



National Council for the Social Studies

Program Standards for the Initial Preparation of Social Studies Teachers

National Standards for Social Studies Teachers • Volume II

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Prepared initially in 1997 by
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Task Force on Social Studies Teacher Education
Standards

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TABLE OF CONTENTS

Preface	5
Use of This Document	7
Review Procedures	9
Introduction	13
Contextural Information	17
Interdisciplinary Thematic Standards	19
❶ Culture and Cultural Diversity	20
❷ Time, Continuity, and Change	22
❸ People, Places, and Environments	24
❹ Individual Development and Identity	26
❺ Individuals, Groups, and Institutions	28
❻ Power, Authority, and Governance	30
❼ Production, Distribution, and Consumption	32
❽ Science, Technology, and Society	34
❾ Global Connections	36
❿ Civic Ideals and Practices	38
Disciplinary Standards	41
❶ History	42
❷ Geography	44
❸ Civics and Government	46
❹ Economics	48
❺ Psychology	51
Pedagogical Standards for Initial Licensure	51
1. Course or Courses on Teaching Social Studies	54
2. Qualified Social Studies Faculty	55
Advice for the Preparation of Program Reports	57
Criteria for Evaluation	58
Rubrics	59

PREFACE

These guidelines are derived from the National Council for the Social Studies (NCSS) document, *National Standards for Social Studies Teachers*. That standards document was revised last in 2002 by the NCSS Teacher Education Standards Task Force, 2002. The Task Force consisted of

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The NCSS Board of Directors adopted the standards in 1997, and approved the revisions in 2002.

Following the adoption of the standards, these Program Standards were submitted by NCSS to the Specialty Area Studies Board of the National Council for Accreditation of Teacher Education and were approved in 2003.

Charles B. Myers and Alberta M. Dougan
Co-Chairs
NCSS Teacher Education Standards Task Force, 2002

Information

This document is intended to be used:

- By institutions that prepare teachers to assess the quality of their teacher preparation programs for licensure (or certification) in comprehensive social studies and/or the individual disciplines of history, geography, civics and government, economics, and psychology; and
- By National Council for the Social Studies (NCSS) Program Reviewers who participate in the National Council for Accreditation of Teacher Education (NCATE) accreditation process that leads to designating programs as “nationally recognized” or in state-level procedures that lead to state program approval.

Other Sources of Information

- Program review documents are available on the NCATE website and must be submitted electronically.
- The NCSS website <http://www.socialstudies.org/ncate> contains additional information, including contact information and “How to Prepare an NCSS-NCATE Electronic Social Studies Teacher Education Program Report.”

REVIEW PROCEDURES

Review of Institutional Programs

The National Council for the Social Studies Program Review process at the national level is a component of the national accreditation process of the National Council for Accreditation of Teacher Education (NCATE). The process consists of the following steps:

- Institutions seeking NCSS approval of their social studies teacher education programs apply for NCATE accreditation according to NCATE guidelines.
- As an early step in that national accrediting process, the institution indicates its intention to seek NCSS program approval of one or more of the six social studies licensure (certification) areas covered by these standards:
 - Broad field or comprehensive social studies
 - History
 - Geography
 - Civics and government
 - Economics
 - Psychology.

A form to be used to declare this intention is available from NCATE.

- Using these standards, the institution conducts a thorough self-study of each of its social studies programs and responds to each standard in the form of a Program Review Report, using the matrices that make up this document and providing introductory information and supporting documentation when appropriate. (The format for the Program Review Report is available on the NCSS website, <http://www.socialstudies.org/ncate>.)
- The institution electronically submits its completed Program Review Report to NCATE in September or February of the semester prior to when an NCATE Board of Examiners team is expected to visit its campus for continuing accreditation and two semesters prior to a campus visit for initial accreditation. NCATE then forwards the report to a team of NCSS reviewers trained by NCSS and NCATE.
- A team of NCSS reviewers reviews institutional Program Review Reports and makes program approval judgments twice each year, in fall and spring. That review process is as follows:
 - Three assigned NCSS program reviewers, working as a team, assess each institution's completed Program Review Report, program-by-program and standard-by-standard, with the intention of reaching a consensus on compliance for each program on each standard.
 - After each program has been reviewed by the assigned team of reviewers on all standards, votes are taken by the review team to determine whether each program of the institution is judged to be in compliance with each NCSS standard.
 - After judgments are made on each standard, the team decides if the program as a whole should be approved as "nationally recognized" by NCSS. A lead reviewer will compile a final report, including a recognition decision representing the consensus of the three reviewers. Should the review team not reach consensus on a decision, the report will be reviewed by an audit committee which will make the final decision.
 - The results of the review are submitted to NCATE which transmits it to the institution and to the state office responsible for state-level program approval of teacher education programs in the state in which the institution is located.

Review of State Standards and Procedures

The National Council for the Social Studies process for reviewing state standards for approving social studies teacher preparation programs and deciding if they are aligned with the NCSS standards consists of the following steps:

- States seeking NCSS designation of their standards as “officially aligned” with these NCSS *Program Standards for the Initial Preparation of Social Studies Teachers* apply for NCATE State Partnership status according to NCATE guidelines.
- As an early step in this process, the state indicates its intention to seek NCSS recognition of its standards as “officially aligned” in one or more of the six social studies licensing (certification) areas covered by these standards (as itemized above in this document).
- The state electronically submits to NCATE an official statement that includes the items listed below, which NCATE forwards to the NCSS Coordinator of Social Studies Teacher Education Program Reviews:
 - Its standards for the preparation of social studies teachers (unless the state has adopted NCSS standards as its standards, without modification); or official notice that the state has adopted NCSS standards without modification.
 - A document in which the state specifies standard-by-standard how the state standards match and are equivalent to the NCSS standards (unless, again, the state has adopted NCSS standards as its standards, without modification);
 - A copy of the information it has prepared for the NCATE Specialty Areas Studies Board about the procedures by which the state standards are or will be implemented in reviewing institutional social studies programs;
 - An explanation of how the state has identified and plans to identify state-level reviewers;
 - Confirmation that the state will arrange to have NCSS train its reviewers, that it will use only these trained reviewers, and that it will provide updates for reviewers every two years;
 - A list of the names and qualifications of the current and/or potential state-level program reviewers;
 - either
 - (1) A five-year summary of the social studies reviews that the state has completed on institutions that have sought state-level approval of its social studies teacher education programs. The summary should contain the following:
 - a. A list of the institutions and institutional programs that have been reviewed;
 - b. A program-by-program listing of the institutional programs that the state has approved;
 - c. A program-by-program listing of the institutional programs that the state has denied approval;
 - or
 - (2) If the state’s standards and procedures for review are being submitted for the first time, assurance that the state intends to provide the data that will be collected for the five-year summaries described above.
 - Assurance that the state will supply to NCATE copies of the state’s reports to institutions on the state’s review of their social studies teacher education programs. (These reports are due to NCATE at the time they are sent to the respec-

tive institutions. NCATE will make them available to NCSS.)

- NCSS reviews state standards each spring. That review process is conducted by three assigned reviewers who, working as a group, review the state documents standard-by-standard to assess, by way of consensus, the alignment between the state and NCSS standards and the qualifications of the state-identified program reviewers.
- NCSS requests from NCATE assurance that the state review process meets the requirements of the NCATE Specialty Areas Studies Board.
- At the conclusion of the review, the three reviewers vote to determine whether the state standards are judged to be “aligned” with NCSS standards.
- The results of the review are submitted to the NCSS Coordinator of Social Studies Teacher Education Program Reviews, who writes a summary report concerning state standards alignment with NCSS standards and transmits it to NCATE, which transmits it to the state office that requested the review.

