The Social Studies Education Program at the University of Kentucky prepares candidates for teaching social studies in grades 8-12. Initial certification in social studies is achieved through completion of a master’s degree program that is guided by a framework, which aligns closely with the conceptual framework for the UK professional education unit. The unit conceptual framework is reflected in the following abstract:

The conceptual framework for the professional education unit at the University of Kentucky (UK) is guided by the theme, *Research and Reflection for Learning and Leading*. This theme is aligned closely with both the institutional vision and mission of UK and the vision and mission of the professional education unit. The theme reflects and guides how we approach preparation of professional educators within the context of a research extensive, land grant university.

*Research* is a valued activity and tool within UK’s educator preparation programs. Faculty and candidates generate scientific research using a wide range of research methodologies and contribute to the professional literature. Programs use practitioner inquiry and data-based instructional models in applied settings to enhance student learning and professional development. Research findings from the entire field of education inform design of courses, selection of interventions, and features of professional education programs.

*Reflection* is a long-standing aspect of UK’s educator preparation programs and is, in our view, a hallmark of professional practice. Reflective assessment of performance, outcomes, and approaches to problems is a dynamic process appropriate for faculty, experienced educators, and candidates in initial stages of their careers. Candidates are expected to complete numerous reflective activities as they work to meet standards; the goal is to prepare educators who are capable of analysis and problem solving that will result in improving educational practices and outcomes.

*Learning* is included as a component within our conceptual framework to underscore our commitment to the many facets of learning and to highlight the ways in which our programs conceptualize, promote, and accomplish learning. As a unit, we do not share a single theoretical view of learning. Faculty and candidates conceptualize learning using a wide range of perspectives including behavioral, constructivist, and social. We believe that our diversity of thought enriches and strengthens our unit. The reference to learning in our conceptual framework encompasses learning among all those who participate in our educator preparation programs and those who are affected by the educational efforts of our faculty and candidates.

*Leading* is an expectation that faculty hold for themselves and an outcome that we promote among our candidates. As members of the educational community at Kentucky’s flagship university, we believe it is our obligation and privilege to provide
leadership in educational policies and practices across levels and dimensions of universities, schools, and agencies. We believe that as leaders and followers work together to improve student learning among diverse student populations, we can obtain positive results that improve education in Kentucky and beyond.

The four elements of our conceptual framework are synergistic and mutually supportive of our work. Taken as a whole, research, reflection, learning, and leading provide a strong conceptual basis and functional framework for the preparation of educators at the University of Kentucky.

**Institutional and Unit Vision and Mission**

In conjunction with the unit conceptual framework, the vision and missions of the University of Kentucky and the professional education unit also guide the Social Studies Education Program. These vision and mission statements are described as follows:

**Vision of the Institution**
The University of Kentucky will be one of the nation's 20 best public research universities, an institution recognized world-wide for excellence in teaching, research, and service and a catalyst for intellectual, social, cultural, and economic development.

**Mission of the Institution**
The University of Kentucky is a public, research-extensive, land grant university dedicated to improving people's lives through excellence in teaching, research, health care, cultural enrichment, and economic development.

The University of Kentucky:
- Facilitates learning, informed by scholarship and research.
- Expands knowledge through research, scholarship, and creative activity.
- Serves a global community by disseminating, sharing, and applying knowledge.

The University, as the flagship institution, plays a critical leadership role for the Commonwealth by contributing to the economic development and quality of life within Kentucky's borders and beyond. The University nurtures a diverse community characterized by fairness and equal opportunity.

**Values of the Institution**
The values of the University guide its decisions and the behavior of its community. Its core values are:
- Integrity
- Academic excellence and academic freedom
- Mutual respect and human dignity
- Embracing diversity
- Personal and institutional responsibility and accountability
- Shared governance
- A sense of community
- Sensitivity to work-life concerns
- Civic responsibility
- Service to society
Vision of the Professional Education Unit
The College of Education at the University of Kentucky will become one of the nation's 20 best public professional education units with emphasis on research, reflection, learning, and leading in service to the Commonwealth, the nation, and the world.

Mission of the Professional Education Unit
The College of Education endeavors to expand the knowledge of teaching and learning processes across a broad educational spectrum. The college fosters a culture of reflective practice and inquiry within a diverse community of students, faculty, and staff. As part of a research-extensive university, the college advances knowledge through research. As part of a land grant institution, the college prepares professionals for a variety of roles in educational settings and community agencies and provides leadership in the improvement of the education, health, and well being of citizens in the Commonwealth, the nation, and the world.

Values of the Professional Education Unit
In addition to embracing the values of the university, faculty in the College of Education prepared a statement of core values—attitudes, behaviors, and commitments—that demonstrate our shared vision of becoming a nationally recognized college of education:

- Service to the diverse needs and aspirations of candidates and faculty
- Adherence to professional and state standards for education professions
- Participation in generating and evaluating educational initiatives and policies
- Generation and application of scientific and practitioner research
- Professional reflection to ensure continuous growth and improvement
- Encouragement of lifetime learning and wellness
- Leadership for educative growth.

Mission Statement for the Department of Curriculum and Instruction
The mission of the Department of Curriculum and Instruction is to 1) design, develop, and implement programs that will improve the quality of elementary, middle, and secondary education and provide educational leaders; 2) prepare teachers and provide continuing professional development; 3) conduct and disseminate research; and 4) provide services in a variety of educational and professional settings.

