



National Council for the Social Studies National Standards for the Preparation of Social Studies Teachers

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OVERVIEW

The National Council for the Social Studies National Standards for the Preparation of Social Studies Teachers describes and explains the national standards for social studies teacher education created by the National Council for Social Studies. These standards will be submitted for approval to the NCSS Board of Directors in March, 2016. This document consists of two sections: (1) an introduction, which contains, in addition to this overview, information about the background and contexts in which the standards were developed, a description of the audiences to which the standards are addressed; and the general framework that guided the construction of the standards; and (2) the standards themselves with a supporting rationale. The standards outline the social studies content, pedagogical knowledge, skills, and dispositions needed for in order to prepare ambitious social studies teachers.

BACKGROUND

For several decades, the National Council for the Social Studies has published standards for the preparation of social studies teachers. The last set of standards was released in 2002. Whereas earlier versions focused on prescribing programmatic components (e.g. coursework), the 1997 and 2002 standards represented a shift in emphasis. The twenty standards articulated in the 2002 focused the efforts of social studies teacher education on the ability of candidates to demonstrate subject matter knowledge and perform professionally. The shift was predicated on trends in 2002 that guided conversations around social studies and teacher preparation, such as the national move toward greater accountability for schools, teachers, and teacher education programs, efforts by state teacher licensure offices, the Interstate New Teacher Assessment and Support Consortium (INTASC), the National Council for the Accreditation of Teacher Education (NCATE), the National Board for Professional Teaching Standards (NBPTS), and other subject matter professional teacher associations. Most notably, the 2002 standards were influenced by the 1994 NCSS document, *Expectations of Excellence: Curriculum Standards for Social Studies*, which described what NCSS expected pre-K-12 learners should know and be able to do through ten thematic standards.

While the 2016 committee continued the efforts of previous committees, the five standards and twenty-one elements found in this document are also responsive to the contemporary demands placed upon social studies teacher preparation programs. Although many of the trends that were emerging in 2002 such as INTASC continue to influence the preparation of teachers, the most palpable change is the more critical stance that the public has adopted toward teacher education. The last decade has featured a steady stream of blistering critiques from government agencies, education advocacy groups, and the media lamenting the quality of teacher preparation. The persistent framing of teacher preparation as a “problem” has led to efforts to further regulate the curriculum of teacher education, increase the surveillance of programs through public accountability, hoist new content, dispositional, and performance assessments, and create new licensure routes that bypass traditional preparation pathways. As various institutions, groups, and individuals struggle over the power to determine quality teacher preparation, each successive wave of reform influences not just the structural characteristics of teacher education, but also the range of norms, values, and ideas possible within teacher education and about social studies education.

Within this milieu, *The National Council for the Social Studies National Standards for the Preparation of Social Studies Teachers* makes a claim for the professionalization of the field of social studies teacher education by outlining the characteristics of quality preparation. In doing so, this document features explicit and implicit declarations about the purposes of social studies education in a democratic society and the kinds of knowledge, skills, and dispositions needed for teachers to accomplish these purposes.

What binds purpose, preparation, and practice together in this document is the *College, Career, and Civic Life (C3) Framework for Social Studies State Standards*. The C3 Framework, released in 2013, is a set of interlocking and mutually reinforcing dimensions of practice that focus on the intersection of inquiry, ideas, and learners. As a collaborative effort that began in 2010, the C3 Framework was built on the following shared principles: (1) social

studies prepares the nation’s young people for college, careers, and civic life; (2) inquiry is at the heart of social studies; (3) social studies involves interdisciplinary applications and welcomes integration of the arts and humanities; (4) social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines; and (5) social studies emphasizes skills and practices for democratic decision-making.

The four dimensions of the Inquiry Arc in the C3 Framework, center on the use of questions to spark curiosity, guide instruction, and deepen investigations, enabling students to acquire rigorous content, and to develop their knowledge and ideas in real-world settings in order to become active and engaged citizens in the twenty-first century. As the statement on what meaningful and powerful social studies instruction ought to look like, the C3 Framework served for the 2016 committee as the milestone for the kinds of knowledge, skills, and dispositions social studies teacher preparation programs were required cultivate. Each of the standards outlined in this document are framed by the ethos of the C3 Framework—to enhance the rigor of social studies education by building the critical thinking, problem solving, and participatory skills that enable students to become informed citizens.

AUDIENCES

The standards in this document are intended for the potential use of a number of different audiences who are responsible for assuring the quality of social studies teachers. These audiences include:

- Teacher preparation program within institutions that prepare teachers for initial licensure (or certification) and recommend for state licensure (or certification) those who complete their program successfully;
- State agencies that approve teacher education programs at higher education institutions;
- State licensure (or certification) offices that grant licenses (or certificates) that attest to a teacher’s quality;
- Prospective social studies teachers;
- Researchers in social studies education;
- Students, parents, and citizens who seek assurance that the social studies teachers in their schools and communities are knowledgeable and capable.