NCSS Selection of Reviewers

NCSS nominates to NCATE participants for institutional reviewers on the basis of the following procedures and criteria:

- An annual announcement of a training program at the NCSS Annual Conference is published on the NCSS web site and in *The Social Studies Professional* (the NCSS newsletter) to recruit professionals for the reviewer roles. Social studies teacher educators who are engaged in noticeably strong teacher education programs are also recruited. Applicants and nominees for training are asked to submit professional data to NCATE who then solicits their participation as electronic reviewers. NCATE expects a three year commitment from reviewers.
- Nominees selected by NCATE complete a training session at the NCSS Annual Conference in the use of the NCSS standards for evaluating institutional program documents through the web-based process.
- Follow-up training is conducted each year.

INTRODUCTION

This document consists of five sections. The first section describes contextual information to be submitted. The following three sections contain the actual standards, all of which appear in more detailed form in the National Council for the Social Studies document *National Standards for Social Studies Teachers*. The standards are organized into matrix form on the following pages. The standards are intended to assure

- (1) That beginning social studies teachers possess the knowledge, capabilities, and dispositions associated with the central concepts, tools of inquiry, and structures of the disciplines that make up the social studies, and
- (2) That they are able to create learning experiences that make these aspects of subject matter meaningful for learners.

The NCSS standards are of three types: *thematic standards*, *disciplinary standards*, and *pedagogical standards*.

- The *thematic standards* are based on the NCSS document *Expectations of Excellence: Curriculum Standards for Social Studies* (1994), which describes NCSS expectations of what pre-K-12 *learners* should know and be able to do. In contrast, the thematic standards described on the following pages specify what social studies *candidates* should know and be able to do in order to teach the learners assigned to them. Institutions should document how their programs of study meet the *thematic standards* when they prepare candidates for licensure (or certification) in (1) social studies as a broad field of endorsement; (2) any of the specific disciplines within social studies — history, geography, civics and government, economics, psychology, sociology, and anthropology; and (3) other interdisciplinary licensure areas that are based primarily on social studies/social science subject matter.
- The *disciplinary standards* are based on documents that have been compiled in recent years by various expert groups who have identified what they believe pre-K-12 *learners* should know and be able to do as a result of instruction in specific social studies/social science discipline-based subjects — history, geography, and so forth. The reports of these groups are as follows:
 - National Council for the Social Studies, *Expectations of Excellence: Curriculum Standards for Social Studies* (Washington, DC: NCSS, 1994)
 - National Center for History in the Schools, University of California, Los Angeles, *National Standards for History* (Los Angeles: National Center for History in the Schools, 1994)
 - Geography Education Standards Project, *Geography for Life: National Geography Standards 1994* (Washington, DC: National Geographic Research & Exploration, 1994)
 - Center for Civic Education, *National Standards for Civics and Government* (Calabasas, CA: Center for Civic Education, 1994)
 - Economics America, National Council on Economic Education, *Voluntary National Content Standards in Economics* (New York: National Council on Economic Education, 1997)

- American Psychological Association, *National Standards for the Teaching of High School Psychology* Internal draft reports on standards, (Washington, DC: American Psychological Association, 1999).

The *disciplinary standards* described on the following pages specify what *teachers* in the specific licensure areas of history, geography, civics and government, economics, and psychology should know and be able to do to teach appropriately. These standards—2.1-2.5—do not need to be addressed if the license (certificate) for which candidates are recommended is “social studies.” They should be addressed individually only if the license is for history, geography, civics and government (political science), economics, or psychology. Institutions that are preparing candidates for licensure (or certification) in any of these specific disciplines should document how each of their single discipline programs meets the appropriate *disciplinary standards*.

- The *pedagogical standards* for initial licensure described on the following pages are of a different order from the thematic and disciplinary standards. They focus directly on the teacher preparation programs for initial licensure rather than on the individuals seeking the licenses. They are intended to assure that teacher preparation programs provide the necessary experiences and resources to enable their teacher candidates to become knowledgeable and competent. All institutions preparing candidates for licensure (or certification) in social studies or a single discipline as identified above should document how their programs meet the *pedagogical standards*.

Each matrix category associated with *thematic standards*, *disciplinary standards*, or *pedagogical standards* allows for variation in the type of evidence used in documenting compliance with the standard. These types of evidence are *programmatic* evidence, *test* evidence, and *performance* evidence.

- *Programmatic Evidence*
- *Pedagogical Evidence*
- *Internal and External Test Evidence*
- *Performance Evidence*
 - *lesson/unit planning*
 - *successful teaching*
 - *impact on P-12 student learning*

However, evidence of a single type should rarely be viewed as compelling. Normally, reviewers who use these standards would expect that some evidence of each type would be provided in making a case that an individual or institutional program has met each standard. Although programmatic evidence is likely to provide the primary documentation that an institution meets the programmatic standards of this document, test evidence should show the extent to which individuals seeking licenses have learned the knowledge and acquired the competencies expected, and performance evidence should show that candidates can teach this content to middle and secondary learners and that their students have learned.

Evidence submitted for the pedagogical standards (Standards 3.1 and 3.2.) needs to be only pedagogical evidence.

Each matrix item associated with thematic standards, disciplinary standards, or pedagogical standards is supplemented with a list of exemplars of the performance capa-

bilities associated with the standard. Institutions should address each standard as a whole and *not* each exemplar. It is assumed, however, that institutions that successfully meet a standard will, in effect, address a preponderance of these exemplars as they document their compliance with the standard. The NCSS reviewers will examine the cumulative evidence associated with each standard, and determine whether the standard is met with consideration for the level (middle school or secondary school) and the program (comprehensive social studies or single discipline preparation). Thus, the judgment that the thematic standards are met might be less comprehensive for single discipline programs than for a comprehensive social studies program; and programs for middle school preparation might be judged in compliance based on less depth of preparation than programs for secondary school preparation.

Section 5 of this document is different from sections 1-4. It does not present standards to be addressed or a matrix to be completed. Instead, it provides information and direction for faculty who prepare institutional Program Review Reports. It outlines the criteria to be addressed as they prepare such reports and the rubrics that the NCSS reviewers of institutional Program Review Reports use as benchmarks to judge the adequacy of evidence for each standard and to determine if each standard is met.

CONTEXTUAL INFORMATION

In this introductory section, include descriptions that the team of outside reviewers would need to know about your program(s) and the institutional context in which the program(s) function(s).

1. Description of any state or institutional policies that may influence the application of SPA standards.
2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships
3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program.
4. Description of the relationship of the program to the unit's conceptual framework. This response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework
5. Indication of whether the program has a unique set of program assessments and the relationship of the program's assessments to the unit's assessment system. This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

Attach the following contextual information

1. A program of study that outlines the courses and experiences *required* for candidates to complete the program. The program of study must include course titles. This information may be provided as an attachment from the college course catalog or as a student advisement sheet.
2. A Chart with the number of candidates or completers. NCATE will provide a link to a table on candidates and completers to be completed for this requirement (see Attachment A.)
3. A Chart on Program faculty expertise and experience. NCATE will provide a link to a table on faculty to be completed for this requirement (see Attachment B.)

