DISCIPLINES**

<table>
<thead>
<tr>
<th>Standard</th>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
<th>#6</th>
<th>#7</th>
<th>#8</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>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.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>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.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>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.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>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</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

3. **PROGRAMMATIC STANDARDS FOR INITIAL LICENSURE**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Information is provided in Section I, Contextual Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 school level.</td>
<td>☑️</td>
</tr>
</tbody>
</table>
3.2 Qualified Social Studies Faculty. Institutions preparing social studies teachers should provide faculty in the social studies and social studies education components of the program who are recognized as (a) exemplary teachers, (b) scholars in the fields of social studies and social studies education, and (c) informed about middle and secondary school classrooms and teaching.

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments and scoring guides and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements (each relating to specific SPA standard(s)), then the data chart should report the data on each of the elements rather than reporting a cumulative score.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in NCATE’s unit standard 1:
• Content knowledge (Assessments 1 and 2)
• Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
• Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered “content knowledge” assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:

(1) A two-page narrative that includes the following:
   a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
   b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
   c. A brief analysis of the data findings;
   d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;
   and

(2) Assessment Documentation
   e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
   f. The scoring guide for the assessment; and
   g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

1. CONTENT KNOWLEDGE: Data from licensure tests of content knowledge. NCSS standards addressed in this entry should include the knowledge elements of Standards 1.1-1.10 and 2.1-2.5. If your state does not require licensure tests in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. Documentation should include total scores plus sub-scores for the state licensure test.

Provide assessment information as outlined in the directions for Section IV

See Attachment panel below.
taught. NCSS standards addressed in this assessment could include the knowledge elements of Standards 1.1-1.10, 2.1-2.5, 14 3.1, and 3.2. Examples of assessments include comprehensive examinations, course grades where the course is appropriate to a standard15, and portfolio tasks.11

Provide assessment information as outlined in the directions for Section IV

<table>
<thead>
<tr>
<th>Assessment #2, Social Studies Content Knowledge Course Grades Via Transcript Analysis</th>
</tr>
</thead>
</table>
See Attachment panel below.

(14) Standards 2.1-2.5 need not be addressed for Broad Field Social Studies Programs; these standards need only be addressed for programs that lead to teacher licensure in civics/government, economics, geography, history, or psychology.

(15) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included are discrete items. In this case, some of the artifacts included in the portfolio may be considered individual assessments.

3. PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates can effectively plan classroom-based instruction. NCSS standards that could be addressed in this assessment include the capabilities and dispositions to organize and provide instruction identified in Standards 1.1-1.10, 2.1-2.516, 3.1, and 3.2. This assessment does not need to address all standards. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans.

Provide assessment information as outlined in the directions for Section IV

<table>
<thead>
<tr>
<th>Assessment #3: Assessment of Candidate's Ability to Plan</th>
</tr>
</thead>
</table>
See Attachment panel below.

(16) Standards 2.1-2.5 need not be addressed for Broad Field Social Studies Programs; these standards need only be addressed for programs that lead to teacher licensure in civics/government, economics, geography, history, or psychology.

4. PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. NCSS standards that could be addressed in this assessment include the capabilities and dispositions to organize and provide instruction identified in Standards 1.1-1.10 and 2.1-2.513. Only the aspects of the assessment instrument used in student teaching or the internship specifically applicable to social studies instruction should be submitted.

Provide assessment information as outlined in the directions for Section IV

<table>
<thead>
<tr>
<th>Assessment #4: Field or Clinical Assessment--Student Teaching Evaluation via Observations</th>
</tr>
</thead>
</table>
See Attachment panel below.

(13) Standards 2.1-2.5 need not be addressed for Broad Field Social Studies Programs; these standards need only be addressed for programs that lead to teacher licensure in civics/government, economics, geography, history, or psychology.

5. EFFECTS ON STUDENT LEARNING: Assessment that demonstrates candidate effects on student learning. NCSS standards that could be addressed in this assessment include student learning elements of Standards 1.1-1.10 and Standards 2-1-2.514. This assessment does not have to address every standard. Examples of assessments include those based on student work samples, portfolio tasks and case studies.

Provide assessment information as outlined in the directions for Section IV

<table>
<thead>
<tr>
<th>Assessment #5: Candidate Impact on Student Learning--Teacher Work Sample</th>
</tr>
</thead>
</table>
See Attachment panel below.

(14) Standards 2.1-2.5 need not be addressed for Broad Field Social Studies Programs; these standards need only be addressed for programs that lead to teacher licensure in civics/government, economics, geography, history, or psychology.

6. Additional assessment that addresses NCSS standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.
Provide assessment information as outlined in the directions for Section IV

**Assessment #6: Electronic Standards Portfolio**

See Attachment panel below.

