



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

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FOREWORD

Kathy Swan, John Lee, and S.G. Grant

Standards work is not for the faint of heart. When the *College, Career, and Civic Life Framework for Social Studies State Standards* (“C3 Framework”) was published in 2013, the writers knew that there would be a long road ahead if the document was to make a difference for social studies. First, state departments of education would need to incorporate the C3 Inquiry Arc into what is often an arduous state standards adoption process. And, they would need to do this against the backdrop of Common Core fatigue and without a national mandate or external incentive to do so. Second, even if a quorum of states adopted the C3 Framework in some shape or form, the ideas put forth in the document (e.g., inquiry, civic action, disciplinary and interdisciplinary practices) required additional systemic supports. Teachers would need to have clear curricular models and instructional materials that would help them do C3 inquiry, and social studies students would need to be evaluated on the disciplinary thinking skills animated within the inquiry arc. In other words, it wasn't enough to create a hit song; we need an entire catalog of music, a variety of venues, lighting and sound experts, and marketing to pull off a concert series that could usher in a new genre of social studies.

The good news is that the C3 concert series is taking shape. Under the capable leadership of Alex Cuenca and his team, these new national standards for teacher preparation explicitly reinforce the ideas that are outlined in the C3 Framework. In the introduction, they write, “As the statement on what meaningful and powerful social studies instruction ought to look like, the C3 Framework served for the 2016 committee as the milestone for the kinds of knowledge, skills, and dispositions social studies teacher preparation programs are required to cultivate (p. 8).” Thus, each of the five anchor standards, or core competencies, outlined in the document is infused with the language and ethos of the C3 Framework. For example, in defining the Content Knowledge—Standard 1—the writers included the content and skills from the core social studies disciplines (Dimension 2) as well as the inquiry practices essential to a meaningful social studies education (Dimensions 1, 3, 4). In doing so, this writing committee has sent a clear and cohesive message to teacher educators, the pre-service teachers they work with, and the larger social studies community that the C3 Framework is not a one-hit wonder but a broader, more ambitious initiative that aims to impact every facet of social studies education.

INTRODUCTION

OVERVIEW

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

BACKGROUND

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

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

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

to accomplish these purposes.

What binds purpose, preparation, and practice together in this document is the *College, Career, and Civic Life (C3) Framework for Social Studies State Standards*, released in 2013 (NCSS, 2013). The C3 Framework is a set of interlocking and mutually reinforcing dimensions of practice that focus on the intersection of inquiry, ideas, and learners. As a collaborative effort that began in 2010, the C3 Framework was built on the following shared principles: (1) social studies prepares the nation’s young people for college, careers, and civic life; (2) inquiry is at the heart of social studies; (3) social studies involves interdisciplinary applications; (4) social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines; and (5) social studies emphasizes skills and practices for democratic decision-making.

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

AMBITIOUS TEACHING: A VISION FOR SOCIAL STUDIES TEACHING/TEACHER EDUCATION

A variety of excellent models for the teaching of social studies exist, such as historical inquiry (Levstik & Barton, 2010; VanSledright, 2010); issues-centered teaching (Engle & Ochoa, 1988); authentic social studies education (King, Newman, & Carmichael, 2009), social studies for social justice (Wade, 2007); and forms of global citizenship education (Merryfield & Wilson, 2005; Parker, 2003). All of these models however are exemplified through tenets of ambitious teaching. S. G. Grant and Jill Gradwell (2010) defined ambitious social studies teachers as those who:

(1) know their subject matter well and see within it the potential to enrich their students’ lives; (2) know their students well, which includes the kinds of lives their students lead, how these youngsters think about and perceive the world, and that they are far more capable than they and most others believe them to be; and (3) know how to create the necessary space for themselves and their students in environments in which others (e.g., administrators, other teachers) may not appreciate their efforts (p. 2).

Each of the standards and elements in this document makes an effort to delineate the kinds of knowledge, skills, and dispositions necessary to cultivate ambitious social studies teachers. This particular vision of social studies education offers important guideposts for teacher educators as they consider programmatic goals and curriculum. As Grant (2005) suggests, “ambitious teaching represents no endpoint, but rather a journey in which teachers face and negotiate challenges and conditions along the way” (p. 129). As such, ambitious teaching demands ambitious teacher education. The work of social studies teaching must be cast as complex and uncertain, demanding pragmatic action. Guided by the vision of ambitious teaching, these standards call on social studies teacher education programs to design experiences that help candidates recognize how subject matter, students, and contexts influence each other in the interest of preparing youth to assess and work against barriers and challenges that impede democratic life (Castro & Knowles, 2016). Learning to teach ambitiously in teacher education programs will allow future social studies teachers to face the enduring and unknown challenges of education in ways that generate powerful experiences for social studies learners.

AUDIENCES

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

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

Teacher Preparation Programs

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

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

State Agencies

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

Prospective Social Studies Teachers

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

Social Studies Researchers

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

Students, Parents, Citizens

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

DOCUMENT ORGANIZATION

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

Five Core Competencies for Social Studies Teacher Education

Standard 1. Content Knowledge

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

Standard 2. Application of Content Through Planning

Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.

Standard 3. Design and Implementation of Instruction and Assessment

Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.

Standard 4. Social Studies Learners and Learning

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

Standard 5. Professional Responsibility and Informed Action

Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.

This document is organized around the five core competencies. Each standard is refined through a set of three to five elements that add depth and detail to the knowledge, skill, or disposition expressed in the standard. Together, each standard and element describes an aspect of quality social studies teaching and learning. Following the standard and supporting elements, readers will find a rationale that articulates the knowledge base and informed theories in social studies education, teacher education, and/or teaching and learning that the committee utilized to develop the standard. Throughout the standards, readers will find key **terms**, **concepts**, or **phrases** highlighted that are referenced in a glossary at the end of this document.

