

## PROGRAM REVIEW REPORT SUMMARY: SHORT PROGRESS REPORT

**Reporting Institutions:** Eastern Illinois University

**Program Reviewed:** Bachelor of Arts in History with Teacher Licensure Option

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### Summary of the Program, Its Goals, Objectives, and Progress at Meeting Them

**The purpose for the Bachelor of Arts Program is as follows:**

- To provide a program for students who wish to major in History and gain Illinois state licensure at the secondary level to teach all of the social sciences (history, economics, geography, political science, psychology and sociology/anthropology).

**Upon completion of the Bachelor of History with Teacher Licensure Option program, students should be able to** (note: Goals are written and designed to reflect important elements in the ILTS Content Test framework, the National Council for the Social Studies Standards for Teacher Preparation (revised 2017), and the Illinois Learning Standards for Social Science as well as specific programmatic learning goals):

- demonstrate knowledge of broad content; concepts, facts, and tools; and disciplinary methodology and forms of inquiry in US and world history. Content knowledge and preparation is aligned to the ILTS Social Science: History test framework, the Illinois Learning Standards for Social Science (History), and the National Council for the Social Studies standards for educators.
- demonstrate knowledge of broad content; concepts, facts, and tools; and disciplinary methodology and forms of inquiry in the other social studies disciplines of economics, geography, political science, psychology, and sociology-anthropology Content knowledge and preparation is aligned to the ILTS Social Science: History test framework, the Illinois Learning Standards for Social Science (History), and the National Council for the Social Studies standards for educators.
- plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the learning and civic competence of a diverse group of students.
- design and implement effective, culturally responsive and inquiry-based instruction, and to design and carry out authentic assessments in the social studies classroom.
- engage in and reflect upon informed action in their own schools, communities, and world.
- demonstrate professional dispositions and reflective teaching practice.

### Recent Program Restructuring

- Prior to 2000, Illinois licensed individuals in separate subject areas. After 2000, the state licensed individuals in all social sciences (history, economics, geography, etc.). In the year 2000 the program was revised to meet this new licensing system. Changes continued to be made from 2000 to 2016 to better align the program with changing state learning standards.
- While minor revisions were made to both the History with Teacher Licensure and Social Science Teaching programs in subsequent years, significant changes were made in 2016 to decrease the number of program hours and to add an introductory teaching methods course, SOS 2400: Introduction to Teaching Social Studies.

- The past two years have brought sweeping changes to state standards for social studies, the state content test for pre-service teachers, standards for teacher preparation from the National Council for the Social Studies, and the state endorsement structure. As such we have been constantly evaluating and assessing the program and making changes as needed. Major changes were adopted in Fall 2019:
  - Prior to Fall 2019, there were two licensure programs: 1) the History with Teacher Licensure program and 2) the Social Science Teaching program (in which students could major in Economics, Geography, Political Science, Psychology, or Sociology with a teacher licensure option). The History with Teacher Licensure program had last been revised for the Fall 2016 catalog and the Social Science Teaching program had last been revised for the Fall 2017 catalog.
  - Beginning in Fall 2019, the Social Science Teaching program was disbanded and folded into a redesigned History with Teacher Licensure program. The revised streamlined program prepares all students for a social science classroom and license while giving students greater flexibility in regard to choosing electives, more options on how to fulfill major requirements, and makes it easier for students to pursue endorsements.

**Assessment:** Data for the assessment of the program and student learning outcomes come from a variety of sources: Standardized Test Scores, Course Grades, Portfolio Materials, and Other Assessment Measures. In response to changing NCSS accreditation standards, the program coordinator began implementing new assessment in AY 2018-19 and is currently assessing it.

- Standardized Test Scores: CAEP requires its accredited and candidate institutions to maintain an 80 percent (minimum) pass rate on all state licensure exams. Programs are required to submit state licensure exams data (when applicable) for all completed social studies teacher candidates that demonstrate mastery of social studies content knowledge. Moreover, programs are required to provide evidence about the quality of the student teaching experience, such as assessments of performance in the field.
  - Scores on the Illinois Licensure Testing System (ILTS) Content Area Test for History (test #246). This test is typically taken by students in the semester prior to student teaching. It consists of four sections: Social Science Foundational Skills, Social Science Foundational Knowledge, Historical Concepts & World History, and U.S. & Illinois History. Scores will be collected for 3 years and collection began in Fall 2018.
  - Scores on the edTPA (Teacher Performance Assessment), which is a portfolio-based, high-stakes test which students must pass in order to be a licensed teacher in Illinois. Planning, implementation, assessment, and reflection are all evaluated using a total of 15 rubrics. Scores have and continue to be collected.
- Course Grades: State and professional exam data is only one way to measure content knowledge. Programs are required to provide an additional measure of how social studies teacher candidates master content knowledge, such as comprehensive examinations, course grades in social studies content courses, or others materials that demonstrate candidates' social studies content knowledge.
  - The National Council for the Social Studies accreditation includes reporting on course grades for all courses required in the disciplinary major that are aligned to NCSS Teacher Preparation Program standards. State and professional exam data is only one way to measure content knowledge. Programs are required to provide an additional measure of how social studies teacher candidates master content knowledge, such as comprehensive examinations, course grades in social studies content courses, or portfolios that demonstrate candidates' social science content

knowledge. Grades are and will be collected for all students completing the HIS-TL program in 2019, 2020, and 2021. Grades are also being collected separately for post-baccalaureates completing the program.