7. **Additional assessment that addresses NCSS standards.** Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV

8. **Additional assessment that addresses NCSS standards.** Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV

**SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM**

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

(Response limited to 12,000 characters)

1. **Content Knowledge**

The College of Education and the College of Letters, Arts and Sciences will continue to work together to develop the philosophical structure, the course content, the performance expectations, and the values and dispositions necessary for social studies education and teaching. An increase in cross campus discussions between content teachers, advisors, and pedagogy instructors will surely validate the choices, decisions, and requirements of the program.

As seen in Assessments 1 & 2, our candidates walk away from our program with a very strong knowledge of their content. Pass rates for the three years reported in this submission is 98% (40/41). However, analysis of subarea scores indicates problems still exist in the behavioral sciences. Fewer courses in these discipline areas are required in preparation for TELP, as a reflection of state requirements. Due to the number of general education core requirement classes, major requirements, and teacher education classes, there is little flexibility in program requirements to allow for additional courses for our Undergraduates. One solution to this is to build more of this content into their secondary social studies methods course, TED 4940.

Faculty in the TELP program will monitor candidate performance in the future as they take PLACE or Praxis exams, and will review the required course list to determine whether those courses adequately prepare candidates for the exam and their roles as social studies teachers. If they continue to struggle with behavioral sciences, it may be necessary to look for a change in some of the electives offered as part of their coursework.

None of the required courses objectives in the social sciences majors have been aligned to the NCSS Standards. We recognize this deficiency and are aware that this needs to be completed with the alignments reflected on course syllabi. Education and history faculty have met to begin the process to do this, but have not made any substantial progress at this point. In addition, no history or social science course aligns well with Standard 1.8: Science, Technology and Society. However, segments of U.S. History or World History courses related to the industrial revolution or other similar topics provide evidence of candidate knowledge in this content. Education and history faculty members will continue to meet to determine the best way to afford candidates the opportunity to learn this content and to assess their level of understanding.

2. **Professional and pedagogical knowledge, skills, and dispositions:**

As seen in Assessments 3, 4, 5, & 6, our candidates have a multitude of opportunities to prove they are knowledgeable in pedagogy, skills and dispositions. Their unit plans (Assessment 3) allow them to demonstrate their ability to plan and prepare a unit with 2 weeks worth of lessons, all based on NCSS and Colorado Academic Standards. This allows us to measure a candidate’s ability to plan for and assess instruction and even though we only have 1 year of data with this new unit plan, it has showed that 100% of students are incorporating relevant NCSS Standards into their unit. In addition, student teaching evaluations (Assessment 4) provide data on candidate professional and pedagogical knowledge, skills and dispositions and show that our candidates do have these abilities.

Assessment 6 is the candidate’s electronic portfolio. We only have data on the 2011-2012 and 2012-2013 years for the NCSS component.
Previously there was no separation of CTQS and NCSS, so the NCSS standards were imbedded in the CTQS portfolio artifacts. When looking at the results of the NCSS specific rubric used for 2011 and 2012, 100% (23/23) score either Advanced or Proficient. 74% of teacher candidates scored Advanced at incorporating the NCSS Standards, and 26% scored proficient over the last 2 years. Based on this, we feel that students have demonstrated an ability to integrate all standards in to their instruction.

UCCS is continuously improving educator preparation through collaboration with local schools. The Professional Development Sites and TELP partnership benefits both the teacher candidate with excellent mentorship and teaching opportunities, and the school districts with support for the growth and achievement of their students. Not only do we want to continuously improve our program, but also improve student achievement in the local school districts.

As part of the program growth and improvement, there are many new forms, rubrics, evaluations and assessments. Some of the new resources have been attached in the previous section with the assessments used for this report. One of the big changes in the program is the move from the Colorado Performance Based Standards to the Colorado Teacher Quality Standards. Improvements to the TWS focus on meeting specific content standards with alignment to NCSS thematic standards.

TEL P will adapt to changes based on new research and knowledge, new state and national requirements for educators, and the changing needs and perspectives in schools and communities. There will be an increase in rigor for pedagogical and professional knowledge, skills and dispositions. Perhaps some improvements could include placement of teacher candidates in classrooms that reflect their area of concentration. Also, an increase in field evaluations by social studies content specialists would be welcomed. While there had been a high turnover of instructors and site professors over the last five years, COE has been adding more faculty positions, allowing for greater stability and improvement. To offer consistent instruction in Social Studies Methods, we have hired an instructor to teach TED 4940. The faculty member has 10 years of high school social studies teaching.

The Teacher Education and Licensure Program descriptions and experiences have been clarified. With the use of the data management system, Taskstream, we have increased organization, accountability, and opportunities for data analysis. There is greater alignment of content assessments relevant to specific NCSS standards (see Assessments 3, 4, 5, & 6). Great depth and detail have been included in this report to demonstrate an understanding of the concepts and themes of the NCSS standards as they relate to candidate content knowledge and program strengths.