Teacher Preparation Programs

For teacher preparation programs, these standards serve as the benchmarks for programs seeking national recognition through the Council for the Accreditation of Educator Preparation (CAEP). Each standard in this document is accompanied by a set of key assessments that evidence candidate mastery of standards and demonstrate how programs meet the various elements that constitute each standard. This evidence is evaluated by a set of NCSS reviewers, obligated to determine if a program meets these standards.

Although the use of these standards to determine national recognition is a primary function of these standards, they are also important for teacher preparation programs that opt out of this process. The field of “social studies teacher preparation” exists in various configurations. The spectrum of social studies teacher preparation ranges from places where programs are an isolated social studies methods course, practicum, and student teaching experience to programs where courses are carefully sequenced into topics such as social studies curriculum, social studies methods, social studies literacies, and/or inquiry within specific social studies disciplines. This coursework is often coupled with intentional practicum placements and student teaching experiences in social studies classrooms. Given the compositional variety of the field, these standards serve as a unifying document that express the aims and purposes of social studies teacher education. Therefore, even for programs that do not undergo the program review process, these standards ought to serve as a tool for reflection, program refinement, and professional development.

State Agencies

State agencies that approve social studies teacher preparation programs may use these standards as the criteria by which they evaluate the programs they review. Also, state officials that grant licenses (or certification) to social

studies teachers that attest to those teachers' competence may use these standards as the criteria by which they evaluate individual applicants' capabilities.

Prospective Social Studies Teachers

Individuals preparing to become ambitious social studies teachers may use these standards as guidance in (1) choosing the university or college and teacher preparation program they might attend; (2) selecting courses and learning experiences that would serve them well as teachers; and (3) identifying personal professional characteristics they might develop in order to teach well.

Social Studies Researchers

These standards should serve as a call to social studies education researchers to empirically explore the most effective ways for social studies teacher preparation programs to deploy the knowledge, skills, and dispositions outlined in this document.

Students, Parents, Citizens

Students, parents, and citizens may use these standards as criteria for assessing the social studies knowledge and capabilities of the social studies teachers in their school and communities.

DOCUMENT ORGANIZATION

The disciplinary-inquiry driven classroom, where students practice the habits of civic life is what this document envisions ought to be the outcome of social studies teacher preparation. Therefore, the *NCSS National Standards for the Preparation of Social Studies Teachers* is organized along five key principles of social studies teaching and learning: content knowledge; application of content through planning; design and implementation of instruction and assessment; social studies learners and learning; and professional responsibility and informed action. These five principles serve as the organizing framework for the core competencies expected of quality social studies teacher preparation programs.

Five Core Competencies for Social Studies Teacher Education

Standard 1. Content Knowledge

Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.

Standard 2. Application of Content Through Planning

Candidates plan learning sequences that draw upon social studies knowledge and literacies to support the civic competence of learners.

Standard 3. Design and Implementation of Instruction and Assessment

Candidates design and implement instruction and authentic assessments for social studies that promote learning and competence in civic life.

Standard 4. Social Studies Learners and Learning

Candidates plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.

Standard 5. Professional Responsibility and Informed Action

Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to adapt practice, promote social justice, and take informed action in schools and/or communities.

This document is organized the five core competencies. Each standard is refined through a set of three to five elements that add depth and detail to the knowledge, skill, or disposition expressed in the standard. Together, standard and element describe an aspect of quality social studies teaching and learning. Following the standard and supporting elements, readers will find a rationale that articulates the knowledge base and informed theories in social studies education, teacher education, and/or teaching and learning that the committee utilized to develop the standard.

Because these standards serve as the guiding document for the NCSS program review process, every standard features an **EVIDENCE** section that indicates which of the six key assessments or other acceptable assessment provides evidence for each standard.

Six Key Assessments

1. State or Professional Exam Data
2. Assessment of Content Knowledge in Social Studies
3. Candidate Ability to Plan Instruction
4. Social Studies Assessment of Student Teaching
5. Candidate Impact on Student Learning
6. Optional Program Assessment

In order to achieve national recognition, programs must provide a *preponderance of evidence* that every standard is met. However, recognition will not require that every element within each standard is met, just an overall confirmation that the candidates meet a majority of the elements in the strength, weight, or quality of the evidence provided.

Every standard concludes with a **SUMMARY MATRIX** that details the standard, element, and evidence alignment.

Throughout the standards, readers will find key **terms**, **concepts**, or **phrases** highlighted that are referenced in a glossary at the end of this document.

Standards

Standard 1.

Content Knowledge

Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.

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

Element 2: Candidates are knowledgeable about *disciplinary inquiry* in civics, economics, geography, history, and the social/behavioral sciences.

Element 3: Candidates are knowledgeable about *disciplinary forms of representation* in civics, economics, geography, history, and the social/behavioral sciences.