- Portfolio Materials: Programs are required to provide assessment instruments that demonstrate the ability of candidates to plan social science instruction, such as lesson plans, unit plans, need assessments, and/or other planning tasks. Moreover, programs are required to provide assessment instruments that demonstrate candidates' student teaching experience, such as assessments of performance in the field, examples of student work. Other instruments are used to assess candidates' student teaching experiences, how candidates are actively participating as citizens in the public arena, and candidates' impact on student learning, such as student work samples, portfolio tasks, case studies, or classroom action research studies. (Note: some of these are also demonstrated by edTPA).
  - A source analysis paper
    - All students submit one source analysis paper as part of the Departmental Approval Portfolio for student teaching. The social science teaching coordinator evaluates the papers holistically using a departmental rubric that ranks candidates with scores ranging from 1 to 5 (does not meet to exceeds expectations).
  - A lesson plan
    - All students take an introductory methods course, SOS 2400: Introduction to Teaching Social Studies. In this class, students submit a lesson plan that is evaluated using a five-point rubric that assesses their objectives, content knowledge, instructional strategies, assessment plans, technology, and incorporation of literacy.
  - A unit plan
    - All students take an upper-level methods course, SOS 3400: Middle Level and Secondary Social Studies Teaching Methods. In this course students submit a unit plan that is evaluated using a rubric designed by the Unit Assessment Committee in CEPS. SOS 3400 instructors rate the unit plans on a rubric developed by the Unit Assessment Committee in consultation with Dean Doug Bower. Eleven criteria are then assessed using a five-point rubric.
  - Microteaching modules/teaching a lesson.
    - Students enrolled in SOS 3400 teach a lesson (what we call microteaching modules) during the semester, which is assessed by the SOS 3400 instructor.
- Other Assessment Measures
  - Disposition surveys
    - These are completed at multiple points throughout the professional education sequence (including departmental methods and student teaching) that rate students on 5 dispositions are distributed and collected. These five dispositions are: Interaction with students (IWS); Professional and ethical practices (PEP); Effective communication (EC); Effective communication (EC); Planning for teaching and student learning (SDE).
  - Addendum to Student Teaching Evaluation
    - Student teaching coordinators fill out an evaluation of their student teachers, which they return to the program coordinator.
  - An exit survey

- These are filled out by candidates at the end of their student teaching semester.

### **Enrollment**

- At this time there are currently 54 students enrolled in the BA in History with Teacher Licensure Option program.
- In addition, there are 2 post baccalaureate students enrolled in the program.
- A number of students in the program are pursuing minors and many more are pursuing teaching endorsements (which, for endorsements in the social sciences, requires taking four courses and passing the related ILTS content test in that subject). A few are double majoring, i.e. working on teacher licensure in history and a non-social science subject. There are also a few students pursuing departmental honors.

### **Accreditation:**

- The program received full approval from the National Council for the Social Studies (NCSS) in 2014 and received Council for the Accreditation of Educator Preparation (CAEP) accreditation in 2017.

### **Future Plans:**

- We are currently evaluating the current assessment plan and will make changes as necessary as students move through the recently restructured program.
- A National Council for the Social Studies (NCSS) accreditation report will be written in 2021.
- We are always responding to the changing needs of education majors and to changes in licensure requirements. For example, the program coordinator has been and will continue to monitor student performance on ILTS content tests. The revised content test has proven to be more difficult for our students. Prior to the revision, our students' pass rate was consistently 100%. The no-pass numbers have been increasing since the revisions, and in Fall 2019 that reached an all-time high: one-third of our students did not pass the content test. As such we began holding content test prep sessions and will continue to respond to the needs of our students as more data is collected and analyzed.
- Plans are underway for development of a History and Political Science pre-matriculation summer camp.
- A recruitment plan specific to HIS-TL is currently in progress.
- Our department recruitment committee has and will continue to promote the program.
- We will continue to maintain and expand our social media presence (department Facebook and Instagram pages and a closed group for teacher licensure alumni), which we also use for outreach to teachers and potential students.
- The coordinator is always looking for new professional development opportunities to relay to students and alumni.
- The program will be hosting its 40<sup>th</sup> annual Social Studies Teachers Conference in Fall 2020. This event is used as a professional development opportunity and for outreach.
- Assessment data has and will continue to be collected as per the assessment section above.
- As noted above, the revised History with Teacher Licensure Option program has been in place as of Fall 2019. The program coordinator plans to begin a systematic evaluation of the revised program after it has been in place for more than a full year, i.e. in late 2020. Specifically, we plan to revisit program coursework and also add more extracurricular prep opportunities for students.

**Decision:**

- Program in Good Standing  
 Program flagged for Priority Review  
 Program Enrollment Suspended

**Dean's Comments**

The folding of the former Social Science Studies program into the History with Teacher Licensure program was effective this academic year, a move well supported by enrollment trends statewide as well as by disciplinary trends. Enrollment in this first year is well above the IBHE program benchmark. Assessment measures in place are in alignment with National Council for the Social Studies and Council for the Accreditation of Educator Preparation standards. It is far too soon to analyze the data being collected via these measures, but given the strong past performance of the HIS-TL and SOS programs separately we expect a high percentage of expected outcomes achieved fairly early on.

**Provost Feedback**

The program is to be commended upon its willingness to reflect on and respond to outcomes associated with ILTS content test vis-a-vis enhanced test preparation. While test preparation is crucial, I urge the program to continue to review student performance on the revised test and determine if the current curriculum (notably required content courses) maps to the enhanced ILTS content, if the current advising practices (inclusive of sequencing) might be a potential pathway for improving the pass rate, and/or if other strategies might be appropriate.

While the report notes some challenges in the new licensure/testing environment, I see no concerns relative enrollment, retention, or graduation. Additionally, I am pleased to see the faculty focus on continuous program improvement and student success. I am confident that as this new program matures and state licensure frameworks evolve that the EIU program will continue to be successful and, most importantly, prepare outstanding secondary teachers.