

Where does it Begin?:
Advocacy for Elementary School Social Studies
An Analysis of Early and Middle Childhood Teacher Educators in Ohio Colleges and
Universities

Dissertation

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By

Rhonda Talford Knight, M.Ed.

College of Education and Human Ecology

The Ohio State University

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Dissertation Committee:

Cynthia A. Tyson, Adviser

Charles R. Hancock

Barbara Seidl

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ABSTRACT

This is a descriptive study that describes the teacher educators that teach the early and middle childhood social studies methods courses in Ohio colleges and universities. The specific purpose of this study was to investigate: 1) *How* do we know if the teacher educators teaching the early and middle childhood social studies methods courses are grounded in the importance of social studies?, 2) *What* actions in the early and middle childhood social studies methods course do the early and middle childhood social studies teacher educators in the study describe as advocacy for elementary school social studies?, and 3) *How* do these teacher educators teach their students to respond to the marginalization of elementary school social studies? The study also focused on identifying ways teacher educators are advocating for elementary social studies in early and middle childhood social studies methods courses in an era when content disciplines are competing for pedagogical time.

To collect data the researcher used a survey research design through an on-line data collection service called SurveyMonkey (<http://www.surveymonkey.com/>). The participant list consisted of 84 teacher educators from 45 Ohio colleges and universities offering an accredited undergraduate teacher preparation program that leads to licensure to teach social studies in elementary school classrooms (grades Kindergarten through

five) in the state of Ohio. The questionnaire, titled *Advocating for Elementary Social Studies: Where does it Begin?*, consisted of two sections: a) Participant Demographics and Background Data and b) Professional Viewpoints. The researcher used a five-step process to increase response rate; 51 responses (61%) was collected. The statistical package used to perform the data analysis in this study was the Statistical Package for Social Sciences (SPSS) Version 17 for Windows.

The data showed: the professional backgrounds are varied but related to their job as social studies methods course instructors for pre-service teachers; the years of teaching experiences are varied but with a majority of the teaching experience having five or more years teaching in an elementary classroom; that advocacy is important to the teacher educators but conflicts with the number of study participants that belonged to social studies professional organizations that directly advocate for elementary school social studies.

The study includes implications for Teacher Preparation Programs and recommendations for further research of early and middle childhood social studies teacher educators, first year elementary school teachers that advocate for elementary school social studies, and the National Council for the Social Studies and the Ohio Council for the Social Studies to examine how to address the marginalization of elementary school social studies.

DEDICATION

To my husband and best friend, Damon Lamarr Knight, for your unwavering support and dedication in seeing me through this journey.

To “The Girls”, our beautiful and inspiring daughters Alexis Rebecca and Alia Danielle, for your unknowing support, hugs and kisses, family drop-ins at my writing place, and for the motivation to keep me going.

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Alone, all alone

Nobody, but nobody

Can make it out here all alone.

(Maya Angelou)

First and foremost, I give thanks to God for seeing me through and helping me to understand the rainbow. During this journey God has allowed me to understand a lot about my work and myself and without that understanding, I could not have made it through this journey.

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To Alexis and Alia, you were sent from God. You were the most wonderful babies that listened to me read not only poems and children’s books but also about statistical analysis! You are patient, kind, and understanding. Your spirits were calm and easy-going during my coursework and studying. During this journey you grew into curious little girls wondering and then coming to understand what mommy was working to accomplish. It is amazing to know I was able to travel this journey with two beautiful daughters not yet in grade school. You both have always been my motivation and inspiration.

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VITA

August 29, 1972.....Born, Columbus, Ohio
1996.....B.A., Public Relations, Otterbein College
1999.....M.Ed., Elementary Education, The Ohio State University
1999-2003.....Middle School Teacher, Columbus City Schools
2003-2005.....Candidate Supervisor, The Ohio State University
2005.....Adjunct Faculty, Capital University
2006-2007.....Candidate Supervisor, The Ohio State University
2008-present.....Visiting Professor, Ohio University

FIELDS OF STUDY

Major Field: Education

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CHAPTER 1

INTRODUCTION

“What might be found if we directed our research energies toward ourselves?”

Cornbleth (1982), p. 3

Introduction

There have been many attempts to identify ways in which to revive social studies in elementary school classrooms across the nation (Tanner, 2008; Byrd, Good, O’Conner, Heafner, Passe, Rock, & Oldendorf, 2007; Heafner, O’Connor, Groce, Byrd, Good, Olendorf, Passe, & Rock, 2007; Litner, 2006; Rock, Heafner, O’Connor, Passe, Oldendorf, Good, & Byrd, 2006; Pascopella, 2005; VanFossen, 2005; Howard, 2003). However, an existing gap in the literature has not identified ways in which social studies teacher educators have or have not contributed to the advocacy for the social studies during their teaching of the early or middle childhood social studies methods courses (Rock et al. 2006; VanFossen, 2005). While the decline of elementary school social studies as a priority has been documented in professional literature published for over 30

years and the research has called for teacher educators to examine themselves, the analysis has not occurred in a systematic fashion in which researchers have provided insight into the educational backgrounds and professional experiences of early and middle childhood school social studies teacher educators. A study in North Carolina elementary schools looked at how often social studies was taught, how decisions were made in using instructional time, if teachers were satisfied with the amount of instructional time dedicated to social studies, and the barriers that existed that hinder teaching social studies (Rock, Heafner, O'Connor, Passe, Oldendorf, Good, & Byrd; 2006). Consistently, the research on the marginalization of the social studies laid out the ground work for how to advocate for the social studies and reasons why the social studies is being marginalized in elementary school classrooms across the nation. However, there is no recent work on early and middle childhood social studies methods teacher educators as it relates to the marginalization of social studies in United States elementary school classrooms. While the review of the literature called for changes and recommendations for the delivery of pre-service social studies methods courses, the research did not survey teacher educators who teach the social studies methods courses (Byrd, Good, O'Connor, Heafner, Rock, Oldendorf, 2007; Heafner, O'Connor, Groce, Byrd, Good, Oldendorf, Passe, Rock 2007; Rock, Heafner, O'Connor, Passe, Oldendorf, Good, Byrd, 2006; VanFossen, 2005; Adler, 1991a; Adler, 1991b; Cornbleth, 1982).

Rock et al. (2006), called for social studies methods teacher educators to teach social studies standards, curriculum, and pedagogy and to advocate for the importance of social studies. However, an existing gap in the literature emerges when the field has expectations for advocacy yet we have no data to examine the credentials of the instructors or if they are grounded in appropriate aspects of the social studies profession. Furthermore, before early and middle childhood social studies methods teacher educators can be required to advocate for social studies, it would be important to know if these educators have a strong grounding in the importance of social studies. Since Ohio was described as one of the largest teacher preparation state in the nation (United States Department of Education, 2004), this study will investigate teacher educators who are teaching elementary social studies methods courses in Ohio colleges and universities, both public and private to provide data about their professional and educational background, the actions they use to advocate for elementary school social studies, and how they teach pre-service teachers to respond to the marginalization of elementary school social studies.

Cornbleth (1982), stated it as “What might be found if we directed our research energies toward ourselves?” (p. 3). The purpose of this research on teacher educators is to contribute to the literature on professional practice in social studies education (Adler, 2008) and to find ways to improve practice by teacher educators in teacher preparation

programs.

Statement of the Problem

Teacher educators of early and middle childhood social studies methods courses, have not been studied in the 21st century (Adler, 2008; Adler, 1991a; Adler, 1991b). Research has provided insight into the various reasons why it is believed that social studies education in the elementary classrooms is on the decline and why it is being taught infrequently or not at all. Some researchers have examined the content area preparation of pre-service teachers, teacher beliefs, and high-stakes, high standards testing as contributing factors for the marginalization of social studies in elementary classrooms (Tanner, 2008; Doppen, 2007a; Doppen, 2007b; Grant, 2007; Vogler & Virtue, 2007; Yeager, van Hover, 2006; Burroughs, Groce, & Webeck, 2005; Leming, Ellington, & Schug, 2006; Vogler, 2003; van Hover, Yeager, 2004; Burroughs, 2002; Grant, 2001; Angell, 1998; Grossman, 1990; Adler, 1984). It is not known how teacher educators advocate for social studies in elementary school classrooms in order to increase how often or how long social studies is taught in elementary school classrooms (Adler, 1991a; Cornbleth, 1982; Engelbourg, 1970; Tanner, 2008). Adler (2004) stated, “If teacher education is to make a difference in the preparation and growth of social studies

teachers, then social studies teacher educators must examine their practice, and deliberate about their goals” (p. 3).

The literature in the field has not looked at whether or not teacher educators of early and middle childhood social studies methods courses have a strong grounding in the importance of social studies (Rock, Heafner, O’Conner, Passe, Olendorf, Good, & Byrd, 2006; VanFossen, 2005; NCSS, 1989). Rock et al. stated

...another important role for teacher educators – promoting the value of social studies. Thus, the role of the social studies methods course is not only to teach about social studies standards, curriculum, and pedagogy, but to advocate for the importance of social studies in the school curriculum (p. 475).

Rock et al. discussed further the importance of college and university teacher educators to be able to be prepared with curriculum knowledge in order to prepare pre-service teachers to teach in elementary school classrooms where social studies is marginalized. VanFossen suggested, early and middle childhood social studies methods course teacher educators need to be able to provide pre-service teachers with coursework that will “ground them” in the ability to teach social studies although it is a marginalized content area in the elementary school classroom (p. 399). As stated by NCSS those teacher educators who have the responsibility to teach pre-service teachers have a responsibility

to teach items such as sufficient content knowledge, skills in using various techniques to deliver the content, and the use of appropriate resources. Thus, a strong “grounding” in the importance of social studies would mean that their educational background and experiences have established a foundation in social studies content and curriculum standards as well as an understanding of the National Council for the Social Studies (NCSS) definition of the social studies. Furthermore, there needs to be research on teacher educators of early and middle childhood social studies methods courses to identify how they have or have not proven to be advocates, through support or promotion, of the importance of the social studies in elementary school education.

Engelbourg (1970) concluded, researchers need to investigate social studies educators in order to improve social studies instruction. The improvement of social studies instruction should ensure teacher educators in early and middle childhood social studies methods courses are delivering the content and including conceptual development of the importance of the social studies curriculum and advocating for the social studies (Rock, Heafner, O’Conner, Passe, Olendorf, Good, & Byrd, 2006; VanFossen, 2005). Social studies, which educates students about how to be responsible and productive citizens is being marginalized in elementary school classrooms. It is not being taught as a core subject in our nation’s elementary school classrooms (Leming, Ellington, Schug, 2006; Rock, Heafner, O’Conner, Passe, Olendorf, Good, & Byrd, 2006; VanFossen,

2005). As stated by VanFossen (2005), “Elementary social studies methods courses must conduct more ‘public relations’ activities with future teachers to help them see the value of social studies in the elementary curriculum” (p. 400). Finkelstein, Nielsen, and Switzer (1993) called for elementary methods courses to teach the importance of social studies. In addition, to address the marginalization of elementary social studies, pre-service teachers need to learn how to become advocates for social studies (Rock, Heafner, O’Conner, Passe, Olendorf, Good, & Byrd, 2006; Pascopella, 2005; VanFossen, 2005). Thus, by researching who is teaching the early and middle childhood social studies methods courses, we can describe

- (1) the credentials of the teacher educators teaching the elementary social studies methods courses,
- (2) whether or not those teacher educators are grounded in the importance of social studies, and
- (3) the level of advocacy that occurs in Ohio’s elementary social studies methods courses,

and fill in the gaps in the literature.

Purpose of the Study

This study investigated, given the educational and professional background of

teacher educators of early and middle childhood social studies methods courses at Ohio universities and colleges, whether or not those teacher educators were grounded in the importance of the social studies and whether or not they advocate for the elementary school social studies during their early and middle childhood social studies methods courses. There is a gap in the literature where the current professional literature has not examined or discussed social studies teacher educators (Adler, 2008; Adler 1991a; Adler, 1991b; Shermis & Washburn, 1986; Cornbleth, 1982). In light of the current status of the social studies, the marginalization of the social studies curriculum in elementary classrooms, there is need for expanded inquiry in the study of the teacher educators teaching early and middle childhood social studies methods courses to pre-service teachers.

The findings can be useful so that teacher educators are able to improve practice in social studies education (Adler, 2008). Once we are able to identify the educational and professional backgrounds and viewpoints of the teacher educators teaching the early and middle childhood social studies methods courses, find out if those teacher educators are grounded in the importance of social studies, and determine their level of advocacy that occurs in their social studies methods courses then we can begin to develop teacher preparation programs that advocate for social studies in a curricular climate that is decreasing time spent on teaching social studies.

The survey used in this study will be comprised primarily of closed-ended questions. The elements of the methodology will be further discussed in Chapter 3.

