

## NATIONAL COUNCIL FOR THE SOCIAL STUDIES (NCSS)

*Instructions on Completing SPA Program Review Template/Form: **Option A***

**For use with:** Program-level plans to meet Specialized Professional Associations (SPAs) **NCSS** standards

**For use by:** Program Report Compilers and SPA Program Reviewers

Educator preparation providers have widely used outcome assessments aligned to standards developed by SPAs to monitor progress of candidates and evaluate programs. The purpose is to ensure that candidates are capable of applying content and pedagogical knowledge and provide evidence for CAEP [Component 1.3](#) (Initial Level Programs) or CAEP [Component A.1.2](#) (Advanced Level Programs). Programs selecting the [SPA Program Review with National Recognition Option A](#) use six to eight key assessments to provide evidence that SPA standards elements/components are met. In their entirety, the assessments and data required for submission should demonstrate the candidates have mastered the SPA standards.

### **Which Programs Should Submit NCSS SPA Reports?**

If a provider offers programs that are designed to prepare and recommend licensure for middle and secondary school teachers in comprehensive social studies and/or the individual disciplines of history, geography, civics and government, economics, and psychology and are pursuing National Recognition as part of CAEP accreditation should respond to these guidelines should respond to these guidelines.

### **How to Complete the Program Report Template/Form**

SPA Program Review is conducted through CAEP's Accreditation Information Management System ([AIMS](#)). A program would request a template ("shell") through AIMS using institutional login information. Instructions on how to request shells are provided on the CAEP [website](#).

### **COVER SHEET**

(Must be completed for initial, revised, and response-to-conditions reports)  
Complete the entire section: Numbers 1-16.

*\*Question 16. State Licensure requirement for national recognition:*

**NCSS** requires an 80% pass rate for the program completer cohorts reported taking the state licensure examination(s) in the content field. The last three years of candidate performance data on the licensure examination(s) must be reported in Section IV of the SPA report template as evidence for Assessment 1 in initial review reports. Identify whether your state requires such a test.

- Yes
- No

### **SECTION I. CONTEXT**

For question 1, provide general information on the program as specified by the directions for this section. Each question that requires a narrative has a specific character limit. There is one attachment.

For question 2, 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.

Question 3 requires programs to attach 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.

Note that the table for Candidate Information (question #5) is filled out online. This information must be provided for initial, revised, and response-to-conditions reports. Updated information should be provided with each submission.

The Faculty Information (question #6) is provided during initial review. It includes all faculty in the AIMS Manage Faculty Information view. Pertinent faculty information is then imported into each program report. NCSS is primarily interested in reviewing the credentials of faculty charged with teaching the Social Studies Methods course and those faculty assigned to supervise candidates in the field.

## **SECTION II. LIST OF ASSESSMENTS**

Using the chart included in this report form, indicate the name, type, and administration point for each of the 6-8 assessments documented in this report. (Note that Section IV of the report form lists examples of assessments that may be appropriate for each type of assessment that must be documented in the program report.)

## **SECTION III. RELATIONSHIP OF ASSESSMENTS TO STANDARDS**

Using the chart included in this report form, indicate which of the assessments listed in Section II provide evidence of meeting specific program standards elements. For each NCSS standard element on the chart below, identify the assessment(s) in Section II that address the standard element. One assessment may be aligned to multiple NCSS standard elements and one element may be addressed within multiple assessments.

*\*When submitting a revised or response-to-conditions report, if a new assessment replaces one submitted in the initial review report to meet a SPA standard, Section III must be completed.*

## **NCSS-SPECIFIC REQUIREMENTS FOR NATIONAL RECOGNITION**

Question 1 specifies that programs 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. A generic methods course is not permitted for National Recognition. Reviewers will look for evidence in Section I, attached program of study.

Question 2 specifies that programs 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. Reviewers will look for evidence in Section I, Question 5.

#### **SECTION IV. EVIDENCE FOR MEETING STANDARDS**

Follow the directions provided in Section IV of the template to develop information on the 6-8 key assessments. The key assessments should be required of all candidates. Assessments scoring guides/rubrics and data charts should be aligned with the SPA standards elements/components. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides/rubrics to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards elements/components. The data should be presented, in general, at the same level they are collected. For example, if a rubric collects data on 10 elements/components [each relating to specific SPA standard(s) indicators], then the data chart should report the data on each of the elements rather than reporting a cumulative score.

For each assessment, attach one document that includes (1) a two-page narrative and (2) assessment documentation. The narrative 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 standard comp 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; and
- d. An interpretation of how that data provides evidence for meeting standard components, indicating the specific SPA standards by number, title, and/or standard wording;
- e. The assessment documentation will include the following:
- f. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
- g. The scoring guide for the assessment; and
- h. 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

#### **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.

#### **\*SECTION VI. FOR REVISED AND RESPONSE-TO-CONDITIONS REPORTS ONLY**

Describe what changes or additions have been made in the report to address the conditions and concerns raised in the original recognition report. List the sections of the report you are resubmitting and the changes that have been made.

Specific instructions for preparing a Revised report are available on the CAEP web site at

<http://www.caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur/guidelines-for-submitting-revised-spa-pr>

Specific instructions for preparing a Response to Conditions report are available on the CAEP web site at

<http://www.caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur/guidelines-for-submitting-response-to-co>

## **General Guidelines on Documentation**

### **1. Attachments**

Sections I and IV include attachments. In Section IV, each attachment should be no longer than the equivalent of seventeen text pages. A program report can include no more than a total of 20 attachments. A single attachment cannot be larger than 2 MB. The files for each attachment should be prepared as Word, Word Perfect, Excel, or PDF documents. AIMS accepts documents that have been created in the newest version of Word and saved with a “.docx” extension.

### **2. Character Limits**

Character limits have been set based on one page being equivalent to 4000 characters. Character counts include spaces, punctuation, numbers, etc.

### **3. Formatting Instructions**

Note that text boxes in Sections I, II, V, and VI are html-based and will not accept any formatting such as bullets, tables, charts, etc. Be sure that your responses are text-only. If you do need to include a table or a graph in a response to a question, then you must separate that into a unique file and attach in Section I. This restriction does not apply to the documentation for Section IV, since these documents are all uploaded as attachments.

**NOTE: CAEP staff may require programs to revise reports that are not aligned with the template instructions regarding format, page limits, or number of attachments. Please note that hyperlinks embedded in report documentation will not be read by reviewers and cannot be used as a means of providing additional information.**

### **Resources on the CAEP website**

CAEP has multiple resources on its website to help programs to prepare SPA reports. These are available at <http://www.caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur>

SPA-specific program review templates and resources are available at <http://www.caepnet.org/accreditation/caep-accreditation/spa-standards-and-report-forms>

## Specific Guidelines for NCSS Review

### **NCSS National Recognition Decision Rules:**

The National Council for the Social Studies has not prioritized its Standards, but it has set minimal expectations for achievement of “national recognition.” To achieve National Recognition, programs must fully meet a preponderance of elements for each standard. Additionally, all programs should provide documentation/evidence of a Social Studies Methods course, and properly credentialed social studies faculty teaching the course and supervising candidates in the field. Please note that the NCSS recognizes programs and assesses the quality of reported candidate success, but it does not assess the success of individual candidates.

The NCSS expects the following of all institutional reports:

Standards 1 through 5, as well as the Social Studies Methods and Social Studies faculty requirements must be completed satisfactorily by all programs. However, licensure testing evidence is only required where state licensure examinations have sub-tests applicable to Standards 1 through 5. For instance, the PRAXIS II: Social Studies Content examination contains five sub-tests applicable to Standards 1 through 5. Each program is expected to demonstrate candidate Content Knowledge (Standard 1), Application of Content through Planning (Standard 2), Design and Implementation of Instruction and Assessment (Standard 3), Social Studies Learners and Learning (Standard 4), and Professional Responsibility and Informed Action (Standard 5).

### **NATIONAL COUNCIL FOR THE SOCIAL STUDIES Decision Rules Chart**

- 1 = Required
- 2 = Required, if part of specialty state license in social studies
- 3 = Required, if part of state licensure test
- 4 = May not necessarily be described standard-by-standard
- X = NOT required

Assessment 1	Assessment 2	Assessment 3	Assessment 4	Assessment 5	Assessment 6
PRAXIS content exams, licensure exam required by the state (80% pass rate)  *Required	course grades, transcript analysis, program created content assessment  *Required	candidate ability to plan instruction; unit of study, sequence of lessons around a common theme  *Required	performance assessment; observation rubric  *Required	impact on student learning; teacher work sample  *Required	social justice; equitable society; Standard 5 assessment  *Required
		edTPA Task 1 (planning)		edTPA Task 2 & 3 (instruction & assessment)	
1.a 1.b 1.c	1.a 1.b 1.c	2.a 2.b 2.c 2.d 2.e 3.a 3.b 3.c 3.d 3.e 4.a 4.b 4.c	2.a 2.b 2.c 2.d 2.e 3.a 3.b 3.c 3.d 3.e 4.a 4.b 4.c	2.a 2.b 2.c 2.d 2.e 3.a 3.b 3.c 3.d 3.e 4.a 4.b 4.c 5.a only	5.a 5.b 5.c

**Additional assessment types (beyond the first 5 required types) required by NCSS:**

Assessment #6: Assessment of professional responsibility and informed action (required)

**Other specific information required by NCSS only:**

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.

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.

**Will NCSS accept course grades as one of the assessments?**

All SPAs will accept course grades as one of the 6 to 8 key assessments. Instructions for documenting course grades have been standardized for all SPAs. These instructions are available on the CAEP website at <http://caepnet.org/accreditation/caep-accreditation/program-review-options/grade-policy>

Other resources are available on the NCSS website at: <http://www.ncss.org/CAEP/>