NOTE: If your institution has more than one social studies program (Broad-Field Secondary and Middle School or Broad-Field Secondary and History or one or the other disciplines) you do not have to prepare separate documents for each program as long as you consistently report evidence separately for each program. See the NCSS website for examples.)

Note: Standards 1.1-1.10 must be addressed for all programs.

1.0 INTERDISCIPLINARY THEMATIC STANDARDS

Matrix Item 1.1

❶ CULTURE AND CULTURAL DIVERSITY

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Culture and Cultural Diversity.

Exemplars of Capabilities for Teaching About Culture and Cultural Diversity

Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of culture and cultural diversity. They should:

- Enable learners to analyze and explain how groups, societies, and cultures address human needs and concerns;
- Guide learners as they predict how experiences may be interpreted by people from diverse cultural perspectives and frames of references;
- Assist learners to apply an understanding of culture as an integrated whole that governs the functions and interactions of language, literature, arts, traditions, beliefs, values, and behavior patterns;
- Encourage learners to compare and to analyze societal patterns for transmitting and preserving culture while adapting to environmental and social change;
- Ask learners to give examples and describe the importance of cultural unity and diversity within and across groups;
- Have learners interpret patterns of behavior as reflecting values and attitudes, that contribute to or pose obstacles to cross-cultural understanding;
- Guide learners as they construct reasoned judgments about specific cultural responses to persistent human issues;
- Have learners explain and apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.

1.1 1 CULTURE AND CULTURAL DIVERSITY

1.0
Thematic
Standards

Candidates in social studies possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Culture and Cultural Diversity.

1.1.1 Programmatic Evidence

- content knowledge and skills
- pedagogical knowledge and skills

1.1.2 Test Evidence

- internal test evidence
- external test evidence

1.1.3 Performance Evidence

- candidate abilities to develop effective lesson plans
- candidate abilities to apply pedagogical and professional knowledge, skills, and dispositions effectively in a clinical setting
- candidate effects on P-12 student learning

Matrix Item 1.2

Ⓜ TIME, CONTINUITY, AND CHANGE

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Time, Continuity, and Change.

Exemplars of Capabilities for Teaching About Time, Continuity and Change

Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of time, continuity, and change. They should:

- Assist learners to understand that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use;
- Help learners apply key concepts from the study of history — such as time, chronology, causality, change, conflict, and complexity — to explain, analyze, and show connections among patterns of historical change and continuity;
- Enable learners to identify and describe significant historical periods and patterns of change within and across cultures, including but not limited to, the development of ancient cultures and civilizations, the emergence of religious belief systems, the rise of nation-states, and social, economic, and political revolutions;
- Guide learners in using processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality, and distinguishing between events and developments that are significant from those that are inconsequential;
- Provide learners with opportunities to investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment;
- Enable learners to apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.

1.2 ① TIME, CONTINUITY, AND CHANGE

Candidates in social studies possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Time, Continuity, and Change.

1.2.1 Programmatic Evidence

- content knowledge and skills
- pedagogical knowledge and skills

1.2.2 Test Evidence

- internal test evidence
- external test evidence

1.2.3 Performance Evidence

- candidate abilities to develop effective lesson plans
- candidate abilities to apply pedagogical and professional knowledge, skills, and dispositions effectively in a clinical setting
- candidate effects on P-12 student learning

Matrix Item 1.3

III PEOPLE, PLACES, AND ENVIRONMENTS

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of People, Places, and Environments.

Exemplars of Capabilities for Teaching About People, Places and Environments

Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of people, places, and environments. They should:

- Enable learners to use, interpret, and distinguish various representations of Earth, such as maps, globes and photographs, and to use appropriate geographic tools;
- Encourage learners to construct, use, and refine maps and mental maps; calculate distance, scale, area, and density; and organize information about people, places, regions, and environments in a spatial context;
- Help learners to locate, distinguish, and describe the relationships among varying regional and global patterns of physical systems such as landforms, climate, and natural resources, and explain changes in the physical systems;
- Guide learners in exploring characteristics, distribution, and migration of human populations on Earth's surface;
- Assist learners in describing how people create places that reflect culture, human needs, current values and ideals, and government policies;
- Help learners to examine, interpret, and analyze interactions between human beings and their physical environments, and to observe and analyze social and economic effects of environmental changes, both positive and negative;
- Challenge learners to consider, compare, and evaluate existing uses of resources and land in communities, regions, countries, and the world;
- Help learners explore ways in which Earth's physical features have changed over time, and describe and assess ways historical events have influenced and been influenced by physical and human geographic features.

1.3 III PEOPLE, PLACES, AND ENVIRONMENTS

1.0
Thematic
Standards

Candidates in social studies possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of People, Places, and Environments.

1.3.1 Programmatic Evidence

- content knowledge and skills
- pedagogical knowledge and skills

1.3.2 Test Evidence

- internal test evidence
- external test evidence

1.3.3 Performance Evidence

- candidate abilities to develop effective lesson plans
- candidate abilities to apply pedagogical and professional knowledge, skills, and dispositions effectively in a clinical setting
- candidate effects on P-12 student learning

Matrix Item 1.4

IV INDIVIDUAL DEVELOPMENT AND IDENTITY

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Individual Development and Identity.

Exemplars of Capabilities for Teaching About Individual Development and Identity

Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of ideas associated with individual human development, behavior, and identity. They should:

- Help learners comprehend and apply concepts, theories, and principles associated with human cognitive, emotional, and personal development;
- Enable learners to understand how the development and maturation of the brain and body influence thought and perception.
- Assist learners in articulating personal connections to time, place, and social/cultural systems;
- Help learners to appreciate and describe the influence of cultures, past and present, upon the daily lives of individuals;
- Assist learners to describe how family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self;
- Enable learners to apply concepts, inquiry methods, and theories in the study of human growth and development, learning, motivation, behavior, perception, and personality;
- Guide learners as they analyze the interactions among ethical, ethnic, national, and cultural factors in specific situations;
- Help learners to analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity and on human behavior;
- Enable learners to compare and to evaluate the impact of stereotyping, conformity, acts of altruism, discrimination, and other behaviors on individuals and groups;
- Help learners understand how individual perceptions develop, vary, and can lead to conflict;
- Assist learners as they work independently and cooperatively within groups and institutions to accomplish goals;
- Encourage learners to examine factors that contribute to and damage one's mental health; and to analyze issues related to mental health and behavioral disorders in contemporary society.

1.4 Ⅳ INDIVIDUAL DEVELOPMENT AND IDENTITY

1.0
Thematic
Standards

Candidates in social studies possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Individual Development and Identity.

1.4.1 Programmatic Evidence

- content knowledge and skills
- pedagogical knowledge and skills

1.4.2 Test Evidence

- internal test evidence
- external test evidence

1.4.3 Performance Evidence

- candidate abilities to develop effective lesson plans
- candidate abilities to apply pedagogical and professional knowledge, skills, and dispositions effectively in a clinical setting
- candidate effects on P-12 student learning

Matrix Item 1.5

INDIVIDUALS, GROUPS, AND INSTITUTIONS

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Individuals, Groups, and Institutions.

