

Student Learning Outcomes (SLOs) Report for Accredited Programs

(updated 9/19/23)

Program Type: **Accredited Program**

Program Name: History with Teacher Licensure in Social Science

Submitted By: Bonnie Laughlin-Schultz

Email: blaughlinschul@eiu.edu

Submission Date: October 2023

Review Cycle:

- Even Year
- Odd Year

Review Round and Instructions

- **Round A** (Associate Dean review): Submit this cover sheet and a copy of the annual (or periodic) report most recently submitted to the accrediting agency; your accreditation report should address assessment.
- **Round B** (Associate Dean + VPAA review): Submit this cover sheet and the following:
 - evidence of ongoing accreditation (document confirming accreditation status, which could be a letter from the accrediting agency)
 - annual (or periodic) accreditation report submitted to agency
 - this SLO report, which provides a summary of the program's collection and evaluation of its annual assessment data*
 - an optional cover memo (not to exceed one page), which briefly describes any information or highlights the department believes would be important to demonstrate academic excellence and program quality

If your program completed a significant review (accreditation application and/or the full 8-year IBHE report) in the last calendar year, then you may, with permission from the VPAA or designee, substitute either of these major reports for your typical Student Learning Outcomes report, in "Round B." **To be approved, these documents must substantively discuss assessment, outcomes, and data, and have been prepared and submitted within the same calendar year.*

All SLO reports are archived here: <https://www.eiu.edu/assess/majorassessment.php>

DUE: **October 15th** to your Associate Dean or designee

PART 1. OVERVIEW OF STUDENT LEARNING OUTCOMES AND MEASURES

<p>Student Learning Outcome (SLO)</p>	<p>What measures and instruments are you using? This could be an oral or written exam, a regularly assigned paper, a portfolio—administered early and later in coursework.</p> <p>Note – Copies of all the evaluation rubrics and further information is available within the SPA report, as are full data charts from 2018-2022.</p>	<p>How are you using this info to improve student learning? What are you hoping to learn from your data? Include target score(s) and results, and specify whether these were met, not met, or partially met for each instrument.</p>	<p>Does your SLO correspond to an undergraduate learning goal (ULG): writing, speaking, quantitative reasoning, critical thinking, responsible citizenship?</p>
<p>1. History with Teacher Licensure majors will demonstrate adequate mastery of 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.</p>	<p>NOTE: All three of the measures/instruments here are reported to (and required by) our Specialized Professional Association, the National Council for the Social Studies (NCSS), that has provided program recognition for CAEP Accreditation.</p> <p>a) 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, social science foundations, and social science knowledge.</p> <p>b) Grades in all required social science and history courses are also gathered and reported to NCSS as a required measure of student knowledge.</p>	<p>a) The aim is for all students to pass (scoring 240 out of 300) and to pass all individual sections, with at least 80% of students passing on the first attempt. 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. Test scores for program completers 2018-2023 were surveyed for this report, as data from 2018-2022 was submitted to NCSS and data was gathered in 2022-2023. Over the five years, of the 53 program completers, 46 (86.79%) earned passing scores. For the two years of data gathered since the previous report (2021-2023), the percentage has fallen ever so slightly, with 18 of 22 (81.81%) of program completers passing. From Fall 2021 to the present, only 55.55% of students passed on first attempt, and I address this data more extensively in the sections below.</p> <p>b) In the report submitted to NCSS in Fall 2022, grades from program completers from 2018-2022 were submitted, and grades from 2022-2023 were gathered and provided to our department as well. 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</p>	<p>Our curriculum writ large includes coverage of all five undergraduate learning goals, though it is hard in this broad of an assessment to indicate how each does which one. I would highlight in particular how our curriculum through its breadth of content, its focus on reading and analysis of primary documents and immersion of students in other disciplinary modes of thinking, and of engaging students in inclusive historical study is especially deep in critical thinking (CT 1-4, 6), writing</p>

	<p>c) 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>all data sets was above 3.0. For the two years of data gathered since the previous report (2021-2023), the GPA mean for all courses in all data sets was above 3.0.</p> <p>c) Four cycles of data (2018-2022) were submitted in the NCSS SPA report that is attached, and data continued to be gathered in 2022-2023. For the two years of data gathered since the previous EIU report (2021-2023, n=13), we remained well above the targets for the three NCSS indicators for content knowledge of concepts, facts, and tools (mean: 4.00); disciplinary inquiry (mean: 4.16); and disciplinary forms of representation (mean: 3.61).</p>	<p>and reading (WCR 1-7), and responsible citizenship (RC 2).</p>
<p>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.</p>	<p>History with TL majors complete a source analysis paper while taking the required course of HIS 2010G/2090G that is assessed using the Historical Source Analysis rubric developed by the History Department that ranks candidates with a four-point rubric. As a program that prepares students not only to understand but to be able to teach historical thinking, I focus on the criteria that relate to that: close reading, sourcing, contextualizing, and analysis.</p>	<p>This report focuses on data from 2021-2023, and in those years, we aligned our goal and targets with that of the HIS-BA assessment plan. We aimed for 80% of students to achieve competency (3), and at least 35% achieving exceeding expectations in the areas of close reading; sourcing; contextualizing and historical knowledge; and analysis.</p> <p>2021-2023 Data (n=41) Close reading: 48.78% highly competent, 34.14% competent, 12.2% minimally competent, 4.8% no competency. Sourcing: 40% highly competent, 42% competent, 2.4% minimally competent, 2.4% no competency. Contextualizing & Historical Knowledge: 36.59% highly competent, 43.9% competent, 14.63% minimally competent, 4.8% no competency. Analysis: 29.27% highly competent, 51.22% competent, 19.51% minimally competent, 0% no competency.</p> <p>Data is shared with the Teacher Education Committee and the History Department Assessment Committee 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 and as a way to ensure alignment with the goals of the HIS-BA program.</p>	<p>CT 1-4, 6 WCR 1-7</p>

<p>3. History with Teacher Licensure majors will effectively plan for instruction, developing objectives that are tied to appropriate learning goals and standards; designing appropriate and culturally responsive 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>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 Unit Plan rubric and NCSS Core Competencies Standard 2-5.</p>	<p>Four cycles of data (2018-2022) were submitted in the NCSS SPA report that is attached, and data continued to be gathered in 2022-2023. The two years of data gathered since the previous EIU report (2021-2023) roughly correlated to the broader set of data gathered 2018-2023. In every instance but one, the data for each criteria fell above the lowest point of the previous three years, and in several instances, the data exceeded that in previous years. Particular growth was shown in assessment of student understanding of disciplinary inquiry; of use of instructional strategies; and integration of technology. As these three areas have been particular points of interest in HIS-TL curriculum in recent years, the upward trend was great to observe. Data is shared among secondary program coordinators (through Spring 2023, this data was also reported to COE for its unit assessment) as well as within the History Department, allowing for consideration of this data from multiple vantage points.</p>	<p>CT 1-4, 6 WCR 1-7</p>
<p>4. History with Teacher Licensure majors will demonstrate professional teaching competency and an ability to positive impact student learning by planning, organizing, effectively presenting, and reflecting upon social studies lessons that are designed to reach a diverse group of learners.</p>	<p>During Student Teaching, students complete a COE-directed Impact on Student Learning Assignment. Prior to the pandemic, that instrument was edTPA, 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 five-point rubrics. After the state waived edTPA during the pandemic, we collected data from a COE Impact on Student Learning Assignment that used a five-point rubric to assess student teacher performance on eighteen different criteria.</p>	<p>Prior to the COVID waiver put into place by Illinois, edTPA data was sent to COE and provided to the History with Teacher Licensure Coordinator. Three semesters of the most recent data were included in the attached SPA report, indicating that all students passed edTPA. Data on each of the 15 rubrics was used to identify weak areas to be reinforced in SOS 3400.</p> <p>Data from 2021-2023 comes from the Impact on Student Learning assessment that was administered during student teaching. (Student Teaching Evaluation data was substituted by COE for Impact data in 2022-2023, but it has little bearing on our program assessment.) Our aim for the 2021-2023 data was that in all eighteen criteria, our candidates would achieve mean scores above 3.5 and that in at least eight criteria mean scores would be above 4.0. Our candidates were above 4.0 on average for development of goals; use of evidence-based strategies; use of a variety of strategies; adaption for learners; maintenance of records; collection of data; demonstration of positive impact; integration of technology; and use of technology to analyze data. They were above 3.5 in all other categories.</p>	<p>CT 1-4, 6 WCR 1-7 SL 4-7 RC 2 QR 1-2, 6</p>

<p>5. History with Teacher Licensure majors will plan and undertake informed action on behalf of social studies education. In doing so they demonstrate their understanding and ability to teach using the full inquiry arc, that goes from posing a question to gathering evidence to looking beyond the classroom to take learning into community and/or informed action.</p>	<p>An Informed Action Assignment is integrated into SOS 3400 and is assessed using a four-point rubric consisting of five criteria designed in alignment with NCSS Core Competency Standard 5.</p>	<p>Data was collected from SOS 3400 students in Spring 2022 and Spring 2023 and showed consistent performance from data gathered in 2019-2021, with students showing growth in the area linked most closely to civics education, a particular emphasis of our program and of Illinois social studies in K-12. The growth was not across the board, and there has been significant variation (rather than across the board growth) in the other five categories since this assessment was created in 2019. It will be significantly redesigned and piloted in Spring 2024, as it is unclear if it is the instrument/assessment or student performance that has made it less useful for program assessment.</p>	<p>RC 2</p>
<p>6. History with Teacher Licensure majors will demonstrate professional dispositions and responsibilities.</p>	<p>Students applying for student teaching solicit recommendations from faculty where they are also assessed on professionalism and maturity.</p>	<p>With one exception, all students in 2021-2023 (N=21) were recommended for student teaching without reservation and were assessed as meeting criteria for effective communication, ability to work with others, professionalism, and maturity.</p>	<p>RC 2</p>

PART 2. IMPROVEMENTS AND CHANGES BASED ON ASSESSMENT

A. Provide a short summary (1-2 paragraphs) or bulleted list of any **curricular actions** (revisions or additions) that were approved over the past two years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?

Learning goals and assessment measures have been revised and refined during the past two years in response to student outcomes as well as to what we learned through seeking SPA recognition in 2021. We also worked to bring our assessment of learning goal 2 – what we term “historical thinking skills” – into closer alignment with the HIS-BA assessment, given that in the extensive curricular revisions undertaken by the History Department in the past two years we created a three-credit course required as a foundation for all of our majors and want to be able to track performance and growth from that addition. In that class, all students are now required to do a Historians Teach lesson plan, and in Fall 2023 we will pilot a rubric evaluation of that that may be used in broader HIS-TL assessment in the future. This would let us measure student planning ability at three data points: beginning of the program; in SOS 3400 (mid-way); and in student teaching (exit point).

Still pending is work to assess learning goal 4, impact on student learning, as we are still working to revise a better authentic assessment to require during student teaching now that edTPA is on hold. It gave us really good data on student performance, and we will be piloting a department-initiated (rather than COE or external entity one) with student teachers in Spring 2024. Additionally, we may decide to revise learning goals if we will no longer be seeking NCSS recognition in future years. The decision on this is not yet known at the time this report is due. Many of the NCSS measures have been very helpful to our program—particularly our shift to the Inquiry Design Unit Plan described in learning goal 3—but if we will not be seeking recognition in the future, we would likely revise our measures to assess learning goal 1 (content knowledge, particularly that survey done with CTs) and learning goal 5. Additionally, we will be adding a learning goal to better

address student knowledge of inclusive history and inclusive teaching. That comes after the History Department undertook significant curricular revisions that went into effect in Fall 2023, in order to re-align to new Illinois State Learning Standards and Illinois's adoption of culturally responsive teaching standards as well as to create a more inclusive, anti-racist curriculum. New assessments are in the works for the HIS-BA and as well as HIS-TL as we revise learning goals and work to assess them. I expect to pilot a completely revised assessment plan in Fall 2024, one that builds on the helpful authentic assessment information above but looks to include some new measures and revise some older approaches.