Significance of the Study

The marginalization of social studies at the elementary school level is unfortunate because the time being spent on the delivery of social studies is limited to one to two times a week or social studies is taught less than 60 minutes a day in our nations elementary school classrooms (Tanner, 2008; Rock, Heafner, O'Conner, Passe, Olendorf, Good, & Byrd, 2006; VanFossen, 2005; Stark, 1987; Ochoa, 1981; Joyce & Tucker, 1980). The National Council for the Social Studies (2008) calls for more time to be spent on teaching social studies that is comparable to the amount of time spent on teaching other core subjects such as reading, writing, and mathematics. However, dating back to the 1970s, less and less time is spent teaching social studies in our nation's elementary classrooms (Joyce & Tucker, 1980). Leming, Ellington, and Schug (2006) indicated that the majority of teachers surveyed spent more time teaching reading and mathematics; 86 percent of the teachers surveyed spent more than five hours on reading instruction while 15 percent spent five hours or more on the social studies instruction. In many of our nations classrooms, less than one hour per week is spent on teaching the social studies curriculum while teachers are spending the majority of their instructional time teaching

reading and mathematics curriculums (Heafner, Lipscomb, Rock, 2006; Leming, Ellingtong, & Schug, 2006; Rock, Heafner, O'Connor, Passe, Oldendorf, Good, & Byrd, 2006; Burroughs, Groce, Webeck, 2005; VanFossen, 2005; von Zastrow, Janc, 2004).

Researchers have made an attempt to identify ways in which to revive the social studies in the elementary school (Heafner et al., 2007; Redsun, 1980). There is an existing gap in the literature that has not identified ways in which social studies teacher educators have or have not contributed to the advocacy for the social studies during their elementary social studies methods courses (Rock et al. 2006; VanFossen, 2005). This study is significant in that it examines elementary social studies teacher educators in Ohio colleges and universities to describe the levels of advocacy for the elementary social studies in teacher preparation programs during early and middle childhood social studies methods courses.

Second, it can fill a gap in the literature that has not been examined by describing the professional and educational background and experiences and the viewpoints of teacher educators that teach in early and middle childhood social studies teacher preparation programs (Adler, 1991a; Adler, 1991b; Shermis & Washburn, 1986; Gross, 1984; Katz & Raths, 1982; Joyce & Tucker, 1980; Elish, 1973). Over 20 years ago the studies consisted largely of data assembled from questionnaires (Shermis & Washburn, 1986; Gross, 1984; Katz & Raths, 1982; Joyce & Tucker, 1980; Elish, 1973). Shermis

and Washburn (1986) used a questionnaire to survey Indiana social studies methods teacher educators. The survey included 25 social studies teacher educators that were selected based on their membership in College and University Assembly membership as indicated by the Indiana Council for the Social Studies. The data collected pertained to demographics, socialization experiences, educational backgrounds, career histories, values, views of the American political system, perceptions of their curriculum materials, perspectives on the goals of the social studies, and their opinions of the accomplishments of social studies education programs. Then Gross (1984) surveyed over 100 members of the National Council for the Social Studies. The teacher educator participants represented “a wide sample of large and small institutions, public and private, spread throughout the United States” (p.158). Gross’s survey included information about demographics, course size, course program interrelationships as it relates to other education courses, course content, approach used to teach the course along with classroom activities, course materials used for instruction, and the view the social studies methods teacher educator had of the course and of themselves.

In the early 1980s there were more questionnaires sent to teacher educators. Katz and Raths (1982) identified teacher educators teaching social studies methods course in Illinois. There were a total of 88 questionnaires sent. The questionnaires sought to find out class goals, their instructional methods and teaching strategies, and any attributes the

teacher educators thought to believe were necessary for success and competence in teaching. Joyce and Tucker (1980) selected a small but “highly respected” group of social studies teacher educators to survey. The data they collected and analyzed was from the late 1970’s and included only 58 social studies teacher educators. Using a questionnaire, Joyce and Tucker gathered data from social studies teacher educators to obtain their “views concerning current and emerging issues, trends, needs, programs, and practices in social studies teacher education” (p. 508).

Elish (1973) examined the secondary social studies methods courses and educators in Ohio’s colleges and universities to “determine the place social studies occupies in the general methods course” (p. 9). He used a questionnaire to gather data about the academic and professional preparation of social studies methods educators. Unlike past studies about social studies teacher educators, this study will describe the educational and professional background of teacher educators of elementary social studies methods courses in Ohio colleges and universities.

Cornbleth (1982) stated, “What might be found if we directed our research energies toward ourselves?” (p.3). This study will provide insight about the early and middle childhood social studies teacher educators who teach undergraduate pre-service teachers so we are enlightened about how to engage in activities to address the marginalization of the elementary social studies at the ground level, before first year

teachers enter the classroom. Specifically, the data from the study will allow teacher preparation programs in early and middle childhood social studies to potentially revisit who is charged with teaching the early and middle childhood social studies methods courses and how they can ensure they are advocating for elementary school social studies. Also, it will allow elementary social studies teacher educators to begin to revisit their approach to how the elementary social studies methods courses are designed in hopes to ensure that advocacy for the elementary social studies begins in the methods courses.

Brief Description of the Study

In this study, the researcher will identify all Ohio universities and colleges offering an accredited teacher preparation program that leads to licensure to teach social studies in elementary classrooms. Next, the researcher will identify the teacher educators who teach early and middle childhood social studies methods courses in these institutions. Once teacher educators have been identified, the researcher will investigate the educational and professional training of those teacher educators through an online survey. Pseudonyms will be used in the study to respect participants' confidentiality. The identification of the teacher educators is for the personal purpose to identify the educational and professional background and to be used as statistical analysis.

All of the aforementioned data being collected is existing data or records and the data or records are publicly available through various media without the need to obtain special permission. The sources and data the researcher is seeking to identify are publicly available through the Ohio Department of Education. Professional organizations, such as the National Council for the Social Studies and Ohio Council for the Social Studies have a record, available to the public, of the individual members and their teaching appointments at their respective university or college. Also, teacher educator appointments are listed on websites or in faculty directories available to the public. Furthermore, any information identifying the teacher educator for the specific named course will be assigned a numerical code to protect participant confidentiality and anonymity.

In identifying the educational and professional background of the early and middle childhood social studies methods teacher educators, the researcher will investigate whether or not these individuals are grounded in the importance of social studies. Factors that will determine if the teacher educator is grounded in the importance of social studies will include a degree in a social science field, or a concentration in the social sciences; at least 3 years teaching experience at the elementary level; and membership in a social studies professional organization. The researcher will identify the field of study for each college degree earned. Also, the researcher will identify the number of years spent

teaching in an elementary school setting. Next, the researcher will identify the membership in professional organizations that addresses the role of social studies in elementary classrooms. The aforementioned factors will be used to indicate if the participant is grounded in the importance of social studies because it indicates that the individual is aware of the standards and guidelines of elementary school social studies as evidence by their commitment to the profession through a degree in the social sciences, having taught at the elementary school level, and having a membership in a professional organization that advocates the guidelines and standards for elementary school social studies.

The researcher chose to focus on the early and middle childhood social studies methods course due to the current research and discussion of the marginalization of social studies particularly at the elementary school level. The research literature suggested social studies is an important core subject and it should therefore be taught in elementary school classrooms as part of the core curriculum (Thornton, 2008; Vogler, 2007; Leming, Ellington, & Porter, 2003; Brophy, 1990; NCSS, 1989).

Research Questions

Based on the purpose of the study as described above, the research questions guiding the research were:

(1) *How* do we know if the teacher educators teaching the early and middle childhood social studies methods courses are grounded in the importance of social studies?

(2) *What* actions in the early and middle childhood social studies methods course do the early and middle childhood social studies teacher educators in the study describe as advocacy for elementary school social studies?

(3) *How* do these teacher educators teach their students to respond to the marginalization of elementary school social studies?

Definition of Terms

The following key terms are defined for the purposes of this study: *advocacy, AGENTS for change, college, elementary grades, elementary school social studies curriculum, early childhood social studies methods course, grounded, instructor, marginalization, middle childhood social studies methods course, professor, social studies, teacher educator, and university.*

Advocacy for the purpose of this study is the “support, promotion, encouragement of” whether a person, idea, concept, tangible or intangible through ones actions and or words. In the case of the marginalization of social studies it calls for social studies teacher educators to ensure students in social studies methods courses are aware of the much

needed support of social studies since social studies is on the decline in elementary classrooms; social studies is not being taught in comparison to other content areas such as reading and math. Pascopella (2005) referred to social studies advocacy as “getting social studies back in the limelight...” p.32. Advocating for social studies is also deemed as becoming “AGENTS for Change” in which the acronym AGENTS is used to inspire people to work “to restore social studies at its proper place in the elementary curriculum” p. 27 (Heafner, O’Connor, Groce, Byrd, Good, Olendorf, Passe & Rock 2007).

AGENTS for change (Heafner, O’Connor, Groce, Byrd, Good, Olendorf, Passe & Rock 2007)

A = Awareness. Agents for change have an extensive awareness of issues and current problems.

G = Generate Knowledge. Agents for change generate knowledge relevant to challenges and struggles of those without power.

E = Empower Others to Make a Difference. Agents for change unite and empower people to advocate for a common cause.

N = Negotiate and Navigate Pathways for Change. Agents for change elevate issues to a level of awareness needed for appropriate action and provide pathways for promoting change.

T = Take Action. Agents for change set in motion a plan for change.

S = Speak Out and Show Off. Agents for change speak out for the voiceless and celebrate change.

College for the purpose of this study is an institution of higher education that typically is not as large as a university and does not usually offer a broad range of degrees. A college can be a part of a university.

Elementary grades for the purpose of this study will be grades Kindergarten through five.

Elementary school social studies curriculum for the purpose of this study this is the specific social studies standards and curricular objectives including the topics to be covered and the methods for teaching and evaluation at the elementary school level, which includes grades Kindergarten through five. The Ohio Academic Content Standards (2010) states

Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings (Retrieved April 10, 2010 from <http://www.ossrc.org/standard.php?rec=7>).

Early childhood social studies methods course for the purpose of this study this is a course taught to undergraduate students in teacher preparation programs that provide the content and techniques in teaching social studies in grades Pre-Kindergarten through

three. The coursework is necessary to meet the requirements to be licensed in the state of Ohio to teach Pre-Kindergarten through grade three. The course includes and is not limited to: early childhood social studies teaching methods, social studies content, lesson planning for early childhood social studies, subject integration, classroom management, and classroom procedures.

Grounded for the purpose of this study is having a belief in or rooted in an idea.

Instructor for the purpose of this study is someone who has credentials that are not equivalent to a doctorate level degree that is appointed to teach at the collegiate level.

The instructor is usually not an assistant, associate, or full professor. An instructor may be a visiting professor. An instructor may not hold as many duties as professors. They are typically not required to serve on committees, contribute to departmental initiatives, or hold any specific college or school responsibilities. This person can be referred to as teacher educator.

Marginalization for the purpose of this study occurs when something has been placed into a less than powerful position in society. When something is deemed unimportant or powerless in society it has been marginalized. Social studies has been marginalized in that it is not being taught in some, or is limited to a very small part of the curriculum in elementary schools and as a result students are not learning the basic foundation of what it means to be a responsible and contributing member of society (Leming, Ellington,

Schug, 2006). Some researchers have called the marginalization of social studies as placing social studies on the “back burner” in which the subject is relegated to a less than important subject and is not taught because of the importance of other subjects such as math and reading (McGuire, 2007; Vogler, Lintner, Lipscomb, Knopf, Heafner, Rock, 2007; Lintner, 2006; Pascopella, 2004; Houser, 1994).

Middle childhood social studies methods course for the purpose of this study this is a course taught to undergraduate students in teacher preparation programs that provide the content and techniques in teaching social studies in grades four through nine. The coursework is necessary to meet the requirements to be licensed in the state of Ohio to teach grades four through nine. The course includes and is not limited to: middle childhood social studies teaching methods, social studies content, lesson planning for middle childhood social studies, subject integration, classroom management, and classroom procedures.

Professor for the purpose of this study a professor is someone who has a doctorate level degree and is hired at the rank of assistant, associate, or full professor to teach at the college or university level. The professor is typically considered an expert in their field of study. The professor typically has duties beyond teaching, which could include community involvement, departmental responsibilities, as well as college, or school, and university teaching research, and service responsibilities.

Teacher educator for the purpose of this study is a person designated to teach the early and middle childhood social studies methods course in a teacher preparation program at a college or university that leads to licensure to teach elementary school social studies in Ohio. This person can be titled instructor.

University for the purpose of this study is an institution of higher education with a teaching and research agenda. The curriculum covers a broad range and offers undergraduate and advanced degrees.

Limitations of the Study

The researcher is not attempting to generalize the research findings beyond early and middle childhood social studies teacher educators in Ohio colleges and universities. As a result, external validity is not considered a threat. Similar research studies like this one will need to be done in other states before a generalization can be made about early and middle childhood social studies teacher educators.

The study does not allow the participants the opportunity to define “grounded”. Furthermore, while the educational and professional background experience indicates less than a social science background, the individual may very well be “grounded” in the importance of the social studies by their own definition. The survey may indicate that while a participant is not “grounded” in the importance of elementary school social

studies they may advocate for the social studies. The “advocacy” for the elementary school social studies will be written as closed-ended and open-ended questions in which the researcher will describe and then interpret the open-ended responses. The dissemination of the survey to a large population does not guarantee a high return rate. Based on the actual number of participants, the conclusions reached may be affected.

Delimitations of the Study

The study does not include a full analysis of early and middle childhood social studies methods courses in Ohio colleges and universities. It is neither feasible nor relevant to discuss the complete details of the early and middle childhood social studies methods course.

The scope of the study is to include only those undergraduate Ohio colleges and universities that offer an accredited early or middle childhood teacher preparation program leading to Ohio teacher licensure. Secondary social studies methods teacher educators and their courses are not included in this study because this study is meant to discuss the findings related with the early and middle childhood social studies methods teacher educators and how it relates to elementary social studies being marginalized in elementary school classrooms. Professional and educational background will establish educational competency while teaching competency is not directly related to this study.