Exemplars of Capabilities for Teaching About Individuals, Groups and Institutions

Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of interactions among individuals, groups, and institutions. They should:

- Help learners understand the concepts of role, status, and social class and use them in describing the connections and interactions among individuals, groups, and institutions in society;
- Help learners analyze groups and calculate the influence of institutions on people, events, and elements of cultures in both historical and contemporary settings;
- Help learners understand the various forms institutions take, their functions, their relationships to one another, and explain how they develop and change over time;
- Assist learners in identifying and analyzing examples of tensions between expressions of individuality and efforts of groups and institutions to promote social conformity;
- Enable learners to describe and examine belief systems basic to specific traditions and laws in contemporary and historical societies;
- Enable learners to evaluate the role of institutions in furthering both continuity and change;
- Guide learner analysis of the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings;
- Assist learners as they explain and apply ideas and modes of inquiry drawn from behavioral sciences in the examination of persistent issues and social problems.

1.5 **INDIVIDUALS, GROUPS, AND INSTITUTIONS**

Candidates in social studies possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of interactions among Individuals, Groups, and Institutions.

1.5.1 Programmatic Evidence

- content knowledge and skills
- pedagogical knowledge and skills

1.5.2 Test Evidence

- internal test evidence
- external test evidence

1.5.3 Performance Evidence

- candidate abilities to develop effective lesson plans
- candidate abilities to apply pedagogical and professional knowledge, skills, and dispositions effectively in a clinical setting
- candidate effects on P-12 student learning

Matrix Item 1.6

VI POWER, AUTHORITY, AND GOVERNANCE

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

Exemplars of Capabilities for Teaching About Power, Authority, and Governance

Candidates in social studies at all levels should provide developmentally appropriate experiences as they guide learners in the study of power, authority, and governance. They should:

- Enable learners to examine the rights and responsibilities of individuals in relation to their families, their social groups, their communities, and their nation;
- Help students explain the purpose of government and how its powers are acquired, used, and justified;
- Enable learners to examine issues involving the rights, roles, and status of individuals in relation to the general welfare;
- Assist learners in describing the ways nations and organizations respond to forces of unity and diversity affecting order and security;
- Enable learners to explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations;
- Help learners analyze and explain governmental mechanisms to meet the needs and wants of citizens, regulate territory, manage conflict, and establish order and security;
- Help learners identify and explain the basic features of the American political system, and identify leaders of the various levels and branches of government;
- Challenge learners to apply concepts such as power, role, status, justice, democratic values, and influence to the examination of persistent issues and social problems;
- Help learners explain how governments attempt to achieve their stated ideals at home and abroad.

1.6 VI POWER, AUTHORITY, AND GOVERNANCE

1.0
Thematic
Standards

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

1.6.1 Programmatic Evidence

- content knowledge and skills
- pedagogical knowledge and skills

1.6.2 Test Evidence

- internal test evidence
- external test evidence

1.6.3 Performance Evidence

- candidate abilities to develop effective lesson plans
- candidate abilities to apply pedagogical and professional knowledge, skills, and dispositions effectively in a clinical setting
- candidate effects on P-12 student learning

Matrix Item 1.7

● VII PRODUCTION, DISTRIBUTION, AND CONSUMPTION

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Production, Distribution, and Consumption of goods and services.

Exemplars of Capabilities for Teaching About Production, Distribution and Consumption

Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of how people organize for the production, distribution, and consumption of goods and services. They should:

- Enable learners to understand how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed;
- Help learners analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system;
- Help learners compare the costs and benefits to society of allocating goods and services through private and public means;
- Assist learners in understanding the relationships among the various economic institutions that comprise economic systems such as households, businesses, financial institutions, government agencies, labor unions, and corporations;
- Guide learners in analyzing the roles of specialization and exchange in economic processes;
- Assist learners in assessing how values and beliefs influence economic decisions in different societies;
- Enable learners to compare economic systems according to how they deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital;
- Challenge learners to apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues;
- Enable learners to distinguish between domestic and global economic systems, and explain how the two interact;
- Guide learners in the application of economic concepts and principles in the analysis of public issues such as the allocation of health care and the consumption of energy, and in devising economic plans for accomplishing socially desirable outcomes related to such issues;
- Help learners critically examine the values and assumptions underlying the theories and models of economics;
- Help learners distinguish between economics as a field of inquiry and the economy.

1.7 **VI** PRODUCTION, DISTRIBUTION, AND CONSUMPTION

1.0
Thematic
Standards

Candidates in social studies possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of how people organize for the Production, Distribution, and Consumption of Goods and Services.

1.7.1 Programmatic Evidence

- content knowledge and skills
- pedagogical knowledge and skills

1.7.2 Test Evidence

- internal test evidence
- external test evidence

1.7.3 Performance Evidence

- candidate abilities to develop effective lesson plans
- candidate abilities to apply pedagogical and professional knowledge, skills, and dispositions effectively in a clinical setting
- candidate effects on P-12 student learning

Matrix Item 1.8

VIII SCIENCE, TECHNOLOGY, AND SOCIETY

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Science, Technology, and Society.

Exemplars of Capabilities for Teaching Social Studies

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of science and technology. They should:

- Enable learners to identify, describe, and examine both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings;
- Assist learners in making judgments about how science and technology have transformed the physical world and human society as well as our understanding of time, space, place, and human-environment interactions;
- Help learners analyze the way in which science and technology influence core societal values, beliefs, and attitudes and how societal attitudes influence scientific and technological endeavors;
- Prompt learners to evaluate various policies proposed to deal with social changes resulting from new technologies;
- Help learners identify and interpret various perspectives about human societies and the physical world, using scientific knowledge, technologies, and an understanding of ethical standards of this and other cultures;
- Encourage learners to formulate strategies and develop policy proposals pertaining to science/technology/society issues.

1.8 SCIENCE, TECHNOLOGY, AND SOCIETY

1.0
Thematic
Standards

Candidates in social studies possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Science, Technology, and Society.

1.8.1 Programmatic Evidence

- content knowledge and skills
- pedagogical knowledge and skills

1.8.2 Test Evidence

- internal test evidence
- external test evidence

1.8.3 Performance Evidence

- candidate abilities to develop effective lesson plans
- candidate abilities to apply pedagogical and professional knowledge, skills, and dispositions effectively in a clinical setting
- candidate effects on P-12 student learning

Matrix Item 1.9

IX GLOBAL CONNECTIONS

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Global Connections and Interdependence.

Exemplars of Capabilities for Teaching About Global Connections

Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of global connections and interdependence. They should:

- Enable learners to explain how interactions among people with different languages, beliefs can facilitate global understanding or cause misunderstanding;
- Help learners explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations;
- Assist learners in analyzing and evaluating the effects of changing technologies on the global community;
- Challenge learners to analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as those pertaining to human health, security, resource allocation, economic development, and environmental quality;
- Guide learner analysis of the relationships and tensions between national sovereignty and global interests in such matters as territorial disputes, economic development, weapons deployment, use of natural resources, and human rights concerns;
- Help learners analyze or formulate policy statements that demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights;
- Help learners describe and evaluate the role of international and multinational organizations in the global arena;
- Have learners illustrate how behaviors and decisions of individuals and groups affect and are affected by global systems.

1.9 **IX** GLOBAL CONNECTIONS

1.0
Thematic
Standards

Candidates in social studies possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Global Connections and Interdependence.

1.9.1 Programmatic Evidence

- content knowledge and skills
- pedagogical knowledge and skills

1.9.2 Test Evidence

- internal test evidence
- external test evidence

1.9.3 Performance Evidence

- candidate abilities to develop effective lesson plans
- candidate abilities to apply pedagogical and professional knowledge, skills, and dispositions effectively in a clinical setting
- candidate effects on P-12 student learning

Matrix Item 1.10

ⓧ CIVIC IDEALS AND PRACTICES

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Civic Ideals and Practices.

