

Cover Sheet

1. Institution Name: The College of New Jersey
2. State: New Jersey
3. Date submitted:
4. Report Preparer: Michael Marino, 609-771-2208, marino@tcnj.edu
5. CAEP coordinator information
6. Name of Institution's Program: Social Studies/History Education
7. CAEP category: Social Studies Education
8. Grade levels: 7-12
9. Program Type: First Teaching License
10. Baccalaureate
11. One site
12. n/a
13. Title of State License: Certificate of Eligibility for Advanced Standing
14. Program Report Status: Initial Review
15. Seeking continuing CAEP accreditation
16. Yes

Section 1: Context

1. Description of any state or institutional policies that may influence the application of NCSS standards. (Response limited to 4,000 characters)

In New Jersey, the social studies curricula in the public schools and the training/certification of social studies teachers are governed by the New Jersey Core Curriculum Content Standards. The NJCCCS for Social Studies provides local school districts with specific benchmarks for student achievement in the disciplines of history, geography, civics, and economics. The expectation that teacher candidates will carry the NJCCCS into their classrooms provides a sound basis for content preparation that comports well with NCSS standards, both thematic and disciplinary. Candidates are also governed by the NJ Professional Standards for Teachers which provide a guideline for the knowledge, practices, and dispositions that teachers need to support the learning required by the Core Curriculum Content Standards. The New Jersey Department of Education requires that for each subject area certification, the teacher candidate must complete 30 credits in a coherent sequence of courses appropriate to the instructional area. Note that at the College of New Jersey, history majors take the equivalent of 44 credit hours, with additional coursework in government and economics. As such, their preparation in the content area is significant. The emphasis on writing skills and original research underscores our commitment to the belief that teachers must be literate, well read, able to think critically and possessed of the unique skills embedded in the study of history. The overwhelming majority of our secondary education social studies candidates major in History. History majors are required to take eleven history courses which include four core courses and seven electives. The core courses are Craft of History (HIS 230), Themes in American History (HIS 230) and Themes in World History (HIS 240), all students also take the Senior Capstone Research Seminar (HIS 498). Students must also take two reading seminars and four upper division courses. These courses must be chosen from a distribution of geographic regions (Europe, South Asia or East Asia, Middle East or Eurasia, Africa or Latin America, or North America). Reading seminars further allow students to explore selected topics in considerable depth, as these courses typically require participants to read one per week. Students must also take at least two courses labeled "pre-1500" so that there is distribution across different time periods of history. The geographic and temporal distribution of the requirements ensures that students have a broad foundation in the social studies.

As the history major is designed to explore multiple geographic regions and cultures, the cross-cultural and geographic competencies are subsumed within the major. The program requirements directly address NCSS Thematic Standards 1.1, 1.2, 1.3, 1.8, and 1.9 and NCSS Disciplinary Standards 2.1, 2.2. Note that a required class “Themes in World History and Geography” directly addresses standard 1.2. Students also take a required government class to address Standards 1.6 and 1.10, and a required economics class to address Standard 1.7. As part of their education major, students take a psychology class (Standard 1.4) and a course on schools and communities (Standard 1.5)