For the purpose of this study it is feasible to include only those early and middle childhood social studies teacher educators actively teaching the early and middle childhood social studies methods courses in Ohio colleges and universities during the spring quarter or winter semester of 2009.

Overview of the Study and Dissertation

In this dissertation, the researcher will examine the educational and professional background of teacher educators of early and middle childhood social studies methods courses. In the examination of those early and middle childhood social studies teacher educators, the researcher will gather data to determine whether or not those social studies teacher educators are grounded in the importance of the social studies. The researcher will also gather data to determine if those individuals advocate for elementary social studies in the early and middle childhood social studies methods course. A review of the related literature and research are presented in Chapter 2. Chapter 3 provides a description of the methods, as well as the instrument used to address the research question and the procedures for data collection. Chapter 4 is a description and an analysis of the data collected. In Chapter 5, the researcher will discuss implications of the study and provide recommendations for future teacher educator researchers and teacher education as it relates to the marginalization of social studies in elementary

schools.

CHAPTER 2

REVIEW OF THE LITERATURE

The review of the literature for this study is discussed in four sections that are significant to the main research question. First, the importance of social studies in elementary classrooms is described. The literature presents a call for social studies to be taught in elementary classrooms across the nation (Finkelstein, Nielsen, and Switzer, 1993; Curriculum Task Force of the National Commission on Social Studies in the Schools, 1989; NCSS, 1989; Susskind, 1984). Next, the marginalization of social studies in elementary classrooms is described. This section provides insight into the marginalization of social studies in elementary classrooms seen across the nation as it has occurred over the course of more than 35 years. The third section discusses advocacy for the social studies. This section provides insight into how early and middle childhood school social studies methods teacher educators can help restore and revitalize social studies to its proper place in our nation's elementary classrooms. The final section examines the limited research on early and middle childhood social studies methods teacher educators. This section focuses on research of social studies teacher educator's as a valuable approach to address the marginalization of social studies, however, there is

little research that examines early and middle childhood school social studies methods teacher educators.

Importance of Social Studies in Elementary Classrooms

Social studies at the elementary level is “crucial” because teachers are expected to teach children how to “become active, responsible citizens for maintaining the democratic values upon which this nation was established” (NCSS, 1989). The social studies curriculum at the elementary level teaches children how to make responsible decisions. Furthermore social studies is sought to ensure students learn to become informed and active citizens (Parker, 1989; Susskind, 1984; Barr, Barth, & Shermis, 1977; NCSS, 1979; Shaver, 1977). Learning social studies is vital in our nation’s elementary classrooms as it will provide the foundation in which our nation will have children that have the ability to sustain and yet improve on our democratic society (NCSS, 1989; Atwood, 1986; Hess & Torney, 1967). Since social studies education is the basis for citizenship education it is an important subject that has been equated to reading and mathematics in its level of importance (NCSS, 1989). NCSS (1989) calls for at least “20 percent of the academic day” to be used to teach social studies (p. 18) which would equate to one hour per day based on a five hour school day.

The social studies educator not only teaches about the past and the present but

they also teach students to be able to make thoughtful decisions planning for their future. More specifically, the social studies, as stated by NCSS in 1998, is “the study of political, economic, cultural, and environmental aspects of societies in the past, present, and future” (Retrieved June 15, 2008 from <http://www.socialstudies.org/positions/elementary/>). Social studies teachers teach students skills such as productive problem solving, decision making, assessing issues, and making thoughtful value judgments. Those skills should enable students to learn how to sort out the past and manage the future from a political, economical, cultural, and environmental perspective as they relate to people and institutions. The social studies curriculum includes the skills, ideas, and concepts learned in the elementary classroom that is important; they do not stand-alone. Students ultimately need to learn how act responsibly as citizens in various settings such as play groups, classrooms, community activities, and globally (NCSS, 1988).

Furthermore, in 1991 the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists (NAECS) commented on the need to ensure the curriculum allowed for our nation’s students to be equipped to take their place as citizens in a democratic society. Specifically, these groups called for the elementary school curriculum to enable our nation’s young students to “think, reason, and make decisions necessary to participate

fully as citizens in democracy” (p. 27). In addition, the NCSS social studies standards provide goals to ensure that elementary school children can learn these vital concepts and ideas in their elementary classrooms during social studies lessons. Those goals are:

- **Knowledge:** a sense of history, a sense of existence in the past as well as the present, a feeling of being in history, understand how the present has come about and to develop an appreciation for the heritage of this country; an understanding of and an appreciation for their physical and cultural environments and to consider how resources will be allocated in the future; concepts from anthropology and sociology provide knowledge and understanding of how the multiplicity of cultures within society and the world has developed, to recognize the contributions of each culture and to explore its value system; knowledge from sociology, economics, and political science allows children to understand the institutions within the society and to learn about their roles within groups, need useful and powerful economic knowledge and the formal development of critical-thinking skills.
- **Skills:** those related to maps and globes, such as understanding and using locational and directional terms, communication skills such as writing and speaking; research skills such as collecting, organizing, and interpreting

data; thinking skills such as hypothesizing, comparing, drawing inferences; decision-making skills such as considering alternatives and consequences; interpersonal skills such as seeing others' points of view, accepting responsibility, and dealing with conflict; and reading skills such as reading pictures, books, maps, charts, and graphs; must be capable of thinking critically about complex societal problems and global problems, classrooms that promote data gathering, discussion, and critical reasoning, must acquire the skills of decision making, but also study the process that occurs as groups make decisions, need to be equipped with the skills to cope with change.

- **Attitudes:** to begin to understand democratic norms and values (justice, equality, etc.)--especially in terms of the smaller social entities of the family, classroom, and community; achieve a positive self-concept within the context of understanding the similarities and differences of people, need to understand that they are unique in themselves but share many similar feelings and concerns with other children, need to understand how as individuals they can contribute to society; develop, positive attitudes toward knowledge and learning and develop a spirit of inquiry that will enhance their understanding of their world so that they will become

rational, humane, participating, effective members of a democratic society.

(Retrieved June 15, 2008 from

<http://www.socialstudies.org/positions/elementary/>).

Finally, the social studies education that occurs in the elementary years sets the tone and foundation for the entire K-12 social studies curriculum (Susskind, 1984). It is from this perspective that it is critical that the social studies curriculum be taught at the elementary school level. Social studies at the elementary school level will set the tone and help lead students to learn the concepts and ideas that follow in the latter grades (Finkelstein, Nielsen, and Switzer, 1993; Curriculum Task Force of the National Commission on Social Studies in the Schools, 1989; NCSS, 1989). Thus, as we look at the effects of social studies education in the elementary school classrooms, it is critical to recognize that social studies provides important insights for children. Thornton (2008) states, “the social studies curriculum holds the potential to shape young peoples’ world views” (p. 15).

Marginalization of Social Studies in Elementary School Classrooms

The marginalization of social studies in our nation’s elementary classrooms exists today for a large number of reasons (Tanner, 2008; Vogler, 2003). The marginalization of social studies has been documented for over 45 years (Tanner, 2008; Vogler, Virtue,

2007; Howard, 2003; Vogler, 2003). It is impossible to single out one main culprit for the marginalization of social studies in elementary school classrooms, so it is necessary to identify the primary ones that exist. Furthermore, it is clear not everyone is fully aware of the marginalization of the social studies in elementary school classrooms. Therefore, social studies in our nation's elementary school classrooms could continue to be marginalized (Byrd, Good, O'Conner, Heafner, Passe, Rock, Oldendorf, 2007; Heafner, O'Conner, Groce, Byrd, Good, Oldendorf, Passe, Rock, 2007; Burstein, Hutton, Curtis, 2006; Rock, Heafner, O'Connor, Oldendorf, Good, Byrd, 2006; VanFossen, 2005; Pascopella, 2005; Howard, 2003). Identifying the factors that have caused the marginalization of social studies in elementary school classrooms should enable researchers the opportunity to address those issues (Byrd et al., 2006).

Beginning of the Marginalization of Social Studies

During the Post-Sputnik era educators from K-12 schools, colleges, and universities were called to address teaching and learning in all curriculum strands (Goetz, 1994; Fenton, 1991). As a result, during the 1960s, there was a movement to implement the "new social studies" (Hertzberg 1981; Haas 1977; Goetz 1970; Fenton, 1967; Fenton, Good, 1965). As defined by Fenton (1991):

The New *Social Studies* was an attempt to change teaching styles and

curriculum content in those K-12 courses labeled *social studies*. The reformers' watchwords were concepts, generalizations, the structure of the disciplines, inquiry operations, social issues, values clarification, and attitudes and value development. (p.84)

The New Social Studies took off with new curriculum materials and textbooks (Haas, 1977; Fenton, 1967; Fenton, Good. 1965; Goetz, 1970).

In the 1970s another curriculum movement began, the “back-to-basics” movement. The “back-to-basics” curriculum movement called for a focus on reading, mathematics, and science as a result of decreasing standardized test scores throughout the nation in the 1970s (Campbell, Hombo, Mazzeo, 2000). Hence, this context saw the marginalization of the social studies as teachers began to focus the majority of their elementary school classroom time on the so called “back-to-basics” curriculum of reading, mathematics, and science to improve student knowledge and standardized test scores. Teachers spent a limited time teaching the social studies curriculum (Gross, 1977; Ochoa, 1981; Hahn, 1985). While the studies do not indicate the specific changes in the amount of time spent teaching elementary social studies, it seemed logical that teachers were spending less time teaching social studies.

As a result of the “back-to-basics” movement Gross (1977) completed a study to examine the state of the social studies curriculum in U.S. schools from 1970 - 1975.

Gross' aim was to determine, as he specifically stated, "... the vital need to better know where the social studies stand today so that we can direct more satisfactorily where we wish to proceed" (p. 194). In this study Gross used data collected by other researchers on the national, state, and local levels. His analyses of state and district records indicated that there was less time spent on teaching the social studies curriculum than "basics" in states across the nation. In Montana and California, "70 per cent or more of the K-4 teachers were doing little or nothing with social studies in the current 'back-to-basics' mania" (p. 198). Two Colorado districts indicated their elementary teachers are "averaging but one hour per week devoted to social studies" (p.198). In Florida the studies indicated in K-5 classrooms "less than half regularly taught social studies" (p. 198). Finally, Gross acknowledged, "State fundamentals tests, which do not include evaluation of social studies learnings, have been launched in several states and these contribute further to the debacle. It would seem that the problem is especially crucial in the primary grades" (p. 198).

Finally, while Gross does not call for any specific actions he did state, "...the challenge to those of us interested in social education has never been greater. In order to meet this challenge, we must involve ourselves in vigorous dialogue and reflective action in behalf of our beliefs" (p. 205). Gross's words support the perspective of the marginalization of the social studies in the 1970s due to the "back-to-basics" curriculum

movement. As characterized by McGuire (2007), Vogler, Lintner, Lipscomb, Knopf, Heafner, Rock (2007), Lintner (2006), Pascopella (2004) and Houser (1994), social studies has been pushed to the “back burner.” The social studies curriculum was not being emphasized in our nations elementary school classrooms during the 1970s, according to these studies and publications.

As early as 1981, Ochoa examined survey results sent to 1,200 social studies teachers in Kansas, Mississippi, New Mexico, Washington, Wisconsin, and Vermont. The sample was purposeful and deliberate as it was an attempt to select “states that would represent diverse sections of the nation” (p. 401). The responses yielded over 400 respondents. While this survey asked a vast array of questions about social studies teachers and their beliefs and demographics, it also inquired about the “back-to-basics” curriculum movement. Ochoa found in early 1981 that social studies teachers were faced with pressures, both direct and indirect, from the “back-to-basics” movement. Teachers indicated that there was less support to be found in the schools for the social studies curriculum as a result of the “back-to-basics” curriculum (Susskind, 1984; Ochoa, 1981). Joyce and Tucker (1980) stated, “Social studies is fighting for survival in our elementary schools” (p. 508). The marginalization of the social studies carried over into the 1980’s as a result of a continued shift to focus on reading, mathematics, and the science curriculums in some United States schools.

Also in the 1980s, Project SPAN (Social Studies/Social Science Education: Priorities, Practices, and Need) was dedicated to a national study as the result of growing concerns about the state of the social studies (Morrissett, 1981; Superka, Hawke, & Morrissett, 1980). Specifically the goal of Project SPAN was:

...the task of describing and assessing the current and recent state of social studies/social science education, of designating desired states to which social studies might or should aspire, and of shaping recommendations as to how those desired states might be approached.

(p. iii)

In the report, Project SPAN found teachers were spending less and less time teaching social studies due to the focus on the “back-to-basics” curriculum and the students were not being educated on social studies curriculum and content. K-3 teachers spent less than 20 minutes per day on the social studies curriculum. In grades 4-5, teachers spent less than 34 minutes on the social studies curriculum. The elementary school social studies curriculum seemed to be low in their priority in instruction for elementary school social studies teachers. The report concluded the social studies did not receive adequate instructional time in the elementary grades. (Project SPAN Report, 1982) The marginalization of the social studies was continuing into and lasted throughout the 1980s.