Exemplars of Capabilities for Teaching About Civic Ideals and Practices

Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of civic ideals and practices. They should:

- Assist learners in understanding the meaning, origins, and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, general welfare, domestic peace, and the rule of law;
- Guide learner efforts to identify, interpret, analyze, and evaluate sources and examples of citizens' rights and responsibilities;
- Help learners locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues — identifying, describing, and evaluating multiple points of view and taking reasoned positions on such issues;
- Enable learners to practice forms of civic discussion and participation consistent with the ideals of citizenship in a democratic republic;
- Help learners analyze and evaluate the influence of various forms of citizen action on public policy;
- Prepare learners to analyze a variety of public policies and issues from the perspectives of formal and informal political actors;
- Guide learners as they evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making;
- Encourage learner efforts to evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government;
- Help learners to construct reasoned policy statements and action plans to achieve goals related to issues of public concern;
- Guide learner participation in civic/political activities to strengthen the “common good,” based upon careful evaluation of possible options for citizen action.

Matrix Item 1.10

1.10 ✖ CIVIC IDEALS AND PRACTICES

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Civic Ideals and Practices.

1.10.1 Programmatic Evidence

- content knowledge and skills
- pedagogical knowledge and skills

1.10.2 Test Evidence

- internal test evidence
- external test evidence

1.10.3 Performance Evidence

- candidate abilities to develop effective lesson plans
- candidate abilities to apply pedagogical and professional knowledge, skills, and dispositions effectively in a clinical setting
- candidate effects on P-12 student learning

2.0 DISCIPLINARY STANDARDS

Note: Institutions are expected to address any of Standards 2.1-2.5 only if the license (certificate) for which their teacher candidates are being recommended is for the specific discipline named in the standard. For example, Standard 2.1 must be addressed only if the license (certificate) mentions “history.”

Matrix Item 2.1

Disciplinary Standard: HISTORY

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

Exemplars of Capabilities for Teaching History

Candidates in history at all school levels should provide developmentally appropriate experiences as they guide learners in their study. They should:

- Assist learners in utilizing chronological thinking so that they can distinguish between past, present, and future time; can place historical narratives in the proper chronological framework; can interpret data presented in time lines and can compare alternative models for periodization;
- Enable learners to develop historical comprehension in order that they might reconstruct the literal meaning of a historical passage; identify the central questions addressed in historical narrative; draw upon data in historical maps, charts, and other graphic organizers; and draw upon visual, literary, or musical sources;
- Guide learners in practicing skills of historical analysis and interpretation, such as compare and contrast, differentiate between historical facts and interpretations, consider multiple perspectives, analyze cause and effect relationships, compare competing historical narratives, recognize the tentative nature of historical interpretations, and hypothesize the influence of the past;
- Help learners understand how historians study history;
- Assist learners in developing historical research capabilities that enable them to formulate historical questions, obtain historical data, question historical data, identify the gaps in available records, place records in context, and construct sound historical interpretations;
- Help learners identify issues and problems in the past, recognize factors contributing to such problems, identify and analyze alternative courses of action, formulate a position or course of action, and evaluate the implementation of that decision;
- Assist learners in acquiring knowledge of historical content in United States history in order to ask large and searching questions that compare patterns of continuity and change in the history and values of the many peoples who have contributed to the development of the continent of North America;
- Guide learners in acquiring knowledge of the history and values of diverse civilizations throughout the world, including those of the West, and in comparing patterns of continuity and change in different parts of the world;
- Enable learners to develop historical understanding through the avenues of social, political, economic, and cultural history and the history of science and technology.

2.1 **1** HISTORY

2.0
Disciplinary
Standards

The program prepares history teachers who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of history.

2.1.1 Programmatic Evidence

- content knowledge and skills
- pedagogical knowledge and skills

2.1.2 Test Evidence

- internal test evidence
- external test evidence

2.1.3 Performance Evidence

- candidate abilities to develop effective lesson plans
- candidate abilities to apply pedagogical and professional knowledge, skills, and dispositions effectively in a clinical setting
- candidate effects on P-12 student learning

Matrix Item 2.2

Disciplinary Standard: GEOGRAPHY

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

Exemplars of Capabilities for Teaching Geography

Candidates in geography at all school levels should provide developmentally appropriate experiences as they guide learners in their study. They should:

- Help learners use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective;
- Enable learners to use mental maps to organize information about people, places, and environments in a spatial context;
- Assist learners to analyze the spatial information about people, places, and environments on Earth's surface;
- Help learners to understand the physical and human characteristics of places;
- Assist learners in developing the concept of regions as a means to interpret Earth's complexity;
- Enable learners to understand how culture and experience influence people's perceptions of places and regions;
- Help learners understand and analyze the physical processes that shape Earth's surface;
- Challenge learners to consider the characteristics and spatial distribution of ecosystems on Earth's surface;
- Guide learners in exploring the characteristics, distribution, and migration of human populations on Earth's surface;
- Help learners understand and analyze the characteristics, distribution, and complexity of Earth's cultural mosaics;
- Assist learner exploration of the patterns and networks of economic interdependence on Earth's surface;
- Enable learners to describe the processes, patterns, and functions of human settlement;
- Challenge learners to examine how the forces of cooperation and conflict among people influence the division and control of Earth's surface;
- Help learners see how human actions modify the physical environment;
- Enable learners to analyze how physical systems affect human systems;
- Challenge learners to examine the changes that occur in the meaning, use, distribution, and importance of resources;
- Help learners apply geography to interpret the past and present and to plan for the future;
- Enhance learners' abilities to ask questions and to acquire, organize, and analyze geographic information so they can answer geographic questions as they engage in the study of substantive geographic content.

2.2 GEOGRAPHY

2.0
Disciplinary
Standards

The program prepares geography teachers who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of geography.

2.2.1 Programmatic Evidence

- content knowledge and skills
- pedagogical knowledge and skills

2.2.2 Test Evidence

- internal test evidence
- external test evidence

2.2.3 Performance Evidence

- candidate abilities to develop effective lesson plans
- candidate abilities to apply pedagogical and professional knowledge, skills, and dispositions effectively in a clinical setting
- candidate effects on P-12 student learning

Matrix Item 2.3

Disciplinary Standard: **B CIVICS AND GOVERNMENT**

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

Exemplars of Capabilities for Teaching Civics and Government

Candidates in civics and government at all school levels should provide developmentally appropriate experiences as they guide learners in their study. They should:

- Assist learners in developing an understanding of civic life, politics, and government so that the learners can explain the origins of governmental authority, recognize the need for government, and identify the crucial functions of government, including laws and rules;
- Enable learners to evaluate rules and laws, differentiate between limited and unlimited government, and justify the need for limitations on governmental power;
- Guide learners as they explore American democracy, including the American idea of constitutional government, the impact of the distinctive characteristics of American society on our government, the nature of the American political culture, and the values and principles that are basic to American life and government;
- Help learners understand how the government of the United States operates under the Constitution and the purposes, values, and principles of American democracy, including the ideas of distributed, shared, and limited powers of government; how the national, state, and local governments are organized; and the place of law in the system;
- Enable learners to understand the relationship of the United States to other nations and to world affairs;
- Assist learners in developing an understanding of citizenship, its rights and responsibilities, and in developing their abilities and dispositions to participate effectively in civic life;
- Insure that learners are made aware of the full range of opportunities to participate as citizens in the American democracy and of their responsibilities for doing so.

2.3 **IV** CIVICS AND GOVERNMENT

2.0
Disciplinary
Standards

The program prepares teachers of civics and government who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civics and government.

2.3.1 Programmatic Evidence

- content knowledge and skills
- pedagogical knowledge and skills

2.3.2 Test Evidence

- internal test evidence
- external test evidence

2.3.3 Performance Evidence

- candidate abilities to develop effective lesson plans
- candidate abilities to apply pedagogical and professional knowledge, skills, and dispositions effectively in a clinical setting
- candidate effects on P-12 student learning

Matrix Item 2.4

Disciplinary Standard: ECONOMICS

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

Exemplars of Capabilities for Teaching Economics

Candidates in economics at all school levels should provide developmentally appropriate experiences as they guide learners in their study. They should assist learners in acquiring an understanding of the following principles:

- Productive resources are limited. Therefore, people cannot have all the goods and services that they want; as a result, they must choose some things and give up others.
- Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Most choices involve doing a little more or a little less of something; few choices are all or nothing decisions.
- Different methods can be used to allocate goods and services. People, acting individually or collectively through government, must choose which methods to use to allocate different kinds of goods and services.
- People respond predictably to positive and negative incentives.
- Voluntary exchange occurs only when all parties expect to gain. This is true for trade among individuals or organizations within a nation, or among individuals or organizations in different nations.
- When individuals, regions, and nations specialize in what they can produce at the lowest cost and then trade with others, both production and consumption increase.
- Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services.
- Prices send signals and provide incentives to buyers and sellers. When supply and demand change, market prices adjust, affecting incentives.
- Competition among sellers lowers costs and prices, encouraging producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.
- Institutions evolve in market economies to help individuals and groups accomplish their goals. Banks, labor unions, corporations, legal systems, and not-for-profit organizations are examples of important institutions.
- Money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.
- Interest rates, adjusted for inflation, rise and fall to balance the amount saved with the amount borrowed, thus affecting the allocation of scarce resources between present and future users.
- Income for most people is determined by the market value of the productive resources they sell. What workers earn depends, primarily, on the market value of what they produce and how productive they are.
- Entrepreneurs are people who take the risks of organizing productive resources to make goods and services. Profit is an important incentive that leads entrepreneurs to accept the risks of business failure.

- Investment in factories, machinery, and new technology, and in the health, education, and training of people can raise future standards of living.
- There is an economic role for government to play in a market economy whenever the benefits of a government policy outweigh its costs. Governments often provide for national defense, address environmental concerns, define and protect property rights, and attempt to make markets more competitive. Most government policies also redistribute income.
- Costs of government policies sometimes exceed benefits. This may occur because of incentives facing voters, government officials, and government employees; because of actions by special interest groups that can impose costs on the general public; or because social goals other than economic efficiency are being pursued.
- Cost and benefit analysis is complex and involves placing value in both tangible and intangible factors when making policy decisions.
- A nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government agencies, and others in the economy.
- Unemployment imposes significant personal costs on individuals and families. It can also place a heavy burden on governments. Unexpected inflation imposes costs on many people and benefits some others because it arbitrarily redistributes purchasing power.
- In the United States, federal government budgetary policy and the Federal Reserve System's monetary policy influence the overall levels of employment, output, and prices.
- The assumptions and values on which economic theory and public policy are based require careful analysis.

2.4 **4** ECONOMICS

The program prepares teachers of economics who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of economics.

2.4.1 Programmatic Evidence

- content knowledge and skills
- pedagogical knowledge and skills

2.4.2 Test Evidence

- internal test evidence
- external test evidence

2.4.3 Performance Evidence

- candidate abilities to develop effective lesson plans
- candidate abilities to apply pedagogical and professional knowledge, skills, and dispositions effectively in a clinical setting
- candidate effects on P-12 student learning

Matrix Item 2.5

Disciplinary Standard: **PSYCHOLOGY**

2.0
Disciplinary
Standards

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

Exemplars of Capabilities for Teaching Psychology

Candidates in psychology at all school levels should provide developmentally appropriate experiences as they guide learners in their study. They should:

- Assist learners in comprehending and applying concepts, theories, and principles associated with human perception and cognition; emotional, social, and personal development; and growth and change;
- Help learners understand human thinking, memory, perception, learning, development, and behavior;
- Assist learners in comprehending factors associated with human adjustment and coping behaviors in various situations, during different stages of life, and in respect to particular personal and environmental situations;
- Help learners consider how such factors as memory, thinking, beliefs, emotions, personality, perceptions, attitude, and abilities affect people's decisions and actions at any particular moment;
- Enable learners to examine factors associated with the construction, revision, and use of self-concepts and identity and how these may affect an individual's thinking, feelings, decisions, and actions toward self, others, and the world;
- Assist learner examination of factors that may have contributed to their own self-concepts and identity, including how their family, groups, peers, and communities may have been among those factors;
- Enable learners to examine and comprehend factors associated with personality and individual differences and how personality and individual differences may be described, classified, assessed, and interpreted;
- Assist learners to examine, comprehend, and apply ideas associated with mental and emotional health as well as psychological disorders, including factors contributing to such disorders and their treatment;
- Enable learners to understand interconnections between themselves and particular situations, places, time, events, and social/cultural environments and systems that may influence them as well as be influenced by them;
- Insure that learners comprehend, consider the advantages and disadvantages of, and apply concepts, principles, and procedures for conducting, monitoring, and interpreting psychological research activities;
- Insure that learners understand and can apply the codes of ethics accepted by psychologists regarding the conduct of research on human and animal subjects and the reporting of research findings;
- Enable students to engage in preliminary behavioral science research, using various research paradigms and perspectives.

2.5 **PSYCHOLOGY**

The program prepares teachers of psychology who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of psychology.

2.5.1 Programmatic Evidence

- content knowledge and skills
- pedagogical knowledge and skills

2.5.2 Test Evidence

- internal test evidence
- external test evidence

2.5.3 Performance Evidence

- candidate abilities to develop effective lesson plans
- candidate abilities to apply pedagogical and professional knowledge, skills, and dispositions effectively in a clinical setting
- candidate effects on P-12 student learning

3.0 PEDAGOGICAL STANDARDS FOR INITIAL LICENSURE

Due to the complexity and the interdisciplinary nature of the social studies, candidate needs are best met when their experiences include the following.

Note: Standards 3.1-3.2 must be addressed for all programs. Programmatic evidence is expected for Standards 3.1-3.2.

3.1 COURSE OR COURSES ON TEACHING SOCIAL STUDIES

Institutions preparing social studies teachers should provide and require prospective social studies teachers to complete a course or courses that focus on the pedagogical content knowledge that deals specifically with the nature of the social studies and with ideas, strategies, and techniques for teaching social studies at the appropriate licensure level.

Indicators

The instruction should:

- Be specific to the teaching of social studies and the disciplines from which social studies content is drawn;
- Engage teacher candidates in an analysis of the purposes of social studies, how to select content appropriate to those purposes, and how to assess student learning in terms of social studies goals.
- Enable teacher candidates to select, integrate, and translate the content and methods of investigation of history and the social science disciplines for use in social studies instruction;
- Prepare teacher candidates to use a variety of approaches to instruction that are appropriate to the nature of social studies content and goals and to use them in diverse settings and with students with diverse backgrounds, interests, and abilities;
- Be taught by instructors whose professional experience and education through the graduate level is appropriate both to the content and goals of social studies and to the level of licensure.