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

Clinical and Field Experiences for Secondary Social Studies majors begin in the sophomore year and consist of observation, planning, assisting, tutoring, and regular teaching, all under the guidance and supervision of cooperating classroom teachers and college faculty. Students begin their education program by taking three courses: SPE 103: Social and Legal Foundations of Special Education, SED 224: Adolescent Learning and Development, and EFN 299 School and Communities. Typically, students take on class in the second semester of freshman year, and one in each semester of sophomore year. EFN 299 is always taken in sophomore year. In SPE 103 students learn the foundations of special education law and policy, and practice writing accommodations and prepare for work in inclusive settings. EFN 299 contains a field-based component in which students examine the social structure of schools and classrooms. Included in this course is a 25 hour component of guided observation at a school site where teacher candidates apply models of social interaction to actual classroom environments. In SED 224 students examine theories of social and intellectual maturation and perform child studies. This course includes a 25 hour component of tutoring or small group instruction. In the fall of junior year students take SED 399: Pedagogy in the Secondary Classroom, and RAL 323: Content Literacy in the Inclusion Classroom, both offered by the Education Department, and HED 390: Content Methods, offered by the History Department. SED 399 and HED 390 address topics related to teaching methods and curriculum design. Topics covered in these classes include lesson planning, unit design (with an emphasis on "backwards design"), assessment (especially authentic assessment), cooperative learning, and differentiated instruction. SPE 323 addresses issues related to literacy and incorporating literacy approaches into students' content areas. In connection with these courses, students participate in the Clinical 1 experience, which consists of a ten week, 190 hour assignment at a single site placement. This is broken down into three half day visits for eight weeks and two weeks of full time teaching at the end of the semester. This experience includes two formal observations, one by the Education professor teaching SED 399 and one by the History professor teaching HED 390. This block of courses was revised into its present form in the Fall of 2017 in order to meet new state requirements and to introduce students to special education earlier in their education program. It also allows for the integration of coursework with the field experience and allows closer collaboration between the History Department and the Education Department. The culmination of the program is Student Teaching, a semester-long full-time teaching assignment (14 weeks, 450 hours) which takes place during the senior year. Teacher candidates must demonstrate competence in subject matter, long term and daily lesson planning, assessment differentiated instruction, classroom management, and the ability to work with colleagues, administrators, and parents. Teacher candidates assume teaching responsibilities for their cooperating teacher's full schedule. This means that they teach between 5 to 6 periods per day (or three to four in schools with longer instructional blocks) and have as many as three different classes in which distinct preparation is necessary. The program includes seven formal observations (more if needed), by a content area supervisor. While student teaching, students take SED 498: Collaborative Capstone for Professional Inquiry. In this class, teacher candidates participate in seminars with recent program completers and veteran teachers and administrators to discuss issues related to instructional methodology, classroom management, teacher and

student sources, and collegial relations. This class also serves as the location where students conduct preparatory work necessary for completion of the EdTPA.

3. See attached.

4. N/A

5. Candidate Information

Program Completers		
Semester	Candidates Enrolled in Program (HED)	# of Program Completers
Fall 2016 – Spring 2017	32	30
Fall 2017- Spring 2018	24	24
Fall 2018 – Spring 2019	28	27

6. Faculty Information

Faculty Member Name	Charleston, Brett
Highest Degree, Field, University	EdM, Holy Family University
Assignment	Supervisor
Faculty Rank	Instructor
Tenure Track	Adjunct
Scholarship	
Teaching or other professional experience P-12	Social Studies Teacher, West Windsor Plainsboro (8 years) Principal, Bridgewater Township Public Schools (6 years) Superintendent, Pequannock Township Public Schools (4 years)

Faculty Member Name	Fogler, Christine
Highest Degree, Field, University	MS, Education, Monmouth University
Assignment	Supervisor
Faculty Rank	Instructor
Tenure Track	Adjunct
Scholarship	
Teaching or other professional experience P-12	Social Studies Teacher, Ocean Township Public School, (39 years) Affirmative Action Officer, Ocean Township Public Schools Teacher Volunteer, Wagner Correctional Facility

Faculty Member Name	Mary Kostula
Highest Degree, Field, University	M.A., Educational Administration, Georgian Court College
Assignment	Supervisor
Faculty Rank	Instructor
Tenure Track	Adjunct
Scholarship	

Teaching or other professional experience P-12	Social Studies Teacher, Pemberton Township Public Schools (29 years)
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Faculty Member Name	John Kroschwitz
Highest Degree, Field, University	MAT, Social Studies Education, Trenton State College
Assignment	Supervisor
Faculty Rank	Instructor
Tenure Track	Adjunct
Scholarship	
Teaching or other professional experience P-12	Social Studies Teacher, Hamilton Township School District (4 years) Education Program Specialist, State of New Jersey, Juvenile Justice Commission (12 years), Member, Hamilton Township Board of Education (4 years).