The 1980's also marked the beginning of the testing era as a main focus in

educational reform (Tanner, 2008; Evans, 2004; Vogler, 2003). *A Nation at Risk* (1983) reported America's schools as being in poor condition especially when compared to those of similar economic development. The report discussed how nations schools were not providing a quality education and detailed ways in which to improve the nations schools. More specifically, *A Nation at Risk* called for frequent standardized testing to help improve our nations schools. *A Nation at Risk* is the basis for the high standards and high-stakes testing era known today (Doppen, 2007a; Lefkowitz and Miller, 2006; Evans, 2004; Howard, 2003). Vogler and Virtue (2007) claimed, "A more intensive assessment system was taking shape by the end of the 1980s and into the 1990s, and with it a new era in public education and educational reform began" (p. 55).

The standards movement evolved from the testing era (Vogler, Virtue, 2007).

The standards movement began in the 1990s (Vogler, Virtue 2007). The standards movement allowed for each state department of education to develop curriculum standards so that parents and the general public could be knowledgeable about what students in schools are expected to learn and do. These statewide tests would be used to measure student achievement in our nations schools (Vogler, Virtue, 2007). At that time, The National Council for the Social Studies developed a definition and standards for the social studies in hopes of addressing the decline of the social studies. The NCSS 1994 standards sought to "prepare young people to identify, understand, and

work to solve problems facing our diverse nation in an increasingly interdependent world” (p.159). The social studies standards were widely accepted by the field (Rock et al., 2006).

During that same time in the 1990s, 1994 Goals 2000: Educate America Act (Goals 2000: Educate America Act, 1994) was signed into law by President William J. Clinton, which grew out of the 1989 Education Summit called by President George H. W. Bush in an effort to reform America’s schools. The Goals 2000: Educate America Act is considered a historical moment in which the federal government became more involved in educational reform and less control was held by local governments. A Summary of Goals 2000: Educate America Act provided by North Central Regional Educational Laboratory stated:

The Act provides resources to states and communities to ensure that all students reach their full potential. It is based on the premise that students will reach higher levels of achievement when more is expected of them. Goals 2000 establishes a framework in which to identify world-class academic standards, to measure student progress, and to provide the support that students may need to meet the standards. The Act codified in law the six original education goals concerning school readiness, school completion, student academic achievement, leadership in math and

science, adult literacy, and safe and drug-free schools. It added two new goals encouraging teacher professional development and parental participation. (Retrieved July 7, 2008 from <http://www.ncrel.org/sdrs/areas/issues/envrnmnt/stw/sw0goals.htm>)

Furthermore, social studies educators recognized that policymakers did not include or acknowledge the social studies standards in its development and implementation of the Goals 2000: Educate America Act (Blanchard, Senesh, Patterson-Black, 1999; Byrd, et al. 2007). The argument was social studies was being marginalized; it was deemed to be less important and not included as a necessity in the nations K-12 classrooms (Byrd, et al. 2007).

In the 1990s the research continued to support the notion that instructional time spent on teaching the social studies curriculum was marginalized (Haas & Laughlin, 1998; Perie, Baker, Bobbitt, 1997; National Commission on Social Studies in the Schools, 1991; Slekar, 1995; Houser, 1994; Risinger, 1992). Haas (1998) found that teachers used “left-over” time to teach social studies after using more than 60% of their instructional time teaching language arts and mathematics. In a survey of teachers across the nation, a task force sponsored by The Carnegie Foundation for the Advancement of Teaching (1991) found in grades K-3 only 1.9 hours per week were spent teaching the social studies curriculum and in grades 4-6 teachers spent 3 hours per week teaching the

social studies curriculum. The result of the research indicated social studies was relegated to a less important subject and was not being taught in our nations elementary classrooms. In the state of Delaware, Houser conducted a survey using 15 of the 19 public school districts. In his study, Houser found that teachers spent less time teaching social studies or placed it on the “back burner” for a later time in their teaching practice. In some instances, Houser found teachers used “Friday afternoons” as the main time to teach the social studies curriculum. Houser stated, “Like social studies across the nation, social studies in Delaware is undervalued and underrepresented in the elementary classroom” (p. 17). The marginalization of the social studies seemed to continue into the 1990s.

Current Trend of the Marginalization of Social Studies in Elementary School Classrooms

Less than 10 years later, in 2001, President George Bush introduced the No Child Left Behind Act (NCLB) which was widely supported by policymakers. The main goal of the NCLB legislation was to “close the achievement gap with accountability, flexibility, and choice, so that no child is left behind.” The NCLB statement of purpose stated:

The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a

minimum, proficiency on challenging State academic achievement standards and state academic assessments. (Retrieved July 7, 2008 from

<http://www.ed.gov/policy/elsec/leg/esea02/index.html>)

The main focus of NCLB as it was implemented in 2001 focused its assessments on reading and mathematics in grades 3-5, 6-9, and 10-12 through the 2004-2005 academic years. Beginning the 2005-2006 academic year, the law requires grades 3-8 to be assessed annually in mathematics and reading. During the 2007-2008 academic year the assessment of science in grades 3-5, 6-9, and 10-12 was added. Throughout this time, 2001 to 2008, the main themes of NCLB were mathematics, reading, writing, and science accountability and achievement to increase the proficiency levels for all students (NCLB, 2008). In its inception, NCLB did not include social studies standards or assessments. As of July 2008, the social studies standards have yet to be added.

Across the United States teachers are focused on what is being tested and therefore are teaching mostly the subjects being tested (Darling-Hammond, Wise 1985; Grant, 2007; Manzo, 2005). States are conducting research to gauge how much instructional time is spent on the elementary social studies curriculum due to increased instructional time on tested subjects (Burstein, Hutton, Curtis, 2006; Rock, et al, 2006; VanFossen, 2005). Some researchers began to focus their efforts on the marginalization of the elementary social studies due to the effects of the high standards, high-stakes

testing era of the 21st Century (Grant, 2007; Vogler, Virtue, 2007; Burstein, Hutton, Curtis, 2006; Rock et al., 2006; Leming, Ellington, Schug, 2006; Lintner 2006; Burroughs, Groce, Webeck, 2005; VanFossen, 2005; VonZastrow, Janc, 2004; Bowler, 2003; Howard, 2003; Leming. Ellington, Porter, 2003; Vogler, 2003; Burroughs, 2002).

Two research studies, one in North Carolina (Rock et al, 2006) and one in Indiana (VanFossen, 2005), conducted statewide studies of how the social studies is being marginalized in elementary classrooms throughout their states. Below both studies are detailed to provide a broader scope of the current status in the marginalization of the social studies in elementary classrooms. While there is research from only two states described in this section, a follow-up of other statistics in the 2000s continued to show how social studies in elementary classrooms remains marginalized across the U.S.

North Carolina Elementary Schools Study

One State Closer to a National Crisis: A Report on Elementary Social Studies Education in North Carolina Schools (Rock et al., 2006) gave insight into the state of social studies in elementary classrooms in North Carolina using a “longitudinal study in 2003 to examine social studies education in elementary schools” (p.456). Rock et al. states:

The purpose of this research was to gather data from practicing

elementary teachers in North Carolina to identify (a) how often social studies is being taught, (b) how decisions are made regarding how instructional time is used, (c) how satisfied teachers are with the amount of instructional time devoted to social studies instruction, and (d) what barriers exist that might inhibit the teaching of the social studies curriculum. (p. 456)

The data was collected using a survey administered as a “face-to-face interview” to ensure the understanding of the interview questions being posed. The survey included 320 Kindergarten through grade six elementary teachers from 60 counties, both urban and rural. The grade representation is as follows: “12% kindergarten, 19% first grade, 15% second grade, 21% third grade, 14% fourth grade, 18% fifth grade, and 2% sixth grade” (p. 461).

North Carolina have grade level assessments in place. North Carolina’s school improvement plan is titled the “ABCs of Public Education” and it has been in place for over 10 years. Rock et al. (2006) states, “A key component of the ABCs of Public Education is an accountability program that focuses on the performance of individual public schools in the basics of reading and mathematics” (p. 459). North Carolina also uses the NCLB “Adequate Yearly Progress” as an accountability measure. Students are tested in reading and mathematics at the end of each grade. During the 2006-2007

academic year science will be added to the pool of testing. In 2006, Rock et al. states, “There are currently no plans to test social studies in the K-8 program” (p.459).

The results of the survey indicated several findings. First, elementary teachers value reading and language arts and mathematics over social studies. The survey found 91% of the teachers ranked reading and language arts as first and 78.8% ranked mathematics as second in the level of importance. Out of the four content areas, social studies, mathematics, science, and reading and language arts, social studies was ranked third. Second, 39.7% of the teachers indicated, “students received social studies instruction two to three days per week” (p.463). Also, teachers found they spent less time teaching social studies now than they did five years ago. Compared to five years ago, 51.5% the teachers indicated social studies instructional time had “declined slightly or significantly”. Rock et al. found, “Teachers recognized a trend in the devaluing of social studies and the increasing time crunch on social studies teaching over the last five years” (p.465). Third, while the report indicates over half the teachers have the freedom to make curricular decisions, many choose not to teach social studies because of time used to teach curriculum being tested on the end of year tests. Finally, 82.3% of the teachers reported they did not have enough time to teach “all of the required curriculum.” More than 60%, 66.8%, of the teachers reported, “...spending significant amounts of time preparing students in the tested areas of reading, writing, and mathematics was a major

barrier to providing appropriate instructional time for social studies education” (p. 469).

Overall, Rock et al. (2006) provided a clear picture of the state of elementary social studies in North Carolina’s schools. Given the facts of this study, there is evidence social studies is clearly being marginalized. In the “Educational Implications” Rock et al. stated, “The problem of decreased attention to social studies is widespread and intractable” (p.473). While there are several implications, Rock et al. points to teacher education as an important factor in addressing the marginalization of the social studies in elementary classrooms. Rock et al. explained:

... our data point to another important role for teacher educators – promoting the value of social studies. Thus, the role of the social studies methods course is not only to teach about social studies standards, curriculum, and pedagogy, but to advocate for the importance of social studies in the school curriculum. With the external time constraints and the focus on standardized testing that teachers will have to deal with, they must have a strong grounding in the importance of social studies, or they will likely surrender to these external pressures and find it easier simply to eliminate social studies from their instruction. (p. 475)

In sum, Rock et al. called for the advocacy of the social studies by elementary social studies teacher educators in the fight to decrease and/or end the marginalization of the

social studies in the nation's elementary classrooms.

Indiana Elementary Schools Study

“Reading and math take so much of the time...”: An Overview of Social Studies Instruction in Elementary Classrooms in Indiana (VanFossen, 2005) details a comprehensive study that gives insight to the state of social studies in Indiana's elementary classrooms. VanFossen (2005) stated that the aim is, “to conduct an assessment designed to provide a comprehensive overview of the amount, type, and degree of social studies education that is currently occurring in Indiana's elementary classrooms...including their rationale for teaching it” (p. 378). The study used a questionnaire mailed to a random sample of 1,200 K-5 elementary teachers during the 2002-2003 academic year. It was a stratified sample, 200 teachers from each grade level, which were randomly selected from the Indiana Department of Education. There were a total of 594 respondents. The number of respondents was as follows: kindergarten 99, first grade 97, second grade 96, third grade 107, fourth grade 99, and fifth grade 96. The respondents were broken into two categories: K-3 was labeled “primary” and 4-5 was labeled as “intermediate” (p. 380).

Indiana also has grade level assessments in place. Indiana has in place legislation calling for “integration of ‘good’ citizenship instruction across grades K-12” (p.379).

Current tests are administered in grades 3, 6, and 8, which cover English/language arts and mathematics. A science test was piloted during the 2003-2004 academic year and was planned to be implemented during the 2004-2005 academic year. The “high-stakes tests used in Indiana” does not include social studies and there is no pilot program scheduled (p. 379). While there were no tests used to measure progress in social studies, there are standards in place entitled the Indiana Academic Standards for Social Studies.

The results of the survey indicated various findings. The respondents indicated they spent less than 18 minutes per day on the social studies curriculum. The amount of time Indiana elementary teachers spent teaching social studies is much less than the expected one hour per day as designated by NCSS in 1989. Teachers cited the main reason for not teaching social studies was because; “other areas (e.g. math, reading, and science) are tested” on the Indiana Statewide Testing for Educational Progress tests (p.384). When asked to rank the content areas, reading/language arts, mathematics, science, and social studies, based on which is most important to least important, social studies was ranked fourth as most important. At least 81% (81.4%) of the primary teachers ranked reading/language arts as most important and over 90% of the secondary teachers ranked reading/language arts as most important. Finally, teachers were asked to provide a “brief rationale for the subject area of social studies” (p. 388). VanFossen (2005) found that there was no “majority opinion” for teaching social studies and that

most of the “K-5 respondents’ rationales *do not* incorporate the NCSS Position Statement on Early Childhood/Elementary Social Studies (1989)” (p.396). It was found less than seven percent had a rationale statement resembling that of “broad citizenship education” described by NCSS (p.396).

In VanFossen’s 2005 discussion, the state of social studies in Indiana’s elementary schools indicated the decline and marginalization of the social studies.

VanFossen declared:

Social Studies is not being taught in Indiana at the K-5 level, perhaps because the tradeoff (taking instructional time from reading or math and risking lower ISTEP scores in those areas that are assessed) may be seen as too great. (p.399)

Thus, VanFossen (2005) called for teacher educators in the social studies methods course to bring attention to “the goals *unique to social studies*” (p. 399). The students in elementary school social studies methods courses need to ensure they have a clear understanding of the value of social studies whether it is tested or not tested. VanFossen addressed social studies methods courses to advocate for social studies. He stated, “Programs in preservice teacher preparation must provide a bulwark against the continued erosion of social studies at the primary and intermediate levels” (p. 399).