NCSS is the specialized professionalized association (SPA) recognized by the Council for the Accreditation of Educator Preparation (CAEP) that represents the teachers and professional education faculty in the United States who teach social studies education. These standards serve as the guiding document to evaluate and recognize quality preparation of social studies teachers. In order to achieve this recognition, programs must provide a *preponderance of evidence* that every standard is met. However, recognition will not require that every element within each standard is met, just an overall confirmation that the candidates meet a majority of the elements in the strength, weight, or quality of the evidence provided. Because these standards serve as the guiding document for the NCSS program review process, every standard features an **EVIDENCE** section that indicates which of the six key assessments or other acceptable assessments provide evidence for each standard.

ASSESSMENTS

The six key assessment types are determined by the Council for the Accreditation of Educator Preparation and required of all specialized professional associations. Many of the key assessments are comprehensive enough to address multiple standards outlined in this document. Every standard concludes with a Summary Matrix that details the standard, element, and evidence alignment.

Assessment 1: State or Professional Exam Data

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.

Assessment 2: Assessment of Content Knowledge in Social Studies

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 studies content knowledge.

Assessment 3: Candidate Ability to Plan for Social Studies Instruction

Planning for social studies instruction is an essential component of being an instructional gatekeeper (Thornton, 2008). Programs are required to provide an assessment instrument that demonstrates the ability of candidates to plan social studies instruction such as lesson plans, unit plans, need assessments, and/or other planning tasks.

Assessment 4: Assessment of Student Teaching in Social Studies

Student teaching in social studies teacher education is designed to cultivate teacher candidates' professional identities and pedagogical repertoires within a situated classroom setting (Crowe & Cuenca, 2016). Programs are required to provide evidence about the quality of the student teaching experience, such as assessments of performance in the field, examples of student work, and candidates' reflection essays.

Assessment 5: Candidate Impact on Student Learning

The preparation of teacher candidates able to positively impact student learning ought to be one of the primary outcomes of social studies teacher education. Programs must provide assessment data to demonstrate the candidate's impact on student learning such as student work samples, portfolio tasks, case studies, or classroom action research studies.

Assessment 6: Assessment of Professional Responsibility and Informed Action

The C3 Framework calls on social studies educators to provide students with "opportunities to adapt and apply their work in the disciplines that constitute the social studies in order to develop the skills and dispositions necessary for an active civic life" (p. 59). This definition of informed action frames civic engagement as both a means and end of learning and applying social studies knowledge. In order to fulfill this significant pedagogical responsibility, social studies teachers must be informed and active citizens. Programs must provide an assessment that measures how candidates are actively participating as citizens in the public arena, such as a service learning project or social justice action research.

STANDARDS

Standard 1.

Content Knowledge

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

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

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

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

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

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

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

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

EVIDENCE

Evidence for **Standard 1** can be provided through **Assessment 1: State or Professional Exam Data** and **Assessment 2: Assessment of Content Knowledge in Social Studies**. Assessment 1 is state licensure or professional exam data that addresses content knowledge in social studies education. Assessment 2 is further evidence of candidate mastery of social studies content knowledge. Examples of assessments could include comprehensive examinations, course grades in social studies content courses, or portfolios that demonstrate candidates’ social studies content knowledge.

SUMMARY MATRIX

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

Standard 2.

Application of Content Through Planning

Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.

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

Element 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.

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

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

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

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

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

These forms of knowledge must be synthesized with social studies literacies. Social studies literacies are the meaning-making processes that enable students to understand and engage meaningfully in the world around them. Social studies literacies encompass *everyday literacies*, the social and cultural lenses that learners already utilize to read the world outside of school (Seixas, 1993; Epstein, 2000; Stockdill & Moje, 2013); *disciplinary literacies*, the sophisticated technical skills and practices drawn from the social studies disciplines to read, write, understand, create, and communicate academic knowledge (Lee & Swan, 2013; Shanahan & Shanahan, 2008); and *inquiry literacies*, such as questioning, gathering and evaluating sources, developing claims and using evidence, and communicating conclusions (Lee & Swan, 2013).

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

Teaching for civic competence must be continuously reexamined given constant changes in demographics, social norms, values, technology, digital/mobile learning, and governmental policies that affect schools. Teacher candidates must learn to rely on theory and research to guide the development of learning sequences to foster inquiry in service of civic competence. A deep understanding of theory and research in social studies education strengthens the quality of the teacher candidates' decision-making prior to instruction, the complexity of their cognitive schema for lesson design, and their ability to make adjustments during and after teaching practice.

Developments in social studies research emphasize the need to design technology-enhanced learning opportunities for all students through the integration of social studies content, digital sources, digital learning tools, and other contemporary technologies. Digital sources, tools, and technologies are different across disciplines. For example, in history, students use digital archives. In civics, students use census or polling data and manipulate that data with digital tools. In economics, students engage in economic modeling or tracking economic trends using digital analytic tools. In geography, students use digital tools like Geographic Information Systems to build maps. In today's schools, students already use social media and other digital tools to take informed action, disseminate ideas, and publish writings. In social studies broadly, teachers should equip students with the critical digital literacies to examine and evaluate the quality and accuracy of digital sources in disciplinary specific ways.

EVIDENCE

Evidence for **Standard 2** can be provided through **Assessment 3: Candidate Ability to Plan for Social Studies Instruction**; **Assessment 4: Assessment of Student Teaching in Social Studies**; and **Assessment 5: Candidate Impact on Student Learning**. Assessment 3 provides evidence that social studies teacher candidates can locate instructional materials and plan learning sequences. Examples of evidence under Assessment 3 include lesson plans, unit plans, need assessments, and/or other planning tasks. Assessment 4 provides evidence from student teaching experiences in social studies classrooms. Examples of evidence under Assessment 4 include the assessments and tools used by programs during student teaching, examples of student work, and/or candidates' reflection essays. Assessment 5 provides evidence of candidates' impact on student learning and the effects of that engagement. Examples of evidence for Assessment 5 are student work samples, portfolio tasks, case studies of social studies classrooms, and/or classroom action research studies.