Faculty Member Name	Michael Marino
Highest Degree, Field, University	PhD, Social Studies Education, Teachers College, Columbia University
Assignment	Coordinator of History Education Program
Faculty Rank	Associate Professor
Tenure Track	Yes (Tenured in 2014)
Scholarship	Marino, M.P. & Crocco, M.S. (2019). "The Pre-Service Practicum Experience and Inquiry-Oriented Pedagogy: Evidence from Student Teachers' Lesson Planning". Forthcoming in The Journal of Social Studies Research. Marino, M.P. (2017). Harlem: New perspectives on an old neighborhood. The Journal of Urban History 43(5), 846-851. Marino, M.P. & Crocco, M.S. (2016). Promoting inquiry-oriented teacher preparation in social studies through the study of local history. The Journal of Social Studies Research, 41, 1-10.
Teaching or other professional experience P-12	Social Studies Teacher, New York City Public Schools, (4.5 years)

Faculty Member Name	Robert Nagy
Highest Degree, Field, University	M.A., Education, Seton Hall University
Assignment	Supervisor
Faculty Rank	Instructor
Tenure Track	Adjunct
Scholarship	
Teaching or other professional experience P-12	Social Studies Teacher, Ewing Township Public Schools (33 years)

Section II – List of Assessments

1. Assessment information

Type and Number of Assessment	Name of Assessment	Type or form of assessment	When the assessment is administered
Assessment #1: Licensure assessment, or other content-based assessment (required)	Praxis II (5081)	State required licensure examination in content area	Every year (TC take the test before beginning Clinical 2).
Assessment #2: Content knowledge in social studies(required)		Course grades	Every semester
Assessment #3: Candidate ability to plan instruction (required)	Unit and lesson plan rubric	Unit plan	Every semester (during Clinical 1)
Assessment #4: Student teaching (required)	Performance and dispositions assessment	Evaluation of student teachers based on observations	Every semester (during Clinical 2)
Assessment #5: Candidate effect on student learning (required)	EdTPA	State required licensure examination	Every semester (TC take the assessment during their Clinical 2 experience)
Assessment #6: Assessment of professional responsibility and informed action (required)	Social Justice Action Project	Reading, lesson plan, and project design	Every semester (HED 390). This occurs during the Clinical 1 experience.

Section III – Relationship of Assessment to Standards

For 1 to 5, please see attached, scanned pdf.

6. Programmatic requirements for national recognition

Courses: HED 390, SED 399, SED 498

7. Please click all the boxes for A, B, and C.

Section IV – Evidence for Meeting Standards

See attachments.

Section V – Use of Assessment Results to Improve Program

The History Department has made the following changes to improve and enhance the History Education program. First, the Department has created a new course HIS 396: Teaching Economics and Economic History in Secondary School. This course fulfills the economics requirement of the major and was