Advocacy for Social Studies

While there has been significant debate about the decline, “shrinking off”, “marginalization of”, and “on the back burner” in the discussion of the social studies since the 1960s, there has been little published research with a focus primarily on *how to* and *what to do* to advocate for the elementary school social studies. There is a gap in the literature that is dedicated to a “call for action” to advocate for elementary school social studies. The review of the literature yielded only two studies that are directly related to advocating for the social studies. In fact, one of the two studies dates back to 1980 and is entitled, “Social Studies Advocacy” by Al Redsun. The other article was written in 2007 entitled, “Advocating for Social Studies: Becoming AGENTS for Change” by Heafner, et al. In 2007 the National Council for the Social Studies (NCSS) disseminated a program specifically targeted at advocating for social studies, entitled *Advocacy Toolkit: Creating Effective Citizens*. Thus, as a result of an extensive literature search and noting few contributions specifically pertaining to “social studies advocacy,” the following section of this literature review is somewhat limited due to the lack of relevant published studies.

Social Studies Advocacy

Al Redsun, a member of NCSS, wrote in 1980 about the need to advocate for social studies during the era of the “basics”. Redsun called for social studies advocacy in

a time when social studies is being “neglected” due to the focus on “skill development in reading and writing” (p. 247). Specifically Redsun states:

The major reason for Social Studies instruction is to help young people function better as citizens in a democratic society.

Therefore, if Social Studies is to gain its place as a “basic” subject, a consolidated effort must be made to develop a feeling that Social Studies is important, worthwhile, and meaningful. (p. 247)

In a call to enlist and encourage readers of *Social Education*, NCSS and its affiliates, and social studies educators, The Field Services Board of NCSS provided the following:

Suggestion for an Advocacy Program Develop a systematic advocacy program which would take advantage of both professional and public media, which would use as much existing information as possible, which might develop new public relations pieces, and which would focus on as broad an audience as possible – both within education and in the public at large. (p. 247)

Redsun’s discussion of the suggestions brought forth by the Field Services Board was in hopes that the aforementioned would “stimulate some discussion and reaction” within the social studies community (p. 252). The “Suggestions for an Advocacy Program,” a list of eleven activities, was a purposeful attempt to set the tone for an advocacy program for

the social studies. While Resdun states, “With your assistance, a strong program for Social Studies advocacy will emerge,” there is no specific literature over the course of at least 25 years that specifically calls for “social studies advocacy.” While the literature provides clear insight into the marginalization of the social studies over the course of at least 35 years, there are no articles present that revolve primarily around “social studies advocacy”. There is a failed attempt in the literature at specifically stimulating the discussion and reactions around “social studies advocacy”. The next article to specifically address “social studies advocacy” was published in 2007, Heafner et al.

Advocating for Social Studies: Becoming AGENTS for Change

Heafner et al. (2007) reminded us of the current situation in the marginalization of the social studies:

A crisis is occurring in elementary schools: social studies is missing, and a lack of concern resonates among many local, state, and national policy makers. Evidence from several studies indicates that elementary students are receiving on average less than one hour per week of social studies instruction and often is for one-half the year. In some places, instructional time for social studies is as little as twelve minute per week. (p.26)

Social studies is seeing diminished instructional time in typical U.S. schools. In the current decade (2000), social studies is “disappearing” (i.e., being marginalized) as a result of high-stakes testing. With testing focusing on the content areas reading, writing, mathematics, and science, social studies is not being taught as much as before the shift to these academic subjects in K-12 schools.

The marginalization of the social studies leaves students without the core knowledge and understanding about citizenship. Heafner et al. (2007) stated:

As educators who know and understand the value of the social studies curriculum, we are not willing to wait to find out. Thus, we call upon all teachers to become AGENTS for change in order to strengthen the role of social studies in elementary schools, to guarantee that all students have an equitable opportunity to learn social studies, and to ensure the development of a citizenry who have the knowledge, skills, and dispositions needed to participate in a globally interdependent society. (p. 27)

With the creation of the acronym “AGENTS” Heafner et al. (2007) called for action by teachers to become active in the promotion of the social studies, “to restore social studies to its proper place in the elementary curriculum” (p. 27). The acronym AGENTS is defined as follows:

A= Awareness.

G=Generate Knowledge.

E=Empower Others to make a Difference.

N=Negotiate and Navigate Pathways for Change.

T=Take Action.

S=Speak Out and Show Off. (p. 27)

The following are a few of the activities and resources related to each step as an “AGENT for Change” suggested by Heafner et al. (2007):

- Awareness = To build ones knowledge and understanding of the current state of social studies; using social studies journals such as *Journal of Social Studies Research*, *Social Education*, *Social Studies and the Young Learner*, *Social Studies Research and Practice*, *The Social Studies*, and *Theory and Research in Social Education*; accessing professional organizations such as National Council for the Social Studies, National Educational Association, and the National Association of State School Boards.
- Generate Knowledge = To inform others about the issues because policymakers, administrators, parents, and the community are not necessarily aware of the state of social studies; provide easy to read facts

about the state of the social studies on a state and national level.

- Empower Others to Make a Difference = To talk with peers about issues faced in teaching social studies and share the information at faculty meetings; request local colleges and universities to do a study about the state of elementary social studies in the region; monitor, document, and disseminate information gathered about the state of elementary social studies.
- Negotiate and Navigate Pathways for Change = To determine who the decision makers are about social studies and develop a plan for action to involve those people in the campaign for the advocacy for elementary social studies; include decision makers that have ability to make changes in existing educational policy, increase funding for social studies resources and professional development, and can ensure instructional time is devoted to the social studies.
- Take Action = To include numerical data and citations to published studies and personal anecdotes and quotes from professionals working in classrooms when talking to legislators and their aids; determine if advocating generally for social studies or for specific reform.
- Speak Out and Show Off = To support social studies whenever the

occasion or opportunity arises such as during local and national professional meetings or chance encounters with decision makers; broadcast what good social studies is all about through display of students work, inviting parents in when major projects have been completed; take pride in making a difference. (p. 27 – 28)

Using the aforementioned activities and resources can enlighten and energize a community about the state and value of social studies learning. The activities and resources also provide an opportunity to create a means to address the marginalization of the social studies in elementary school classrooms across the nation. The *AGENTS for Change* process is meant to guarantee that the elementary school social studies takes its intended place as a core subject in the nations elementary school classrooms.

Advocacy Tool-kit: Creating Effective Citizens

The National Council for the Social Studies (NCSS) has created an Advocacy Toolkit in an attempt to “communicate the importance of social studies education” throughout the nation (p. 1). NCSS is calling for its individual members and its councils, on state and local levels, to use the knowledge they have about the value and importance of social studies, coupled with support from NCSS and the toolkits resources, to aid in the campaign to advocate for the social studies.

In the NCSS campaign to advocate for the social studies, NCSS is not turning over the sole responsibility of the advocacy campaign to its members. NCSS made clear its aim in helping those that become involved with the advocacy campaign by stating its position to fully support the campaign and its members as well. NCSS believes it is important for a partnership between NCSS on a national level and its local members to ensure the success of the campaign to advocate for the social studies. Specifically NCSS stated:

The national staff will reach out to the national news media, education associations, and governmental leaders, among other groups. However, one of the most important roles for the national staff is to provide guidance and materials for members, because members can turn this campaign into a grass roots effort that can create awareness of the importance of social studies in every corner of the country. (p. 2)

NCSS offers two methods a member can “advocate for social studies” (p.1). NCSS states, “One is becoming involved in this campaign. The other is by practicing solid advocacy each day of your professional career” (p. 1). Social studies educators are asked to be actively involved in the advocacy campaign and to elicit a positive attitude about the social studies in their communities on a daily basis. It is the goal of the NCSS

to utilize the advocacy campaign to ensure the nation is aware the social studies is needed because as stated by the NCSS theme, “Today's Social Studies Creates Effective Citizens” (p. 1). The *Advocacy Toolkit* provides handouts, websites, and a list of professional organizations as resources to use in the advocacy campaign for the social studies. NCSS provided the following range of ideas in the *Advocacy Toolkit* as a way members can become involved in the campaign or as ways to “practice positive advocacy” on a daily basis:

- Create a business card for yourself on your computer, and on the back print the theme Today's Social Studies... Creating Effective Citizens. Include a few facts or quotes about the importance of social studies education.
- Councils could run a short column in each issue of member newsletters explaining what they are doing in this campaign and how their members can become involved.
- Find another social studies educator, who may or may not be an NCSS member, and discuss this campaign. Urge that person to become involved. He or she may also see the value of [NCSS Membership](#).
- Try to schedule a briefing at the school board meeting on the important role of social studies education and how it leads to effective citizens.

Some school districts organize portions of board retreats around curriculum briefings such as this.

- Ask for time at staff meetings to update teachers and classified staff on what is happening in social studies.
- In addition to the three audiences for this PR campaign, NCSS members, state legislators, and the news media, think about whether there are additional audiences in your community or state that need a better understanding of social studies education.
- List your social studies successes on a card, laminate that card, and provide copies to local social studies educators or members of your council. Encourage people to carry this card and use it as a resource to speak up for social studies successes at every opportunity; send this list to people who need to know about social studies, such as school board members, local elected officials, state legislators, and teachers in other subject areas.
- Publish a calendar of what students will learn in social studies during the year and mail it to every parent.
- Take photos of students at work on social studies projects and send them home to parents.

- Invite speakers involved in social studies fields to come into your classroom to speak with students. (Retrieved June 15, 2008 from <http://www.socialstudies.org/toolkit>)

NCSS provided a range of ideas, resources, and activities that NCSS specifically states, “All have proven effective in schools across the country” (p. 1). It is with the aforementioned hope that individuals and organizations can come together to work on a positive change in how social studies is viewed and taught in elementary classrooms across the nation. The “Advocacy Toolkit” is intended for a collaborative effort so all communities, individuals, and organizations understands the value and importance of elementary social studies in our nations classrooms. With the wide range of activities and ideas the *Advocacy Toolkit* provides, it is important for NCSS members to find ways to ensure that the toolkit is in the hands of the elementary social studies methods course teacher educators. Elementary social studies teacher educators can be instrumental in assisting with the dissemination of the *Advocacy Toolkit* by introducing the toolkit to pre-service teachers and modeling its use.

Limited Research on Early and Middle Childhood Social Studies Methods Teacher Educators

Shermis and Washburn (1986) stated, “...social studies educators seldom have

asked questions about themselves” (p.331). However, the research of social studies teacher educators is thought to be one approach in addressing the issues faced by the social studies (Engelbourg, 1970; Cornbleth, 1982; Adler, 1991a; Tanner, 2008). Since social studies teacher educators are in leadership positions it is thought they have an important role in changing the dismal state of the social studies. In 1970 Engelbourg calls for research of social studies teacher educators whom she defined as, “A person whose professional activity has been largely concerned with the training of social studies teachers, the improvement of school social studies programs, social studies education research, and/or creating and operating advanced degree programs in social studies education” (p. 510). Hence research of social studies teacher educators would inherently improve practice and positively impact the status of the social studies (Adler, 2008; Adler, 1991a; Adler, 1991b; Cornbleth, 1972). Unfortunately despite an extensive review of the literature on social studies methods course teacher educators, there was little research reported in the professional literature during the past 35 years. As Cornbleth (1982) stated:

For the most part, teacher educators have focused their research on setting and subjects other than their own (to social studies teachers, students, and instruction in elementary and secondary schools but rarely to social studies teacher educators, programs, or

students). Our improvement efforts have more often been stimulated by external pressures (e.g. more field experience) and legislative or accreditation mandates (e.g., reading, mainstreaming, multiculturalism), the availability of funding (e.g., CBTE), and more less informed institution (e.g., performing arts requirements) than by existing research or own scholarly inquires. (p. 3)

So while researchers have been calling for research on social studies teacher educators, little time seems to have been spent on describing social studies teacher educators. Cornbleth stated, “What might be found if we directed our research energies toward ourselves?” (p. 3).

The following section of the literature review describes the research of social studies methods course teacher educators. The purpose of this section is to indicate how little research has been done over the span of more than thirty-five years while researchers have been calling for research to further examine social studies teacher educators in the attempt to address the declining status of the social studies seen across the nation. Finally, it is important to review two key research articles addressing the marginalization of the social studies, the North Carolina Study (Rock, et al, 2006) and the Indiana Study (VanFossen, 2005), calls for teacher educators to respond to the marginalization of the social studies in their elementary social studies methods courses.

However, as the literature indicated, we do not know enough about the current social studies teacher educators to know if they are equipped to address the declining status (marginalization) of the social studies as an academic field of study in K-12 schools.