3.2 QUALIFIED SOCIAL STUDIES FACULTY

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

Indicators

The faculty should:

- Demonstrate teaching that models exemplary practice for their teacher candidate students;
- Be actively involved in scholarly and professional activities in social studies, history, the social sciences, and/or social studies education;
- Include those who have had successful middle or secondary school teaching experience in social studies as well as continuing close relationships with these schools;
- Include social studies education specialists who are either (1) full-time, tenure-track faculty in social studies education who hold a doctoral degree with a major or emphasis in social studies education or an academic discipline within the social studies field; or (2) are otherwise comparably qualified for their social studies education roles.

4.0 ADVICE FOR PREPARATION OF PROGRAM REPORTS

When addressing Interdisciplinary Thematic Standards 1.1-1.10 and the Disciplinary Standards 2.1-2.5 (if applicable) the preparer should consider the following questions that program reviewers ask to arrive at Met/Not Met decisions for each standard:

- Does the *programmatic evidence* show the faculty of the institution that their candidates have been assured opportunities to learn content and skills relevant to the standard and does it assure that all candidates complete that coursework?
- Does the *internal and external test evidence* show the faculty of the institution that each of their candidates has or has not learned the content of the standard?
- Does the *pedagogical evidence* show the faculty of the institution that each of their candidates have been assured opportunities to learn pedagogical content and skills relevant to the standard and has or has not had multiple opportunities, including internship, to teach the content and skills of the standard to middle and/or secondary students in appropriate social studies settings?
- Does the *performance evidence* show the faculty of the institution that each of their candidates can plan and teach effective lessons and unit plans?
- Does the *performance evidence* show the faculty of the institution that each of their candidates have or have not demonstrated that their work with students, families, and communities reflects the dispositions delineated in professional, state and institutional standards?
- Does the *performance evidence* show the faculty of the institution that each of their candidates can apply appropriate assessments to diagnose student achievements and to monitor student progress and thereby have a positive effect on P-12 student learning?

Criteria for evaluation of Interdisciplinary Thematic Standards 1.1-1.10 and disciplinary standards 2.1-2.5.

Reviewers use the following criteria to judge the adequacy of each type of evidence for each of the standards:

■ Programmatic evidence

The extent to which

- Each candidate is provided instruction that covers the content and skills specific to the standard
- It is determined that each candidate completes the course work that provides the instruction that covers the content and skills specific to the standard.

■ Internal test evidence

The extent to which the course-based and other assessments of the candidates

- Prescribes criteria for measuring each candidate's level of knowledge and skills
- Assess how well each candidate has learned the content and skills specific to the standard

- Evaluates candidate knowledge and skills in ways that distinguish among the best, average, and poorest test performances
- Compiles results (scores) for 3 years of candidates.

■ External test evidence

The extent to which content-based and other external assessments of candidates

- Are required by the program as a condition for the faculty's recommendation of the candidate for a license
- Assess how well each candidate has learned the knowledge and skills specific to the standard
- Provide test results (scores) for a recent cohort of candidates that include comparisons with state and national minimums and norms.

■ Performance evidence

The extent to which the program

- Prescribes criteria for measuring each candidate's classroom performance including how well the candidate demonstrates positive dispositions as they plan and teach the content and skills of the standard
- Assesses how well each candidate is able to conceptualize and apply standard-specific pedagogical and professional knowledge, skills and dispositions via effective lesson and unit planning for middle and secondary school students.
- Assesses how well each candidate can teach the content and skills specific to the standard to middle and secondary school students
- Evaluates candidate performance that distinguishes among the best, average, and poorest classroom performances
- Provides performance assessment results (grades) for 3 years of candidates

■ Candidate effects on P-12 student learning

- Provides data about each candidate's performance in classrooms that includes assessment of students and application of the results of those assessments to diagnose student achievement and to monitor student progress.

■ Pedagogical content evidence

The extent to which

- Candidates are provided the opportunity to learn content and skills relevant to teaching social studies and the standard in a social studies methodology course
- Candidates' social studies methodology course(s) is/are taught by qualified social studies faculty
- Candidates performance on licensure tests of pedagogical content knowledge (if such a test is required)
- Clinical experiences and the internship provide candidates the opportunity to develop and demonstrate skills in teaching the standard.

**Rubrics for Interdisciplinary Thematic Standards 1.1 –1.10 and
Disciplinary standards 2.1-2.5:**

■ *Programmatic Evidence*

Candidates are provided the opportunity to learn content and skills that will prepare them to teach (Name of Standard)

UNACCEPTABLE	ACCEPTABLE	TARGET
Candidates have inadequate opportunity to acquire knowledge of content specific to this standard	Candidates have adequate opportunity to acquire knowledge of content specific to this standard	Candidates have the opportunity to acquire in-depth and comprehensive knowledge of content specific to this standard
Candidates have inadequate opportunity to develop the skills necessary to address the exemplars specific to this standard	Candidates have adequate opportunity to develop the skills necessary to address the exemplars specific to this standard	Candidates have the opportunity to acquire in-depth and comprehensive skills necessary to address the exemplars of this standard
Canadates have inadequate opportunities to learn the knowledge and skills necessary to address the testing and performance expectations specific to this standard	Candidates ahave adequate opportunities to learn the knowledge and skills necessary to address the testing and performance expectations specific to this standard	Candidates have the opportunity to develop the skills necessary to address the the testing and performance expectations specific to this standard. The program evaluates how candidates have performed in courses and course activities that address the performance indicators in this standard and utilize that analysis to assess candidate performance and program strength

Discussion/Analysis:

Note: The strongest evidence is content-appropriate courses taught by faculty who model active learning strategies and who give the candidates the opportunity to develop appropriate skills through such activities

■ *Internal and External Test Evidence*

Candidates demonstrate through course-based and external assessments that they possess the knowledge and skills necessary to teach the standard.

UNACCEPTABLE	ACCEPTABLE	TARGET
Candidates demonstrate an unacceptable level of general knowledge of content and skills relevant to this standard through course-based internal assessments.	Candidates demonstrate an acceptable level of general knowledge of content and skills relevant to this standard through course-based internal assessments.	Candidates demonstrate a high level of knowledge of content and skills relevant to this standard through course-based internal assessments and the program uses this data to evaluate the candidate and the program.
Candidates demonstrate an unacceptable level of general knowledge of content and skills relevant to this standard through assessments external to the institution.	Candidates demonstrate an acceptable level of general knowledge of content and skills relevant to this standard through assessments external to the institution.	Candidates demonstrate a high level of knowledge of content and skills relevant to this standard through assessments external to the institution and the program uses this data to evaluate the candidate and the program.

Discussion/Analysis:

Note: The strongest internal assessment evidence is course grades in content-appropriate courses, grades or other measures of evaluation from targeted class projects or activities, or other means of standard-appropriate assessment. The strongest external assessment evidence is drawn from normed assessments, such as Praxis II, state tests that are aligned with these standards, or other assessments that might meet equally stringent requirements. Programs might use entrance and exit exam scores as evidence of program strength or candidate strength. It is important to have multiple measures, aggregated data and analysis of results. See “How to Prepare an Electronic NCSS-NCATE Social Studies Teacher Program Report” at <http://www.socialstudies.org/ncate>.