B. Provide a brief description or bulleted list of **any improvements (or declines)** observed/measured in student learning. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).

In general, student performance has improved. Inquiry Design Unit Plan scores have steadily improved over the past five years, meaning both that we as a program are better integrating the inquiry model into methods and introduction coursework and that students are more comfortable with inquiry at the heart of social studies planning. Student dispositions and professionalization has also held very steady, and we continue to look at the Department Approval for Student Teaching moment as a further site of assessment.

In terms of student content knowledge and measures of that, results are more mixed. Student grades and performances on the historical thinking primary source rubric and informed action are generally improving, though as discussed above, the informed action data is less helpful and is going to be revised. The place where students are declining is on the Content Test (ILTS 246), and that is a complex situation.

In May 2018, the state debuted a new Social Science: History Content Test (ILTS 246). Our overall average score of all test takers on test 114 from 2012 through May 2018 was 265.1 (with 100% pass rate); from 2018-2022 our average was 242.35. As indicated here, since 2018, students have struggled, with many students needing a second attempt and some small group of students taking the test multiple times. Because of a pandemic waiver, students have been allowed to student teach without passing, which has complicated our ability to help students prep and to incentivize taking the test. Beginning in January it will again be required for student teaching placement, and we are waiting to see what difference that makes. We remain concerned, however. Statewide performance is shared in the bi-weekly reports, and the statewide pass rate is always well below 80%. In the two reports received since school started, the rate was 55% and 47%. In January 2022, Sace Elder, Brian Mann, and Bonnie Laughlin-Schultz wrote a letter to ILTS expressing our concerns. We were told data would be reviewed in Summer 2022 and minutes from the August 2022 meeting of the State Educator Preparation and Licensure Board show unanimous vote to review the cut score for ILTS 246 (among others). A change to the cut score we believe would dramatically improve our student pass rate and save them money and what we feel are needless headaches. Until that happens, we are redoubling our efforts to help them prepare for the Content Test. The Teacher Licensure Coordinator holds information and review sessions every semester and works several times a semester with a small group about to take the test practicing questions. If the cut score is not changed, we will continue to think of other measures we can take to help students prepare. While we understand the idea behind the test – as a means to gauge that all teachers bring adequate knowledge to their classrooms – the data from our students at Eastern Illinois University shows very clearly that the test is not in fact effectively measuring this. Rather, it is functioning as a barrier – or at the very least an expensive temporary obstacle! – to some of our students who most want to be teachers, and we worry that it will unnecessarily drive students from the field and undermine our efforts to grow and diversify that state's teacher corps. Test scores are not correlating with any of the other performance indicators (assessments tied to our NCSS recognition and CAEP accreditation, course grades, and our collective sense of our students' abilities), and so we do not see curricular revision as indicated or warranted. Instead, we are redoubling efforts to help students prepare.

C. HISTORY OF DATA REVIEW OVER THE PAST TWO YEARS

Please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

Date of annual (or periodic) review	Individuals or groups who reviewed the assessment plan	Results of the review (i.e., reference proposed changes from any revised SLOs or from point 2.A. curricular actions)
September 2023 (annual review with Chair/CC, done every Fall)	Plan, Data, Concerns brought to History Dept Chair, History Dept Undergraduate Advisor, and History Dept Curriculum Committee	The Chair and CC offer advice, though this year we are in a holding pattern waiting to hear whether we will stay with NCSS or not, so are less able to make changes at present. We are also waiting to see what SLO revision happens in the HIS-BA in order to conform to it.
Fall 2022	Alignment Plan (which affects Assessment Plan) brought to Social Science Discipline Chairs, as needed – in Fall 2022, worked with Melinda Mueller in Political Science	We reworked some of the Political Science requirements in the revised HIS-TL BA – central to revising political science requirements and performance on content test.
Fall 2021 and Fall 2022	Consultation with COE Associate Deans' Office on Learning Goals and Assessments in Preparation to Submit SPA Reports	Stephen Lucas first offered much feedback as we reworked our assessment via new NCSS Standards in 2017. Feedback from Christy Hooser in the SPA submission process was also instrumental – in Fall 2021 and Fall 2022 – to making small adaptations in program assessment and our SLOs.
Bi-Weekly Review of Content Test Data	Teacher Licensure Coordinator, Undergraduate Advisor, and Department Chair. TL Coordinator receives content test data every two weeks and compiles it into a spreadsheet shared with Dept Chair and Undergraduate Advisor so we can look for new patterns or things that we might support in coursework.	At present, our belief is that test data does not support curricular changes but rather advocacy on behalf of our students and efforts to help prepare students for the content test, which the TL Coordinator routinely undertakes. See more information in 2.B. above. We continue to work with COE about our concerns about the content test.

Dean Review and Feedback

(next page, please)

This comprehensive study reflects not only thoughtful refinement to methods in light of data, but also a nimbleness of response to the challenges presented to teacher licensure programs during the COVID crisis, such as the edTPA pause. The concerns we articulated for the initial plan as submitted in 2021 have been addressed thoroughly in this document. Targets for the measures are precisely defined, and for the most part they have been met/exceeded from the data received; however, they express concern about the first-time pass rate for the relatively-new content test (ILTS 246) and articulate strategies to address this challenge. They note that the question of continuation of NCSS alignment in the future is lingering, which will impact future data collection and synthesis. Also, the evolution of state standards in recent years (for example, the focus on culturally-responsive teaching) as well as the revisions to the EIU History BA program will continue to engender refinement of method. We look forward to seeing how all of these will impact the 4-year report in 2025, and are confident that the program will continue to meet the challenges head-on.

Dean or designee *Christopher Mitchell*

Date 12/6/2023

VPAA Office Review and Feedback (for “Round B” SLO report only)

B.A. in History with Teacher Licensure

The B.A. in History with Teacher Licensure in Social Science program documents a rich and complex story of historical data gathering and analysis. Every point of program assessment stems from the very “inquiry model into methods” that the program teaches its majors. While the program carefully responds to state and national professional accreditation developments, the program prioritizes the impact of curricular decisions and professional preparation on students’ learning. In other words, the students come first, and so when the program noticed a marked decline in students passing the Social Science: History Content Test (ILTS 246), since it was launched in 2018, the program leaders contacted the Illinois Teacher Licensure System expressing their concerns. While accreditation changes and teacher preparation requirements remain indeterminate, the program “redoubles” efforts to help students prepare for the content test.

Dr. Suzie Park, Interim Asst VPAA



2/29/24

VPAA or designee

Date

Eastern Illinois University :: About EIU

 eiu.edu/about

About EIU

Consistently ranked in the top third of Midwest universities in its class by U.S. News and World Report, Eastern has earned its reputation by offering a wide variety of undergraduate and graduate programs taught by an experienced and caring faculty. In addition to reasonable tuition, fees, and room and board rates, Eastern offers a textbook rental system, saving the average student hundreds of dollars per semester.

A variety of excellent on-campus housing opportunities are available on the safe, compact 320-acre campus. Student graduation and retention rates are well above state and national averages, and that success continues after students earn their degrees -- year after year, Eastern ranks high in job placement, alumni satisfaction and employer satisfaction.

Accreditation

Eastern Illinois University is accredited by the Higher Learning Commission and by the Council for the Accreditation of Educator Preparedness (CAEP).

In addition, the following education programs are accredited by CAEP:

- Early Childhood Education
- Educational Administration (Principal)
- Educational Administration-Superintendent
- Elementary Education
- English Education
- Foreign Language (Spanish, French, German)
- Health Education
- Mathematics
- Physical Education
- School Psychology
- Science Education Secondary
- Social Science Education
- Special Education Early Childhood
- Special Education K- 12
- Technology Education

Accredited Programs

Additionally, many programs at EIU have earned recognition from other external accrediting agencies.

Please note: EIU is actively working to update the "Accreditation Through Year" column with the most current accreditation information and dates.

Program	Accrediting Agency	Accreditation Through Year
Art	National Association of Schools of Art and Design (NASAD)	2023
Business and Accounting	The Association to Advance Collegiate Schools of Business (AACSB International)	2025 (Business) and 2025 (Accounting)
Chemistry	American Chemical Society (ACS)	2028
Communication Disorders/Sciences	Council on Academic Accreditation of the American Speech-Language-Hearing Association (CAA-ASHA)	2024
Community/School Counseling	Council for Accreditation of Counseling and Related Education Programs (CACREP)	2030
Eastern Illinois University	Higher Learning Commission (HLC)	2025
Educator Preparation Programs	Council for the Accreditation of Educator Preparation (CAEP)	2025
Journalism	Accrediting Council for Education in Journalism and Mass Communication (ACEJMC)	2025
Music	National Association of Schools of Music (NASM)	2026
Nutrition and Dietetics (Undergraduate)	The Accreditation Council for Education in Nutrition and Dietetics (ACEND)	2024
Nutrition and Dietetics Internship (Graduate)	The Accreditation Council for Education in Nutrition and Dietetics (ACEND)	2024
Nursing	American Association of Colleges of Nursing (AACN); Commission for Collegiate Nursing Education (CCNE)	2024
Table Arts Center	American Alliance of Museums	2024

Program	Accrediting Agency	Accreditation Through Year
Theatre	National Association of Schools of Theatre (NAST)	2024

Educator Preparation Programs Recognized by NCATE/CAEP Specialty Professional Associations (SPAs)

Program	Accrediting Agency	Accreditation Through Year
Early Childhood Education	National Association for the Education of Young Children (NAEYC)	2025
Elementary Education	Association for Childhood Education International (ACEI)	2025
English Education	National Council of Teachers of English (NCTE)	2024
Foreign Language Education	American Council on the Teaching of Foreign Languages (ACTFL)	2025
Mathematics Education	National Council of Teachers of Mathematics (NCTM)	2025
Physical Education	National Association of Sport and Physical Education (NASPE)	2025
School Counseling	Council for Accreditation of Counseling and Related Education Programs (CACREP)	2030
School Psychology	National Association of School Psychologists (NASP)	2029
Science Education	National Science Teachers Association (NSTA)	2024
Social Science Education	National Council for the Social Studies (NCSS)	2030
Special Education	Council for Exceptional Children (CEC)	2025

NATIONAL RECOGNITION REPORT

Initial Preparation of Social Studies Teachers (2017 Standards)

National recognition of this program is dependent on the review of the program by representatives of the National Council for the Social Studies (NCSS). Note: This form uses the 2017 NCSS Standards approved and released in 2018. Beginning in Spring 2020, all programs are required to respond to the 2017 NCSS National Standards.

COVER PAGE

Name of Institution

Eastern Illinois University

Date of Review

MM DD YYYY

11 / 30 / 2022

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program Covered by this Review

History with Teacher Licensure in Social Science

Grade Level⁽¹⁾

9-12

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

Program Type

First year teaching license

Award or Degree Level(s)

- Baccalaureate
- Post Baccalaureate
- Master's

PART A - RECOGNITION DECISION

SPA decision on national 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 SPA benchmarked licensure test data requirement, if applicable:

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

Comments, if necessary, concerning Test Results:

Addressed in previous report.

Summary of Strengths:

The EPP responded to each condition.

For Condition 1, the EPP removed the language about Post Baccalaureate programs.

For Condition 2, the EPP provided course descriptions for required courses, and collected, analyzed, and reported on a new cohort of candidates.

For Condition 3, the EPP provided instructions for Assessment 4, and collected, analyzed, and reported on a new cohort of candidates.