Early Research

Charlotte Engelbourg (1970) completed a search of the literature and found “no source dealt specifically with the social studies educator” (p.509). Her research was based on the premise, social studies educators are vital in the attempt to bring about change in the field of social studies. In her research Engelbourg completed a three-part study in which she provided a description of doctoral programs in social studies education and the employment, educational, and professional background of those successful candidates, as well as analyzing a model social studies program as compared with actual practices of social studies doctoral programs. Using a questionnaire to collect data, Engelbourg mailed out approximately 1,600 questionnaires to social studies teacher educators identified by the National Council for the Social Studies (NCSS). With 210 usable respondents, some of Engelbourgs data found that:

- 97 percent had a minimum of two to three years teaching experience,
- 73 percent were considered to have had “excessive teaching experience –

more than five years”,

- 90 percent had three years or more in one or several of the social sciences,
- 90 percent were members of NCSS, one-third were members of other social science organizations,
- 51 percent had practice supervising pre-service teachers (“not necessarily in social studies”),
- one out of five use one-fourth of their professional time to research,
- 40 percent has published six or more articles, and
- 83 percent spent 10 percent or less time on curriculum work. (p. 511-514)

As a result of the data collected by Engelbourg, she recommended social studies educators should have had experience in social studies pre-service teacher supervision as well as social studies curriculum and instruction. More importantly she called for social studies teacher educators to have the experience to “conduct scholarly investigations on problems and issues in social studies education and to report his results to suitable journals” (p. 513). Engelbourg used her study of social studies teacher educators to identify ways to improve the social studies doctoral programs in hopes to improve the overall status of the social studies. Her research was significant because she introduced researchers to some ways of examining social studies methods teacher educators through the understanding of their educational background and professional experiences in the

social studies.

Elish (1973) completed his dissertation, *An Analysis of Secondary Social Studies Methods Courses in Ohio College and Universities*, in which he interviewed the secondary social studies methods course teacher educators of accredited colleges and universities in Ohio that offered social studies teacher preparation programs. Elish stated:

Mandates for change in the social studies have been issued and revolutions called for; however, we in the social studies should know where we are before proceeding to where it is we want to go. The goal, then, was to find the answer to the question, ‘Where are we?’ (p.151)

In an analysis of the social studies methods courses, the social studies methods course teacher educators were assessed to determine the quality of the social studies teacher educators and the social studies methods courses in Ohio. Through his examination of the secondary social studies methods course teacher educator, Elish (1973) attempted to determine the quality of the secondary in-service teachers. In his study Elish received a 100 percent response to his interviews and questionnaires that were administered by mail, telephone, and face-to-face. Some of the data collected by Elish included:

- 3.57 percent are teaching associates, 10.71 percent are instructors, 39.29

percent are assistant professors, 30.36 percent are associate professors, and 16.07 are full professors

- 76.19 percent utilizes majority of professional time teaching, only 2.38 percent of time is spent on research and study, found only one to report a vast majority of time is spent on scholarly work
- 45.24 percent held a Ph.D., 23.80 percent held an Ed.D., 19.05 percent held a M.A., 9.52 percent held a M.Ed., 2.38 percent held a B.A.
- 45.90 held an academic discipline in history, 16.39 listed other as their academic discipline
- Perceived role – 28.57 percent generalist, 23.81 social studies specialist, 16.67 educationist,
- 55.56 5 or less years teaching secondary social studies, 33.33 percent 6 to 10 years, 11.11 percent 11 to 15 years

Overall, Elish found there is a difference in the backgrounds of the social studies methods teacher educators with small colleges having instructors less adequately prepared.

However, of the teacher educators found to be active in professional organizations and who wrote scholarly work or were advocates for inquiry, Elish only “hoped” positive qualities and attitudes about the social studies were transferred to the pre-service teacher.

Elish found 50 percent of the social studies methods teacher educators did not belong to

professional organizations and could be in part why in-service teachers lack a “professional consciousness”. Elish concluded social studies methods teacher educators that were more prepared to teach the social studies methods courses would be better suited to prepare pre-service teachers. While Elish acknowledged his study did not examine elementary (early and middle childhood) social studies teacher educators, his work was significant because it established a foundation for the research on social studies teacher educators.

There was not a report of social studies methods teacher educator research again until the 1980s. While the decline of elementary school social studies as a priority has been documented in literature published for over 30 years and the research has called for teacher educators to examine themselves, the analysis has not occurred in a systematic fashion in which researchers have provided insight into the educational backgrounds and professional experiences of early and middle childhood school social studies teacher educators. There are only five studies reported in the literature in the 1980s, Joyce and Tucker (1980); Katz and Raths (1982); Gross (1984); Shermis and Washburn (1986); and Cangemi and Aucoin (1989). However, of the aforementioned studies, none were specifically targeting the elementary school social studies methods course teacher educators in relation to their educational background and professional experiences. The studies did not seek input from elementary school social studies methods course teacher

educators about their ideas on how to advocate for social studies in elementary school classrooms. For the purpose of this study, the review of the literature included a brief discussion of the research findings focusing on social studies teacher educators.

In 1980 Joyce and Tucker's research was centered around the need to "assess the status of social studies teacher education" (p.508). Joyce and Tucker state:

Social studies is fighting for survival in our elementary schools.

Increasingly this field receives less instructional time, less emphasis on curriculum development, and less funding for the purchase of instructional materials than do the 3 Rs. Since social studies teacher educators perform a central role in the preservice and inservice education of social studies teachers, they have a vital stake in the survival of this curricular area. Indeed, teacher education is at the heart of whatever is good or bad about the field. (p. 508)

While the researchers claimed that social studies educators play a vital role in the survival of the social studies they did not attempt to collect a representative sample of elementary school social studies teacher educators. The research included a population of 21 social studies teacher educators identified through membership of National Council of the Social Studies (NCSS). It is important to conduct research of social studies teacher educators and this research focused on the views of social studies teacher educators. The

researchers study did not ask questions to identify the educational background and professional experiences of those teacher educators. Finally, their research recommended that social studies educators “promote the importance of social studies” on the local and state level, within parent groups, the media, and schools boards (p. 510).

Katz and Raths’ (1982) study focused on Illinois social studies teacher educators, the study seems to be the least relevant to the present study. That study was centered on the goals and methods that social studies teacher educators use in the social studies methods course. The study included those teaching elementary and secondary social studies methods courses. Also, the study was elicited a response and review of the attributes of pre-service teachers and not a discussion centered on asking questions about the social studies teacher educator and their practices related to advocacy.

Gross (1984) attempted to identify the educational background and professional experiences of the teacher educators that are teaching social studies methods courses. With 102 usable respondents, Gross used a selective sample of NCSS members with respondents that represent “a wide sample of large and small institutions, public and private, spread throughout the United States” (p. 158). While Gross’ 1984 survey also asked specific questions about the methods course and teacher educators view of the social studies methods course, he also inquired whether or not the social studies teacher educator is advocating for membership of NCSS by students which he found was

important in instilling professional attitudes and involvement in the social studies.

Gross (1984) also found many social studies educators surveyed indicated, “the importance of shaping student understanding of and attitudes towards social studies, as well as generating enthusiasm for the field,” “see their work as important,” and “believers in the concept of the social studies and in the importance of the field,” and a concern about the state of social studies (p. 165). Gross’s (1984) research did indicate in the 1980s that there were social studies teacher educators that were grounded in the importance of social studies and advocate for pre-service teachers to be members in social studies professional organizations. However it must be noted, the focus is again on secondary social studies methods course teacher educators and not elementary school social studies methods course teacher educators. Although elementary school social studies was found to be marginalized and on the decline during the 1980s, most of the research was centered on secondary social studies methods courses teacher educators.

In 1986 Shermis and Washburn stated, “social studies educators seldom have asked questions about themselves” (p. 331). In the late 1980s Shermis and Washburn completed a study specifically targeted at social studies teacher educators’ background characteristics, educational experiences, and perspectives on the social studies. The sample size was 25 respondents from a pool of 40 social studies teacher educators in Indiana colleges and universities. Shermis and Washburn found only 12% of the

respondents had a background in the social sciences, “anthropology, economics, political science, psychology and sociology” and over half (11%) found quantitative data as the “least desirable” aspect of their educational experiences (p. 334). Shermis and Washburn concluded:

It is difficult to see how those teachers of the social studies who are uncomfortable with social science and its inquiry methods or who have rather limited understanding of the concepts, data, and conclusions of social science can enable their students to develop much critical awareness of the problems and inconsistencies of American culture. (p. 339)

Shermis and Washburn faulted the state of the social studies, “lack of change among the social studies” due to the lack of knowledge and preparation of social studies teacher educators in the social sciences (p.339). While Shermis and Washburn did not provide any recommendations, one has to wonder if the two would recommend the need for social studies teacher educators to be grounded in the importance of the social studies and have an educational background in the social sciences. Additionally, one would have to wonder if the respondents are advocates for the social studies. While these questions were not addressed, based on the state of the social studies in the 1980s, it is a viable set of questions in need of response. Another aspect of this study was that it did not separate

the its participants responses based on those in the elementary or secondary social studies teacher educator role. The research was based on social studies teacher educators as whole group and did not differentiate between the two different populations, which seems to be problematic because they were preparing pre-service teachers for different grade levels.

Cangemi & Aucoin (1989) completed a research study, “A Descriptive Analysis of Elementary Social Studies Methods Courses in Four Year Colleges and Universities in Louisiana”. The title seemed to focus on the elementary social studies methods course and not elementary social studies teacher educators. However, JoAnn Cangemi and Linda Aucoin provided insight into the academic and professional experience of the respondents; the study provided data about elementary social studies teacher educators. The findings listed below were directly related to academic and professional experience of the participants of the study; they

- had 11 or more years college teaching experience;
- earned the rank of associate or full professor;
- considered the elementary social studies methods course to be the primary assignment;
- spent more time working with their students than any other professional task;

- only one professors' time was spent in research, writing, and publishing;
- 50 percent of all subjects did not belong to the National Council for the Social Studies.

As a result of these findings the Cangemi and Aucoin (1989) concluded:

- Professors teaching elementary social studies methods courses have had sufficient experience in elementary teaching prior to assuming the role of university professor.
- Subjects in Louisiana are most likely not producing the quantity or quality of research as subjects elsewhere.
- A significant number of the subjects teaching the elementary social studies methods course in Louisiana may not be as aware of the current research and trends in social studies as subjects at research institutions.

The recommendations in this study were focused primarily on the structure of the methods course. However one recommendation called for further examination of the “educational training” of elementary school social studies methods course educators as it relates to the “the effect, if any,” on the “design and content” of the elementary school social studies methods course (p. 35). The research did not examine whether the elementary school social studies teacher educators were grounded in the importance of social studies or those teacher educators had taught pre-service teachers in their courses

to advocate for the social studies during the social studies methods course.

There was little research reported in the 1970s and 1980s that relates specifically to elementary school social studies methods courses teacher educators. A review of the literature did not reveal any studies as it relates specifically to elementary school social studies methods courses teacher educators in the 1990s. Adler (1993) called for research of the social studies methods course as it relates to the practitioner as a researcher. More specifically, Adler called for the social studies teacher educator to use reflective inquiry in an attempt to positively affect the state of the social studies. Hence, there was some movement towards the systematic documentation of reflective inquiry and a call for social studies educators to document their own work, perhaps a type of reflective practice combined with an action research model.

Current Research

The current research shows a gap in the literature and does not provide insight into the educational background and professional experiences of those teaching the elementary school social studies methods course. A search of the professional literature does not reveal any published studies or research that is specific to elementary school social studies methods courses teacher educators. Adler (2008, 1993) continued to call

for social studies researchers to investigate ways to improve practice when addressing social studies teacher education. Adler (2008) stated:

Research on social studies teacher education ought to contribute to improved practice. But understanding how this happens means looking at more than the impact of particular strategies taught or the development of teacher attitudes and beliefs. It's important to remember the ultimately, the goal of teacher education is about improved learning in classrooms. (p. 347)

Rock et al. (2006), calls for social studies teacher educators to be grounded in the importance of social studies. In order to examine how to improve professional practice, researchers must know more about a teacher educator's teaching so they can begin to make appropriate recommendations specific to that population. Hence, the purpose of this study is to examine and provide insight into the educational background and professional experiences of those teacher educators who currently teach early and middle childhood school social studies methods courses. More specifically, the study is based on a paucity of research that examines if early and middle childhood social studies teacher educators are grounded in the importance of social studies and if early and middle childhood social studies teacher educators teach their students to advocate for elementary school social studies. If the aforementioned occurs, then the findings would suggest how

to proceed in Ohio teacher preparation programs in order to teach teachers how to advocate for elementary social studies and how to increase the amount of time spent teaching social studies in elementary classrooms.

CHAPTER 3

METHODOLOGY

This chapter provides an explanation of the methodology used to answer the research questions. In this section the objectives, factors of interest, research questions, research design, populations and sampling, instrumentation, including the pilot study, are outlined. The chapter also includes an explanation of the statistical methods used to analyze the data.

Objectives of the Study

This study was a descriptive study, which utilized a survey research design. The primary objective was to describe who is teaching the undergraduate early and middle childhood social studies methods courses in the accredited teacher preparation programs in Ohio's colleges and universities and to explain if these faculty members are grounded in the importance of social studies. The secondary objective was to ascertain the level of advocacy that occurs in early and middle childhood social studies methods courses in undergraduate teacher preparation programs at Ohio's colleges and universities and to pose recommendations on how to address the marginalization of elementary school social

studies based on the survey responses.

Factors of Interest

The factors of interest for this study were derived from the following statements:

- (1) The credentials of the teacher educators teaching the undergraduate early and middle childhood social studies methods courses.
- (2) Teacher educators grounded in the importance of social studies.
- (3) The level of advocacy that occurs in Ohio's undergraduate early and middle childhood social studies methods courses.