Standard 1 requires that social studies teacher education candidates be knowledgeable about social studies content and are able to place this knowledge within the context of the various forms of disciplinary inquiry inherent in social studies disciplines. Without the events, the names, the dates, places, and ideas both big and small, social studies would lack meaning and purpose. Indeed, social studies content knowledge and disciplinary inquiry provide the foundation for civic life. The College, Career and Civic Life Framework for State Standards in Social Studies (“The C3 Framework”) establishes four core disciplines as the “intellectual context for studying how humans have interacted with each other and the environment over time. Each of these disciplines--civics, economics, geography, and history--offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge” (p. 29). Therefore, social studies teachers must possess rich content knowledge. Understanding the unique disciplinary *concepts, facts, and tools* that animate social studies, including the core areas of civics, economics, geography, and history, and the social/behavioral sciences, enables the intellectual capacity to examine interdisciplinary complexities of our social world.

The C3 Framework describes the structure of inquiry as unfolding along an Inquiry Arc. Social studies teacher candidates must understand how the disciplines--civics, economics, geography, and history, and the social/behavioral sciences--create knowledge through *disciplinary inquiry* to inform action in civic life. Disciplinary inquiry is built on the theoretical and discipline-specific ways of knowing that characterize a subject matter. Thus, teacher education candidates must understand the fundamental components of *disciplinary inquiry* including questioning, gathering and evaluating sources, developing claims and using evidence, communicating conclusions, and taking informed action.

Scholars in social studies disciplines leverage unique inquiry literacies--strategies, routines, skills, language, or practices--for making meaning of content. The culmination of disciplinary inquiry yields **disciplinary forms of representation**, which refer to the products of these specialized practices and the norms of sharing information tied to the specific discipline. Teacher education candidates know and replicate scholarly ways of communicating conclusions in the social studies disciplines.

In sum, for social studies teacher education candidates to facilitate, sustain, and assess meaningful social studies inquiries with learners, they must possess knowledge about relevant *concepts, facts, and tools*; they must understand how that content is created through **disciplinary inquiry**; they must be fluent in the methods of those disciplines and the ways conclusions of inquiry are communicated through *disciplinary forms of representation*; and they must understand how to use knowledge from social studies to inform civic life.

EVIDENCE

Evidence for Standard 1 can be provided through:

- state licensure exams;
- social studies courses' GPA;
- content analysis forms;
- content knowledge portfolios;
- comprehensive exams developed by institutions.

SUMMARY MATRIX

ELEMENTS	Standard 1. Content Knowledge <i>Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary facts, concepts, and tools; structures of inquiry; and forms of representation.</i>	Evidence Alignment
Element 1	Candidates are knowledgeable about the <i>concepts, facts, and tools</i> , in civics, economics, geography, history, and the social/behavioral sciences.	Assessments 1, 2
Element 2	Candidates are knowledgeable about <i>disciplinary inquiry</i> in civics, economics, geography, history, and the social/behavioral sciences.	Assessments 1, 2
Element 3	Candidates are knowledgeable about <i>disciplinary forms of representation</i> in civics, economics, geography, history, and the social/behavioral sciences.	Assessments 1, 2

Standard 2.

Application of Content Through Planning

Candidates plan learning sequences that draw upon social studies knowledge and literacies to support the civic competence of learners.

Element 1: Candidates plan learning sequences that demonstrate alignment with the C3 Framework and state-required content standards.

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

Element 3: Candidates plan learning sequences that engage learners in *disciplinary inquiry* to develop literacies for civic life.

Element 4: Candidates plan learning sequences where learners create *disciplinary forms of representation* to provide opportunities for meaningful civic learning.

Element 5: Candidates use theory and research to plan learning sequences that integrate social studies content to foster inquiry and civic competence.

Standard 2 focuses on cultivating the abilities of teacher candidates to plan ambitious learning sequences that draw upon social studies knowledge and literacies to support the **civic competence** of all learners. Ambitious social studies teachers (Brophy, 1993; Grant, 2003) push beyond teaching isolated disciplinary content and toward teaching integrated concepts, facts, and tools that can be used for social studies inquiry to foster civic competence. The enactment of ambitious teaching is contingent on instructional planning that tailors curriculum, strategies, and resources that accounts for the intersection of disciplinary knowledge, learners' needs, and diverse contexts. Preparing for the *what, whom, and where* of social studies teaching not only creates the conditions to maximize learning opportunities, but also facilitates the possibility of classroom experiences where there is a constant interaction among ideas, students, and context.

Planning for ambitious teaching must be rooted in social studies teachers' obligations to prepare young people for active civic life. To meet these obligations, social studies teacher candidates must not only be knowledgeable about specific disciplinary content, but also about public issues and problems; the civic process of deliberation and discourse; ways to take constructive and purposeful, individual or collaborative action; how to reflect on those actions; create and sustain groups; and ultimately how to influence civic institutions and navigate the social world.

These forms of knowledge must be synthesized with social studies literacies. Social studies literacies are the meaning making processes to understand and engage meaningfully in the world around them. Social studies literacies encompass *everyday literacies*, the social and cultural lenses that learners' already utilize to read the world outside of school (Seixas, 1993; Epstein, 2000; Stockdill & Moje, 2013); *disciplinary literacies*, the skills to understand, create, and communicate academic knowledge (Lee & Swan, 2013); and *inquiry literacies*, such as questioning, gathering and evaluating sources, developing claims and using evidence, and communicating conclusions (Lee & Swan, 2013).