3. Student Learning:
As seen in Assessment 5, the Teacher Work Sample, our candidates are required to demonstrate their impact on student learning by describing a comprehensive unit that they have taught. It also affords them the opportunity to demonstrate their ability to utilize six essential teaching processes identified by research on best practice as fundamental to improving student learning. Data shows that over the 2 years in which we have incorporated NCSS Standards into the TWS, 74% of students scored Advanced and 26% scored Proficient. This is wonderful evidence, and we hope that with all the changes we have made in incorporating NCSS Standards throughout our program those scores will continue to improve.

The TWS requires candidates to assess secondary students relative to a set of content standards based on a unit of study designed and taught by the teacher candidate. Some social studies candidates use the unit plan designed in TED 4940, Secondary Social Studies Methods, though it is not required. Successful teacher candidates support learning by designing a TWS that employs a range of strategies and builds on each student’s strengths, needs, and prior experiences. Through this performance assessment, teacher candidates provide credible evidence of their ability to facilitate learning for their students.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the NCATE web site at http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/RevisedProgramReports/tabid/453/Default.aspx

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the NCATE web site at http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/ResponseetoConditionsReport/tabid/454/Default.aspx

(Response limited to 24,000 characters.)

This revised 2013 report reflects several changes that have occurred in how the College of Education at UCCS prepares secondary social studies teacher candidates. The social studies methods specialist spent significant time reflecting upon the reviewers’ comments from our previous submission. In this updated submission, we are confident we have addressed all concerns across our program.

The largest concern was our lack of NCSS tie-in throughout the program coupled with the generic assessments. We now require students to submit their Content Knowledge Licensure exam subscores to us in order to see where our strengths and weaknesses lie in regards to content knowledge. With this data, we will be able to have more structured conversations with the College of Liberal Arts & Sciences to find out how to strengthen our candidate’s content knowledge for both licensure exams and required courses. Our Unit Plan project (Assessment 3) also incorporates NCSS Standards in a way that was previously not done, as students must now connect their overall unit and daily lesson
plans to the NCSS Standards. Our first year of data shows a great deal of promise as we move forward, in that our students have the pedagogical knowledge and skills to incorporate and meet these standards.

Our student teaching observations, the Teacher Work Sample, and the Portfolio previously had no tie to the NCSS Standards at all. We have taken steps to correct each of these deficiencies. In order to better provide evidence of meeting the specific NCSS thematic standards or their observations during student teaching, starting in the spring of 2014, an NCSS Standard observation evaluation form will be completed throughout the 16-week student teaching experience. The teacher candidates will be held accountable for incorporating all ten standards at some point during the Professional Year into observed lessons, documented by the clinical teacher, site coordinator, or site professor. This would ensure candidates are actively aligning every NCSS Standard with their actual teaching.

The Teacher Work Sample has also been changed to include specific NCSS Standards. Students in the 2010-2011 cohort did not have to specifically incorporate the NCSS Standards, so we have no data from that year. A new rubric was introduced in 2011-2012 that measures candidates’ abilities to plan instruction using the NCSS Standards, but we felt that wasn’t quite specific enough. So an additional rubric has been developed for use in the Spring of 2014 that is more specific to each NCSS Standard. We are looking forward to implementing it so we have a better sense of whether or not each of the NCSS Standards are being used and if the candidate is proficient in their incorporation of them. Students will now need to discuss which of the NCSS Standards are addressed in their TWS and justify how they are met using the content they are teaching. It is not necessary that they cover all NCSS Standards in their TWS—they only need to incorporate those that are relevant to the subject matter and content of their unit. We will then use this data to see which of the standards are being used and which are not, and will then structure the TED 4940 methods class differently depending on our findings. For example, if students are not using standard 1.8 often then the instructor will need to find ways to incorporate that standard into the course assessments.

The Electronic Portfolio has also been changed as a result of our previous submission. As with the Teacher Work Sample, we recognized a gap in our content standard evidence, so we added a separate NCSS Standard requirement in the 2011-2012 year instead of just incorporating the standards into the CTQS, which is what we had previously done. We have now added a content-specific NCSS rubric to these rigorous performance evaluations so as to properly align with the state and national standards. Candidates were required to provide evidence of meeting each of the ten NCSS standards throughout their Professional Year and document that in their portfolio in addition to the six CTQS.

Another concern was the difference in course requirements for social studies licensure in Colorado for undergraduate and post-baccalaureate students. Undergraduates take a sociology, psychology and cultural anthropology class while post-baccalaureate candidates elect to take the courses as a behavioral science credit. Since not all post-baccalaureate students will choose to take each of these classes, we have added an additional assessment within their social studies methods TED 4940 class that requires them to complete a behavioral sciences lesson plan.

As you can see, we have revised each of our assessments quite extensively in response to concerns raised in the previous submission. All assessments have relevant data that ties NCSS Standards to each assessment where it was missing before. We have also created and implemented (or will implement) NCSS specific rubrics for many of the assessments. In addition, we have disaggregated Undergraduate and Post-Baccalaureate data and linked the two reports, where we previously submitted everything in the Undergraduate report.