The specific factors of interest for this study were:

1. Teaching Credentials

- 1.1. Course taught
- 1.2. Highest degree earned
- 1.3. Total number of years of college teaching experience
- 1.4. Total number of years teaching elementary social studies methods course
- 1.5. Member of professional organizations
- 1.6. Experience teaching in an elementary classroom
- 1.7. Currently holds position as an elementary classroom teacher
- 1.8. Length of time since last taught in an elementary classroom

2. Grounded in the Importance of Social Studies

- 2.1. Main academic discipline
- 2.2. Regards self as generalist, behavioral scientist, social studies specialist, or other
- 2.3. Membership in social studies organizations (i.e. National Council for the Social Studies, Ohio Council for the Social Studies, Other)
- 2.4. Number of years taught at the elementary school level
- 2.5. Importance of National Council for the Social Studies elementary curriculum standards as topic in elementary social studies methods course
- 2.6. Importance of Ohio Council for the Social Studies elementary curriculum standards as topic in elementary social studies methods course
3. Level of Advocacy that Occurs in Methods Course
 - 3.1. Discusses marginalization of social studies in the social studies methods course
 - 3.2. Discusses National Council for the Social Studies elementary curriculum standards in the social studies methods course
 - 3.3. Discusses Ohio Council for the Social Studies elementary curriculum standards in the social studies methods course
 - 3.4. Students observe social studies being taught in elementary classrooms
 - 3.5. The length of the social studies lessons students observe being taught in elementary school classrooms
 - 3.6. Discusses methods and techniques to ensure the social studies curriculum is

taught in spite of high stakes, high standards testing requirements

- 3.7. Encourage students to become members of professional organizations that support elementary social studies teachers and classrooms
- 3.8. Provide materials to students about professional organizations that support elementary social studies teachers and classrooms
- 3.9. Advocates for elementary social studies in social studies methods course

Research Questions

The purpose of the study was to examine and provide a statistical analysis of the teacher educators who teach early (Pre-Kindergarten through grade three) and middle (grades four through nine) childhood social studies methods courses in undergraduate teacher preparation programs in Ohio's colleges and universities in the following three areas: (1) professional background, (2) grounded in the importance of social studies, and (3) level of advocacy for elementary school social studies in social studies methods courses.

The research questions guiding this study were:

- (1) *How* do we know if the teacher educators teaching the early and middle childhood social studies methods courses are grounded in the importance of social studies?

(2) *What* actions in the early and middle childhood social studies methods course do the early and middle childhood social studies teacher educators in the study describe as advocacy for elementary school social studies?

(3) *How* do these teacher educators teach their students to respond to the marginalization of elementary school social studies?

Research Design

The design of this study was neither experimental nor quasi-experimental manipulation. The study was identification and description of the early (Pre-Kindergarten through grade three) and middle (grades four through nine) childhood social studies methods teacher educators in undergraduate teacher preparation programs in Ohio's colleges and universities. Therefore, this study was classified as a descriptive study and utilized the survey technique.

The researcher divided the study into two parts. Part I of the study was a descriptive study of the teacher educators (Part I – Question 1-13). The study identified the teaching credentials of those teaching the undergraduate early and middle childhood social studies methods courses and identified factors that indicated if those individuals were grounded in the importance of social studies. The specific factors are listed in Table 3.1.

Part II of the study investigated the level of advocacy for elementary school social studies in undergraduate teacher preparation programs in Ohio's colleges and universities during early (Pre-Kindergarten through grade three) and middle (grades four through nine) childhood social studies methods courses. The teacher educators were asked to provide their viewpoints on the level of advocacy they provided while teaching their early or middle childhood social studies methods course. First, a list of selected sources was provided to the participants, and they were asked to select which source or sources was the greatest influence on the social studies methods course (Part II – Question 1). Then participants were asked to indicate whether they found social studies standards as important (Part II – Question 2, 3). Additional questions were then asked of the participants to determine their level of advocacy of elementary school social studies. The specific factors are listed in Table 3.1. Finally, the participants were asked to provide at least one example of how they advocate for elementary school social studies (Part II – Question 13).

Population and Sampling

Teacher educators in the early or middle childhood social studies undergraduate teacher preparation programs in 45 of Ohio's colleges and universities served as the sample for this study. The sample does not include colleges or universities that provide

an alternative pathway to licensure. For example, The Ohio State University offers a pathway to licensure through their Masters in Education in several different areas (Retrieved April 14, 2010 from <http://ehe.osu.edu/edtl/academics/med/>). As a result, The Ohio State University is not included in this study. Figure 3.1 shows the location in Ohio of each of the colleges and universities that offer an undergraduate teacher education program with early or middle childhood social studies methods courses that were represented. Table 3.1 is the key for the map which represents the list of the 45 colleges and universities, with the corresponding city and county location, that offer an undergraduate teacher education program with early or middle childhood social studies methods courses. The sample size was 84 teacher educators from 45 Ohio colleges and universities that offer an undergraduate teacher education program that leads to licensure in Ohio to teach elementary social studies in Kindergarten through grades five (K-5).



Code: Numbers refer to name of college or university and location in Ohio based on city and county as listed on page 80.

Figure 3.1 Map of Ohio College and Universities Offering Teacher Preparation Programs Leading to Licensure and Approved by the State of Ohio to Teach Elementary Grades (K-5) Social Studies

Name of College or University	City in Ohio	County in Ohio
1. Akron University	Akron	Summit
2. Antioch University McGregor	Yellow Springs	Greene
3. Ashland University	Ashland	Ashland
4. Baldwin-Wallace College	Berea	Cuyahoga
5. Bluffton University	Bluffton	Putnam
6. Bowling Green State University	Bowling Green	Wood
7. Capital University	Bexley	Franklin
8. Cedarville College	Cedarville	Greene
9. Central State University	Wilberforce	Greene
10. University of Cincinnati	Cincinnati	Hamilton
11. Cleveland State University	Cleveland	Cuyahoga
12. University of Dayton	Dayton	Montgomery
13. Defiance College	Defiance	Defiance
14. University of Findlay	Findlay	Hancock
15. Franciscan University of Steubenville	Steubenville	Jefferson
16. Heidelberg University	Heidelberg	Seneca
17. Hiram College	Hiram	Portage
18. John Carroll University	Cleveland	Cuyahoga
19. Kent State University	Kent	Portage
20. Lake Erie College	Painesville	Lake
21. Lourdes College	Sylvania	Lucas
22. Malone College	Canton	Stark
23. Marietta College	Marietta	Washington
24. Miami University	Miami	Butler
25. The College of Mount Saint Joseph	Cincinnati	Hamilton
26. Mount Union College	Alliance	Stark
27. Muskingum College	New Concord	Muskingum
28. Notre Dame College	Cleveland	Cuyahoga
29. Ohio Dominican University	Columbus	Franklin
30. Ohio Northern University	Ada	Hardin
31. Ohio University	Athens	Athens
32. Ohio Wesleyan University	Delaware	Delaware
33. Otterbein College	Westerville	Franklin
34. Rio Grande College	Rio Grande	Galia
35. Shawnee State University	Portsmouth	Scioto
36. University of Toledo	Toledo	Lucas
37. Urbana College	Urbana	Champaign
38. Ursuline College	Cleveland	Cuyahoga
39. Walsh University	Canton	Stark
40. Wilmington College	Wilmington	Clinton
41. Wittenberg University	Wittenberg	Clark
42. College of Wooster	Wooster	Wayne
43. Wright State University	Dayton	Montgomery
44. Xavier University	Cincinnati	Hamilton
45. Youngstown State University	Youngstown	Mahoning

Table 3.1 Ohio College and Universities Offering Teacher Preparation Programs Leading to Licensure and Approved by the State of Ohio to Teach Elementary Grades (K-5) Social Studies

The target population of this study was teacher educators of early (Pre-Kindergarten through grade three) and middle (grades four through nine) childhood social studies methods courses in Ohio colleges and universities that offer an undergraduate teacher education program that leads to licensure by the state of Ohio. In the state of Ohio licensure protocols categorize early childhood education licensure as pre-kindergarten through third grade. Middle childhood licensure is categorized as fourth grade through ninth grade. Elementary grades in the state of Ohio are taught as K-5 in Ohio schools so teachers prepared in middle childhood teacher preparation programs can teach social studies in elementary schools in Ohio.

The names of the colleges and universities in Ohio were acquired from the Ohio Board of Regents website (<http://regents.ohio.gov/>). The official college and university websites were then visited to determine if an undergraduate teacher preparation program that leads to licensure to teach social studies in grades K-5 in Ohio was offered. In some cases the college or university website was not clear as to whether or not it offered a teacher preparation program that led to licensure to teach social studies in grades K-5 in Ohio. If the college or university website did not provide clear information about its teacher preparation programs, then the college or university was contacted by phone to determine if an undergraduate teacher preparation program that leads to licensure to teach social studies in grades K-5 in Ohio was offered. The specific colleges and universities are listed in Table 3.1.

Next, a web search was completed to obtain the names and email addresses of the undergraduate early (Pre-Kindergarten through grade three) and middle (grades four through nine) childhood social studies methods course teacher educators. However, many websites did not provide identifying information such as the name and email address for the teacher educator that taught the undergraduate early or middle childhood social studies methods course. If the information was not available on the college or university website, the researcher contacted the college or university by phone in order to obtain the name and email address for the teacher educator assigned to teach the undergraduate early or middle childhood social studies methods course. A department chair, department administrative assistant, or college registrar then provided the information. The survey instruments were sent to the teacher educators through an online data collection service called SurveyMonkey.

During data collection the researcher was contacted via email by teacher educators who had received the email in error because the teacher educator was either no longer teaching the course or they were not the correct contact person for the undergraduate early (Pre-Kindergarten through grade three) or middle (grades four through nine) childhood social studies methods course instructor. In each instance the teacher educator either provided the correct name and email address for the teacher educator that should be receiving the request for participation in the study or the researcher requested the teacher educator to forward the correct information to the

researcher via email. Table 3.2 indicates the five separate occasions when the researcher had to revise and resend the request for participation due to updated information being provided for teacher educators that were not on the original list.

	Email Sent	Date email sent	Number of Emails sent
1.	Revised list of participating teacher educators receive email	August 31, 2009	4
2.	Revised list of participating teacher educators receive email	September 1, 2009	15
3.	Revised list of participating teacher educators receive email	September 2, 2009	2
4.	Revised list of participating teacher educators receive email	September 16, 2009	1
5.	Revised list of participating teacher educators receive email	September 28, 2009	1

Table 3.2 Teacher educators who receive initial email to request participation in the study

In all but one case, a correct name and email address was provided to the researcher. In that one case, the participant's email continued to be returned as undeliverable. The researcher then contacted the university on record, on three separate

occasions, to crosscheck the email address on file with the university with the email address being used by the researcher. Although the email address was verified as being correct, the request for participation email continued to be returned as undeliverable. As a result, this university did not have a teacher educator receive a request to participate in the study.

In an ongoing email correspondence, the department chair for a university had informed the researcher that their previous social studies methods course teacher educator had retired (personal communication, July 31, 2009). The department chair informed the researcher that contact would be made with the retired teacher educator to find out if they would like to participate in the study. The retired teacher educator declined to participate in the study. Since the university had not yet hired a new teacher educator to teach the social studies methods course and the previous teacher educator had retired, this university did not have a teacher educator that received a request to participate in the study.

Sample Error

Several steps were taken to decrease the rate of error.

Frame Error.

In order to decrease the discrepancy between the intended population and the actual participant population, the researcher contacted each college and university to

verify if an undergraduate early or middle childhood teacher preparation program leading to licensure in Ohio was offered. Also, participants receiving the email in error were requested to provide a correct email address for the teacher educator teaching the undergraduate early or middle childhood methods course at their college or university. Only one participant of the 84 participants had an undeliverable email address. The email address of this participant was verified by contacting the university and each time the email was returned as undeliverable.

Nonresponse Error.

Table 3.3 provides a five-step process developed to improve response rate. Using this five-step process is intended to decrease non-response error threat.

<u>Email Request Sent</u>	<u>Date Email Sent</u>
Participating teacher educators receive email.	Emailed Monday, August 3, 2009
Non-responding participating teacher educators receive reminder email.	Emailed Monday, August 24, 2009
Non-responding participating teacher educators receive reminder email.	Emailed Monday, September 14, 2009
Non-responding participating teacher educators receive reminder email.	Emailed Monday, September 25, 2009
Non-responding participating teacher educators receive reminder email.	Emailed Monday, October 5, 2009

Table 3.3 Five-Step Process to Improve Response Rate

By using this five-step process a total of 51 responses were collected (61%). A usable questionnaire was defined as having at least 66% of the responses completed. While there were four surveys that were returned partially complete, each participant had completed at least 66% of the survey so their results are included in the data analysis.

Instrumentation

The questionnaire was developed in SurveyMonkey (<http://www.surveymonkey.com/>). The questionnaire was titled *Advocating for Elementary Social Studies: Where does it Begin?* and consisted of two sections: a) Participant Demographics and Background Data and b) Professional Viewpoints. Section I of the questionnaire consisted of 13 questions. Items on the instrument are listed in Table 3.4. Section II of the questionnaire consisted of 14 questions. Items on the instrument are listed in Table 3.5.