Social Studies Education Program Philosophy, Commitments, and Dispositions
NCSS defines social studies as "the integrated study of the social sciences and humanities to promote civic competence." As such, the faculty of the initial preparation program in social studies approaches the teaching of social studies primarily as citizenship education as identified in the NCSS statement on the “Essentials of the Social Studies” (NCSS, 1990, 9-11). These statements serve as the mission statement for the Social Studies Education Program at the University of Kentucky. It reads:

Noting that concern for the common good and citizen participation in public life are essential to the health of our democratic system, ...effective social studies programs prepare young people to identify, understand, and work to solve the problems facing our diverse nation in an increasingly interdependent world. Such programs:
• foster individual and cultural identity along with understanding of the forces that hold society together or pull it apart;

• include observation of and participation in the school and community;

• address critical issues and the world as it is;

• prepare students to make decisions based on democratic principles; and

• lead to citizen participation in public affairs.

Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and the natural sciences. The primary purpose of the social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.”

Both the mission statement of NCSS and its definition of social studies drive curriculum and instruction in the Social Studies Education Program. These definitions and guiding purposes for teaching social studies align well with the multiple sets of themes, dispositions, and standards used for both program assessment and student performance assessments used to evaluate our program. These standards sets include:

A. Unit Functional Skills and Dispositions
B. Kentucky New Teacher Standards
C. NCATE/NCSS Performance Standards for K-12 Social Studies Teaching
D. EPSB Themes (Diversity, Assessment, Literacy/Reading, Closing the Achievement Gap)
E. KERA Initiatives (Learner Goals and Academic Expectations, Program of Studies, Core Content for Assessment)
F. Unit Technology Standards

Unit Functional Skills and Dispositions

The combined program faculties of the UK educator preparation unit have established five (5) skills and dispositions that underlie all UK educator preparation programs. These skills and dispositions have been adopted and endorsed by the Social Studies Education Program Faculty. The required skills and dispositions are as follows:

Functional Skill and Disposition 1: Candidates communicate appropriately and effectively.

• Communicates successfully in formal presentations
• Communicates successfully in small groups and/or informal settings
• Uses nonverbal communications skills successfully
• Communicates successfully in writing (reports, essays, letters, memos, emails, etc.)

Functional Skill and Disposition 2: Candidates demonstrate constructive attitudes.

• Demonstrates knowledge and command of sociocultural variables in education
• Demonstrates constructive attitudes toward children, youth, parents, and the community
• Demonstrates awareness and acceptance of diversity in educational settings.

Functional Skill and Disposition 3: Candidates demonstrate ability to conceptualize key subject matter ideas and relationships.
• Accurately states key subject matter ideas
• Explains key subject matter ideas
• Tailors key subject matter ideas to diverse populations
• Addresses misconceptions among students about key subject matter ideas
• Identifies real life examples to enhance student learning of key subject matter ideas

Functional Skill and Disposition 4: Candidates interact appropriately and effectively with diverse groups of colleagues, administrators, students, and parents in educational settings.
• Demonstrates acceptable educator behavior in diverse educational settings
• Demonstrates adaptability in reflecting on self in relation to diverse groups

Functional Skill and Disposition 5: Candidates demonstrate a commitment to professional ethics and behavior.
• Demonstrates understanding of the Kentucky School Personnel Code of Ethics
• Complies with all legal requirements for educators in a knowledgeable and timely manner
• Demonstrates understanding of ethical issues related to Social Studies Education

Knowledge Base of the Social Studies Education Program

The Social Studies Education Program extends and enhances the unit’s conceptual framework by providing the opportunities and experiences necessary for beginning teachers to reflect on the perspective of the schools and the profession. Indeed, the National Council of the Social Studies (NCSS), the principal professional organization for our program, has for the past decade promoted teaching that fosters civic competence as its primary purpose is to “help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world” (NCSS, 1994). In addition, the certification program in secondary social studies prepares candidates to meet Kentucky’s New Teacher Standards, benchmarks relating to a variety of aspects of pedagogy, collaboration, professional development, and subject matter knowledge (Education Professional Standards Board, 1994). Teaching to meet these goals requires a great deal of reflective decision making, because what candidates learn depends to a large extent on how it has been learned. Consequently, this certification program strives to blend the learning of social studies with the learning of pedagogy.

Curricular issues, likewise, need to be carefully considered. As Stephen Thornton argues, educators are curricular gatekeepers in the sense that they bring their beliefs and perceptions to the subject matter. They make important decisions about what to include or omit and how to teach particular concepts, topics, or issues in social studies and to develop expertise in the social studies (Thornton, 1991). It is to this central tenet – that the teacher is the primary mediator or instructional gatekeeper between a beginner’s understanding and the sophisticated development, communication, and evaluation of social studies ideas – that the Social Studies Education Program adheres. Developing a coherent and important curriculum must involve a great deal of planning, deep and flexible understanding of the subject matter, and sensitivity to developing a learning climate in which purposeful representation of important social studies is played out in classroom instruction. The use of a few important ideas with
which to engage students from a variety of perspectives can draw upon the strength of addressing different learning styles (see, e.g., Davidson, 1990) and different kinds of intelligences (Gardner, 1993). In the Social Studies Education Program, candidates are prepared to examine and critically evaluate the coherence of a curriculum in terms of how it reflects central and important social studies and to reflect on its articulation across grade levels.

In this certification program, substantial attention is given to cultivating the above understandings and helping beginning teachers learn how to help their students see social studies as both connected and meaningful. NCSS sets out five visions for powerful social studies instruction. They include:

- Social Studies Teaching and Learning Are Powerful When They Are Meaningful
- Social Studies Teaching and Learning Are Powerful When They Are Integrative
- Social Studies Teaching and Learning Are Powerful When They Are Value-Based
- Social Studies Teaching and Learning Are Powerful When They Are Challenging
- Social Studies Teaching and Learning Are Powerful When They Are Active

By pairing instruction in pedagogy with instruction focused on bringing a university perspective to bear on secondary social studies topics, this program prepares beginning teachers to make the kinds of decisions that lead to students’ willingness to engage in “the office of citizen” (as Thomas Jefferson put it) as well as to their achievement.

A crucial part of the teaching and learning of social studies – from the teacher’s perspective and the student’s perspective – is the assessment. Assessment should include “components designed to inform instructional planning and thus produce continuing improvements through successive cycles. The assessment mechanisms focus on the degree to which major social understanding and civic efficacy goals are accomplished, rather than on measuring acquisition of miscellaneous information or command of generic skills” (NCSS, 1994). Preparing for high-quality assessment relies on the teacher’s ability to look deeply at his or her experience with particular subject matter and with particular students at a particular time, and the ability to use the information to which he or she has access in order to make good instructional decisions. Relying on different formats, focusing on different purposes, and drawing on purposefully selected problems and tasks, assessment can be key in students’ ability to solve problems of a variety of difficulty levels and their willingness to engage in civic conversations.

Finally, we see technology as a tool to enhance students’ abilities to reason and solve problems, communicate both with and about social studies, and establish meaningful connections due to the possibilities of representation afforded by technological devices. Yet, as with all issues surrounding the preparation of high-quality teachers of social studies there is a need – perhaps a greater need – for reflection on one’s teaching, for making decisions regarding what constitutes important social studies questions, and for carefully planning purposeful instruction. The appropriate use of technology is seen not as a substitute for knowing a body of social studies knowledge, but rather as an avenue to help students get to the heart of what it means to do citizenship education.

This framework, informed by both experience and scholarship, is shared as a document with candidates in the program and teachers and administrators in the schools in which our candidates are placed. It also is shared through one-on-one interactions with colleagues in the schools and in our own unit. Further, as a program, we go to substantial lengths to model with our candidates our belief that teachers are reflective decision makers. From advisement to application, from admission to midpoint
retention, from instruction in the classroom to supervised instruction in the field, and from early assignments to certification, we strive to embody this framework.

**Performance Standards for the Social Studies Education Program**

The Social Studies Education Program Faculty use the Education Professional Standards Board’s New Teacher Standards as the organizing standards with which to assess student performance. Within these standards are integrated the unit’s conceptual framework as well as the NCSS pedagogical and content standards.

**Kentucky New Teacher Standards**

I. Designs and Plans Instruction  
II. Creates and Maintains Learning Climates  
III. Implements and Manages Instruction  
IV. Assesses and Communicates Learning Results  
V. Reflects and Evaluates Teaching and Learning  
VI. Collaborates with Colleagues, Parents, and Others  
VII. Engages in Professional Development  
VIII. Demonstrates Knowledge of Content  
IX. Demonstrates Implementation of Technology

**NCSS Standards for the Preparation of Social Studies Teachers**

We align the Social Studies Education Program with the National Council of Social Studies Standards for the Preparation of Social Studies Teachers (1997). Based on NCSS Guidelines for teacher preparation, our program emphasizes the following components for learning to teach. The standards are organized under 1) Content Knowledge and 2) Pedagogical Knowledge.

- **Content Knowledge**

  I. **Culture and Cultural Diversity:** Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.

  They should:

  • enable learners to analyze and explain the ways groups, societies, and cultures address human needs and concerns;

  • guide learners as they predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference;

  • assist learners to apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns;
• encourage learners to compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change;

• enable learners to give examples and describe the importance of cultural unity and diversity within and across groups;

• have learners interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding;

• guide learners as they construct reasoned judgments about specific cultural responses to persistent human issues;

• have learners explain and apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.

II. Time, Continuity, and Change: Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Time, Continuity, and Change.

They should:

• assist learners to understand that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use;

• help learners apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity;

• enable learners to identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions;

• guide learners as they systematically employ processes of critical historical inquiry to reconstruct and interpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality;

• provide learners with opportunities to investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment; enable learners to apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.

III. People, Places, and Environments: Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of People, Places, and Environments.
• enable learners to construct, use, and refine mental maps of locales, regions, and the world that demonstrate their understanding of relative location, direction, size, and shape;

• have learners create, interpret, use, and distinguish various representations of Earth, such as maps, globes, and photographs, and use appropriate geographic tools such as atlases, data bases, systems, charts, graphs, and maps to generate, manipulate, and interpret information;

• teach learners to estimate and calculate distance, scale, area, and density, and to distinguish spatial distribution patterns;

• help learners to locate, distinguish, and describe the relationships among varying regional and global patterns of geographic phenomena such as landforms, climate, and natural resources;

• challenge learners to speculate about and explain physical system changes, such as seasons, climate, and weather;

• help learners describe how people create places that reflect culture, human needs, current values and ideals, and government policies;

• challenge learners to examine, interpret, and analyze the interactions of human beings and their physical environments;

• have learners explore the ways Earth’s physical features have changed over time; and describe and assess the ways historical events have influenced and have been influenced by physical and human geographic features;

• provide learners with opportunities to observe and analyze social and economic effects of environmental changes and crises;

• challenge learners to consider, compare, and evaluate existing alternative uses of resources and land in communities, regions, nations, and the world.

**IV. Individual Development and Identity:** Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Individual Development and Identity.

They should:

• assist learners in articulating personal connections to time, place, and social/cultural systems;

• help learners to identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual’s daily life;

• assist learners to describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self;
have learners apply concepts, methods, and theories about the study of human growth and development, such as physical endowment, learning, motivation, behavior, perception, and personality;

guide learners as they examine the interactions of ethnic, national, or cultural influences in specific situations or events;

enable learners to analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity;

have learners compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups;

assist learners as they work independently and cooperatively within groups and institutions to accomplish goals;

enable learners to examine factors that contribute to and damage one’s mental health and analyze issues related to mental health and behavioral disorders in contemporary society.

V. Individuals, Groups, and Institutions: Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of interactions among Individuals, Groups, and Institutions.

They should:

help learners understand the concepts of role, status, and social class and use them in describing the connections and interactions of individuals, groups, and institutions in society;

help learners analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings;

explain to learners the various forms institutions take, and explain how they develop and change over time;

assist learners in identifying and analyzing examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions;

enable learners to describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements;

challenge learners to evaluate the role of institutions in furthering both continuity and change;

guide learner analysis of the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings;
• assist learners as they explain and apply ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent social issues and problems.

VI. Power, Authority, and Governance: Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Power, Authority, and Governance.

They should:

• enable learners to examine the rights and responsibilities of the individual in relation to his or her family, social groups, community, and nation;

• help students to understand the purpose of government and how its powers are acquired, used, and justified;

• provide opportunities for learners to examine issues involving the rights, roles, and status of individuals in relation to the general welfare;

• enable learners to describe the ways nations and organizations respond to forces of unity and diversity affecting order and security;

• have learners explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations;

• help learners to analyze and explain governmental mechanisms to meet the needs and wants of citizens, regulate territory, manage conflict, and establish order and security;

• have learners identify and describe the basic features of the American political system, and identify representative leaders from various levels and branches of government;

• challenge learners to apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems;

• guide learners to explain how governments attempt to achieve their stated ideals at home and abroad.

VII. Production, Distribution, and Consumption: Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of how people organize for the Production, Distribution, and Consumption of goods and services.

They should:

• enable learners to explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed;
• help learners analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system;

• help learners compare the costs and benefits to society of allocating goods and services through private and public means;

• assist learners to see the relationships among the various economic institutions that comprise economic systems such as households, businesses, banks, government agencies, labor unions, and corporations;

• guide learner analysis of the role of specialization and exchange in economic processes;

• provide opportunities for learners to assess how values and beliefs influence economic decisions in different societies;

• have learners compare basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital;

• challenge learners to apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues;

• enable learners to distinguish between the domestic and global economic systems, and explain how the two interact;

• guide learners in the application of knowledge of production, distribution, and consumption in the analysis of public issues such as the allocation of health care or the consumption of energy, and in devising economic plans for accomplishing socially desirable outcomes related to such issues;

• help learners to distinguish between economics as a field of inquiry and the economy.

VIII. Science, Technology, and Society: Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology, and society.

They should:

• enable learners to identify, describe, and examine both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings;

• provide opportunities for learners to make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions;

• have learners analyze the way in which science and technology influence core societal values, beliefs, and attitudes and how societal attitudes shape scientific and technological change;
• prompt learners to evaluate various policies proposed to deal with social changes resulting from new technologies;

• help learners to identify and interpret various perspectives about human societies and the physical world using scientific knowledge, technologies, and ethical standards from diverse world cultures;

• encourage learners to formulate strategies and develop policy proposals for influencing public discussions associated with science/technology-society issues.

IX. Global Connections: Social studies teachers should possess the knowledge, capabilities, and dispositions to provide instruction at the appropriate school level for the study of Global Connections and Interdependence.

They should:

• enable learners to explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding;

• help learners to explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations;

• provide opportunities for learners to analyze and evaluate the effects of changing technologies on the global community;

• challenge learners to analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health care, security, resource allocation, economic development, and environmental quality;

• guide learner analysis of the relationships and tensions between national sovereignty and global interests in such matters as territorial disputes, economic development, nuclear and other weapons deployment, use of natural resources, and human rights concerns;

• have learners analyze or formulate policy statements in such ways that they demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights;

• help learners to describe and evaluate the role of international and multinational organizations in the global arena;

• have learners illustrate how individual behaviors and decisions connect with global systems.

X. Civic Ideals and Practices: Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Civic Ideals and Practices.

They should:
• assist learners to understand the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law;

• guide learner efforts to identify, analyze, interpret, and evaluate sources and examples of citizens’ rights and responsibilities;

• facilitate learner efforts to locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues—identifying, describing, and evaluating multiple points of view;

• provide opportunities for learners to practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic;

• help learners to analyze and evaluate the influence of various forms of citizen action on public policy;

• prepare learners to analyze a variety of public policies and issues from the perspective of formal and informal political actors;

• guide learners as they evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making;

• encourage learner efforts to evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government;

• support learner efforts to construct policy statements and action plans to achieve goals related to issues of public concern;

• create opportunities for learner participation in activities to strengthen the “common good,” based upon careful evaluation of possible options for citizen action.

• **Pedagogical Knowledge and Skills**

  1. **LEARNING AND DEVELOPMENT**
  Social studies teachers should possess the knowledge, capabilities, and dispositions to provide learning opportunities at the appropriate school levels that support learners’ intellectual, social, and personal development.

  2. **DIFFERENCES IN LEARNING STYLES**
  Social studies teachers should possess the knowledge, capabilities, and dispositions to create at the appropriate school levels learning experiences that fit the different approaches to learning of diverse learners.

  3. **CRITICAL THINKING, PROBLEM SOLVING, AND PERFORMANCE SKILLS**
  Social studies teachers should possess the knowledge, capabilities, and dispositions to use at the appropriate school levels a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.
4. ACTIVE LEARNING AND MOTIVATION
Social studies teachers should possess the knowledge, capabilities, and dispositions to create at the appropriate school levels learning environments that encourage social interaction, active engagement in learning, and self-motivation.

5. INQUIRY, COLLABORATION, AND SUPPORTIVE CLASSROOM INTERACTION
Social studies teachers should possess the knowledge, capabilities, and dispositions to use at the appropriate school levels verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive interaction in the classroom.

6. PLANNING INSTRUCTION
Social studies teachers should possess the knowledge, capabilities, and dispositions to plan instruction for the appropriate school levels based on understanding of subject matter, students, the community, and curriculum goals.

7. ASSESSMENT
Social studies teachers should possess the knowledge, capabilities, and dispositions to use formal and informal assessment strategies at the appropriate school levels to evaluate and ensure the continuous intellectual, social, and physical development of learners. They should be able to assess student learning using various assessment formats, including performance assessment, fixed response, open-ended questioning, and portfolio strategies.

8. REFLECTION AND PROFESSIONAL GROWTH
Social studies teachers should possess the knowledge, capabilities, and dispositions to develop as reflective practitioners and continuous learners.

9. PROFESSIONAL LEADERSHIP
Social studies teachers should possess the knowledge, capabilities, and dispositions to foster cross-subject matter collaboration and other positive relationships with school colleagues, and positive associations with parents and others in the larger community to support student learning and well-being.

Additionally, the Social Studies Education Program Faculty has adopted the following Unit Technology Standards which are integrated into the new teacher standards as well.

**Unit Technology Standards**

- **Standard 1:** Candidates integrate media and technology into instruction.
- **Standard 2:** Candidates utilize multiple technology applications to support student learning.
- **Standard 3:** Candidates select appropriate technology to enhance instruction.
- **Standard 4:** Candidates integrate student use of technology into instruction.
- **Standard 5:** Candidates address special learning needs through technology.
- **Standard 6:** Candidates promote ethical and legal use of technology disciplines.
Commitment to Diversity

The Social Studies Education Program Faculty is committed to

- Making diversity central to policies, decisions, and practices;
- Evaluating progress toward diversity in the program;
- Disseminating results widely; and
- Using these results to strengthen diversity for the Commonwealth

Equitable access to high quality social studies instruction in Kentucky’s secondary schools is directly and indirectly affected by UK’s Secondary Social Studies Education program’s beliefs in and support for social diversity in schools. Moreover, the Commonwealth is directly affected by the ability of its youth to acquire high levels of skill in social studies that can then be used by them as citizens to enhance their communities and participate in the state’s ongoing progress and prosperity in local, regional, national, and global contexts. Therefore, it is essential for our teacher candidates to understand issues related to social diversity and make a commitment to value diversity as they engage in teaching, research, reflection, learning, and leadership. By valuing diversity, our program is committed to enabling and empowering all people in educational contexts.

The Social Studies Education Program enables our candidates to meet required standards for new teacher practice, leadership, research, and reflective practice by integrating knowledge of content and profession, learning theory and application of teaching/learning. The program provides candidates with a core of courses in subject matter content, educational foundations, and pedagogical theory and methods in addition to field experiences that enable them to meet program goals and standards through performance. As candidates complete the requirements for each course and participate in continuous assessment activities that include interviews, surveys, and portfolio development, they meet program goals and achieve/enhance their learning competencies. The portfolio assessment system we use supports students as they use digital technologies to reflect their learning via the posting and explication of artifacts created and/or collected during their participation in the program. The portfolios developed by social studies education candidates include a resume, philosophy statements about candidates’ approaches to literacy and language arts teaching, samples from candidates’ teacher education coursework, sample lesson and unit plans from course- and field-work, assessment artifacts, evidence of participation in professional development, evidence of candidates’ use of media and technology in classroom teaching, evidence of candidates’ use of classroom management techniques, and other artifacts that demonstrate their progress toward meeting program expectations and new teacher standards. Data for initial continuous assessment is collected via the use of candidates’ program applications and interview processes with the Program Faculty at the start of the admissions process. As candidates progress through the program, they develop a retention portfolio using an online system developed for use by the UK College of Education. Finally, candidates use their retention portfolios and build on them to create an exit portfolio including lessons and units from courses they have taught during their student teaching experience. This exit portfolio demonstrates a candidate’s attainment of each of the nine New Teacher Standards for the state of Kentucky. In addition to these artifacts, candidates may include portfolio items that demonstrate their attainment of goals articulated for new teachers in guidelines and standards from the National Council of Social Studies.

In various courses prior to student teaching, our candidates have multiple opportunities to observe teaching and learning in diverse secondary school settings, to co-teach lessons with mentor teachers in
the field, and to practice pedagogical techniques with their peers. For each of these experiences, candidates develop lesson plans, implement instruction, assess learning, reflect, and refine their own teaching and learning. During the student teaching experience, candidates gradually take on primary responsibility for social studies instruction in a live classroom with secondary-level students, operating under the supervision of a highly qualified mentor teacher and a university field supervisor.

Commitment to Leadership

The Social Studies Education Program aligns itself with the positions of the National Council of Social Studies regarding the production of teacher leaders. As such, we use standard 9 of the NCSS pedagogical standards to guide our candidates’ development as educational leaders:

*Standard 9: PROFESSIONAL LEADERSHIP*
*Social studies teachers should possess the knowledge, capabilities, and dispositions to foster cross-subject matter collaboration and other positive relationships with school colleagues, and positive associations with parents and others in the larger community to support student learning and well-being.*

Commitment to Addressing the Achievement Gap

The Social Studies Education Program aligns itself with the positions of the National Council of Social Studies Education regarding cultural and linguistic diversity in social studies education. The program seeks to underscore that cultural and linguistic diversity should be treated as integral components of social studies education, and that the failure to accommodate such diversity in curriculum and instruction lies at the heart of disparities in academic achievement between white and minority racial groups—a phenomenon popularly referred to as “the achievement gap.” NCSS offers the following belief statements that underscore our program’s commitment to diversity in education:

*Curriculum Guidelines for Multicultural Education in Social Studies Education*

Prepared by the NCSS Task Force on Ethnic Studies Curriculum Guidelines
Adopted by NCSS Board of Directors, 1976, revised 1991

“It follows, therefore, that schools need to assume a new responsibility. Their socialization practices should incorporate the ethnic diversity that is an integral part of the democratic commitment to human dignity. At the same time, however, schools must help socialize youth in ways that will foster basic democratic ideals that serve as overarching goals for all U.S. citizens. The schools' goal should be to help attain a delicate balance of diversity and unity-one nation that respects the cultural rights and freedoms of its many peoples. As schools embark on educational programs that reflect multiculturalism, they must demonstrate a commitment to:

a. recognize and respect ethnic and cultural diversity;

b. promote societal cohesiveness based on the shared participation of ethnically and culturally diverse peoples;

c. maximize equality of opportunity for all individuals and groups; and
d. facilitate constructive societal change that enhances human dignity and democratic ideals.

The study of ethnic heritage should not consist of a narrow promotion of ethnocentrism or nationalism. Personal ethnic identity and knowledge of others' ethnic identities is essential to the sense of understanding and the feeling of personal well-being that promote intergroup and international understanding. Multicultural education should stress the process of self-identification as an essential aspect of the understanding that underlies commitment to the dignity of humankind throughout the world community.”


Commitment to Technology

The initial certification program in Social Studies Education is committed to teaching candidates so that they use technology as a personal and professional tool. Our program is guided by NCATE standards and EPSB New Teacher Standards as they relate to technology. Candidates are required to use technology for a majority of their classes. Candidates use technology for class assignments, lesson plan design and preparation, class presentations, record keeping, and data analysis. Candidates are required to successfully complete course work that focuses on using technology. Our candidates are required to communicate via electronic mail, use listservs, access the Internet and online databases, and use digital texts and modes for research projects and presentations. Our candidates use Microsoft Word, Excel, Access, and PowerPoint. They are given multiple opportunities during student teaching to videotape their teaching for use in self-analysis toward professional development. Our program offers candidates access to “smart” classrooms and technology labs in order to further facilitate their use of technology.

In addition to its alignment with NCATE standards, EPSB themes, and Unit Technology Standards, the Social Studies Education Program aligns itself with the positions of the National Council of Social Studies regarding the use of technology and media in social studies education. NCSS statements underscore our program’s commitment to technology as follows:

This statement is a version of the NCSS Position Statement 'A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy,' which was prepared by the Task Force on Standards for Teaching and Learning in the Social Studies, and approved by the NCSS Board of Directors in 1992.

"Integrated social studies teaching and learning include effective use of technology that can add important dimensions to students’ learning. Teachers can provide students with information through films, videotapes, videodiscs, and other electronic media, and they can teach students to use computers to compose, edit, and illustrate social studies research reports. Computer-based learning, especially games and simulations, can allow students to apply important ideas in authentic problem-tackling or decision-making contexts. If students have access to computerized data bases, they can search these resources for relevant research information. If they can communicate with peers in other states or nations, they can engage in personalized cultural exchanges or compare parallel data collected in geographically or culturally diverse locations."

Integration of Conceptual Framework Components in the Social Studies Education Curriculum and Assessments

The Social Studies Education initial certification program enables our candidates to meet required standards for new teacher practice, leadership, research, and reflective practice by integrating knowledge of content and profession, learning theory and application of teaching/learning. The program provides candidates with a core of courses in subject matter content, educational foundations, and pedagogical theory and methods in addition to field experiences that enable them to meet program goals and standards through performance. As candidates complete the requirements for each course and participate in continuous assessment activities that include interviews, surveys, and portfolio development, they meet program goals and achieve/enhance their learning competencies. The portfolio assessment system supports candidates as they use digital technologies to reflect their learning via the posting and explication of artifacts created and/or collected during their participation in the program.

Throughout the curriculum and field and clinical experiences in the Social Studies Education Program, candidates are required to complete activities and assessments aligned with the four conceptual framework components of research, reflection, learning, and leading. The remainder of this section identifies specific examples of assignments and course activities that illustrate integration of these themes throughout the program.