For Condition 5, (there was no Condition 4) the EPP aligned edTPA results to the NCSS standards from 2018-2019 and 2019-2020. The EPP was not able to use the NCSS Crosswalk. However, due to the COVID 19 pandemic, they were unable to implement a new cohort of of edTPA. In Fall 2021 and Spring 2022, the EPP administered a locally developed assessment, the Impact on P12 Assessment, which is aligned to the NCSS standards 2a-b, 3a-d, 4a-b, and 5a.and has been used by the EPP along with using edTPA.

PART B - STATUS OF MEETING SPA STANDARDS

STANDARDS

Standard 1. Content Knowledge

1a. Candidates are knowledgeable about the concepts, facts, and tools in civics, economics, geography, history, and the social/behavioral sciences.

Met



Met with Conditions



Not Met



Comment:

The EPP provided course descriptions for required courses, and collected, analyzed, and reported on a new cohort of candidates.

Standard 1. Content Knowledge

1b. Candidates are knowledgeable about disciplinary inquiry in civics, economics, geography, history, and the social/behavioral sciences.

Met



Met with Conditions



Not Met



Comment:

See 1a.

Standard 1. Content Knowledge

1c. Candidates are knowledgeable about disciplinary forms of representation in civics, economics, geography, history, and the social/behavioral sciences.

Met



Met with Conditions



Not Met



Comment:

See 1a.

Standard 2: Application of Content Through Planning

2a. Candidates plan learning sequences that demonstrate social studies knowledge aligned with the C3 Framework, state-required content standards, and theory and research.

Met



Met with Conditions



Not Met



Comment:

The EPP provided instructions for Assessment 4, and collected, analyzed, and reported on a new cohort of candidates. Impact on P12 Assessment is aligned to this standard.

Standard 2: Application of Content Through Planning

2b. Candidates plan learning sequences that engage learners with disciplinary concepts, facts, and tools from the social studies disciplines to facilitate social studies literacies for civic life.

Met Met with Conditions Not Met Not Applicable

Comment:

See 2a.

Standard 2: Application of Content Through Planning

2c. Candidates plan learning sequences that engage learners in disciplinary inquiry to develop social studies literacies for civic life.

Met Met with Conditions Not Met

Comment:

See 2a.

Standard 2: Application of Content Through Planning

2d. Candidates plan learning sequences where learners create disciplinary forms of representation that convey social studies knowledge and civic competence.

Met Met with Conditions Not Met

Comment:

See 2a.

Standard 2: Application of Content Through Planning

2e. Candidates plan learning sequences that use technology to foster civic competence.

Met Met with Conditions Not Met

Comment:

See 2a.

Standard 3: Design and Implementation of Instruction and Assessment

3a. Candidates design and implement a range of authentic assessments that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.

Met Met with Conditions Not Met

Comment:

The EPP provided instructions for Assessment 4, and collected, analyzed, and reported on a new cohort of candidates. Impact on P12 Assessment is aligned to this standard.

Standard 3: Design and Implementation of Instruction and Assessment

3b. Candidates design and implement learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.

Met Met with Conditions Not Met

Comment:

See 3a.

Standard 3: Design and Implementation of Instruction and Assessment

3c. Candidates use theory and research to implement a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for civic competence.

Met Met with Conditions Not Met

Comment:

See 3a.

Standard 3: Design and Implementation of Instruction and Assessment

3d. Candidates exhibit data literacy by using assessment data to guide instructional decision making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.

Met Met with Conditions Not Met

Comment:

See 3a.

Standard 3: Design and Implementation of Instruction and Assessment

3e. Candidates engage learners in self-assessment practices that support individualized learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.

Met



Met with Conditions



Not Met



Comment:

See 3a.

Standard 4: Design and Implementation of Instruction and Assessment

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.

Met



Met with Conditions



Not Met



Comment:

The EPP provided instructions for Assessment 4, and collected, analyzed, and reported on a new cohort of candidates. Impact on P12 Assessment is aligned to this standard.

Standard 4: Design and Implementation of Instruction and Assessment

4b. Candidates facilitate collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation.

Met



Met with Conditions



Not Met



Comment:

See 4a.

Standard 4: Design and Implementation of Instruction and Assessment

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.

Met



Met with Conditions



Not Met



Comment:

See 4a.

Standard 5: Professional Responsibility and Informed Action

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.

Met



Met with Conditions



Not Met



Comment:

The EPP provided instructions for Assessment 4, and collected, analyzed, and reported on a new cohort of candidates. Impact on P12 Assessment is aligned to this standard.

Standard 5: Professional Responsibility and Informed Action

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.

Met



Met with Conditions



Not Met



Comment:

See 5a.

Standard 5: Professional Responsibility and Informed Action

5c. Candidates take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies.

Met



Met with Conditions



Not Met



Comment:

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.

Met

Met with Conditions

Not Met



Comment:

Met in previous report.

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.

Met

Met with Conditions

Not Met



Comment:

Met in previous report.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content.

Addressed in the previous report.

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

Addressed in the previous report.

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

Addressed in the previous report.

C.4. Professional responsibility and informed action

The SPA Standard that should be primarily addressed here is 5 (all components). Information from Assessment #6 should provide primary evidence in this area.

Addressed in the previous report.

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 EPP addressed all conditions and provided new cycles of data.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

The EPP will in the future be able to use edTPA to assess candidates. The EPP should continue to reach out the NCSS for the NCSS Crosswalk to finalize the alignment to the NCSS Standards. Also, the Impact on P12 Assessment, should be evaluated to align to 2c-e, 3e, and 4c, thus assessing each of the NCSS sub-standards.

PART F - ADDITIONAL COMMENTS

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 CAEP site visitors:

N/A

PART G - DECISIONS

Decision

- ① **National Recognition.** The program is recognized through the semester and year of the provider's next CAEP accreditation decision in 5-7 years. The Recognition Report will serve as program level evidence for the accreditation cycle it has been initiated. **To retain recognition and to gather new evidence for the next accreditation cycle, another program report must be submitted mid-cycle 3 years in advance of the next scheduled accreditation visit.** The program will be listed as Nationally Recognized through the semester of the next CAEP accreditation decision on websites and/or other publications of the SPA and CAEP. The institution may designate its program as Nationally Recognized by the SPA, through the semester of the next CAEP accreditation decision, in its published materials. National recognition is dependent upon CAEP 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.

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

NOTE: This assessment was accepted as meeting conditions in the 2021 SPA report. A new cycle of data has been included in the tables and per condition one, data is reported as belonging to the one program that exists at EIU.

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 who 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 45 program completers from the three cycles of data who took Content Area licensure tests, 43 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 258/300. 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 as they were in the 2021 report, with an additional cycle of data added in the re-submission. Most data represent 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=45) PASS RATE, 2018-2022: 95.5%[^]

Program Completers, 2018-2019#				
	N	Lowest in Range	Highest in Range	Mean
Total Score	14	242	285	259.065
Social Science Foundational Skills	14	242	290	262.97
Social Science Foundational Knowledge	14	242	300	262.36
Historical Concepts and World History	12	214	289	250.78
U.S. and Illinois History	12	214	287	2252.84
Program Completers, 2019-2020				
	N	Lowest in Range	Highest in Range	Mean
Total Score	11	244	286	258.09
Social Science Foundational Skills	11	242	291	272.64
Social Science Foundational Knowledge	11	204	285	256.25
Historical Concepts and World History	6	212	300	245
U.S. and Illinois History	6	224	283	252.6
Program Completers, 2020-2021				
		Lowest in Range	Highest in Range	Mean

Total Score	12	223	294	259.09
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
Program Completers, 2021-2022				
	N	Lowest in Range	Highest in Range	Mean
Total Score	8	242	285	258.75
Social Science Foundational Skills	8	242	281	263.75
Social Science Foundational Knowledge	8	229	281	257.13
Historical Concepts and World History	8	245	300	262.88
U.S. and Illinois History	8	202	291	250.50

^ 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 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. Rich descriptions of each course are provided in the chart below.

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

Prefix/#	Course Title	Course Description (from EIU Course Catalog and Syllabi)	Key Assessments	Standards	Discipline
HIS 1500G	World History: Society and Religion	This course will explore the historical origins of the world's great religions including Hinduism, Buddhism, Confucianism, Judaism, Christianity, and Islam. Students examine the "founders" of each faith and the central beliefs of each group, and analyze the conflicts (spiritual, social and political) that promoted changes of beliefs and practices over time. Learning objectives include that students are able to explain historical significance of people, places, ideas, etc., linked to the history outlined above; that students are able to discuss both historical and historiographical issues of interpretation; that students interpret and	Exams; Essay; Book Review	1a, 1b, 1c	History

		analyze primary documents; and that students compare and contrast the origins and development of the world's ancient societies and religions.			
HIS 2010G	US History to 1877	This course chronicles American history from 1492 through Reconstruction's close in 1877. Spanning nearly four hundred years, our course will cover early indigenous history and the founding of British North America through the Revolutionary establishment of a new nation through its violent undoing and re-making after the Civil War. Students examine ideas and topics such as liberty and slavery as well as political, economic, social, and cultural history of the time period. Students look at historical evidence firsthand, reading primary sources to form interpretations of the past and consider what historians do and how historical narratives are created, analyzing documents in the way that historians do.	Exams; Primary Source Analyses; Transcription Project; Essay	1a, 1b, 1c	History
HIS 2020G	US History since 1877	This course chronicles American history since 1877, including the new industrial society; agrarian movement; the United States as a world power through two world wars, The Great Depression and after. Students consider how Americans in the past have debated balancing individual freedom with national security and the public good; the rights of American citizens; the American Dream (its definitions and achievability). In addition to learning content, students explore primary documents and learn to analyze evidence about the past and to accurately and carefully link past and present.	Exams; Primary Source Analyses; Film Review; Essay	1a, 1b, 1c	History
HIS 2500	Historical Research and Writing	This course introduces students to the basic skills required to become a practitioner of history. Historians do not merely consume the past, reading books and memorizing dates, names, and places. Rather, they actively produce accounts and interpretations of the past by asking questions, gathering evidence, constructing narratives, and making arguments about what happened. The focus of the course is thus the ultimate production of a substantial research paper based on primary and secondary sources. Students build skills as they analyze primary sources for their meaning, reliability, and relevance; identify and describe the central features of history as a discipline of study; evaluate interpretations of other scholars (historiography); apply research techniques to identify primary and secondary sources in a given topic; develop and execute an original research project; present research findings and interpretation through effective written and oral communication; and document evidence using the Chicago/ Turabian citation system.	Short Research and Writing Assignments; Research Paper; Research Presentation; Annotated Bibliography; Final Exam	1a, 1b, 1c	History
HIS 2560	Early Modern World History	This course surveys world history from the fourteenth through the eighteenth centuries, engaging in study of the formation of the nation-state in Europe; slavery and freedom in the Atlantic world; and the age of revolutions, among many other topics. Students are introduced to the broad survey of the political, economic, social, and cultural history of the world	Exams; Statistical Quizzes;	1a, 1b, 1c	History

		as well as historical methodology used to study the era and historiographical debates about its content. Students also engage in primary source analysis and quantitative analysis using the Transatlantic Slave Trade database.	Quantitative Data Group Paper		
HIS 3555	Modern World History	This course surveys world history during the nineteenth, twentieth, and early twenty-first centuries. Topics include revolutions and state-building of the nineteenth century, global wars of the twentieth century, ideological shifts and change, the Cold War, and other facets of the making of the modern world. Students also engage in primary document analysis, historiographical interpretation, and in many semesters engage in Reacting to the Past historical simulations.	Exams; Book Review; Reacting to the Past Simulation	1a, 1b, 1c	History
HIS 3600G	The U.S. Constitution and the Nation#	This course surveys the origin and development of the Constitution its impact on the history of the United States. Learning objectives include that students are able to identify and describe social, constitutional, and legal factors shaping the meaning of American citizenship; analyze the impact of historical events on the meaning of American citizenship; analyze and evaluate constitutional documents in discussions and writing assignments.	Exams; Essays	1a, 1b, 1c	History
ANT 2200G*	Introduction to Anthropology	This course offers a comparative and scientific study of world cultures. Course content includes origins and development of human culture; the study of contemporary societies and their ways of life; and the methods and disciplinary understandings of the field.	Exams; Quizzes; Document Analyses; Film Reviews; Research Presentations; Simulations	1a, 1b, 1c	Social/Behavioral Sciences
ECN 2801G	Macroeconomics	This course offers an exploration of the policy options, such as changes in taxation, government spending, the money supply or interest rates, available to government agents to achieve the goal of stable prices, high employment, and steady growth.	Exams; Quizzes; Homework	1a, 1b, 1c	Economics
ECN 2802G	Microeconomics	This course offers an exploration of consumer behavior, of how firms decide upon profit-maximizing price and output rates under various market conditions, and of the labor and capital markets.	Exams; Quizzes; Homework	1a, 1b, 1c	Economics
GEO 1100G	Cultural Geography	In this course, students are exposed to a geographic survey of population, agriculture, politics, language, religion, folk and popular culture, ethnicity, and cities, focusing on origins, processes, and patterns in western and non-western cultures. Methods and disciplinary understandings of a geographer are also highlighted.	Exams; Map Exercises; Short Papers; Discussion	1a, 1b, 1c	Geography

GEO 1200G	World Regional Geography	This course offers a geographic analysis exploring developed and developing regions of the world. Discussion of regions and countries, people and environments, will emphasize international understanding.	Exams; Map Quizzes; Project	1a, 1b, 1c	Geography
PLS 1153G	American Government and Constitution	An introduction to the principles of the U.S. Constitution and political system, with an emphasis on the role citizens play in government and politics. Topics covered include the Constitution, civil rights and civil liberties, government institutions, political parties, voting and elections.	Exams; Writing Assignments	1a, 1b, 1c	Civics
PLS 2253G	Introduction to International Relations	An introduction to the primary theories and political issues in international relations, including examination of the causes of war, international organizations, foreign policy making, the politics of the world economy, and other political issues of transnational character, e.g., terrorism, AIDS, and the environment.	Exams; Short Research Papers	1a, 1b, 1c	Civics
PSY 1879G	Introductory Psychology	An integrated overview of the research methods, major themes, and content domains in psychology, including topics in the biological, cognitive, developmental, social/personality, and mental/physical health domains. As part of a course requirement, students will have the opportunity to participate in psychological research or summarize research articles in psychology journals.	Exams; Research Paper	1a, 1b, 1c	Social/Behavioral Sciences
SOC 1838G*	Introduction to Sociology	This course surveys the scientific description of the regularities and patterns of behavior that characterize our society and the larger global environment. Sociological analyses of the social forces that affect our daily lives.	Exams; Global Issues Writing Assignment; Subculture Writing Assignment	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. In addition, once robust course descriptions were added to the assessment description as requested in Condition 2, a fourth cycle of data from program completers from 2021-2022 was added. 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. In the new set of data from program completers 2021-2022 there is a small rebound. 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. 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 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 Guide sheet

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			
		HIS 1500G/1590G	
		HIS 2010G/2090G	
		Fine Art	
Language			
		ENG 1001G/1091G	
		ENG 1002G/1092G	
		CMN 1310G/1390G	
Mathematics			
		Math	

Major Reqs: 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 Reqs: 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	

Candidate Data

The tables below summarize program completer range and averages in the core courses aligned to NCSS Core Competency 1. Data is disaggregated by school years and reported in the first three tables. 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=14)

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	3.34
HIS 2010G	US History to 1876	1a, 1b, 1c	History	3.0-4.0	3.27
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	3.2
ANT 2200G*	Introduction to Anthropology	1a, 1b, 1c	Social/Behavioral Sciences	3.0-4.0	3.4
ECN 2801G	Macroeconomics	1a, 1b, 1c	Economics	2.0-4.0	3.63
ECN 2802G	Microeconomics	1a, 1b, 1c	Economics	2.0-4.0	3.0
GEO 1100G	Cultural Geography	1a, 1b, 1c	Geography	2.0-4.0	3.65
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	3.5
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, 2019-2020 (N=11)

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	3.13
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	3.33
ECN 2801G	Macroeconomics	1a, 1b, 1c	Economics	2.0-4.0	3.5
ECN 2802G	Microeconomics	1a, 1b, 1c	Economics	2.0-4.0	2.7
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	2.0-4.0	3.13
PSY 1879G	Introductory Psychology	1a, 1b, 1c	Social/Behavioral Sciences	2.0-4.0	2.83
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, 2020-2021 (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	3.09
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, History with Teacher Licensure, 2021-2022 (N=9)

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	3.55
HIS 2010G	US History to 1876	1a, 1b, 1c	History	3.0-4.0	3.8
HIS 2020G	US History since 1877	1a, 1b, 1c	History	2.0-4.0	3.33
HIS 2500	Historical Research and Writing	1a, 1b, 1c	History	2.0-4.0	3.5
HIS 2560	Early Modern World History	1a, 1b, 1c	History	3.0-4.0	3.29
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	3.0-4.0	3.56
ANT 2200G*	Introduction to Anthropology	1a, 1b, 1c	Social/Behavioral Sciences	3.0-4.0	3.5
ECN 2801G	Macroeconomics	1a, 1b, 1c	Economics	2.0-4.0	2.67
ECN 2802G	Microeconomics	1a, 1b, 1c	Economics	2.0-4.0	3.4
GEO 1100G	Cultural Geography	1a, 1b, 1c	Geography	3.0-4.0	3.86
GEO 1200G	World Regional Geography	1a, 1b, 1c	Geography	2.0-4.0	3.4
PLS 1153G	American Government and Constitution	1a, 1b, 1c	Civics	3.0-4.0	3.71
PLS 2253G	Introduction to International Relations	1a, 1b, 1c	Civics	2.0-4.0	3.63
PSY 1879G	Introductory Psychology	1a, 1b, 1c	Social/Behavioral Sciences	2.0-4.0	3.5
SOC 1838G*	Introduction to Sociology	1a, 1b, 1c	Social/Behavioral Sciences	4.0-4.0	4.0

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 were initially reported, and since we were resubmitting, we added a fourth cycle even though that was not requested in the conditions: spring 2019, spring 2020, spring 2021, and spring 2022. Of 52 candidates submitting IDM unit plans, 46 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	Spring 22 Mean N=13
1—Questioning	2c	3.33	3.5	3.29	3.38
2—Disciplinary Inquiry	2c	3.26	3.3	2.93	3.62
3—Behavioral Objectives and Standards	2a	3.2	3	3.21	2.85
4—Scaffolding and Deepening Social Studies Content and Skill Understanding in Lesson Plans	2b	3.2	3.4	3.36	3.46
5—Instructional Strategies	2a	3.4	3.4	3.29	3.38
6—Alignment and Sequencing	2a	3.53	3.5	3.29	3.54
7—Incorporation of Informed Action	2d	2.53	2.5	3.07	3.77
8—Technology	2e	3.6	3.5	3.35	3.15
9—Assessment	3a	2.6	2.5	3.21	3.08
10—Narrative Introduction	2a	3.2	3	2.86	3.15

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, Spring 2021, Spring 2022

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 civic life.</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>

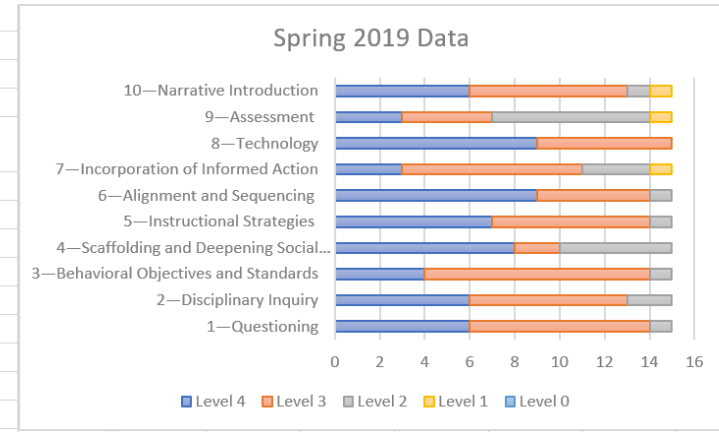
		enhance student understanding.		sequenced lessons in a confusing way.	sequenced lessons in an illogical way.
2d. Candidates plan learning sequences where learners create <i>disciplinary forms of representation</i> that convey social studies knowledge and civic competence.	7— Incorporation of Informed 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

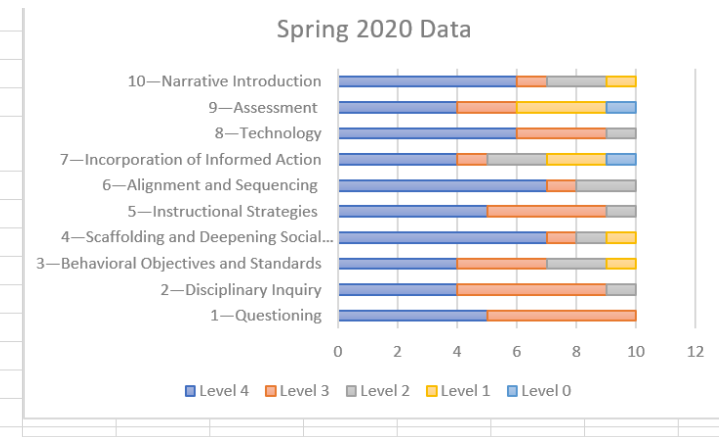
IDM Unit Planning Assignment, Spring 2019 (N=15)

Spring 2019 Data (N=15)	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



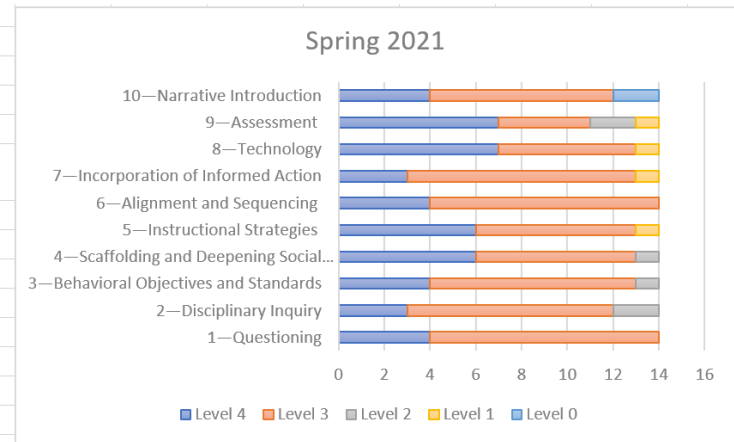
IDM Unit Planning Assignment, Spring 2020 (N=10)

Spring 2020 Data (N=10)	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



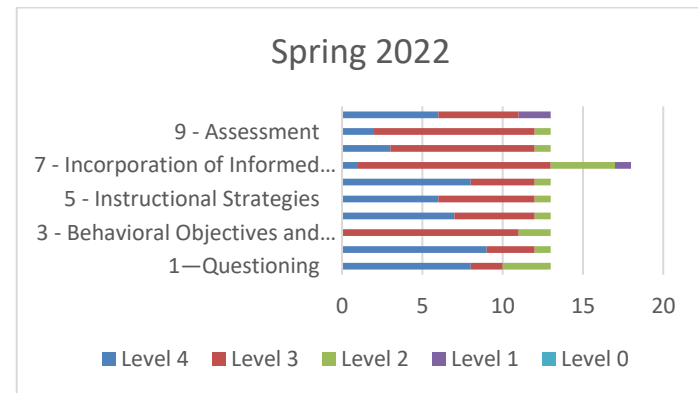
IDM Unit Planning Assignment, Spring 2021 (N=14)

Spring 2021 Data (N=14,	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



IDM Unit Planning Assignment, Spring 2022 (N=13)

Spring 2022 Data (N=13)	Level 4	Level 3	Level 2	Level 1	Level 0	Mean
1—Questioning	8	2	3	0	0	3.38
2 - Disciplinary Inquiry	9	3	1	0	0	3.62
3 - Behavioral Objectives and Standards	0	11	2	0	0	2.85
4 - Scaffolding and Deepening	7	5	1	0	0	3.46
5 - Instructional Strategies	6	6	1	0	0	3.38
6 - Alignment and Sequencing	8	4	1	0	0	3.54
7 - Incorporation of Informed Action	1	12	4	1	0	3.77
8 - Technology	3	9	1	0	0	3.15
9 - Assessment	2	10	1	0	0	3.08
10 - Narrative Introduction	6	5	0	2	0	3.15



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. 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	Mean 21-22
Social Studies Content Knowledge: Planning	1a	3.89	4.25	3.5
Social Studies Content Knowledge: Teaching	2a	3.78	4.125	4.0
Knowledge of Subject-Specific Methodology in Planning	1b	3.89	4.125	3.0
Knowledge of Subject-Specific Vocabulary and Representation in Planning	1c	3.89	4.125	3.67
Knowledge of Subject-Specific Disciplinary Concepts in Teaching and Implementation of Instruction	2b	3.67	3.875	3.67
Knowledge of Subject-Specific Methodology in Teaching and Implementation of Instruction	2c	3.78	3.875	3.33
Ability to Engage Students in Active Learning and Higher Order Thinking	2d	3.67	3.75	3.0
Ability to Teach Media Literacy/News Literacy	2e	3.625	3.875	3.0
Authentic Assessment of Social Studies Learning	3a	3.33	4.0	2.67
Alignment of Assessment with Instruction	3b	4.11	4.125	3.2
Research-Based Assessment Practices for Social Studies	3c	3.72	4.0	3.0
Use of Assessment Data in Planning for Social Studies	3d	3.77	3.375	3.0
Creation of Opportunities for Reflection in Social Studies Instruction	3e	3.67	4.125	3.67
Differentiation and Responsive Pedagogy	4a	3.61	4.125	3.0
Collaborative Learning in Planning and Implementation	4b	4.0	4.0	4.33
Work with Inquiry Arc of Questions-Content-Source Work-Informed Action	4c	4.0	3.875	3.33
Use of Theory and Research in Social Studies Pedagogy and Practice	5a	3.75	3.875	3.33
Response Pedagogy and Culturally Sensitive Practices	5b	4.0	4.25	3.33
Informed Action and Advocacy	5c	3.86	4.375	3.33

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. There were no significant changes observed from the third cycle of data gathered in 2021-2022, although information about assessment was used to improve instruction in spring 2022 and scores on that line were slightly improved.

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

Description and Instructions to Candidates

Assessment Tool and Scoring Guide

Data: 2019-2020; 2020-2021; and 2021-2022 Program Completers

Description and Instructions for Student Teachers: NCSS Addendum Evaluation

WHAT

Recognition for our program comes from the National Council for the Social Studies, and its standards for educator preparation have shaped the entirety of your program here. As you finish student teaching, we ask that your Cooperating Teacher complete an evaluation of your proficiency at the NCSS standards. What follows is the survey form that I will be contacting your cooperating teacher to complete.

WHY

This form serves as part of our programmatic plan of assessment – that is, this is not something that will be used to grade your individual performance, but the data collected from it will be used to improve our program as a whole.

HOW

Your cooperating teacher has been given the following information and the rubric

“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.”

Assessment Tool and Scoring Guide

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 in planning.	Candidate demonstrates no evidence for this criterion.	
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.	In instruction and implementation of lesson planning, the candidate demonstrates strong conceptual and content knowledge of contents, tools,	In instruction and implementation of lesson planning, the candidate demonstrates knowledge of contents, tools, and facts in one	The candidate's knowledge of social studies content is spotty or occasionally lacking in one or more social studies subjects,	Candidate demonstrates no evidence for this criterion.	

		and facts in one or more of the disciplines.	or more of the social studies disciplines.	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 understanding of the nuanced	In instruction and implementation, the candidate fosters student skills in being	In instruction and implementation, the candidate does not foster student skills in	Candidate demonstrates	

		meaning of “news literacy” and fosters student skills in being smart discerners of the news, particularly that from the internet and social media.	smart discerners of the news, particularly that from the internet and social media.	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 in <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 representation</i> for civic competence.	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.	

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 gathering information 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	The candidate skillfully serves as advocates for	The candidate advocates for learners,	The candidate does not advocate for	Candidate demonstrates	

	communities and serve as advocates for learners, the teaching profession, and/or social studies.	learners, the teaching profession, and/or social studies in their classroom and beyond.	the teaching profession, and/or social studies.	learners, the teaching profession, and/or social studies.	no evidence for this criterion.	
--	--	---	---	---	---------------------------------	--

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

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

Candidate Data, 2021-2022 (N=6*)

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.	2.0	4.0	3.5
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.	3.0	5.0	4.0
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.	2.0	4.0	3.0
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.	3.0	4.0	3.67
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.	3.0	4.0	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.	2.0	4.0	3.33
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.	2.0	4.0	3.0
Ability to Teach Media Literacy/News Literacy	2e Candidates plan learning sequences that use technology to foster civic competence.	3.0	3.0	3.0
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.	2.0	4.0	2.67
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.	3.0	4.0	3.2
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.	2.0	4.0	3.0
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.	3.0	3.0	3.0
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.	3.0	4.0	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.	3.0	3.0	3.0
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>	4.0	5.0	4.33

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	2.0	4.0	3.33
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.	2.0	4.0	3.33
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.	3.0	5.0	3.33
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.	3.0	4.0	3.33

* Three cooperating teachers failed to complete the survey, one because the candidate completed student teaching abroad and two due to COVID-19 exigencies.

ASSESSMENT 5: IMPACT ON P-12 (edTPA/Impact on P-12 Assessment)

NOTE: Because edTPA was waived due to the pandemic in 2021-2022, we are including information on both our original assessment 5 (edTPA) and a local assessment we are using to gather data in 2021-2022 for this report. I corresponded with Brandie Benton about how to manage this on the resubmission process, and she advised to keep the old material here that was initially submitted and then add in the new assessment used for 2021-2022. We adapted the edTPA alignment according to response to the initial SPA submission as well, using information provided in the training slides and by coordinator Brandie Benton.

Assessment from Initial Submission

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. NOTE: This alignment differs slightly from that referred to by the reviewers, and I fixed the two rows below where it seemed to contradict any of

the material in the crosswalk (rather, I aligned individual rubrics rather than asserting that rubrics 1-5 meet all in standard 2, for example, I have left it like this for this resubmission. Reviewers for the initial SPA submission stated: “The program uses edTPA for this assessment and has provided data for two cohorts (one cohort was not available because of COVID waivers from the state). Their alignment does not, however, adhere to the NCSS Crosswalk provided. edTPA does, however, provide adequate evidence for Standards 2a-c when aligned to Tasks 1-5; standards 3a-c for Tasks 6-16; and 4a-b for Tasks 5-10. The evidence is, however, adequate.” I re-aligned the chart and data below as best as I could. Despite attending the NCSS training, I was never given the Crosswalk referenced, nor was it supplied to me when I contacted the National Council for the Social Studies to request it while working on this report. Instead, I was referred to a slide in the training materials that only noted the information about the standards provided by reviewers here, so I have not been able to see the actual crosswalk to know how to re-align this. I am happy to document my attempts to get the crosswalk and my communication with the NCSS trainer if needed. The alignment information I was provided by NCSS trainer Brandie Benton I paste in below:

(from her training slides)

NCSS accepts the edTPA Planning for History/Social Studies Understandings rubrics #1-5 and Instruction in History/Social Studies rubrics #6-10 as providing evidence for Planning/Assessment 3 (Standards 2 and 3).

Elements of Standard 4 (4a and 4b) may be partially met through EdTPA rubrics 6-10 (planning).

NCSS accepts EdTPA Assessment in History/Social Studies rubrics #11-15 as providing evidence for Candidate Impact/Effect on Student Learning/Assessment 5 (Standard 3)

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
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 in <i>disciplinary 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.	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-2c	Rubric 1: Planning for History/Social Studies Understandings	3	3
2a-2c	Rubric 2: Rubric 2: Planning to Support Varied Student Learning Needs	2.875	3.111
2a-2c	Rubric 3: Using Knowledge of Students to Inform Teaching and Learning	2.875	2.667
2a-2c	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. NOTE: In the Alignment below, NCSS standards are aligned to the edTPA rubric- this differed slightly from the NCSS Crosswalk but was judged in the initial SPA submission to be acceptable so I leave it this way.

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	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</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>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.</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><i>events or a social studies phenomenon?</i></p>					
<p>2a. Candidates plan learning sequences that demonstrate social studies knowledge</p>	<p>Rubric 2: Planning to Support Varied Student Learning Needs <i>How does the candidate use knowledge of his/her students to target</i></p>	<p>There is no evidence of planned supports. OR Candidate does not attend to ANY INSTRUCTIONAL requirements in IEPs and 504 plans.</p>	<p>Planned supports are loosely tied to learning objectives or the central focus of the learning segment.</p>	<p>Planned supports are tied to learning objectives and the central focus with attention to the characteristics of the class as a whole.</p>	<p>Planned supports are tied to learning objectives and the central focus. Supports address the needs of specific individuals or</p>	<p>Level 4 plus: Supports include specific strategies to identify and respond to key misconceptions.</p>

<p>aligned with the C3 Framework, state-required content standards, and theory and research. 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. 2c. Candidates plan learning sequences that engage learners in <i>disciplinary inquiry</i> to develop social studies literacies for civic life.</p>	<p><i>support for students to develop understandings of facts, concepts, and inquiry, interpretations, or analyses to build arguments or conclusions?</i></p>				<p>groups with similar needs.</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>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.</p> <p>2c. Candidates plan learning</p>	<p>Rubric 3: Using Knowledge of Students to Inform Teaching and Learning</p> <p><i>How does the candidate use knowledge of his/her students to justify instructional plans?</i></p>	<p>Candidate's justification of learning tasks is either missing OR represents a deficit view of students and their backgrounds.</p>	<p>Candidate justifies learning tasks with limited attention to students' prior academic learning OR personal, cultural, or community assets.</p>	<p>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.</p>	<p>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 connections to research and/or theory.</p>	<p>Level 4 plus: Candidate's justification is supported by principles from research and/or theory.</p>
--	---	---	--	---	---	--

<p>sequences that engage learners in <i>disciplinary inquiry</i> to develop social studies literacies for civic life.</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. 2b. Candidates plan learning sequences that engage learners with <i>disciplinary concepts, facts, and tools</i> from the social</p>	<p>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></p>	<p>Language demands 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.</p>	<p>Language supports primarily address one language demand (vocabulary/symbols, function, discourse, syntax).</p>	<p>General language supports address use of two or more language demands (vocabulary/symbols, function, discourse, syntax).</p>	<p>Targeted language supports address use of vocabulary/symbols, language function, AND one or more additional language demands (discourse, syntax).</p>	<p>Level 4 plus: Language supports are designed to meet the needs of students with different levels of language learning.</p>

<p>studies disciplines to facilitate social studies literacies for civic life. 2c. Candidates plan learning sequences that engage learners in <i>disciplinary inquiry</i> to develop social studies literacies for civic life.</p>						
<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</p>	<p>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,</i></p>	<p>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.</p>	<p>The assessments provide limited evidence to monitor students' progress toward developing history/social studies understanding and use of facts, concepts, AND inquiry, interpretations, or analyses during the learning segment.</p>	<p>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.</p>	<p>The assessments provide multiple forms of evidence to monitor students' progress toward developing history/social studies understanding and use of facts, concepts, inquiry, interpretations, or analyses, AND building and supporting arguments or conclusions</p>	<p>Level 4 plus: The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.</p>

alignment with state-required content standards.	<i>interpretations or analyses to build and support arguments or conclusions?</i>				throughout the learning segment.	
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 6: Learning Environment <i>How does the candidate demonstrate a positive learning environment that supports students' engagement in learning?</i>	The clips reveal evidence of disrespectful interactions between teacher and students or between students. OR Candidate allows disruptive behavior to interfere with student learning.	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.	The candidate demonstrates rapport with and respect for students. Candidate provides a positive, low-risk social environment that reveals mutual respect among students.	The candidate demonstrates rapport with and respect for students. AND Candidate provides a challenging learning environment that promotes mutual respect among students.	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.
3b. Candidates design and implement learning experiences that engage learners in disciplinary knowledge,	Rubric 7: Engaging Students in Learning <i>How does the candidate actively engage students in evaluating accounts or</i>	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	Students are participating in learning tasks focusing primarily on facts or single interpretations. Candidate makes vague or superficial links between prior	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.	Students are engaged in learning tasks that develop their skills of inquiry, interpretation, or analysis of history/social studies sources or accounts AND in	Level 4 plus: Learning tasks deepen knowledge, extend skills, AND provide evidence of students supporting their arguments or conclusions. Candidate prompts students to link

<i>inquiry, and forms of representation</i> for civic competence and demonstrate alignment with state-required content standards.	<i>interpretations of historical events or social studies phenomenon?</i>	community assets with new learning.	academic learning and new learning.		building arguments or conclusions. Candidate links prior academic learning AND personal, cultural, or community assets to new learning.	prior academic learning AND personal, cultural, or community assets to new learning.
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.	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>	Candidate does most of the talking and students provide few responses. OR Candidate responses include significant content inaccuracies that will lead to student misunderstandings.	Candidate primarily asks surface-level questions and evaluates student responses as correct or incorrect.	Candidate elicits students' responses that require analyses or interpretations of history/social studies sources and accounts.	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.	Level 4 plus: Candidate facilitates interactions among students to develop their abilities to evaluate their own interpretations, analyses, arguments, or conclusions.
3b. Candidates design and implement learning experiences	Rubric 9: Subject-Specific Pedagogy <i>How does the candidate support students</i>	Candidate primarily focuses on facts with little or no attention to interpretation, analysis, or building arguments or conclusions.	Candidate provides limited opportunities for students to interpret source(s) or build arguments	Candidate prompts students to use evidence from sources as the students interpret, analyze, OR build	Candidate supports students in using evidence from multiple sources to build and support	Level 4 plus: Candidate uses counter or alternative evidence from multiple sources to challenge

<p>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, inquiry, and forms of representation</i> for civic competence.</p>	<p><i>to use evidence from history/social studies sources to develop students' abilities to defend their arguments?</i></p>		<p>or conclusions because they are primarily focused on demonstrating these skills for the class.</p>	<p>arguments or conclusions.</p>	<p>arguments or conclusions.</p>	<p>students to support arguments or conclusions.</p>
<p>3d. Candidates exhibit data literacy by using</p>	<p>Rubric 10: Analyzing Teaching Effectiveness</p>	<p>Candidate suggests changes unrelated to evidence of student learning.</p>	<p>Candidate proposes changes to teacher practice that are superficially</p>	<p>Candidate proposes changes that address students' collective learning needs related to the central focus.</p>	<p>Candidate proposes changes that address individual and collective learning</p>	<p>Level 4 plus: Candidate justifies changes using principles from</p>

<p>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.</p>	<p><i>How does the candidate use evidence to evaluate and change teaching practice to meet students' varied learning needs?</i></p>		<p>related to student learning needs (e.g., task management, pacing, improving directions).</p>	<p>Candidate makes superficial connections to research and/or theory.</p>	<p>needs related to the central focus. Candidate makes connections to research and/or theory.</p>	<p>research and/or theory.</p>
<p>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.</p>	<p>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></p>	<p>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.</p>	<p>The analysis focuses on what students did right OR wrong.</p>	<p>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.</p>	<p>The analysis uses specific examples from work samples to demonstrate patterns of learning consistent with the summary. AND Patterns of learning are described for whole class.</p>	<p>The analysis uses specific evidence from work samples to demonstrate the connections between quantitative and qualitative patterns of learning for individuals or groups.</p>

<p>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.</p>	<p>Rubric 12: Providing Feedback to Guide Learning <i>What type of feedback does the candidate provide to focus students?</i></p>	<p>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.</p>	<p>Feedback is general and addresses needs AND/OR strengths related to the learning objectives.</p>	<p>Feedback is specific and addresses either needs OR strengths related to learning objectives</p>	<p>Feedback is specific and addresses both strengths AND needs related to the learning objectives.</p>	<p>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.</p>
<p>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.</p>	<p>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></p>	<p>Opportunities for understanding or using feedback are not described. OR Candidate provides limited or no feedback to inform student learning.</p>	<p>Candidate provides vague description of how focus students will understand or use feedback.</p>	<p>Candidate describes how focus students will understand or use feedback to improve learning related to the learning objectives.</p>	<p>Candidate describes how s/he will support focus students to understand and use feedback on their strengths OR weaknesses related to the learning objectives.</p>	<p>Candidate describes how s/he will support focus students to understand and use feedback on their strengths AND weaknesses related to the learning objectives.</p>
<p>3d. Candidates</p>	<p>Rubric 14: Analyzing</p>	<p>Candidate identifies student language use that is</p>	<p>Candidate describes how</p>	<p>Candidate explains and provides evidence of</p>	<p>Candidate explains and</p>	<p>Level 4 plus:</p>

<p>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.</p>	<p>Students' Language Use and History/Social Studies Learning <i>How does the candidate analyze students' use of language to develop content understanding?</i></p>	<p>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.</p>	<p>students use only one language demand (vocabulary/symbols, function, discourse, syntax).</p>	<p>students' use of the language function AND one or more language demands (vocabulary/symbols, discourse, syntax).</p>	<p>provides evidence of students' use of the language function, vocabulary/symbols, AND additional language demand(s) (discourse, syntax) in ways that develop content understandings.</p>	<p>Candidate explains and provides evidence of language use and content learning for students with varied needs.</p>
<p>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></p>	<p>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></p>	<p>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.</p>	<p>Next steps primarily focus on changes to teaching practice that are superficially related to student learning needs, for example, repeating instruction, pacing, or classroom management issues.</p>	<p>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.</p>	<p>Next steps provide targeted support to individuals or groups to improve their learning relative to facts and concepts OR inquiry, interpretation, or analysis OR building and supporting arguments or conclusions. Next steps are connected with</p>	<p>Next steps provide targeted support to individuals AND groups to improve their learning relative to facts and concepts, inquiry, interpretation, or analysis, AND building and supporting arguments or conclusions. Next steps are justified with principles from research and/or theory.</p>

on for civic competence.					research and/or theory.	
--------------------------	--	--	--	--	-------------------------	--

Candidate Data

Candidate Data, 2018-2019 (N= 8)				
NCSS Standard(s)	edTPA rubric	Lowest	Highest	Mean
2a 2b 2c	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
2a 2b 2c	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
2a 2b 2c	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
2a 2b 2c	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	2	4	3

	<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>			
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%			

Candidate Data, 2019-2020 (N=9)

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	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
2a 2b 2c	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
2a 2b 2c	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
2a 2b 2c	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	2	4	3

	<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>			
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	2.889
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%			

Assessment from Re-Submission

Impact on P12 (substituted for edTPA, 2021-2022)

To assure program completers prior to licensure have demonstrated the knowledge and skills to contribute to student learning growth and have demonstrated the skills to assess the impact of their teaching the EPP Key Assessments include measures of candidate impact on student learning: “Impact on Student Learning” and the “edTPA.” Both of these assessments are completed during the student teaching semester. To be recommended for licensure candidates must successfully complete these two assessments. The Impact on P12 assignment is assessed using a rubric with eighteen criteria, all detailed below.

Alignment

The chart below shows the alignment of the Impact on P-12 Rubric provided above with the many NCSS standards measured by it. For the most part, all of the NCSS Standards that were measured with edTPA are measured with this. The only exception is Standard 2c, which was assessed elsewhere.

Impact on P12 Rubric	NCSS Standard Alignment
1. Candidate considers the prior knowledge and current performance of individuals and group(s) to design instruction.	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. Candidate uses learners’ development and individual differences to design culturally responsive instruction	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. Candidate develops short- range and long-range goals to set expectations for learning.	2a. Candidates plan learning sequences that demonstrate social studies knowledge aligned with the C3 Framework, state-required content standards, and theory and research.
4. Candidate reflects key concept and skill outcomes when designing and implementing learning objectives.	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.
5. Candidate uses evidenced based differentiated instructional strategies, activities, and materials to address diverse learning needs.	3b. Candidates design and implement learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.

6. Candidate uses a variety of strategies and materials/resources, to accommodate academic, behavioral, and experiential needs.	3c. Candidates use theory and research to implement a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for civic competence.
7. Candidate adapts strategies and materials to improve learner outcomes	3d. Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.
8. Candidate aligns the content knowledge/skills and methods of assessment with the learning standards.	3a. Candidates design and implement a range of authentic assessments that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.
9. Candidate maintains useful and accurate records of learners' academic and behavioral performance on short- and long-range instructional goals.	3d. Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.
10. Candidate collects formative, and summative data using a variety of informal and formal assessments.	3a. Candidates design and implement a range of authentic assessments that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.
11. Candidate collects pre-test and post-test data using objective informal/formal data collection procedures.	3d. Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.
12. Candidate demonstrates a positive impact on the academic performance and behavior of learners.	3b. Candidates design and implement learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.
13. Candidate use classroom observation data from multiple sources to make decisions.	3d. Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.
14. Candidate articulates how choices in instructional planning and implementation impact 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.
15. Candidate uses information about students' families, cultures, and communities to connect instruction to learners' experiences.	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.
16. Candidate uses a variety of means/strategies to effectively communicate with learners with diverse learning needs, cultural background, and life experiences.	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.
17. Candidate designs, implements, and assesses learning activities that integrate computers/technology.	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>
18. Candidate uses technology to analyze, organize, and display data.	3d. Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.

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

Highlighted in green on the data sets from fall 2021 and spring 2022 are the places where candidates consistently exceeded the standard. The high scoring element for both cohorts was 6. Candidate uses a variety of strategies and materials/resources, to accommodate academic, behavioral, and experiential needs. On assessment – the area where candidates have struggled on edTPA – the data here is more nuanced, suggesting that some candidates were able to design, implement, and reflect upon authentic and culturally responsive lessons and assessment while others need more support. Further attention to assessment and reflection in the social studies classroom will be incorporated into future offerings of SOS 3400, the teaching methods course. Additionally, we continue to work more broadly (in response to the data here as well as our other impressions and data) to highlight culturally responsive pedagogy and efforts to engage candidates in reflection upon their own teaching and upon student learning.