created: a) to provide students with a course that specifically addresses teaching economic concepts at the secondary level; and b) because the State of New Jersey has recently mandated that all high school students in the state take at least one semester of economics, and our graduates needed to be prepared for this reality as future social studies teachers. The course is now offered every spring semester. Second, because the social studies curriculum in the State of New Jersey is heavily weighted towards American history, the Department has revised its major (with its History/Secondary Education majors in mind) so that students have the opportunity to take an introductory class in American history ("Themes in American History") in their introductory history classes. Another course, HIS 198: Teaching American History has also been created and this course is currently offered as an elective and runs every semester. Third, the History major used to require 12 courses. This has been changed to 11 courses so that students have more flexibility in choosing electives. This change was again made to improve the Secondary Education component of the major so that students will have the ability to take electives that better them prepare for their time as social studies teachers. Finally, the Department has initiated a comprehensive assessment plan that will assess our majors' work in various categories (such as writing and reasoning ability, the ability to use source material, and the ability to create an original argument. This will yield new insight into the work of our students and the effectiveness of our programs. Collectively, it is hoped that these changes will enhance students' content knowledge, their ability to transform this knowledge into effective pedagogy, and enhance students' professional skills and dispositions. The Praxis data (Assessment 1) has consistently shown that our teacher candidates graduate with a very strong background in history and the social sciences. There are some lower scores in economics and behavioral sciences sections, and the History Department will conduct review sessions in these areas beginning in Fall 2019. The fact that our students have considerable freedom in choosing the electives that constitute their program does not appear to have created gaps in their learning and preparation. We attribute this to a strong advisement program for our secondary education majors and to the emphasis on the History Department's revised learning goals, especially in the required core courses. The data described in Assessment #2 indicate that history education majors perform exceptionally well in the courses related to their major. The majority of TC are performing at a B or better level in all of these courses and many students are consistently earning A or A grades in what are challenging reading and writing intensive classes. This fact is evident in the cumulative GPA data found in Assessment #2. This speaks to the high quality of our students and their consistent academic excellence. A few points that emerge in the data are as follows. First, while TC tend to perform well on certain parts of the Praxis exam, they score lower on certain sections, especially the economics and behavioral science sections. The Department has initiated some steps to address this, and student performance on the Praxis will bear watching in the coming semesters. Second, although most history/secondary education majors are high achievers, a small sample of students tends to perform poorly in the major, earning consistently low grades. Although the data indicates that the great majority of these students do not progress to student teaching, the Department is committed to ensuring that only the strongest and most qualified students work as student teachers. Identifying weak students and assessing their suitability as future teaching professionals remains one of the History Departments main goals as pertains to its teaching major. Given changes made at the state level, the College has made several changes in regarding to its teaching program. First, the number of hours TC experience in the Clinical 1 block has been expanded, and TC now work at schools five days a week instead of four. This provides TC with more experience and more time in schools. Second, the Clinical 1 curriculum has been changed in that a new course RAL 328: Reading in Special Education has been added so that TC have more exposure to learning different approaches to teaching literacy in the content area. This course replaces an older course that combined literacy and special education. TC now take a dedicated special education course, SPE 103: Social and Legal Foundations of Special Education prior to enrolling in Clinical 1. This course replaces a history of education course. TC now have more exposure to literacy and special education, and this change has significantly enhanced the curriculum experienced by our TC. Assessments #3 and #4 (professional and pedagogical knowledge, skills, and dispositions) indicate that the great majority of teacher candidates (nearly 100%) are scoring at proficient or target levels regarding teaching and planning. This indicates the quality of the students' work and their

generally strong performance as student teachers. A few points do emerge in the data that need to be addressed in the students' methods classes and capstone seminar. These include some weaknesses in planning clear transitions and questions, and in connecting formative to summative assessments in the student teaching experience. TC also displayed some weaknesses in differentiating instruction and in designing authentic assessments. Regarding NCSS Standards, the data indicates that students are integrating a diverse array of content into their planning and teaching. However, there seems to be some disconnect between planning and teaching that can be addressed with the context of the HED 390 course relating to how TC can connect their plans to bigger ideas related to the content. There also seems to be some weaknesses in TC ability to create innovative instructional approaches, and this is also something that can be addressed with the context of the methods courses. Having identified these issues, the Program can now use planning strategies, assessments and course materials (particularly new readings) to help TC better perform in these areas. The data revealed in Assessment #5 relates to the new EdTPA assessment. It should be noted that this assessment was taken with no specified passing grade (TC only needed to complete the tasks) by the TC analyzed in the sample, and as such, the data and the interpretations that derive from it may change based on increased motivation by the test takers in that there will be a minimum score required next year. The data suggests that TC are performing with acceptable parameters on the assessment in that most TC are within the 3.0 range for each of the rubrics, which is true for the cohorts both individually and as a group. The College has instituted a number of changes to assist TC in preparing for the test. These include three writing days, an orientation session, and several review sessions over the course of the term. These changes were instituted in Fall 2018 and the data shows some improvement in the overall scores, suggesting that these measures have had some positive impact. The data also show several areas where TC score poorly on the rubrics (these are the rubrics related to academic language and to using feedback). Activities and preparation that address these areas will be incorporated into HED 390, SED 399, and SED 498. The data for Assessments #6 and #7 suggest that TC are performing within acceptable parameters on these tasks, although there are some areas for improvement. These include the need to better conceptualize a social justice action project (Assessment #6) and the need to better identify how global connections create new historical phenomenon (Assessment #7). Steps have been taken to help TC improve in these areas. For example, for Assessment #7 a new set of readings will be used to help TC develop this competency.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY