

# NATIONAL RECOGNITION REPORT

## Initial Preparation of Social Studies Teachers (2017 Standards)

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

### COVER PAGE

**Name of Institution**

Lehman College CUNY, NY

**Date of Review**

MM DD YYYY

08 / 01 / 2020

**This report is in response to a(n):**

- Initial Review
- Revised Report
- Response to Conditions Report

**Program Covered by this Review**

MA in Social Studies Education

**Grade Level<sup>(1)</sup>**

7-12

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

**Program Type**

First teaching License

**Award or Degree Level(s)**

- Baccalaureate
- Post Baccalaureate
- Master's

### PART A - RECOGNITION DECISION

**SPA decision on national recognition of the program(s):**

- Nationally recognized
- Nationally recognized with conditions
- Further development required **OR** Nationally recognized with probation **OR** Not nationally recognized [See Part G]

**Test Results (from information supplied in Assessment #1, if applicable)**

The program meets or exceeds SPA benchmarked licensure test data requirement, if applicable:

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

**Comments, if necessary, concerning Test Results:**

Addressed in previous review.

**Summary of Strengths:**

The program provided additional information to demonstrate meeting the requirements/conditions of the last report.

**PART B - STATUS OF MEETING SPA STANDARDS**

STANDARDS

**Standard 1. Content Knowledge**

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

Met  Met with Conditions  Not Met

**Comment:**

Met in previous report.

**Standard 1. Content Knowledge**

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

Met  Met with Conditions  Not Met

**Comment:**

Met in previous report.

**Standard 1. Content Knowledge**

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

Met  Met with Conditions  Not Met

**Comment:**

Met in previous report.

**Standard 2: Application of Content Through Planning**

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

Met  Met with Conditions  Not Met

**Comment:**

Met in previous report.

**Standard 2: Application of Content Through Planning**

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

Met  Met with Conditions  Not Met  Not Applicable

**Comment:**

Met in previous report.

**Standard 2: Application of Content Through Planning**

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

Met  Met with Conditions  Not Met

**Comment:**

Met in previous report.

**Standard 2: Application of Content Through Planning**

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

Met



Met with Conditions



Not Met



Comment:

Met in previous report.

**Standard 2: Application of Content Through Planning**

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

Met



Met with Conditions



Not Met



Comment:

Met in previous report.

**Standard 3: Design and Implementation of Instruction and Assessment**

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

Met



Met with Conditions



Not Met



Comment:

Met in previous report

**Standard 3: Design and Implementation of Instruction and Assessment**

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

Met



Met with Conditions



Not Met



Comment:

Met in previous report.

**Standard 3: Design and Implementation of Instruction and Assessment**

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

Met



Met with Conditions



Not Met



Comment

Met in previous report.

**Standard 3: Design and Implementation of Instruction and Assessment**

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

Met



Met with Conditions



Not Met



Comment:

Met in previous report.

**Standard 3: Design and Implementation of Instruction and Assessment**

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

Met



Met with Conditions



Not Met



Comment:

Met in previous report.

**Standard 4: Design and Implementation of Instruction and Assessment**

4a. Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.

Met



Met with Conditions



Not Met



Comment:

Met in previous report.

**Standard 4: Design and Implementation of Instruction and Assessment**

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

Met

Met with Conditions

Not Met



Comment:

Met in previous report.

**Standard 4: Design and Implementation of Instruction and Assessment**

4c. Candidates engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society.

Met

Met with Conditions

Not Met



Comment:

Met in previous report.

**Standard 5: Professional Responsibility and Informed Action**

5a. Candidates use theory and research to continually improve their social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner.

Met

Met with Conditions

Not Met



Comment:

Met in previous report.

**Standard 5: Professional Responsibility and Informed Action**

5b. Candidates explore, interrogate, and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within their schools and/or communities.

Met

Met with Conditions

Not Met



Comment:

Met in previous report.

**Standard 5: Professional Responsibility and Informed Action**

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

Met

Met with Conditions

Not Met



Comment:

Met in previous report.

**NCSS PROGRAMMATIC REQUIREMENTS FOR NATIONAL RECOGNITION**

**A. Course or Courses on Teaching Social Studies. Institutions preparing social studies teachers should provide and require prospective social studies teachers to complete a course or courses dealing specifically with the nature of the social studies and with ideas, strategies, and techniques for teaching social studies at the appropriate licensure level.**

Met

Met with Conditions

Not Met



Comment:

Met in previous report.

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

Met

Met with Conditions

Not Met



Comment:

All listed faculty teaching the social studies methods course and supervising clinical teachers are qualified.

## PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

### C.1. Candidates' knowledge of content.

Met in previous report.

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

Met in previous report.

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

Met in previous report.

### C.4. Professional responsibility and informed action

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

Met in previous report.

## PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

**Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)**

The program provided additional information to demonstrate meeting the requirements/conditions of the last report.

## PART E - AREAS FOR CONSIDERATION

### Areas for consideration

N/A

## PART F - ADDITIONAL COMMENTS

### F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:


N/A

### F.2. Concerns for possible follow-up by the CAEP site visitors:

N/A

## PART G - DECISIONS

### Decision

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

through the semester of the next CAEP accreditation decision, in its published materials. National recognition is dependent upon CAEP accreditation. *Please note that once a program has been Nationally Recognized, it may not submit another report addressing any unmet standards or other concerns cited in the recognition report.*

**Please click "Next"**

This is the end of the report. Please click "Next" to proceed.