Assessment Documentation

Description of Assignment

Scoring Rubric, with Alignment to NCSS Standards

Data: 2021-2022

Description of Impact on P12 Assignment

The Impact on P-12 Assessment is a performance-based local assessment developed by the Unit Assessment committee and approved by the Council on Teacher Education at Eastern Illinois University. It was used prior to the introduction of edTPA and has been consistently implemented alongside edTPA. Like edTPA, it requires aspiring teachers to demonstrate readiness to teach through culturally responsive lesson plans that are tailored to student learning needs; to design and implement effective social studies instruction; to engage students in learning and higher order thinking; and to center the work of candidates to design, implement, and reflect upon authentic assessment. Teacher candidates are assessed by student teaching supervisors (with input from cooperating teachers). The Impact on P12 assessment is scored using a rubric of a scale of 1 to 5 on eighteen different criteria.

Impact on P12 Rubric

Note: This rubric was updated by a committee in 2021-2022, and the new version includes updated language that centers candidate behaviors and complete descriptions for all five points. In 2021-2022 the unit was still using the rubric below, without descriptors for 2 (occasionally meets standards) and 4 (occasionally exceeds standards).

Impact on P12 Rubric	NCSS Alignment	Does Not Meet Standards (1)	Meets Standards (3)	Exceeds Standards (5)
1. Candidate considers the prior knowledge and current performance of individuals and group(s) to design instruction.	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.	Candidate re-designs instruction already mastered or target skills considerably below or above the learning of individuals and groups of learners.	Candidate considers the learners' prior and current knowledge and performance when designing instruction and tailors the instruction to the needs of individuals and groups of learners.	Candidate engages the learners' in using their prior and current knowledge and performance when implementing instruction and tailors the instruction to the needs of individuals and groups of learners.
2. Candidate uses learners' development and individual differences to design culturally responsive instruction	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>Candidate appears unaware of how the learners' stages of development and individual differences influences instructional planning.</p> <p>Candidate incorporates instructional practices comfortable to the candidate and he/she may favor a particular learning style or group of learners.</p> <p>Candidate may impact learner access by planning instructional content considerably above or below learners' skill levels.</p> <p>Candidate views individual</p>	<p>Candidate uses the learners' stages of development and individual differences to design developmentally appropriate and culturally responsive instruction.</p> <p>Candidate is responsive to learner interests and learning preferences by planning for concepts in various ways and at a cognitive and language level so learners can access instruction and be afforded an opportunity to meet instructional goals and objectives.</p> <p>Candidate also views</p>	<p>Candidate evaluates the learners' stages of development and individual differences when designing developmentally appropriate and culturally responsive instruction.</p> <p>Candidate is responsive to learner interests and learning preferences by planning for concepts in various ways and at a cognitive and language level so learners can access instruction and be afforded an opportunity to meet instructional goals and objectives.</p> <p>Candidate also views</p>

		differences as a variable that needs to be removed instead of celebrated. Consequently, the candidate plans instructional content, materials/resources, and activities that responds to “mainstream needs” of learners.	individual differences as a lens that shapes the learners’ interpretation and engagement in instructional content, materials/resources, and activities as evidenced in their instructional plans.	individual differences as a strength learners bring into instruction that adds to the richness and relevance of instructional content, materials/resources, and activities as evidenced in their instructional plans.
3. Candidate develops short- range and long-range goals to set expectations for learning.	2a. Candidates plan learning sequences that demonstrate social studies knowledge aligned with the C3 Framework, state-required content standards, and theory and research.	<p>Candidate attempts to design short-and long-range goals to set expectations for learning. However, the candidate sets expectations above/below the learners’ ability.</p> <p>In addition, the candidate does not connect the goals to the scope and sequence of the curriculum used within the learners’ class.</p>	Candidate develops short-and long-range goals to set expectations for learning. Candidate establishes expectations for learning commensurate with the learners’ ability and the scope and sequence of the curriculum used within the class. However, the candidate writes using unobservable language impacting the measurability of the goals.	Candidate uses observable and measurable language to develop short-and long-range goals. Candidate establishes and communicates expectations for learning commensurate with the learners’ strengths and needs and links the goals to the scope and sequence of the learners’ academic and behavioral curricula.
4. Candidate reflects key concept and skill outcomes when designing and implementing learning objectives.	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.	Candidate writes vague learning objectives without attention to errors in key concept and skill outcomes. Candidate does not establish a connection from the learning objectives to the short- and/or long-term goals. Consequently, while the candidate may establish learning objective criteria, the candidate sets criteria below a mastery level without justification.	Candidate accurately reflects key concepts and measurable skill outcomes when designing and implementing learning objectives and links learning objectives to short- and long-term goals. Candidate incorporates criteria within the learning objectives promoting skill mastery.	Candidate accurately reflects key concepts and measurable skill outcomes when designing and implementing learning objectives and links learning objectives to short- and long-term goals. Candidate includes criteria and trials within the learning objectives promoting skill maintenance and generalization
5. Candidate uses evidenced based differentiated	3b. Candidates design and implement learning experiences	Candidate selects instructional strategies, activities, and materials	Candidate intentionally selects and implements evidence- based strategies,	Candidate intentionally and in collaboration with learners, selects and

instructional strategies, activities, and materials to address diverse learning needs.	that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.	without apparent consideration for the suitability of strategies, activities, and materials to the needs of learners or alignment with the learning outcomes.	making use of varied instructional materials and activities resulting in effective instructional differentiation for learners with diverse learning needs.	implements evidence-based strategies, making use of varied instructional materials and activities resulting in effective instructional differentiation for learners without and with diverse learning needs.
6. Candidate uses a variety of strategies and materials/resources, to accommodate academic, behavioral, and experiential needs.	3c. Candidates use theory and research to implement a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for civic competence.	Candidate selects materials and strategies without considering the effectiveness for their learners' academic and behavioral needs. Candidate may over-rely on packaged curriculum materials and its included accommodations without considering what works best for the learners.	Candidate uses a variety of strategies and materials/resources to accommodate the learners' academic, behavioral, and experiential needs.	Candidate proactively considers the impact of the learners' contextual variables (e.g background, experiences) in seeking out and utilizing instructional materials and evidence-based strategies. Candidate uses learners' academic and behavioral experiences to select strategies, materials/resources minimizing the need for extensive accommodations.
7. Candidate adapts strategies and materials to improve learner outcomes	3d. Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.	Candidate teaches a lesson without making any changes to instruction or strategies. Candidate appears unresponsive to learner's needs, confusion, or inability to meet instructional outcomes. Without guidance, the candidate does not appear equipped to support or improve impact on learning.	After instruction, the candidate adjusts strategies and materials in response to learner need, confusion, or lack of clarity. As needed the candidate adapts the strategies and materials to improve the impact on learning.	While teaching, the candidate is prepared to adjust strategies and materials in response to learner need, confusion, or lack of clarity. As needed the candidate adapts the strategies and materials to improve execution of instruction and improve the impact on learning and student engagement.
8. Candidate aligns the content knowledge/skills and methods of	3a. Candidates design and implement a range of authentic assessments that measure learners'	Candidate inaccurately aligns the content knowledge/skills and methods of assessment with the learning standards.	Candidate accurately aligns the content knowledge/skills and methods of assessment with the learning standards.	Candidate designs instructional materials and assessments that develop and evaluate skills contained within stated lesson

assessment with the learning standards.	mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state- required content standards.			objectives and content-specific learning standards, inclusive of the social emotional and culturally responsive learning standards.
9. Candidate maintains useful and accurate records of learners' academic and behavioral performance on short- and long-range instructional goals.	3d. Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.	The candidate maintains a gradebook and can communicate the grade on short- and long-range goals. However, the candidate cannot support the grades with work samples supporting the grade being earned.	The candidate maintains organized and accurate records of learner academic and behavioral performance on short- and long-range instructional goals. The candidate can produce work samples supporting individual and group performance.	The candidate maintains useful and accurate records of learner academic and behavioral performance on short- and long-range instructional goals. The candidate can produce work samples and an error analysis supporting individual and group performance.
10. Candidate collects formative, and summative data using a variety of informal and formal assessments.	3a. Candidates design and implement a range of authentic assessments that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state- required content standards.	Candidate does not consider the instructional content focus when selecting formative and/or summative assessment tools. Candidate does not collect data at regular intervals. Consequently, the data are unavailable to guide the candidate in making instructional planning decisions.	Candidate routinely collects formative and summative data using available informal and formal assessments. to monitor learning.	Candidate independently designs and systematically collects formative and summative data using a variety of informal and formal assessments in order to monitor learning and to inform instruction. Candidate also collects diagnostic data regarding learner error patterns to support needed instructional adjustments.
11. Candidate collects pre-test and post-test data using objective	3d. Candidates exhibit data literacy by using assessment data to guide instructional decision-making and	Candidate collects post- test data or uses pre-test and post-test data that lack alignment with the lesson objective or short-term	Candidate collects pre-test and post-test data using objective informal data collection procedures. Candidate considers how	Candidate systematically collects pre- test and post-test data using objective informal/formal data collection procedures.

informal/formal data collection procedures.	reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.	instructional goal being taught.	the data acquired from learners' responses align with the lesson objective or short-term instructional goal.	Candidate considers how the data acquired from learners' responses align with short- and long-range instructional goals.
12. Candidate demonstrates a positive impact on the academic performance and behavior of learners.	3b. Candidates design and implement learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.	Candidate does not demonstrate the potential to positively impact the academic performance or behavior of learners as reflected by learner performance or group performance data. Candidate blames the learner(s) or other variables for lack of skill progression.	Candidate demonstrates the potential to positively impact the academic performance, classroom behavior, and socio-emotional development of learners as reflected by learner performance or group performance data. Candidate indirectly links instructional planning and implementation decisions to instructional effectiveness.	Candidate demonstrates a positive impact on the academic performance, classroom behavior, and socio-emotional development of learners as reflected by learner performance and group performance data. Candidate explicitly links instructional planning and implementation decisions to instructional effectiveness.
13. Candidate use classroom observation data from multiple sources to make decisions.	3d. Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.	Candidate experiences difficulties reflecting on and revising teaching practices as a result of not gathering relevant classroom data or having insufficient pedagogical knowledge. Consequently, the candidate bases changes in practice on his/her opinion or on a irrelevant source of data.	Candidate utilizes classroom observation, information about learners from multiple sources, pedagogical knowledge, and research as sources of reflection to support revision to his/her practice. Candidate cites specific examples to support the perceived changes.	Candidate synthesizes classroom observation, information about learners from multiple sources, pedagogical knowledge, and research as sources of reflection to support revision to his/her practice. Candidate also utilizes university supervisors and/or cooperating public school professionals to guide in reflection and revision to his/her practice. Candidate triangulates the various sources of information to establish

				agreement upon the needed changes.
14. Candidate articulates how choices in instructional planning and implementation impact 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.	Candidate lists ideas regarding how instructional planning and implementation impact student learning. However, the candidate is unclear and/or lacks data support. Candidate identifies ways to improve their performance to better meet class and individual learning needs, however the candidate does not tie the recommendations to learner performance data.	Candidate describes how choices in instructional planning and implementation impact student learning. Candidate draws upon learner performance data, reflects on areas for self-improvement, and includes ideas to increase impact on individual or group learning.	Candidate clearly and persuasively articulates how choices in instructional planning, implementation, and evaluation impact student learning. Candidate draws upon comprehensive learner performance data, reflects on areas for self-improvement, and provides accurate recommendations supported with examples to increase impact on learning, both for individuals and groups of learners.
15. Candidate uses information about students' families, cultures, and communities to connect instruction to learners' experiences.	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.	Candidate struggles to gather and apply information about learners' families, cultures, and communities to connect instruction to learners' experiences. Candidate may attempt to represent learner identities and backgrounds in the selection of instructional materials, resources, or texts. However, the candidate ends up promoting inaccurate or stereotypical representations and views.	Candidate uses information provided by the cooperating teacher regarding learners' families, cultures, and communities to connect instruction to learners' experiences. With guidance from the cooperating teacher, the candidate demonstrates an understanding of the importance of representing learner identities and backgrounds in the selection of instructional materials, resources, or texts.	Candidate uses information drawn from multiple resources about learners' families, cultures, and communities to connect both assessment and instruction to learners' experiences. Candidate represents the identities and background of learners within the class when independently selecting and implementing instructional materials, resources, or texts.
16. Candidate uses a variety of means/strategies to	4a. Candidates use knowledge of learners' socio-	Candidate uses limited or inappropriate means/strategies to	Candidate uses a variety of means/strategies to effectively communicate	Candidate uses a variety of developmentally appropriate means/strategies to