Like ambitious social studies teachers, teacher candidates must be able to plan learning activities and utilize learning strategies that integrate *concepts, facts, and tools* in the disciplines and engage learners in the various *disciplinary forms of representation* that communicate the results of *disciplinary inquiry*. However, these learning sequences must not separate practice from context or assessment. Teacher candidates must be aware of the contextualized contingencies that influence the effectiveness of social studies teaching and learning, such as what makes social studies easy or difficult, the various social and emotional demands of learners, the cultural assets of youth and adolescents, and the most relevant ways of representing knowledge for civic action.

Given the continual emergence of new ways of knowing about the teaching of social studies, changes in social norms, values, and priorities that dictate the kinds of civic abilities needed in a democracy, and the constant changes in demography and policies that govern schools, classrooms, and communities, teacher candidates must learn to rely on theory and research to guide the development of learning sequences that foster inquiry in service of civic competence. Demonstrating a deep understanding of theory and research in social studies education not only serves to strengthen the quality of the thought process prior to practice, but also as a cognitive schema for data-informed (or evidence-informed) adjustments during and after practice.

EVIDENCE

Evidence for Standard 2 can be provided through:

- elements of Assessment 3: Candidate Ability to Plan Instruction
- elements of Assessment 4: Social Studies Assessment of Student Teaching;
- edTPA Task 1
- edTPA Task 2: Rubrics 1-10 (disaggregated by rubric element); Rubrics 1-5 Planning; Rubrics 6-10 Instruction.

Note: edTPA will not provide acceptable evidence for Assessment 4.

SUMMARY MATRIX

ELEMENTS	<p align="center">Standard 2. Application of Content Through Planning</p> <p align="center"><i>Candidates plan learning sequences that draw upon social studies knowledge and literacies to support the civic competence of learners.</i></p>	Evidence Alignment
Element 1	Candidates plan learning sequences that demonstrate alignment with the C3 Framework and state-required content standards.	Assessments 3, 4, 5
Element 2	Candidates plan learning sequences that engage learners with disciplinary facts, concepts, and tools from the social studies disciplines to facilitate learning for civic life.	Assessments 3, 4, 5
Element 3	Candidates plan learning sequences that engage learners in disciplinary inquiry to develop literacies for civic life.	Assessments 3, 4, 5
Element 4	Candidates plan learning sequences where learners create disciplinary forms of representation to provide opportunities for meaningful civic learning.	Assessments 3, 4, 5
Element 5	Candidates use theory and research to plan learning sequences that integrate social studies content to foster inquiry and civic competence.	Assessments 3, 4, 5

Standard 3.

Design and Implementation of Instruction and Assessment

Candidates design and implement instruction and authentic assessments for social studies that promote learning and competence in civic life.

Element 1: Candidates design a range of authentic assessments that measure learners' mastery of *disciplinary knowledge, inquiry, and forms of representation* for competence in civic life and demonstrate alignment with state-required content standards.

Element 2: Candidates design coherent and relevant learning experiences and engage learners in *disciplinary knowledge, inquiry, and forms of representation* for competence in civic life and demonstrate alignment with state-required content standards.

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

Element 4: 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 competence in civic life.

Element 5: Candidates engage learners in self-assessment practices that support individualized learning outcomes related to *disciplinary knowledge, inquiry, and forms of representation* for competence in civic life.

Standard 3 combines social studies literacies with assessment and data literacies. Ambitious social studies teachers use learning outcomes and assessment data to: plan instruction aligned to standards, execute engaging learning sequences, guide learners' **self-assessment practices**, and document learner outcomes that have value beyond school. Social studies teacher candidates know how to make data-driven decisions, analyze student-learning needs, make evidence-based instructional adjustments, and inform practice by using multiple data sources including performance data. Assessment and instruction work in tandem to facilitate inquiry and foster civic competence for authentic intellectual work in social studies (King, Newmann, and Carmichael, 2009; Scheurman & Newmann, 1998). Assessment, data, and pedagogical literacies embodied in Standard 3 align with articulated expectations in the InTASC standards (CCSSO, 2013) and CAEP standards (2014), and the College, Career, and Civic Life Framework for State Standards in Social Studies (the C3 Framework).

In an era when **data literacy** and data-driven decision making are imperative to effective instructional practice, social studies candidates must be prepared to design and implement **authentic assessments** intended to promote learning and competence in civic life. The C3 Framework calls for a radical change in the delivery of instruction and assessment. This change reflects a pedagogical shift from the student as a passive receiver of knowledge, expected to recollect and repeat social studies facts on traditional exams, to an actively engaged learner charged with critically questioning and investigating the world and then communicating their conclusions and taking informed action. Furthermore, these standards purport the value of **authentic intellectual work** in social studies, which uses student achievement to guide pedagogy. Student achievement is defined not as merely documenting the competence of a learner, but rather as the construction of knowledge, disciplined inquiry, and cognitive skill development applicable beyond schooling (Scheurman & Newmann, 1998). Candidates demonstrate these capacities through designing evidence-based coherent and relevant

learning experiences aligned with state-required content standards that engage learners in *disciplinary knowledge, inquiry, and forms of representation*.

At present, the majority of social studies instructional and assessment tasks seldom require students to engage in meaningful, coherent, or relevant learning sequences intended to cultivate *disciplinary knowledge, inquiry, and forms of representation*. The C3 Frameworks calls for the integration of authentic intellectual work across the social studies disciplines. Specifically, authentic intellectual work is defined as the, “original application of knowledge and skills” that “results in a product or presentation that has meaning beyond success in school” (King, Newmann, and Carmichael, 2009). This work requires social studies candidates to practice authentic pedagogy deliberately focused on producing high levels of authentic performance (Newmann & Associates, 1996). Therefore, social studies candidates must be prepared to design a range of authentic assessment tasks intended to measure learners’ mastery of disciplinary knowledge, inquiry, and forms of representation that lead to knowledge construction and domain-specific meaning-making that have value in civic life. Furthermore, authentic instruction reflects the characteristics to be measured. These expectations are grounded in the strong relationship between authentic pedagogy and authentic social studies learning (Avery, 1999; Newmann, Secada, & Wehlage, 1995).

The knowledge and skills developed from participation in these authentic tasks cannot be assessed in traditional ways (Avery, 1999; Wiggins, 1996). Candidates must possess more than assessment literacy skills. They must develop the capacity to use multiple forms of data from authentic assessments (King, Newmann, and Carmichael, 2009; Wiggins and McTighe, 1998) to inform instructional practice and to offer ongoing support of students’ social studies learning (Scheurman & Newmann, 1998). The C3 Framework calls for the development of an assessment structure that reflects three interconnected pillars: cognition, observation, and interpretation (p. xxxii). Social studies candidates, as well as in-service teachers, must be prepared to design and implement evaluative tools (rubrics used for interpreting understanding) intentionally crafted to measure disciplinary knowledge (cognition relative to development and ability), as well as the actions and processes reflected in the learning cycle (observable outcomes). Moreover, social studies teacher candidates need the interpretive skills to make meaning of formative and summative data and use this information to direct instruction and facilitate learning. This calls for candidates to be well prepared in both assessment and data literacy (Mandinach, Friedman, & Gummer, 2015).

To become data literate, social studies candidates must bring together and scrutinize a broad range of data to generate evidence-driven practice that effectively supports students in authentic intellectual work. By data literate, it is implied that candidates have the assessment and evaluation knowledge and skills to know how to access, analyze, and use data appropriately to inform educational decisions. Data literacy requires an understanding of how to manipulate and interpret multiple data sources beyond summative measures of learning outcomes (Mandinach & Gummer, 2012, 2013). This specialized skillset focuses on a comprehensive collection of data to guide instructional decision-making and assessment data to reflect on student learning related to *disciplinary knowledge, inquiry, and forms of representation* for competence in civic life. Data literate candidates continuously, effectively, and ethically assess, interpret, act on, and communicate multiple types of data from state, local, classroom, and other sources to improve social studies learning outcomes for all learners. Candidates are able to design valid data-collection instruments that address the three pillars of authentic assessment and authentic intellectual work (Scheurman & Newmann, 1998). They use the resulting data to guide instructional decision-making and to reflect on students’ knowledge construction related to content, disciplined inquiry, and the manner in which students convey learning.

Candidates also engage learners in self-assessment practices that support individualized learning outcomes related to *disciplinary knowledge, inquiry, and forms of representation* for competence in civic life. The quality of analytical skills students demonstrate in social studies tasks reflects disciplinary knowledge construction abilities and the authenticity of their work. Engaging in self-assessment is linked to self-regulation (McMillan and Hearn,

2008; Zimmerman, 1990), which is associated with greater learning and achievement success (Zimmerman & Schunk, 2007). Not only do candidates possess the competence to direct students in self-regulated learning, they teach students how to use a broad range of data from authentic assessments to understand how to affect their learning. When students become masters of their own learning, they are self-regulated learners and know how to self-assess their abilities to construct knowledge, engage in disciplined inquiry, articulate understanding through disciplinary forms of representation, take civic action, and use social studies knowledge and skills to influence civic institutions and navigate the social world. Ambitious social studies teacher candidates support students in these self-assessment practices.

EVIDENCE

Evidence for Standard 3 can be provided through:

- elements of Assessment 5: Candidate Impact on Student Learning (Teacher Work Sample);
- edTPA Task 3 Rubrics 11-15 (disaggregated by rubric element).

SUMMARY MATRIX

ELEMENTS	<p style="text-align: center;">Standard 3. Design and Implementation of Instructional and Assessment Practices</p> <p style="text-align: center;"><i>Candidates design and implement instruction and authentic assessments for social studies that promote learning and competence in civic life.</i></p>	Evidence Alignment
Element 1	Candidates design a range of authentic assessments that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation for competence in civic life and demonstrate alignment with state-required content standards.	Assessments 3, 4
Element 2	Candidates design coherent and relevant learning experiences and engage learners in disciplinary knowledge, inquiry, and forms of representation for competence in civic life and demonstrate alignment with state-required content standards.	Assessments 3, 4
Element 3	Candidates use theory and research to implement a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for competence in civic life.	Assessments 3, 4
Element 4	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 competence in civic life.	Assessments 3, 4
Element 5	Candidates engage learners in self-assessment practices that support individualized learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for competence in civic life.	Assessments 3, 4

Standard 4.

Social Studies Learners and Learning

Candidates plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.

Element 1: Candidates identify learners' socio-cultural assets and learning demands to plan and implement relevant and responsive pedagogy that increase students' opportunities to learn social studies.

Element 2: Candidates use knowledge of theory and research to plan and implement instruction and assessment that is relevant and responsive to learners' socio-cultural assets, learning demands, and individual identities.

Element 3: 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.

Element 4: Candidates select, create, and engage learners with a variety of social studies instructional strategies, disciplinary sources and contemporary technologies, consistent with current theory and research about student learning.

Element 5: 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*.

Standard 4 recognizes the need for social studies teachers to plan and implement instruction and assessment that facilitates collaborative, interdisciplinary learning environments formulated to guide students in the learning of disciplinary facts, concepts and tools, as well as participate in disciplined inquiry and create related forms of representation. This strand embodies a learner-centered approach to instruction and pedagogy, one that positions the learner's socio-cultural assets, learning demands, and individual identities as significant starting places to consider instructional planning and curriculum development. The elements in this standard coalesce around the aim of preparing learners to be informed advocates for an inclusive and equitable society.

As discussed earlier (in Standard 3), ambitious social studies teachers possess not only a strong sense of content knowledge, but also seek to make implement instruction that is relevant and responsive to the characteristics of the students they teach. These characteristics include their **socio-cultural assets**, which refer to what each student brings to the classroom in terms of their strengths, insights, and culturally- and socially-constructed ways of knowing and understanding the world. When implementing instruction, teachers utilize what students know and experience as cultural and social beings as entryways for social studies instruction that fosters the aims of citizenship.

In addition to consider the socio-cultural assets of students, teachers also build instruction and assessment around the learning demands and individual identities of students. By learning demands, we refer to the varied ways in which children and youth learn and access social studies content, interact with others across different settings, and achieve both social and academic success in the classroom. With regards to individual identities, teachers acknowledge that children and youth adopt different identities, including those related to gender, class, race, ethnicity, sexual orientation, immigrant-status, language-ability, and others. For social studies teachers, these identifications are a source of sharing and community-building. We understand that such diversity forms a

foundational basis for preparing children to live and thrive within a complex and ever-changing democratic nation.

Standard 4 asserts that strong social studies teachers enact **culturally relevant and responsive and pedagogy** for all children. The concept of culturally relevant and responsive pedagogy stems from the work of Gloria Ladson-Billings (1994) and Geneva Gay (2000). This practice incorporates curriculum and teaching strategies that build on the learners’ personal, family, and community experiences. Such teaching holds students to high academic standard, while providing the scaffolding in terms of skills development as well as cultural relevance to help all students succeed in the classroom.

The central outcome of planning, implementing and assessing relevant and responsive pedagogy involves the facilitating interdisciplinary environments where learners use disciplinary facts, concepts, and tools to engage in disciplinary inquiry create disciplinary forms of representation. Candidates engage learners in ethical reasoning to deliberate social, political and economic issues, communicate conclusions, and take informed action towards achieving a more inclusive and equitable society. According to the C3 Framework, informed action requires learners to “take constructive, independent, and collaborative action; reflect on their actions, and create and sustain groups” (NCSS, 2013, p. 62). Student action must be grounded within disciplined inquiry and be purposeful, informed, and reflective. Such action might include raising awareness, advocating to civic leaders for change, fundraising, collaborating with those in various communities, establishing new projects or initiative, and/or engaging in service-oriented experiences. By participating in disciplinary inquiry about these issues, learners realize that democratic citizenship can only fully exist in an inclusive and equitable society.

EVIDENCE

Evidence for Standard 4 can be provided through:

- elements of Assessment 3: Candidate Ability to Plan Instruction;
- elements of Assessment 4: Social Studies Assessment of Student Teaching;
- elements of Assessment 5: Candidate Impact on Student Learning
- A unique assessment created to reflect Social Studies Learner and Learning.

SUMMARY MATRIX

Standard 4. Social Studies Learners and Learning		
ELEMENTS	<i>Candidates plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.</i>	Evidence Alignment
Element 1	Candidates identify learners’ socio-cultural assets and learning demands to plan and implement relevant and responsive pedagogy that increase students’ opportunities to learn social studies.	Assessments 3, 4, 5
Element 2	Candidates use knowledge of theory and research to plan and implement instruction and assessment that is relevant and responsive to learners’ socio-cultural assets, learning demands, and individual identities.	Assessments 3, 4, 5
Element 3	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.	Assessments 4, 5, 6

Element 4	Candidates select, create, and engage learners with a variety of social studies instructional strategies, disciplinary sources and contemporary technologies, consistent with current theory and research about student learning.	Assessments 3, 4, 5
Element 5	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> .	Assessments 4, 5

Standard 5.