Performance Evidence—Planning and Teaching

Candidates demonstrate that they possess the knowledge, skills and dispositions to create meaningful classroom experiences, to teach the content and skills appropriate to this standard utilizing active learning and technology appropriate to the needs of the learners, and to assess and analyze student learning stemming from the classroom experience.

UNACCEPTABLE	ACCEPTABLE	TARGET
Candidates exhibit an unacceptable level of performance of ability to conceptualize and apply pedagogical and professional standard-specific knowledge and skills to create effective lesson and unit plans.	Candidates exhibit an acceptable level of performance of ability to conceptualize and apply pedagogical and professional standard-specific knowledge and skills to create effective lesson and unit plans.	Candidates exhibit an exceptional level of performance of ability to conceptualize and apply pedagogical and professional standard-specific knowledge and skills to create effective lesson and unit plans. The program uses this performance data to evaluate the candidate and the program.
Candidates exhibit an unacceptable level of performance as they utilize content, skills, learning activities, and technology appropriate to this standard to create meaningful classroom experiences and to assess student learning.	Candidates exhibit an acceptable level of performance as they utilize content, skills, learning activities, and technology appropriate to this standard to create meaningful classroom experiences and to assess student learning.	Candidates exhibit an exceptional level of performance as they utilize content, skills, learning activities, and technology appropriate to this standard to create meaningful classroom experiences and to assess student learning and the program uses this performance data to evaluate the candidate and the program.
Candidates are not familiar with professional dispositions delineated in professional, state, and institutional standards. They do not model these dispositions in their work with students, families and communities.	Candidates are familiar with professional dispositions delineated in professional, state, and institutional standards and they model these dispositions in their work with students, families and communities.	Candidates work with students, families and communities in ways that reflect the dispositions expected of professional educators in professional, state, and institutional standards. Candidates recognize when their own dispositions may need to be adjusted and are able to develop plans to do so and the program uses performance data to evaluate the candidate and the program.

Performance Evidence—Candidate Effects on P-12 Student Learning

Candidates demonstrate that they are able to create and utilize appropriate assessments to diagnose student achievement and to monitor pupil progress

UNACCEPTABLE	ACCEPTABLE	TARGET
Candidates are unable to utilize assessments to diagnose student achievement or to monitor pupil progress or are unable to create or utilize assessments appropriate to the content or the age of the student.	Candidates are able to utilize assessments to diagnose student achievement and to monitor pupil progress with assessments appropriate to the content or the age of the student.	Candidates demonstrate a high level of ability to create and utilize assessments to diagnose student achievement and to monitor pupil progress with assessments appropriate to the content or the age of the student.

Discussion/Analysis:

Note: Standard-specific performance evidence that comes from multiple assessments of each candidate in more than one clinical setting by more than one observer would be stronger than a single measure (i.e., a student teaching grade.)

Evidence Concerning Dispositions:

The program will need to describe the criteria used to evaluate candidate dispositions, assess candidates, and report the results. The following example may provide assistance in that process:

Indicators of Dispositions for Teaching Social Studies

Teachers of social studies at all school levels should possess appropriate positive dispositions toward the subject matter they teach, the value of learning, their students, the profession of teaching, and all other human beings. They should:

- Demonstrate a sincere, positive attitude, interest, and enthusiasm toward the content they teach and its value to their students;
- Express an enthusiasm for learning;
- Show sincere sensitivity, concern, and respect for their students individually and as members of diverse groups;
- Exemplify a commitment to and respect for their roles as teachers, including that of a member of a school community and broader profession;
- Demonstrate respect for all human beings

Note: This data should be reported in a data array with an indication of the criteria used by the program in gathering such data.

■ *Pedagogical Evidence*

Candidates are provided the opportunity to learn content and skills dealing specifically with the nature of the social studies and with ideas, strategies, and techniques for teaching social studies in a social studies methods course that is taught by qualified social studies faculty.

Standard 3.1

UNACCEPTABLE	ACCEPTABLE	TARGET
The institution does not provide adequate instruction in social studies pedagogical content knowledge and skills and/or does not determine that each candidate completes this course work	The institution provides adequate instruction in social studies pedagogical content knowledge and skills and determines that each candidate completes this course work	The institution provides quality instruction in social studies pedagogical content knowledge and skills, determines that each candidate completes this course work, and continuously evaluates the quality of instruction
The institution does not employ an instructor(s) whose professional experience and education through the graduate level is appropriate to both the content and goals of social studies and to the level of licensure	The institution employs an instructor(s) whose professional experience and education through the graduate level is appropriate to both the content and goals of social studies and to the level of licensure	The institution employs an instructor(s) whose professional experience and education through the graduate level is appropriate to both the content and goals of social studies and to the level of licensure and continuously evaluates the quality of instruction

Discussion/Analysis:

Note: Please describe the social studies methods course(s). Include information regarding texts or other materials utilized in the course and other information that would assist the reviewer in understanding the experiences candidates are provided regarding teaching social studies and knowledge of the NCSS Standards. Information about the faculty should be provided in Attachment B.

Standard 3.2 Qualified Social Studies Faculty

Candidates are taught by faculty in the social studies and social studies education components of the program who are recognized as exemplary teachers and as scholars in the fields of social studies or one of the disciplines and in social studies education. Field experiences and internships are conducted in classroom settings appropriate to the area of licensure with supervision by qualified classroom teachers and university supervisors who have appropriate social studies backgrounds.

UNACCEPTABLE	ACCEPTABLE	TARGET
Candidates are not taught by faculty who are recognized as exemplary teachers; who have had successful middle or secondary school teaching experiences and who maintain ties with such schools; and who are actively involved in scholarly and professional activities in the fields of social studies, one of the disciplines and/or social studies education	Candidates are taught by faculty who are recognized as exemplary teachers; who have had successful middle or secondary school teaching experiences and who maintain ties with such schools; and who are actively involved in scholarly and professional activities in the fields of social studies, one of the disciplines and/or social studies education	Candidates are taught by faculty who are recognized as exemplary teachers; who have had successful middle or secondary school teaching experiences and who maintain ties with such schools; and who are actively involved in scholarly and professional activities in the fields of social studies, one of the disciplines and/or social studies education; and who involve candidates in their research
Candidates are not taught by social studies education specialists who are full-time, tenure-track faculty who hold a doctoral degree with a major or emphasis in social studies education or an academic discipline within the social studies field or who are otherwise comparably qualified for their social studies education roles	Candidates are taught by social studies education specialists who are full-time, tenure-track faculty who hold a doctoral degree with a major or emphasis in social studies education or an academic discipline within the social studies field or who are otherwise comparably qualified for their social studies education roles	Candidates are taught by social studies education specialists who are full-time, tenure-track faculty who hold a doctoral degree with a major or emphasis in social studies education or an academic discipline within the social studies field
Candidates are not closely supervised in clinical settings by a licensed and experienced social studies cooperating teacher in a state or regionally accredited school and/or a university supervisor with successful experience and graduate level study in the teaching of social studies or an academic discipline in the social studies field	Candidates are closely supervised in clinical settings by a licensed and experienced social studies cooperating teacher in a state or regionally accredited school and a university supervisor with successful experience and graduate level study in the teaching of social studies or an academic discipline in the social studies field	Candidates are closely supervised in clinical settings by a licensed and experienced social studies cooperating teacher in a state or regionally accredited school and a university supervisor with successful experience and graduate level study in the teaching of social studies or an academic discipline in the social studies field and who serve as professional role models

Discussion/Analysis:

Information about university faculty and university supervisors should be provided in the attachment regarding faculty qualifications.