SUMMARY MATRIX

ELEMENTS	<p style="text-align: center;">Standard 2. Application of Content Through Planning</p> <p style="text-align: center;"><i>Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.</i></p>	Evidence Alignment
Element 2a	Candidates plan learning sequences that demonstrate social studies knowledge aligned with the C3 Framework, state-required content standards, and theory and research.	Assessments 3, 4, 5
Element 2b	Candidates plan learning sequences that engage learners with <i>disciplinary concepts, facts, and tools</i> from the social studies disciplines to facilitate social studies literacies for civic life.	Assessments 3, 4, 5
Element 2c	Candidates plan learning sequences that engage learners in <i>disciplinary inquiry</i> to develop social studies literacies for civic life.	Assessments 3, 4, 5
Element 2d	Candidates plan learning sequences where learners create <i>disciplinary forms of representation</i> that convey social studies knowledge and civic competence.	Assessments 3, 4, 5
Element 2e	Candidates plan learning sequences that use technology to foster civic competence.	Assessments 3, 4, 5

Standard 3.

Design and Implementation of Instruction and Assessment

Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.

Element 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.

Element 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.

Element 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.

Element 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.

Element 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.

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

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

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

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

The knowledge and skills developed from participation in these authentic tasks cannot be assessed in traditional ways (Avery, 1999; Wiggins, 1996). Candidates must possess more than assessment literacy skills. They must develop the capacity to use multiple forms of data from authentic assessments (King, Newmann, and Carmichael, 2009; Wiggins and McTighe, 1998) to inform instructional practice and to offer ongoing support of students’ social studies learning (Scheurman & Newmann, 1998). The C3 Framework calls for the development of an assessment structure that reflects three interconnected pillars: cognition, observation, and interpretation (VanSledright, 2013, p. xxxiii). Social studies candidates, as well as in-service teachers, must be prepared to design and implement evaluative tools (rubrics used for interpreting understanding) intentionally crafted to measure disciplinary knowledge (cognition relative to development and ability), as well as the actions and processes reflected in the learning cycle (observable outcomes). Moreover, social studies teacher candidates need the interpretive skills to make meaning of formative and summative data analyzed through technology-based research tools; and use this information to direct instruction and facilitate learning. This calls for candidates to be well prepared in both assessment and data literacy (Mandinach, Friedman, & Gummer, 2015) as well as contemporary technology applications to analyze data (see CAEP, 2014; ISTE, 2008).

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

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

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

EVIDENCE

Evidence for **Standard 3** can be provided through **Assessment 3: Candidate Ability to Plan for Social Studies Instruction** and **Assessment 4: Assessment of Student Teaching in Social Studies**. Assessment 3 provides evidence that social studies teacher candidates can locate instructional materials and plan learning sequences. Examples of evidence under Assessment 3 include lesson plans, unit plans, need assessments, and/or other planning tasks. Assessment 4 provides evidence from student teaching experiences in social studies classrooms. Examples of evidence under Assessment 4 include the assessments and tools used by programs during student teaching, examples of student work, and/or candidates' reflection essays.

SUMMARY MATRIX

ELEMENTS	<p style="text-align: center;">Standard 3. Design and Implementation of Instructional and Assessment Practices</p> <p style="text-align: center;"><i>Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.</i></p>	Evidence Alignment
Element 3a	Candidates design and implement a range of authentic assessments that measure learners' mastery of <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence and demonstrate alignment with state-required content standards.	Assessments 3, 4
Element 3b	Candidates design and implement learning experiences that engage learners in <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence and demonstrate alignment with state-required content standards.	Assessments 3, 4
Element 3c	Candidates use theory and research to implement a variety of instructional practices and authentic assessments featuring <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence.	Assessments 3, 4
Element 3d	Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence.	Assessments 3, 4
Element 3e	Candidates engage learners in self-assessment practices that support individualized learning outcomes related to <i>disciplinary knowledge, inquiry, and forms of representation</i> for civic competence.	Assessments 3, 4

Standard 4.

Social Studies Learners and Learning

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

Element 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.

Element 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*.

Element 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.

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

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

In addition to considering the socio-cultural assets of students, teachers also build instruction and assessment around the learning demands and individual identities of students. By learning demands, we refer to the varied ways in which children and youth learn and access social studies content, interact with others across different settings, and achieve both social and academic success in the classroom. With regards to individual identities, teachers acknowledge that children and youth hold different identities, including those related to race, ethnicity, gender, gender expression, sexual orientation, ability, socio-economic status, religion, indigenous status, language, immigrant-status, nationality, ecological contexts, and others. For social studies teachers, these identifications are a source of sharing and community-building. We understand that such diversity forms a foundational basis for preparing children to live and thrive within a complex and ever-changing democratic nation and an increasingly interconnected world.

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

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

EVIDENCE

Evidence for **Standard 4** can be provided through **Assessment 3: Candidate Ability to Plan for Social Studies Instruction**; **Assessment 4: Assessment of Student Teaching in Social Studies**; and **Assessment 5: Candidate Impact on Student Learning**. Assessment 3 provides evidence that social studies teacher candidates can locate instructional materials and plan learning sequences. Examples of evidence under Assessment 3 include lesson plans, unit plans, need assessments, and/or other planning tasks. Assessment 4 provides evidence from student teaching experiences in social studies classrooms. Examples of evidence under Assessment 4 include the assessments and tools used by programs during student teaching, examples of student work, and/or candidates' reflection essays. Assessment 5 provides evidence of candidates' impact on student learning and the effects of that engagement. Examples of evidence for Assessment 5 are student work samples, portfolio tasks, case studies of social studies classrooms, and/or classroom action research studies.

SUMMARY MATRIX

ELEMENTS	<p style="text-align: center;">Standard 4. Social Studies Learners and Learning</p> <p style="text-align: center;"><i>Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environment, and prepare learners to be informed advocates for an inclusive and equitable society.</i></p>	Evidence Alignment
Element 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.	Assessments 3, 4, 5
Element 4b	Candidates facilitate collaborative, interdisciplinary learning environments in which learners use <i>disciplinary facts, concepts, and tools</i> , engage in <i>disciplinary inquiry</i> , and create <i>disciplinary forms of representation</i> .	Assessments 4, 5
Element 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.	Assessments 4, 5, 6

Standard 5.

Professional Responsibility and Informed Action

Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.

Element 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.

Element 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.

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

Standard 5 requires teacher candidates to utilize their social studies knowledge, inquiry skills, and civic dispositions so as to advance social justice and promote human rights through informed action in schools and/or communities. This standard calls on candidates to not just learn, but also practice civic leadership and advocacy. To do this, candidates must explore, interrogate, and reflect upon their own cultural frames and upon the varied contexts that influence access to learning for all students. In addition, candidates must consider ways in which teachers advocate on behalf of students so as to remove barriers that impede their access to educational opportunities or that diminish their future democratic participation. These barriers might include poverty, institutional racism, gender discrimination, cultural hegemony, political disenfranchisement, and other forms of injustice.

We draw on the two-part definition of social justice established by Adams, Bell, and Griffin (2007) that holds that social justice is both (1) a goal for improving access to equity for all individuals in a society who face any type of marginalization, and (2) the process by which individuals work towards realizing this goal. Teaching social studies for social justice, according to Au (2009), involves implementing curriculum and instruction that “actively seeks to recognize the diversity of the world and the *complexities* associated with issues of racism, sexism, class oppression, and other forms of inequality” (p. 25). Au’s use of the word “complexity” calls on social studies educators to facilitate critical inquiry about injustice within and beyond curriculum and texts. These practices support the candidates’ own civic competence, or their desire and ability to investigate diverse, problematic, and controversial issues in the pursuit of a more inclusive, just, and equitable society (Miller-Lane et al, 2007). Wade (2007) argued that social studies teachers must model such civic competence for students and become advocates in their communities and schools. A fundamental precursor to becoming an advocate-teacher, according to Epstein (2009), requires that teachers engage in critical interrogation and reflection about their own **cultural frames of reference**. Advocacy forms an essential aspect of teaching social studies for social justice. Aligned with notions of informed action and civic engagement, advocacy encompasses both being aware and knowledgeable of issues of injustice and taking action to alleviate these injustices. According to the C3 Framework, teachers ought to provide students with “opportunities to adapt and apply their work in the disciplines that constitute social studies in order to develop the skills and dispositions necessary for an active civic life” (p. 59). In order to accomplish these goals, teachers must strive to support students in at least three ways.

First, teachers must guide students through inquiry-based learning activities that address questions related to equity, diversity, access, power, human rights, and other forms of injustice related to race, ethnicity, gender, gender expression, sexual orientation, ability, socio-economic status, religion, indigenous status, language,

immigrant-status, nationality, and ecological contexts. As such, teacher education programs must prepare teacher candidates with multiple dimensions of knowledge needed for teaching, which range from content knowledge and pedagogical content knowledge to knowledge of students' cultures, languages, and communities, and knowledge of social movements. Candidates must also participate in their own critical inquiry investigations. Engaging with critical questions through inquiry supports candidates to examine their professional and cultural practices as well as candidates' own cultural frames of reference in relation to the cultural frames of the students and communities in which they work.

Second, teachers must prepare students with the necessary social studies knowledge, inquiry skills, and civic dispositions that will foster their ability to become advocates for social justice as citizens within their local and global communities. In order to accomplish this, teachers must enact culturally relevant and responsive pedagogy within their classrooms. Based on the work of Gloria Ladson-Billings (1994) and Geneva Gay (2000), culturally relevant and responsive pedagogy incorporates curriculum and teaching strategies that build on the learners' personal, family, and community experiences; hold students to high academic standards; and provide appropriate scaffolding for the learning of civic knowledge and skills. Because social studies teachers are charged with the development of an engaged and participatory citizenry, they are called to make citizenship education relevant and responsive to students' civic experiences and civic communities (Castro & Knowles, 2016). Therefore, teacher candidates must learn to attend to the relational aspects of teaching, to the engagement of diverse communities, and to their own positionality with regards to the varied contexts that shape teaching and learning (Epstein, 2009; Ladson-Billings, 1995).

Third, teachers must model civic leadership and advocacy in their own professional and personal communities. The C3 Framework calls for informed action as the conclusion of the inquiry arc. To maintain the integrity and importance of this process, social studies candidates practice taking informed action as an advocate for substantive change in their schools and/or communities. Preparing teacher education candidates to be civic leaders and advocates may require teacher education programs to seek new and innovative ways of designing and assessing teacher education programming. Components that foster these civic leadership capacities might include activities such as service learning, civic action projects, or school-based projects.

The Standard 5 elements ask social studies teacher education programs to: foster communities of continuous professional learning, which are marked by democratic values and ideals; challenge candidates to examine their own cultural frames of references; and provide opportunities for candidates to purposefully engage as leaders in their schools and/or communities.

EVIDENCE

Evidence for **Standard 5** can be provided through **Assessment 6: Assessment of Professional Responsibility and Informed Action**. Assessment 6 provides evidence of candidates' professional responsibility and informed action. This assessment can be uniquely created by programs or can be based on action research studies, self-study projects, reflection learning logs from community involvement, social justice service learning projects, or personal practice theorizing projects. Standard 5.1, which addresses how candidates adapt practice to meet needs of learners can be addressed by **Assessment 5: Candidate Impact on Student Learning**. Assessment 5 provides evidence of candidates' impact on student learning and the effects of that engagement. Examples of evidence for Assessment 5 are student work samples, portfolio tasks, case studies of social studies classrooms, and/or classroom action research studies.