effectively communicate with learners with diverse learning needs, cultural background, and life experiences.	cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.	communicate with learners with diverse learning needs, cultural backgrounds, and life experiences. Candidate relays information in ways that cater to the learning style or communicative preferences of the majority. The candidate does not adjust documents and materials as needed to improve communication (e.g. providing text in a learner's home language).	with learners with diverse learning needs, cultural background, and life experiences. Candidate relays information in ways that cater to multiple learning styles and adapts documents and materials to improve communication.	effectively and positively communicate (verbally/non-verbally) with learners with diverse learning needs, cultural backgrounds, and life experiences. Candidate considers diverse learning styles, communication needs and preferences, and proactively adapts instructional materials to improve communication (e.g. providing text in a learner's home language).
17. Candidate designs, implements, and assesses learning activities that integrate computers/technology.	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>	Candidate ineffectively designs, implements, and/or assesses learning activities inclusive of computers/technology to enhance instruction. The candidate randomly incorporates technology into instruction with no apparent consideration for the learning objectives. As a result, the candidate negatively impacts the learners' ability to acquire or improve upon digital literacy skills. The candidate does not recognize the need for assistive technology or appears unfamiliar with its use. Consequently, learner access to instructional activities is impacted.	Candidate appropriately designs, implements, and assesses learning activities inclusive of computers/technology to enhance instruction. The candidate uses learning objectives and learner needs to select technology and promote improvement in digital literacy skills. The candidate incorporates assistive technology as needed to support the learner in accessing instructional activities.	Candidate effectively designs, implements, and assesses learning activities inclusive of computers/technology to enhance learners' performance on instructional outcomes. The candidate uses learning objectives and learner needs to select technology and promote mastery of digital literacies. The candidate incorporates assistive technology as needed to support the learner in accessing and engaging in instructional activities.
18. Candidate uses technology to analyze,	3d. Candidates exhibit data literacy by using	Candidate lacks proficiency in using technology to	Candidate proficiently uses technology to analyze,	Candidate proficiently and comprehensively uses

<p>organize, and display data.</p>	<p>assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.</p>	<p>analyze, organize, and display quantitative data. The candidate makes errors in the data display that impacts data interpretation.</p>	<p>organize, and display quantitative data about learners' performance in a clear, visually appealing fashion that enhances stakeholder understanding and usability. Although the candidate clearly presents the learner performance data, the candidate does not present the data in a format that demonstrates impact on learning.</p>	<p>technology to analyze, organize, and display both quantitative and qualitative data about learners' performance in a clear, visually appealing fashion that enhances stakeholder understanding and usability. In addition, the candidate presents data in a format that demonstrates impact of instruction on learning.</p>
------------------------------------	--	---	--	--

Impact on P12 Data, 2021-2022

Fall 2021

Impact on P12 Rubric	NCSS Standard	Low Score	High Score	Mean (N=4)
1. Candidate considers the prior knowledge and current performance of individuals and group(s) to design instruction.	4a	3	5	3.75
2. Candidate uses learners' development and individual differences to design culturally responsive instruction	4a	3	5	3.75
3. Candidate develops short- range and long-range goals to set expectations for learning.	2a	3	5	4
4. Candidate reflects key concept and skill outcomes when designing and implementing learning objectives.	2b	3	5	3.75
5. Candidate uses evidenced based differentiated instructional strategies, activities, and materials to address diverse learning needs.	3b	3	5	4
6. Candidate uses a variety of strategies and materials/resources, to accommodate academic, behavioral, and experiential needs.	3c	3	5	4.25
7. Candidate adapts strategies and materials to improve learner outcomes	3d	3	5	4
8. Candidate aligns the content knowledge/skills and methods of assessment with the learning standards.	3a	3	5	3.75
9. Candidate maintains useful and accurate records of learners' academic and behavioral performance on short- and long-range instructional goals.	3d	3	5	4.25
10. Candidate collects formative, and summative data using a variety of informal and formal assessments.	3a	3	5	4
11. Candidate collects pre-test and post-test data using objective informal/formal data collection procedures.	3d	3	5	3.75
12. Candidate demonstrates a positive impact on the academic performance and behavior of learners.	3b	3	5	4
13. Candidate use classroom observation data from multiple sources to make decisions.	3d	3	5	3.75
14. Candidate articulates how choices in instructional planning and implementation impact learning.	5a	3	5	3.5
15. Candidate uses information about students' families, cultures, and communities to connect instruction to learners' experiences.	4a	3	5	3.75
16. Candidate uses a variety of means/strategies to effectively communicate with learners with diverse learning needs, cultural background, and life experiences.	4a	3	5	3.75

17. Candidate designs, implements, and assesses learning activities that integrate computers/technology.	4b	3	5	4
18. Candidate uses technology to analyze, organize, and display data.	3d	3	5	4

Spring 2022

Impact on P12 Rubric	NCSS Standard	Low Score	High Score	Mean (N=5)
1. Candidate considers the prior knowledge and current performance of individuals and group(s) to design instruction.	4a	3	5	3.6
2. Candidate uses learners' development and individual differences to design culturally responsive instruction	4a	3	5	3.6
3. Candidate develops short- range and long-range goals to set expectations for learning.	2a	3	5	4
4. Candidate reflects key concept and skill outcomes when designing and implementing learning objectives.	2b	3	5	4
5. Candidate uses evidenced based differentiated instructional strategies, activities, and materials to address diverse learning needs.	3b	3	5	3.8
6. Candidate uses a variety of strategies and materials/resources, to accommodate academic, behavioral , and experiential needs.	3c	3	5	4.4
7. Candidate adapts strategies and materials to improve learner outcomes	3d	3	5	4.2
8. Candidate aligns the content knowledge/skills and methods of assessment with the learning standards.	3a	3	5	4
9. Candidate maintains useful and accurate records of learners' academic and behavioral performance on short- and long-range instructional goals.	3d	3	5	3.8
10. Candidate collects formative, and summative data using a variety of informal and formal assessments.	3a	3	5	4
11. Candidate collects pre-test and post-test data using objective informal/formal data collection procedures.	3d	3	5	3.8
12. Candidate demonstrates a positive impact on the academic performance and behavior of learners.	3b	3	5	4
13. Candidate use classroom observation data from multiple sources to make decisions.	3d	3	5	3.6
14. Candidate articulates how choices in instructional planning and implementation impact learning.	5a	3	5	4.2
15. Candidate uses information about students' families, cultures, and communities to connect instruction to learners' experiences.	4a	3	5	3.6

16. Candidate uses a variety of means/strategies to effectively communicate with learners with diverse learning needs, cultural background, and life experiences.	4a	3	5	4.2
17. Candidate designs, implements, and assesses learning activities that integrate computers/technology.	4b	4	5	4.6
18. Candidate uses technology to analyze, organize, and display data.	3d	3	5	4

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)					
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)					
Criteria	1	2	3	4	5
Standard	5b	1b	4c	5a	5c
Mean	3.64	3.36	3.29	3.5	3.36
Spring 2022 (N=13)					
Criteria	1	2	3	4	5
Standard	5b	1b	4c	5a	5c
Mean	3.64	3.6	3.6	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, Spring 2021, Spring 2022 (due to shift to remote learning and disruptions of Spring 2020, the initial report included data from two cycles only, and from 2019 and 2021; no new cycle of data was requested in the re-submission but I include Spring 2022 as well)

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/>.

¹ The 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 competencies (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. 370-374

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 three cycles of data, the two initially gathered for the report and an additional cycle for the resubmission. 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.

Spring 2019 (N=15)					
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)					
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%

Spring 2022 (N=14)					
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	3.6	3.6	3.5	3.36
% Passing	92.9%	100%	100%	100%	92.9%

Section VI. Explanation of Response to Conditions

Below is an explanation of how the submitted materials and assessments have been changed/updated to respond to conditions. The narrative in Section I was re-written slightly, and assessments 2, 4, and 5 were updated. I went ahead and added a new cycle of data for all six assessments, but only 2, 4, and 5 were responding to specific conditions.

Sections Re-Submitted

Section I

Section IV: Assessments 1, 2, 3, 4, 5, 6 (assessments 2, 4, 5 updated to reflect conditions)

Section V

Condition 1: If the EPP has only one social studies program, references to both Baccalaureate and Post Baccalaureate programs should be removed.

There was some confusion in the initial SPA report that led to Condition 1, the need to indicate more clearly that this is ONE social studies program. As per condition 1 (noted in Parts E and F of the response), references to both the Baccalaureate and Post Baccalaureate programs were removed. Throughout the report and in all data tables and assessments, the report has been revised to reflect the fact that there is only one program at Eastern Illinois University.

From the response itself:

“F.1. Comments on Section I (Context) and other topics not covered in Parts B-E: Reviewers determined that the EPP submitted two programs to be reviewed within the same shell. This is not permissible and must be addressed in the next report. A follow up communication with the Dean indicated that there is only one program of study. All references to a post-bacc program should be removed.”

Condition 2: For Assessment 2 (Grades) provide robust course descriptions for all required courses. Collect, analyze and report on a new cohort of candidates.

Course descriptions were gathered and added (including info about key assessments), and a new set of data was collected and analyzed. This is submitted as Assessment 2, where the revisions were made, new data was collected, and the analysis was updated to reflect any new findings. The data did not really change much of the original analysis.

Condition 3: for Assessment 4 (Student Teaching Wholistic Assessment) provide instructions given to candidates for this assessment. Collect, analyze and report on a new cohort of candidates.

Instructions given to candidates were added to this Assessment and a new set of data was added and analyzed. This is submitted as Assessment 4, where the revisions were made, new data was collected, and the analysis was updated to reflect any new findings. The data did not really change much of the original analysis.

Condition 5: for Assessment 5 (edTPA) align tasks to Standards and elements

according to the NCSS Crosswalk. Collect, analyze and report on a new cohort of candidates.

For this revision I did two things – first, I realigned the edTPA rubric as requested. I corresponded with Brandie Benton and aligned the rubric as directed by her. Despite attending the NCSS training, I was never given the Crosswalk referenced, and Brandie referred me to a slide in the training materials and said that there was not an official rubric to provide:

(from her training slides)

NCSS accepts the edTPA Planning for History/Social Studies Understandings rubrics #1-5 and Instruction in History/Social Studies rubrics #6-10 as providing evidence for Planning/Assessment 3 (Standards 2 and 3).

Elements of Standard 4 (4a and 4b) may be partially met through EdTPA rubrics 6-10 (planning).

NCSS accepts EdTPA Assessment in History/Social Studies rubrics #11-15 as providing evidence for Candidate Impact/Effect on Student Learning/Assessment 5 (Standard 3)

I realigned the edTPA rubric in accordance with the information above. I was requested to gather and analyze a new set of data, but due to the pandemic edTPA has been waived. So I substituted a second assessment, the Impact on P12 Teaching, for the 2021-2022 data cycle. I include those instructions, aligned rubric, etc., along with the data. All of this is submitted in Assessment 5, where the revisions were made, new data was collected, and the analysis was updated to reflect any new findings. The data did not really change much of the original analysis.

Through writing this report and then working through the resubmission, 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.