Research
Research is a valued activity and tool within UK’s educator preparation programs. Faculty and candidates generate scientific research using a wide range of research methodologies and contribute to the professional literature. Programs use practitioner inquiry and data-based instructional models in applied settings to enhance student learning and professional development. Research findings from the entire field of education inform design of courses, selection of interventions, and features of professional education programs. To that end, candidates are asked to engage in a number of research related exercises, including the following signature assignments:

In EDC 632 Social Studies Pedagogy in the Secondary School, candidates complete a research project called “History through a Student’s Eyes” in an attempt to understand what secondary-age students already know and think about social studies and history, in particular. For this assignment, candidates interview two to four secondary age children (grades 7-12). Neighbors, sisters, brothers, cousins, nieces, nephews, students in the fall field placement, and students that candidates coach, tutor, or babysit are all perfect candidates. The interview has two components: a photograph activity and a general interview. Explicit instructions and a script appear for both portions. For the interview portion, students are provided with a series of photographs/drawings that span the last 250 years in American history, along with a short description. The candidates then show the interviewees pictures and ask them to choose the eight most significant historical events as represented in the images. After the interviewee has chosen their "most significant” events, the candidates ask why they chose the pictures they did. They might choose to focus on one picture and have the student explain the significance of the event. Then choose a picture from the other pile that did not make their top eight list and ask why they left that one out of their top eight. Also, they ask these additional questions: A) Did you think this was easy or hard to do? What things made it easy or hard? B) Which pictures do you think are the most interesting? Why? C) Pick one picture, and ask students: How do you think your life would have been
different if you had been alive at this time? D) Point to each picture and ask: About when do you think this is? Why?

For the interview portion, candidates ask the interviewees a number of questions that pertain to history, government, economics, and geography. An example of the history questions follow:

- Among your school subjects, where would you rank history in terms of your interest over the years (top, middle, bottom)? Why?
- What is history?
- Why do we study history?
- What do historians do?
- What is a primary source? A secondary source?
- What do you think the three most historically significant events are in history? Why?
- Who are the three most historically significant people in history? Why?
- Who are the three most historically significant women in history? Why?
- What are the three most historically significant documents in history? Why?
- Imagine that you could meet and talk with someone from the past. Who would it be? What questions would you ask them? Why? Because you can't actually do that, how could you find out the answers to your questions?
- Have you ever seen a film or TV show, outside of school, on a historical topic? If so, what was it? Did you wonder if it was historically accurate? Did you do anything to check on its accuracy?
- Do you ever discuss things that happened before 1975 with your friends? If so, what topics?

Candidates are asked to type up/transcribe the student answers to the photograph and interview questions and to read through the student responses. In an 8-10 page paper, candidates identify three to four main conclusions they have reached from the interviews, supporting each with the use of specific examples from the interviews, and explaining three to four instructional implications of each of these conclusions. The conclusions should be generalizations which identify patterns in students’ responses and not a description of students' responses to every question asked. Instructional implications must include reference to readings assigned in class.

Reflection
Reflection is a long-standing aspect of UK’s educator preparation programs and is, in our view, a hallmark of professional practice. Reflective assessment of performance, outcomes, and approaches to problems is a dynamic process appropriate for faculty, experienced educators, and candidates in initial stages of their careers. Candidates are expected to complete numerous reflective activities as they work to meet standards; the goal is to prepare educators who are capable of analysis and problem-solving that will result in improving educational practices and outcomes. To that end, candidates are asked to engage in a number of reflective exercises, including the following signature assignments:

During the first summer of the program, candidates are asked to do the following for the first day of class. Candidates become cartographers and create maps representing their current understanding of teaching. They think about the paths that have brought the candidate to this point in your educational and professional development and the important stops along the way. Also, they consider the territories they think they will explore over the course of the master’s program. As a cartographer
mapping out the course of their teaching life, they are asked to address the following: how could you represent the journey you’ve already taken and the one you’re about to take? What ideas influence the destinations you see yourself having visited and those you’ll be getting to? As a starting place, they are given a little inspiration: It is rumored that Medieval cartographers, when outlining new territories, either used the phrase, “Here be dragons” or sketched dragons, sea monsters, or other wild animals where they had not been or had not fully understood. Dragons are used as a metaphor for the ideas or practices we might be uncomfortable with or know little about. What territories represent the places the candidates have never gone, the places in which he or she may find dragons? In an effort to allow the candidate to “roam”, it is pointed out that mapmakers of the Middle Ages employed many strategies to depict their world and what they knew of it. As a result, many of the maps are characterized by type, including: T-O Maps, List maps, Zonal Maps, Detailed maps, and others. They share these maps during one of our first sessions together in the fall and then are given the maps again to reflect orally during the last class in EDC 746: Area Instruction in Secondary School: Student Teaching in Social Studies.

Over the fall and spring semesters, in EDC 632: Social Studies Pedagogy in the Secondary School and EDC 746: Area Instruction in Secondary School: Student Teaching in Social Studies, candidates build and maintain a portfolio of selected events in the student teaching experience using Open Portfolio (www.otisonline.org), an electronic portfolio system. The program faculty chair along with the program faculty monitor development of the portfolios during the semesters. Using materials from their classes along with other in-class reflective writing, notes, and outside readings, develop a portfolio that demonstrates evidence of student progress toward meeting the Kentucky New Teacher Standards:

- Teacher Standard I, Designs/Plans Instruction
- Teacher Standard II, Creates/Maintains Learning Climates
- Teacher Standard III, Implements/Manages Instruction
- Teacher Standard IV, Assesses and Communicates Learning Results
- Teacher Standard V, Reflects/Evaluates Teaching/Learning
- Teacher Standard VI, Collaborates with Colleagues/Parents/Others
- Teacher Standard VII, Engages in Professional Development
- Teacher Standard VIII, Knowledge of Content
- Teacher Standard IX, Demonstrates Implementation of Technology

As indicated earlier, each candidate is responsible for constructing a series of artifacts for her/his online portfolio. Artifacts include philosophy statements, lesson plans, unit plans, student teacher created assessments, assessments of student learning, teaching reflections/journal entries, instructional materials created by the student teacher, evidence of communication with parents, peers, and cooperating teachers, and other artifacts that the student teacher believes will represent her/his performance during the field practicum. For each artifact, candidates are asked to provide the context for the artifact, the rationale for inclusion within the portfolio, and some degree of reflection which allows the program chair to understand candidates’ understanding of their own growth. During midterm and exit interviews, candidates and program chair discuss growth of teacher candidates throughout the program.
**Learning**

Learning is included as a component within our conceptual framework to underscore our commitment to the many facets of learning and to highlight the ways in which our programs conceptualize, promote, and accomplish learning. As a unit, we do not share a single theoretical view of learning. Faculty and candidates conceptualize learning using a wide range of perspectives including behavioral, constructivist, and social. We believe that our diversity of thought enriches and strengthens our unit. The reference to learning in our conceptual framework encompasses learning among all those who participate in our educator preparation programs and those who are affected by the educational efforts of our faculty and candidates. In EDC 632: Social Studies Pedagogy in the Secondary School, candidates are asked to develop a social studies curriculum unit that forms part of a course. The total unit should comprise at least five lesson plans, and it must demonstrate a variety of pedagogical strategies. Candidates are asked to select a topic that is interesting and that they would likely teach within the spring semester. They submit several lessons from their unit throughout the semester, as well as a unit blocking exercise, so that they can receive feedback from the instructor. The unit of study includes the following:

- **Cover page:** Write the name of the unit topic on the cover page, along with the grade level(s) and your name(s).
- **Overview:** Include a two-page overview of the unit that provides a rationale for the unit, the educational principles the candidate used, the essential question that frames the unit, the KERA standards to which the unit is tied, and the blocking exercise for mapping the unit.
- **Blocking Plan:** Candidates submit a Unit Plan Outline early in the semester that we call a blocking plan. The purpose of this plan is to help candidates conceptualize the order and organization of the lessons and, most importantly, highlight the assessments and their direct connection to the objectives to which their unit is tied.
- **The blocking plan should include the following:**
  a. Title of the unit
  b. KERA standards addressed and unit objectives
  c. A description of the essential question or main idea(s) the unit addresses
  d. Developed objectives for the unit
  e. A rationale for the unit
  f. A day-by-day outline of the unit (the eight lessons)
  g. A description of the end-of-unit assessment
  h. A list of preliminary materials
- **Lessons:** Candidates include at least five lessons, with the fifth lesson including some kind of culminating exercise or assessment to the unit. Candidates include all sources, worksheets, and/or hand-outs they would use in class.
- **Bibliography:** Candidates include a list of all the sources that were used to plan and teach the unit.

**Leading**

Leading is an expectation that faculty hold for ourselves and an outcome that we promote among our candidates. As members of the educational community at Kentucky’s flagship university, we believe it is our obligation and privilege to provide leadership in educational policies and practices across levels and dimensions of universities, schools, and agencies. We believe that as leaders and followers work together to improve student learning among diverse student populations, we can obtain positive results that improve education in Kentucky and beyond. To that end, candidates are asked to engage in a
number of exercises which will demonstrate their training as teacher leaders. In EDC 632: Social Studies Pedagogy in the Secondary School, candidates consider the use of instructional technology as a means to challenge students. For the first day of class, candidates read the following piece:


At the heart of the Kozma and Schank vision, they are asking educators to think outside the box by illustrating an organic and dynamic vision of school. Candidates are asked to respond to the article using the following prompts: 1) What is your reaction to Kozma and Schank’s vision of school? Explain. 2) Is this vision realistic? Why or Why not? Again, be specific. Please feel free to use your own experiences to respond. 3) Respond to the following question, If we didn’t have the schools we have today, would we create the schools we have today?

As part of this ongoing dialogue about the inclusion of instructional technology, one signature assignment includes the development of a “Ken Burns” documentary using Windows Movie Maker. In the past three years, the documentary has either debunked or upheld a myth about a historical figure in American history. This documentary is done in stages. During the first stage, the group members become experts on the topic by browsing the textbook, encyclopedia, and other materials. Second, the group storyboards a documentary. Third, candidates learn the software. And finally, candidates construct the film. The following topics give a sense of the kind of documentaries candidates create.

| Myth #1 | Christopher Columbus set out to prove the earth was round and died poor, penniless, and unaware that he discovered a new continent. |
| Myth #2 | Pocahontas fell for and saved John Smith as well as the settlers of the Jamestown colony. |
| Myth #3 | George Washington chopped down the cherry tree and had wooden teeth. |
| Myth #4 | Betsy Ross invented the American flag. |
| Myth #5 | Chief Seattle gave an important speech in 1854 about preserving the environment. |
| Myth #6 | Rosa Parks was tired and had no idea that she was about to do something important. |
| Myth #7 | Jackie Robinson was the first black baseball player in the Major Leagues. |
| Myth #8 | Helen Keller is historically important only because she helped blind people. |

During the construction of the documentaries, candidates engage in discussion about the power of media within social studies as well as the use of student-centered technology pedagogy. The hope is that this kind of modeling will allow for greater appropriation within candidates’ own classrooms.
References