SUMMARY MATRIX

ELEMENTS	<p>Standard 5. Professional Responsibility and Informed Action</p> <p><i>Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.</i></p>	Evidence Alignment
Element 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.	Assessment 5 (for 5.1), 6
Element 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.	Assessment 6
Element 5c	Candidates take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies.	Assessment 6

GLOSSARY

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

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

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

Cultural frames of reference: Scholars have written extensively about the distance between the cultural frames of references of mostly white teachers and students of color (Gay, 2000; Villegas & Lucas, 2002; Irvine, 2003). Furthermore, given the pervasive dominance of white cultural frames of references, students of color also experience cultural distance as a result of institutionalized feelings of neglect and disconnect with teachers and schools (Mickelson, 2001; Noguera, 2003). These cultural frames of references can deeply influence social studies instruction and curricula, in which social studies educators must explore, interrogate, and reflect. A cultural frame of reference refers to the constellation of prior knowledge about the world, cultural values, ways of communicating meaning, and cultural expectations that inform how individuals interpret and make meaning of their new experiences, new knowledge and new skills. Overall, cultural frames of reference are constructed through interactions, language, and traditions that influence a person’s cultural development. These frames of reference influence students’ capacity or willingness to make meaning of the world they encounter in school, including the knowledge and skills taught in social studies classrooms.

Culturally relevant and responsive pedagogy: The concept of culturally relevant and responsive pedagogy builds on the work of Gloria Ladson-Billings (1994) and Geneva Gay (2000). Culturally relevant and responsive pedagogy incorporates curriculum and teaching strategies that build on the learners’ personal, family, and

community experiences. A hallmark of culturally relevant and responsive pedagogy, such teaching holds students to high academic standards while providing scaffolding in terms of skills development as well as cultural relevance. Curriculum acknowledges the unique ways of knowing that may characterize cultural mores across various groups (Delpit, 1995).

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

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

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

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

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

Socio-cultural assets: Drawing from the positive-psychological oriented approach towards developmental assets, the notion of socio-cultural assets holds that each person brings culturally- and socially-constructed ways of knowing and understanding the world that provide her or him unique strengths and insights about living. Culturally relevant and responsive educators seek to draw on this cultural knowledge as a form of socio-cultural asset that can enrich their classroom communities (Gay, 2000; Ladson-Billings, 2001; Villegas & Lucas, 2002).

Related to the notion of “funds of knowledge” (Moll, Amanti, Neff, & González, 1992), the cultural assets refer to not only what students know from their communities, but also what they value and how they communicate with others in their own cultural group.

EVIDENCE GUIDE (DRAFT)

Standard 1. Content Knowledge

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

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

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

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

EVIDENCE

Evidence for **Standard 1** can be provided through **Assessment 1: State or Professional Exam Data** and **Assessment 2: Assessment of Content Knowledge in Social Studies**. Assessment 1 is state licensure or professional exam data that addresses content knowledge in social studies education. Assessment 2 is further evidence of candidate mastery of social studies content knowledge. Examples of assessments could include comprehensive examinations, course grades in social studies content courses, or portfolios that demonstrate candidates' social studies content knowledge.

PROGRAM REQUIREMENTS

Program evidence of social studies completers' attainment of Standard 1:

- * Assessments, rubrics, and data charts are aligned with standard elements.
- * Alignment to standard element(s) is provided within assessment rubrics per criterion.
- * Data charts are aligned with assessment rubric and report candidate performance by level at which it is collected.
- * Assessment rubrics contain discernable levels of performance.
- * Assessments are required of all candidates.

Decision Criteria:

Attainment of Standard 1 is based on the following criteria:

- (1) Three years of completers available performance data (scores and sub-scores; must be most recent available) on state-required social studies content area licensure exams demonstrating an 80% or better overall pass rate among completers within the three reported years. Programs must disaggregate all assessment data by cohort/application of assessment and provide the number (n), mean, and range of scores.
- (2) An additional assessment accompanied by completer performance data from a minimum of two applications for an initial report or a minimum of one application for a response to conditions or revised report and selected from:
 - Grades in required social studies education courses and overall GPAs in required social studies coursework.
 - Transcript analysis (required for candidates where social studies or equivalent coursework was not taken at program's institution).
 - Content-based assessments such as projects, course portfolio, or other course products in the social studies disciplines of civics, economics, geography, history, and the social/behavioral sciences.

(3) A preponderance of evidence drawn from the elements, which is defined by CAEP as “an overall confirmation that candidates meet standards in the strength, weight, or quality of evidence,” rather than satisfactory performance for each element. Elements must be met at the acceptable or target level in order to satisfy the preponderance of evidence for Standard 1.

RUBRIC

NCSS Element	Unacceptable	Acceptable	Target
Social studies pre-service teacher candidates are:	<p>1. State-required Licensure Exam:</p> <p>* Less than 80% of program completers over the most recent three years meet or exceed the state-required cut score for the content licensure exam.</p> <p>* The program did not provide adequate alignment of exam categories to domain competencies.</p> <p>2. Additional assessments provide little or no evidence for Standard 1; assessments fail to demonstrate alignment to social studies domain competencies.</p> <p>3. Assessments provide evidence that:</p>	<p>1. State-required Licensure Exam:</p> <p>* At least 80% of completers pass the assessment.</p> <p>* Alignment to the domain competencies.</p> <p>* Three years (depending on the number of current year program completers of individual completer performance data).</p> <p>2. An additional assessment that demonstrates alignment to social studies domain competencies.</p> <p>3. Assessments provide evidence that:</p>	<p>1. State-required Licensure Exam:</p> <p>* More than 80% of completers pass the assessment.</p> <p>* Alignment to the domain competencies.</p> <p>* Three years (depending on the number of current year program completers of individual completer performance data).</p> <p>2. An additional assessment that demonstrates alignment to social studies domain competencies.</p> <p>3. Assessments provide evidence that:</p>
Element 1a Knowledgeable about the <i>concepts, facts, and tools</i> in civics, economics, geography, history, and the social/behavioral sciences.	Candidates demonstrate a basic level of knowledge of the concepts, facts, and tools within and among the social studies disciplines of civics, economics, geography, history, and the social/behavioral sciences.	Candidates demonstrate an adequate level of knowledge of the concepts, facts, and tools, within and among the social studies disciplines of civics, economics, geography, history, and the social/behavioral sciences.	Candidates demonstrate an exceptional level of knowledge of the concepts, facts, and tools within and among the social studies disciplines of civics, economics, geography, history, and the social/behavioral sciences.
Element 1b Knowledgeable about	Candidates demonstrate a basic knowledge of disciplinary inquiry within	Candidates demonstrate an adequate level of knowledge of disciplinary	Candidates demonstrate an exceptional level knowledge of disciplinary

disciplinary inquiry in civics, economics, geography, history, and the social/behavioral sciences.

and among the social studies disciplines of civics, economics, geography, history, and the social/behavioral sciences.

inquiry within and among the social studies disciplines of civics, economics, geography, history, and the social/behavioral sciences.

inquiry within and among the social studies disciplines of civics, economics, geography, history, and the social/behavioral sciences.

Element 1c

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

Candidates demonstrate a basic knowledge of disciplinary forms of representation within and among the social studies disciplines of civics, economics, geography, history, and the social/behavioral sciences.

Candidates demonstrate an adequate level of knowledge of disciplinary forms of representation within and among the social studies disciplines of civics, economics, geography, history, and the social/behavioral sciences.

Candidates demonstrate an exceptional level of knowledge of disciplinary forms of representation within and among the social studies disciplines of civics, economics, geography, history, and the social/behavioral sciences.

Standard 2.

Application of Content Through Planning

Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.

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

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

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

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

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

EVIDENCE

Evidence for **Standard 2** can be provided through **Assessment 3: Candidate Ability to Plan for Social Studies Instruction**; **Assessment 4: Assessment of Student Teaching in Social Studies**; and **Assessment 5: Candidate Impact on Student Learning**. Assessment 3 provides evidence that social studies teacher candidates can locate instructional materials and plan learning sequences. Examples of evidence under Assessment 3 include lesson plans, unit plans, need assessments, and/or other planning tasks. Assessment 4 provides evidence from student teaching experiences in social studies classrooms. Examples of evidence under Assessment 4 include the assessments and tools used by programs during student teaching, examples of student work, and/or candidates' reflection essays. Assessment 5 provides evidence of candidates' impact on student learning and the effects of that engagement. Examples of evidence for Assessment 5 are student work samples, portfolio tasks, case studies of social studies classrooms, and/or classroom action research studies.

PROGRAM REQUIREMENTS

Program evidence of social studies completers' attainment of Standard 2:

- * Assessments, rubrics, and data charts are aligned with standard elements.
- * Alignment to standard element(s) is provided within assessment rubrics per criterion.
- * Data charts are aligned with assessment rubric and report candidate performance by level at which it is collected.
- * Assessment rubrics contain discernable levels of performance.
- * Assessments are required of all candidates.

Decision Criteria:

Attainment of Standard 2 is based on the following considerations:

(1) Assessments are accompanied by candidate performance data from a minimum of two applications for an initial report or a minimum of one application for a response to conditions or revised report.

(2) A preponderance of evidence drawn from the elements, which is defined by CAEP as "an overall confirmation that candidates meet standards in the strength, weight, or quality of evidence," rather than satisfactory performance for each element. Specifically, more than 50% of the elements must be met at the acceptable or target level in order to satisfy the preponderance of evidence for Standard 2.

RUBRIC

NCSS Element	Unacceptable	Acceptable	Target
Social studies pre-service teacher candidates:			
Element 2a			
Plan learning sequences that demonstrate social studies knowledge aligned with the C3 Framework, state-required content standards, and theory and research.	Candidates plan learning sequences.	Candidates plan learning sequences that demonstrate general alignment with the C3 Framework, state-required content standards, and theory and research	Candidates plan learning sequences that demonstrate an explicit and specific alignment with the C3 Framework, state-required content standards, and theory and research
Element 2b			
Plan learning sequences that engage learners with <i>disciplinary concepts, facts, and tools</i> from the social studies disciplines to facilitate social studies literacies for civic life.	Candidates plan learning sequences that use disciplinary concepts, facts, and tools.	Candidates plan learning sequences that engage learners with disciplinary concepts, facts, and tools from the social studies disciplines that enable students to understand the world around them.	Candidates plan learning sequences that engage learners with disciplinary concepts, facts, and tools from the social studies disciplines to foster everyday literacies, disciplinary literacies, and inquiry literacies.
Element 2c			
Candidates plan learning sequences that engage learners in <i>disciplinary inquiry</i> to develop social studies literacies for civic life.	Candidates plan learning sequences that use inquiry.	Candidates plan learning sequences that engage learners in the discipline-specific ways of knowing that characterize social studies subject matter that enable students to understand the world around them.	Candidates plan learning sequences that engage learners in the discipline-specific ways of knowing that characterize social studies subject matter that enable students to investigate issues in the world around them.

Element 2d

Candidates plan learning sequences where learners create *disciplinary forms of representation* that conveys social studies knowledge and civic competence.

Candidates plan learning sequences that include forms of representation.

Candidates plan learning sequences where learners will create disciplinary forms of representation that communicate the results of disciplinary inquiry.

Candidates plan learning sequences where learners will create disciplinary forms of representation that communicate the results of disciplinary inquiry that fosters political knowledge, self-interested investment in political engagement, and a disposition toward a more inclusive, just, and equitable society.

Element 2e

Plan learning sequences that use technology to foster civic competence.

Candidates plan learning sequences that do not use technology.

Candidates plan learning sequences that use technology to investigate questions.

Candidates plan learning sequences that use technology to investigate questions related to diverse, problematic, and controversial issues that lead to a more inclusive, just, and equitable society.

Standard 3.

Design and Implementation of Instruction and Assessment

Candidates design and implement instruction and authentic assessments informed by data literacy and learner self-assessment that promote civic competence.

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

Element 3b: Candidates design coherent and relevant learning experiences and engage learners in *disciplinary knowledge, inquiry, and forms of representation* for competence in civic life and demonstrate alignment with state-required content standards.

Element 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 competence in civic life.

Element 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 competence in civic life.

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

PROGRAM REQUIREMENTS

Program evidence of social studies completers' attainment of Standard 3:

- * Assessments, rubrics, and data charts are aligned with standard elements.
- * Alignment to standard element(s) is provided within assessment rubrics per criterion.
- * Data charts are aligned with assessment rubric and report candidate performance by level at which it is collected.
- * Assessment rubrics contain discernable levels of performance.
- * Assessments are required of all candidates.

Decision Criteria:

Attainment of Standard 3 is based on two considerations:

(1) Assessments are based on course products or student teaching/internship artifacts such as lesson and/or unit plan(s), student teaching/internship evaluation, or portfolio and accompanied by candidate performance data from a minimum of two applications for an initial report or a minimum of one application for a response to conditions or revised report.

(2) A preponderance of evidence drawn from the elements, which is defined by CAEP as "an overall confirmation that candidates meet standards in the strength, weight, or quality of evidence," rather than satisfactory performance for each element. Specifically, more than 50% of the elements must be met at the acceptable or target level in order to satisfy the preponderance of evidence for Standard 3.

EVIDENCE

Evidence for **Standard 3** can be provided through **Assessment 3: Candidate Ability to Plan for Social Studies Instruction** and **Assessment 4: Assessment of Student Teaching in Social Studies**. Assessment 3 provides evidence that social studies teacher candidates can locate instructional materials and plan learning sequences. Examples of evidence under Assessment 3 include lesson plans, unit plans, need assessments, and/or other planning tasks. Assessment 4 provides evidence from student teaching experiences in social studies classrooms. Examples of evidence under Assessment 4 include the assessments and tools used by programs during student teaching, examples of student work, and/or candidates' reflection essays.

RUBRIC

NCSS Element	Unacceptable	Acceptable	Target
Social studies pre-service teacher candidates:			
Element 3a			
<p>Candidates design a range of authentic assessments that measure learners' mastery of <i>disciplinary knowledge, inquiry, and forms of representation</i> for competence in civic life and demonstrate alignment with state-required content standards.</p>	<p>Candidates design assessments that measure learning.</p>	<p>Candidates design a range of authentic assessments that measure how learners explain, apply or justify conclusions that are the result of <i>disciplinary knowledge, inquiry, and forms of representation</i>.</p> <p>AND</p> <p>Candidates also align assessments with state-required content standards.</p>	<p>Candidates design a range of authentic assessments that measure how learners explain, apply or justify conclusions that are the result of <i>disciplinary knowledge, inquiry, and forms of representation</i> that fosters political knowledge, a self-interested investment in political engagement, and a disposition toward a more inclusive, just, and equitable society.</p> <p>AND</p> <p>Candidates will also align assessments with state-required content standards.</p>
Element 3b			
<p>Candidates design coherent and relevant learning experiences and engage learners in <i>disciplinary knowledge, inquiry, and forms of representation</i> for competence in civic life and demonstrate alignment with state-required content standards.</p>	<p>Candidates design learning experiences.</p>	<p>Candidates design coherent and relevant learning experiences that engage learners in <i>disciplinary knowledge, inquiry, and forms of representation</i>.</p> <p>AND</p> <p>Candidates also align learning experiences with state-required content standards.</p>	<p>Candidates design coherent and relevant learning experiences that fosters political knowledge, a self-interested investment in political engagement, and a disposition toward a more inclusive, just, and equitable society.</p> <p>AND</p> <p>Candidates will also align assessments with state-required content standards.</p>

Element 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 competence in civic life

Candidates implement instructional practices and assessments.

Candidates implement a variety of instructional practices and authentic assessments that draw upon general concepts from theory and research.

Candidates use principles from theory and research to justify implementation of a variety of instructional practices and authentic assessments featuring *disciplinary knowledge, inquiry, and forms of representation* for competence in civic life.

Element 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 competence in civic life.

Candidates collect student assessment data.

Candidates collect, analyze, and interpret various types of data including student-learning outcomes to help determine instructional decision-making.

Candidates collect, analyze, and interpret various types of data including student-learning outcomes to transform data into actionable curriculum, knowledge of students, and/or instructional practices related to *disciplinary knowledge, inquiry, and forms of representation* for competence in civic life.

Element 3e

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

Candidates utilize assessment practices in the classroom.

Candidates engage learners in self-assessment practices that monitor and evaluate the quality of their thinking and behavior when learning.

Candidates engage learners in self-assessment practices that may include setting learning goals, participating in reflective thinking, acquiring feedback from peers and others, and conducting self-evaluations related to *disciplinary knowledge, inquiry, and forms of representation* for competence in civic life.

Standard 4.

Social Studies Learners and Learning

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

Element 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.

Element 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*.

Element 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.

EVIDENCE

Evidence for **Standard 4** can be provided through **Assessment 3: Candidate Ability to Plan for Social Studies Instruction**; **Assessment 4: Assessment of Student Teaching in Social Studies**; and **Assessment 5: Candidate Impact on Student Learning**. Assessment 3 provides evidence that social studies teacher candidates can locate instructional materials and plan learning sequences. Examples of evidence under Assessment 3 include lesson plans, unit plans, need assessments, and/or other planning tasks. Assessment 4 provides evidence from student teaching experiences in social studies classrooms. Examples of evidence under Assessment 4 include the assessments and tools used by programs during student teaching, examples of student work, and/or candidates' reflection essays. Assessment 5 provides evidence of candidates' impact on student learning and the effects of that engagement. Examples of evidence for Assessment 5 are student work samples, portfolio tasks, case studies of social studies classrooms, and/or classroom action research studies.

PROGRAM REQUIREMENTS

- * Assessments, rubrics, and data charts are aligned with standard elements.
- * Alignment to standard element(s) is provided within assessment rubrics per criterion.
- * Data charts are aligned with assessment rubric and report candidate performance by level at which it is collected.
- * Assessment rubrics contain discernable levels of performance.
- * Assessments are required of all candidates.

Decision Criteria:

Attainment of Standard 4 is based on two considerations:

(1) Assessments are accompanied by candidate performance data from a minimum of two applications for an initial report or a minimum of one application for a response to conditions or revised report.

(2) A preponderance of evidence drawn from the elements, which is defined by CAEP as "an overall confirmation that candidates meet standards in the strength, weight, or quality of evidence," rather than satisfactory performance for each element. Specifically, more than 50% of the elements must be met at the acceptable or target level in order to satisfy the preponderance of evidence for Standard 4.

RUBRIC

NCSS Element	Unacceptable	Acceptable	Target
Social studies pre-service teacher candidates:			Assessments provide evidence that social studies pre-service teacher candidates:
<p>Element 4a</p> <p>Candidates use knowledge of learners’ socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.</p>	<p>Candidates plan and implement pedagogy that acknowledges learners’ socio-cultural assets, learning demands, and individual identities.</p>	<p>Candidates use knowledge of learners’ socio-cultural assets, learning demands, and individual identities to plan and implement pedagogy that is relevant to learners’ personal, family, and community experiences.</p> <p>AND</p> <p>Candidates use knowledge of learners’ socio-cultural assets, learning demands, and individual identities to plan and implement pedagogy that is relevant to learners’ cognitive and emotional demands.</p>	<p>Candidates use knowledge of learners’ socio-cultural assets, learning demands, and individual identities to plan and implement pedagogy that is relevant to learners’ personal, family, and community experiences that demonstrate rigorous expectations for all learners and the necessary scaffolding that ensures their success.</p> <p>AND</p> <p>Candidates use knowledge of learners’ socio-cultural assets, learning demands, and individual identities to plan and implement pedagogy that is relevant to learners’ cognitive and emotional demands that demonstrate rigorous expectations for all learners and the necessary scaffolding that ensures their success.</p>
<p>Element 4b</p> <p>Candidates facilitate collaborative, learning environments in which learners use <i>disciplinary facts, concepts, and tools</i>, engage in <i>disciplinary inquiry</i>, and create <i>disciplinary forms of representation</i> across the social studies disciplines.</p>	<p>Candidates direct learning environments that support teacher-dependent learning.</p>	<p>Candidates facilitate collaborative learning environments that feature knowledge, practices, and forms of representation across social studies disciplines to explore civic life.</p>	<p>Candidates facilitate collaborative learning environments that foster a community of learners who engage with knowledge, practices, and forms of representation across social studies disciplines to become informed advocates for an inclusive and equitable society.</p>

Element 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.

Candidates acknowledge social, political, and economic issues with learners.

Candidates facilitate learners' engagement in ethical reasoning to deliberate social, political, and economic issues and communicate conclusions that identify potential opportunities for informed action.

Candidates facilitate learners' engagement in ethical reasoning to deliberate social, political, and economic issues and communicate conclusions and take informed action that challenges the effects of injustice in schools, community, or society.

Standard 5.

Professional Responsibility and Informed Action

Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.

Element 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.

Element 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.

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

EVIDENCE

Evidence for **Standard 5** can be provided through **Assessment 6: Assessment of Professional Responsibility and Informed Action**. Assessment 6 provides evidence of candidates' professional responsibility and informed action. This assessment can be uniquely created by programs or can be based on action research studies, self-study projects, reflection learning logs from community involvement, social justice service learning projects, or personal practice theorizing projects. Standard 5a, which addresses how candidates adapt practice to meet needs of learners can be addressed by **Assessment 5: Candidate Impact on Student Learning**. Assessment 5 provides evidence of candidates' impact on student learning and the effects of that engagement. Examples of evidence for Assessment 5 are student work samples, portfolio tasks, case studies of social studies classrooms, and/or classroom action research studies.

PROGRAM REQUIREMENTS

Program evidence of social studies completers' attainment of Standard 5:

- * Assessments, rubrics, and data charts are aligned with standard elements.
- * Alignment to standard element(s) is provided within assessment rubrics per criterion.
- * Data charts are aligned with assessment rubric and report candidate performance by level at which it is collected.
- * Assessment rubrics contain discernable levels of performance.
- * Assessments are required of all candidates.

Decision Criteria:

Attainment of Standard 5 is based on two considerations:

(1) Assessments are accompanied by candidate performance data from a minimum of two applications for an initial report or a minimum of one application for a response to conditions or revised report.

(2) A preponderance of evidence drawn from the elements, which is defined by CAEP as "an overall confirmation that candidates meet standards in the strength, weight, or quality of evidence," rather than satisfactory performance for each element. Specifically, more than 50% of the elements must be met at the acceptable or target level in order to satisfy the preponderance of evidence for Standard 5.

RUBRIC

NCSS Element	Unacceptable	Acceptable	Target
Social studies pre-service teacher candidates:			
Element 5a			
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.	Candidates reflect on social studies knowledge, inquiry skills, and civic dispositions.	Candidates use theory and research to improve social studies knowledge, inquiry skills, and civic dispositions to modify teaching practices to meet the needs of learners.	Candidates make explicit connections to principles of theory and research to continually improve social studies knowledge, inquiry skills, and civic dispositions to systematically adapt teaching practice to attend to the needs of each learner.
Element 5b			
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.	Candidates recognize they have cultural frames.	Candidates explore and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and/or social justice.	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.
Element 5c			
Take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies.	Candidates are aware of issues that affect schools, communities, learners, teaching, and the field of social studies.	Candidates are knowledgeable of issues of injustice and take informed action that models civic leadership in schools and/or communities.	Candidates use knowledge of issues of injustice to take informed action in schools and/or communities that challenges the effects of injustice on learners, the teaching profession, and/or the field of social studies.

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