Professional Responsibility and Informed Action

Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to adapt practice, promote social justice, and take informed action in schools and/or communities.

Element 1: 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.

Element 2: Candidates explore, interrogate, and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, and social justice within their schools and/or communities.

Element 3: Candidates take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and social studies.

Standard 5 requires a critical professional responsibility, which includes professional learning, ethical practice, and leadership and collaboration. Ross (2006) critiqued social studies education as lacking even a basic dialectical perspective. Without this perspective, social studies tend to “foster obedience to authority through the memorization of disconnected facts” (p. 162). Here a dialectic can be understood as investigating culturally questions through argumentation, discussion, debate, deliberation, or collective reasoning. Social studies teachers ought to work to improve professional practice toward a **culturally responsive pedagogy** (see Ladson-Billings, 1995) that leverages theory and research to: 1) meet the unique needs learners; 2) interrogate and reflect on their own cultural frames in relation to the communities in which they work, and 3) take informed action in schools or communities as advocates for students, the profession of teaching, and social studies as a field.

It is the pursuit of improvement through systematic practical inquiry that offers candidates the opportunity to work the dialectic of practice (see Cochran-Smith & Lytle, 2009). Through a systematic process of investigation candidates should explore aspects of their teaching practice to recognize and meet the unique needs of each student. A key component of these practical investigations ought to be aimed at deepening the candidates’ understanding of social studies knowledge, inquiry skills, and dispositions for civic life in their school community. Continuous learning in these areas builds the capacity for candidates to pursue increasingly ambitious teaching.

Kincheloe (2003) criticized action researchers for not investigating meaningful or critical question as they seek to improve their practice through inquiry. Standard 5 pushes social studies candidates to pursue questions related to issues of equity, diversity, access, power, and social justice. As such, social studies teacher education programs must guide teacher candidates to examine their professional and cultural practices as well as candidates’ own cultural frames of reference in relation to the cultural frames of the students and communities in which they work. It is vital that candidates learn to attend to the more relational aspects of teaching, engage in the community, and explore their own positionality in the context of the complexity of lived experiences and philosophical underpinnings that shape teaching and learning (Ladson-Billings, 1995). Engaging with critical questions through inquiry supports candidates to develop continuous self-initiated learning in a variety of school and community contexts and creates opportunities for candidates to act as civic leaders in their schools or broader communities by recognizing issues of equity, power, and social justice and working to make change.

A social studies teacher must be a model of civic and ethical leadership. The C3 Framework calls for **informed action** as a conclusion to the inquiry arc. To maintain the integrity and importance of this process social studies candidates should engage in taking action as a part of their process and the conclusion of their inquiries into

practice. Embedded at the core of Kincheloe’s (2003) critique of action research is that practitioner inquiry is accepted by those with power because it does not produce meaningful change. The third element of Standard 5 calls for candidates as social studies educators to engage in meaningful action toward substantive change in their schools and / or communities.

The Standard 5 elements ask social studies teacher education programs to: foster communities of continuous professional learning, which are marked by democratic values and ideals; challenge candidates to examine their own cultural frames of references regarding equity; and provide opportunities for candidates to purposefully engage as leaders in their schools and/or communities. Preparing teacher education candidates to be civic leaders in their schools and communities may require teacher education programs to seek new and innovative ways of designing and assessing teacher education programming. Components that foster professional and leadership capacities might includes areas, such as service learning or school-based projects.

EVIDENCE

Evidence for Standard 5 can be provided through:

- a unique assessment created to reflect Professional Responsibility and Informed Action;
- action research/self-study project;
- community involvement;
- service learning;
- personal practice theorizing projects

ELEMENTS	<p align="center">Standard 5. Professional Responsibility and Informed Action</p> <p><i>Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to adapt practice, promote social justice, and take informed action in schools and/or communities.</i></p>	Evidence Alignment
Element 1	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.	Assessment 5 (for 5.1), 6, and if needed a 7th assessment
Element 2	Candidates explore, interrogate, and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, and social justice within their schools and/or communities.	Assessment 6
Element 3	Candidates take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and social studies.	Assessment 6

Glossary

Authentic assessment: The use of authentic assessment implies that students are engaged in cognitively demanding and constructivist-oriented academic tasks. These authentic learning tasks guide students in their construction of knowledge through disciplined inquiry (King, Newmann, and Carmichael, 2009). This intellectual work results in a series of discourse, products, or performances that then have value beyond a limited school context. Schuerman and Newman (1998) identified the nature of authentic instruction as involving higher-ordered thinking, deep knowledge, substantive conversation, and real-world connections. Wiggins and McTighe (1998) characterized authentic assessment as seeking to assess how students explain, apply, or justify various positions; as fostering products and performance around non-routine or multifaceted problems or challenges; as encouraging the use of integrated knowledge and real-world connection; and as requiring substantive feedback from teachers that promotes skills that transcend the classroom.

Authentic intellectual work: Authentic intellectual work is the, “original application of knowledge and skills” that “results in a product or presentation that has meaning beyond success in school” (King, Newmann, and Carmichael, 2009). This work requires social studies candidates to practice authentic pedagogy deliberately focused on producing high levels of authentic performance (Newmann, 1999). Authentic intellectual work in social studies uses student achievement to guide pedagogy. Student achievement is defined not as merely documenting the competence of a learner, but rather as the construction of knowledge, disciplined inquiry, and cognitive skill development applicable beyond schooling (Scheurman & Newmann, 1998)

Civic competence: Miller-Lane and colleagues (2007) view civic competence as the desire and ability to investigate diverse, problematic, and controversial issues in pursuit of a more inclusive, just, and equitable society. Political scientists, Youniss and colleagues (2002) defined civic competence around more basic understandings of “how government functions, and the acquisition of behaviors that allow citizens to participate in government and permit individuals to meet, discuss, and collaborate to promote their interests within a framework of democratic principles” (p. 124). Hence, civic competence entails both fostering of political knowledge, a self-interested investment in political engagement, and a disposition towards a more inclusive and just equitable society.

Culturally relevant and responsive pedagogy: The concept of culturally relevant and responsive pedagogy builds on the work of Gloria Ladson-Billings (1994) and Geneva Gay (2000). Culturally relevant and responsive pedagogy incorporates curriculum and teaching strategies that build on the learners’ personal, family, and community experiences. A hallmark of culturally relevant and responsive pedagogy, such teaching holds students to high academic standards while providing scaffolding in terms of skills development as well as cultural relevance. Curriculum acknowledges the unique ways of knowing that may characterize cultural mores across various groups (Delpit, 1995).

Data literacy: Data literacy for teaching social studies is the ability to transform information into actionable curriculum, content knowledge, knowledge of students, and instructional practices by collecting, analyzing, and interpreting all types of data including student learning outcomes to help determine instructional decision-making. It combines an understanding of a broad range of data with standards, disciplinary knowledge (content domains) and practices (*disciplined inquiry*, and *forms of representation*), curricular knowledge (*disciplinary knowledge*), pedagogical content knowledge and an understanding of how children learn (Mandinach, Friedman, & Gummer, 2015).

Disciplinary forms of representation: Related to the concept of academic discipline proposed by Braxton and Hargens (1996), disciplinary forms of representation refer to the results that come from disciplinary inquiry. The products of such investigation are tied to the discipline and vary based on disciplinary standards and norms for sharing information. For example, geographers might produce maps generated through geographic information systems to illustrate geographic trends in a geographic area; whereas, historians would produce an historical account of an episode in the past.

Disciplinary inquiry: Braxton and Hargens (1996) defined a discipline as having a codification of knowledge into specific domains, a paradigm for how this knowledge is built, and way of thinking about this knowledge. Hence, disciplinary inquiry is built on the theoretical and discipline-specific ways of knowing that characterize a subject matter. Bruner (1960) asserted that the basic structure of a discipline stems from the analytical skills and habits of mind used to construct and solve problems. Disciplinary inquiry, for example, in history would involve the use of a set of historical thinking approaches (contextualization, historical empathy, change-over-time analysis, historical significance) that are then applied to an historical inquiry whereby the historian analyzes a series of primary and secondary documents to construct a narrative of the past (see Levesque, 2009; Seixas, 1996; VanSledright, 2010; Wineburg, 2001).

Informed action: According to the C3 Framework, “in social studies, students use disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues; deliberate with other people about how to define and address issues; take constructive, independent, and collaborative action; reflect on their actions; and create and sustain groups” (NCSS, 2013, p. 62). Student action should be grounded in and informed by the inquiries initiated and sustained within and among the disciplines. In that way, action is then a purposeful, informed, and reflective experience.

Self-assessment practices: McMillan and Hearn (2008) define two processes involved in student self-assessment which include being able to “monitor and evaluate the quality of their thinking and behavior when learning and identify strategies that improve their understanding and skills” (p. 40). The act of self-assessment involves the students’ self-assessment of prior knowledge, skills, and resources, establishing of learning goals and targets, and implementing strategies to determine progress towards meeting these goals. Self-assessment strategies may include setting learning goals, participating in reflective thinking, acquiring feedback from peers and others, and engaging in self-evaluation.

Socio-cultural assets: Drawing from the positive-psychological oriented approach towards developmental assets, the notion of socio-cultural assets holds that each person brings culturally- and socially-constructed ways of knowing and understanding the world that provide her or him unique strengths and insights about living. Culturally relevant and responsive educators seek to draw on this cultural knowledge as a form of socio-cultural asset that can enrich their classroom communities (Gay, 2000; Ladson-Billings, 2001; Villegas & Lucas, 2002). Related to the notion of “funds of knowledge” (Moll, Amanti, Neff, & Gonzalez, 2001), the cultural assets refer to not only what students know from their communities, but also what they value and how they communicate with others in their own cultural group.

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