Section I: Survey Items

1. I teach/taught the (check all that apply)
 Early Childhood Social Studies Methods Course
 Middle Childhood Social Studies Methods Course
2. What is your highest Degree earned
 Ed.D. Ph.D. M.Ed. M.A. B.A. B.S.
3. What is your main academic discipline (check all that apply)
 Anthropology Economics Geography Global Education
 Government or Political Science History Psychology
 Sociology Social Studies Other _____ (please specify)
4. Do you regard yourself to be
 A generalist A behavioral scientist A social studies specialist
 Other _____ (please specify)
5. What is your total number of years of college teaching experience
 Less than one year 1-4 years 5-8 years 9-12 years
 13-16 years 17-20 years 21-24 years 25 + years
6. What is your total number of years teaching elementary social studies methods courses
 Less than one year 1-4 years 5-8 years 9-12 years
 13-16 years 17-20 years 21-24 years 25 + years
7. Do you currently belong to any of the following social studies organizations (check all that apply)
 National Council for the Social Studies Ohio Council for the Social Studies
 Other _____ (please specify)
8. Do you currently belong to any other professional organizations in which you are an active member?
 Yes (Go to 9) No (Go to 10)
9. If yes, identify the organization(s)

10. Have you ever taught in an elementary classroom (defined as grades K-5)
 Yes (Go to 11) No (Go to 12)
11. If yes, how many years have you spent teaching at the elementary school level
 Less than one year 1-4 years 5-8 years 9-12 years
 13-16 years 17-20 years 21-24 years 25 + years
12. Do you currently teach as a classroom teacher in an elementary school in addition to your position as an elementary social studies methods course teacher educator
 Yes (Go to Section II) No (Go to 13)
13. If you are not currently teaching in an elementary classroom, how long ago was your last elementary school teaching experience
 0 years 1-4 years 5-8 years 9-12 years
 13-16 years 17-20 years 21-24 years 25 + years

Table 3.4 Participant Demographics and Background Data survey items

Section II: Survey Items

-
1. How important is the National Council for the Social Studies elementary curriculum standards as a topic in the elementary social studies methods course
 Very important Important Not so important Not at all
 2. How important is the Ohio elementary social studies curriculum standards as a topic in the elementary social studies methods course
 Very important Important Not so important Not at all
 3. In your opinion, my students are aware of the status of elementary school social studies with respect to “social studies being marginalized in elementary classrooms across the nation”?
 Strongly agree Agree Uncertain Disagree Strongly disagree
 4. In your opinion, “social studies is being marginalized in elementary classrooms across the nation” is not an issue to be covered in the elementary social studies methods course
 Strongly agree Agree Uncertain Disagree Strongly disagree
 5. The National Council for the Social Studies elementary social studies curriculum standards are a topic covered in my elementary social studies methods course.
 Yes No
 6. The Ohio Council for the Social Studies elementary social studies curriculum standards are a topic covered in my elementary social studies methods course.
 Yes No
 7. To the best of my knowledge, my students observe social studies being taught in elementary classrooms at least times a week.
 None, they do not observe in an elementary classroom in this course (Go to 10)
 One Two Three Four Five Other (please specify)
 8. To the best of my knowledge, my students observe social studies lessons being taught in elementary classrooms that last approximately minutes in length.
 1-4 5-10 11-20 21-30 31-40 41-50 51-60 61+
 9. In my elementary social studies methods course, we often address methods and techniques to ensure that the social studies curriculum is taught in spite of high stakes, high standards testing requirements.
 All the time Most of the time Some of the time Seldom Never
 10. I encourage my students to become members of professional organizations that support elementary social studies teachers and classrooms.
 All the time Most of the time Some of the time Seldom Never
 11. I provide materials to my students about professional organizations that support elementary social studies teachers and classrooms.
 All the time Most of the time Some of the time Seldom Never
 12. I advocate for the elementary social studies in my elementary social studies methods course.
 All the time Most of the time Some of the time Seldom Never
 13. Please provide at least one examples of how you advocate for elementary social studies in your elementary social studies methods course.
-

Table 3.5 Professional Viewpoints survey items

Before going to the survey link, each participant received an email that explained the purpose of the study, the importance of the research topic, and requested the participant's honest response. The email also provided a deadline date for which the completed survey could be visited. Participants were informed their responses were kept confidential and their anonymity would be guaranteed. The estimated time to complete the survey was approximately five to ten minutes, which was based on feedback from the pilot test.

Statistical Methodology

The statistical package used to perform the data analysis in this study was the Statistical Package for Social Sciences (SPSS) Version 17 for Windows. SPSS allows the researcher to use one integrated system to meet all the computing needs, which provides a flexible and omnibus application program (Bryman & Cramer, 2001). The researcher used The Ohio State University's Office of Testing to have the data compiled in a SPSS file so the data could be analyzed.

Once the survey closed, the data was entered into a spreadsheet. Table 3.6 illustrates the relationships among the research question, related items in the questionnaire, and the type of statistical analysis performed.

Research Question	Related Items in the Questionnaire	Statistical Analysis
How do we know if the teacher educators teaching the early and middle childhood social studies methods courses are grounded in the importance of social studies?	Participant Demographics and Background Data & Professional Viewpoints	Frequencies, percentages, content analysis
What actions in the early and middle childhood social studies methods course do the early and middle childhood social studies teacher educators in the study describe as advocacy for elementary school social studies?	Professional Viewpoints	Frequencies, percentages, content analysis
How do these teacher educators teach their students to respond to the marginalization of elementary school social studies?	Professional Viewpoints	Frequencies, percentages, content analysis

Table 3.6 List of research questions, related items in the questionnaire, and statistical analysis

Reliability and Validity of the Study

A pilot test was conducted to confirm the face validity, construct validity, and reliability of the instrument, *Advocating for Elementary Social Studies: Where does it Begin?*. The pilot study participants consisted of four participants with expertise in survey design or teacher education. Feedback from the panel of experts allowed the researcher to alter questions for clarity. The panel suggested allowing participants five to 10 minutes to complete the online survey.

Summary

Chapter 3 described the research methodology utilized in the study. The sample selection, data collection procedures and factors of interest were described. Also, the statistical methodologies used in the data analysis of the study were described.

CHAPTER 4

DATA and FINDINGS

This chapter presents a description of the data and findings from a survey of teacher educators who provide instruction in early (Pre-Kindergarten through grade three) and middle (grades four through nine) childhood social studies methods courses for undergraduate teacher preparation programs in Ohio's colleges and universities that lead to licensure in the state of Ohio.

Participants

The survey was sent to 84 teacher educators from 45 of Ohio's colleges and universities that offered undergraduate early or middle childhood social studies methods courses at the time of the study. Each of the 45 colleges and universities offer an undergraduate teacher education program that leads to licensure in early or middle childhood in the state of Ohio. Figure 4.1 shows the geographical location in Ohio of each of the colleges and universities that offer an undergraduate teacher preparation program with early or middle childhood social studies methods courses. Table 4.1 is the key for the map that provides a list of the 45 colleges and universities, with the corresponding city and county location.



Code: Numbers refer to name of college or university and location in Ohio based on city and county as listed on page 94.

Figure 4.1 Map of Ohio College and Universities Offering Teacher Preparation Programs Leading to Licensure and Approved by the State of Ohio to Teach Elementary Grades (K-5) Social Studies

Name of College or University	City in Ohio	County in Ohio
1. Akron University	Akron	Summit
2. Antioch University McGregor	Yellow Springs	Greene
3. Ashland University	Ashland	Ashland
4. Baldwin-Wallace College	Berea	Cuyahoga
5. Bluffton University	Bluffton	Putnam
6. Bowling Green State University	Bowling Green	Wood
7. Capital University	Bexley	Franklin
8. Cedarville College	Cedarville	Greene
9. Central State University	Wilberforce	Greene
10. University of Cincinnati	Cincinnati	Hamilton
11. Cleveland State University	Cleveland	Cuyahoga
12. University of Dayton	Dayton	Montgomery
13. Defiance College	Defiance	Defiance
14. University of Findlay	Findlay	Hancock
15. Franciscan University of Steubenville	Steubenville	Jefferson
16. Heidelberg University	Heidelberg	Seneca
17. Hiram College	Hiram	Portage
18. John Carroll University	Cleveland	Cuyahoga
19. Kent State University	Kent	Portage
20. Lake Erie College	Painesville	Lake
21. Lourdes College	Sylvania	Lucas
22. Malone College	Canton	Stark
23. Marietta College	Marietta	Washington
24. Miami University	Miami	Butler
25. The College of Mount Saint Joseph	Cincinnati	Hamilton
26. Mount Union College	Alliance	Stark
27. Muskingum College	New Concord	Muskingum
28. Notre Dame College	Cleveland	Cuyahoga
29. Ohio Dominican University	Columbus	Franklin
30. Ohio Northern University	Ada	Hardin
31. Ohio University	Athens	Athens
32. Ohio Wesleyan University	Delaware	Delaware
33. Otterbein College	Westerville	Franklin
34. Rio Grande College	Rio Grande	Galia
35. Shawnee State University	Portsmouth	Scioto
36. University of Toledo	Toledo	Lucas
37. Urbana College	Urbana	Champaign
38. Ursuline College	Cleveland	Cuyahoga
39. Walsh University	Canton	Stark
40. Wilmington College	Wilmington	Clinton
41. Wittenberg University	Wittenberg	Clark
42. College of Wooster	Wooster	Wayne
43. Wright State University	Dayton	Montgomery
44. Xavier University	Cincinnati	Hamilton
45. Youngstown State University	Youngstown	Mahoning

Table 4.1 Ohio College and Universities Offering Teacher Preparation Programs Leading to Licensure and Approved by the State of Ohio to Teach Elementary Grades (K-5) Social Studies

In this section eight tables and three figures provide demographic information and background data on the participants (teacher educators who filled out the survey). Table 4.2 indicates that the majority (40) of the survey participants (78.4%) taught the undergraduate early (Pre-Kindergarten through grade three) childhood social studies methods course. A total of 11 participants (21.6%) taught the undergraduate middle (grades four through nine) childhood social studies methods course. Table 4.3 indicates 18 participants (35.3%) taught both the undergraduate early and middle childhood social studies methods course.

	Frequency	Percent
Early Childhood Social Studies Course Methods	40	78.4%
Middle Childhood Social Studies Methods Course	11	21.6%
Total	51	100%

Table 4.2 Participants who taught early or middle childhood social studies methods course

	Frequency	Percent
Taught BOTH Early and Middle Childhood Social Studies Course	18	35.3%
Taught One Course (Early or Middle)	33	64.7%
Total	51	100%

Table 4.3 Participants who taught both early and middle childhood social studies methods

Table 4.4 describes the teacher educator's highest degree earned. All teacher educators held a degree higher than a Bachelor of Arts or Bachelor of Science. The largest percentage of the teacher educators (41.2%) held a Doctor of Philosophy in Education. Fourteen (27.5%) of the teacher educators held a Master of Education and four (7.8%) held a Doctor of Education. Four (7.8%) of the teacher educators held a Master of Arts degree as their highest degree.

Categories	Frequency	Percent
Doctor of Education (Ed.D.)	12	23.5%
Doctor of Philosophy in Education (Ph.D.)	21	41.2%
Master of Education (M.Ed.)	14	27.5%
Master of Arts	4	7.8%
Bachelor of Arts	0	0
Bachelor of Science	0	0
Total	51	100%

Table 4.4 Participants highest earned degree

Table 4.5 and 4.6 present the total number of years of college teaching experience and the total number of years of experience teaching the social studies methods course. All teacher educators had at least one year of teaching experience at the collegiate level. The majority (25.5%) of the teacher educators had between 5 and 8 years teaching experience at the collegiate level. Slightly less than 16% (15.7) have been teaching between 1 and 4 years, 13 – 16 years, or 17 – 20 years, respectively. Five (9.8%) teacher educators had taught between 21 – 24 years and another five (9.8%) teacher educators had taught 25 years or more. Four teacher educators (7.8%) had been teaching at the collegiate level between 9 – 12 years. While all teacher educators had at least one year of teaching experience at the collegiate level, two (3.9%) of them had less than one year of experience in teaching an elementary social studies methods course. Over 50% had self-reported either between 1 – 4 and 5 – 8 years experience teaching an elementary social studies methods course, 25.5%, respectively. The teaching experience also ranged from 9 – 12, 13 – 16, and 17 – 20 years experience teaching an elementary social studies methods course, 9.8%, 5.9%, and 17.6%, respectively. Zero teacher educators had self-reported having had any experience between 21 – 24 years while 11.8% had self-reported 25 or more years of experience teaching an elementary social studies methods course.

Category	Frequency	Percent
Less than one year	0	0
1-4 years	8	15.7%
5-8 years	13	25.5%
9-12 years	4	7.8%
13-16 years	8	15.7%
17-20 years	8	15.7%
21-24 years	5	9.8%
25 + years	5	9.8%
Total	51	100%

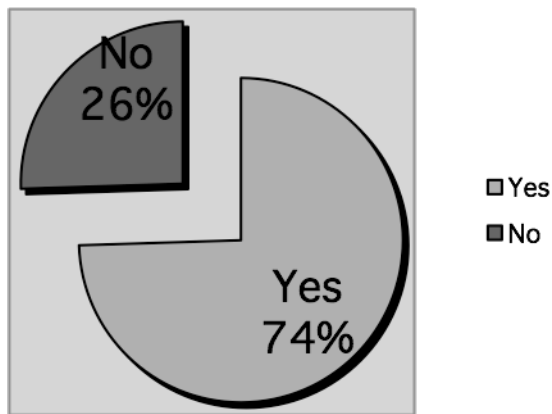
Table 4.5 Participants total number of years of college teaching experience

Category	Frequency	Percent
Less than one year	2	3.9%
1-4 years	13	25.5%
5-8 years	13	25.5%
9-12 years	5	9.8%
13-16 years	3	5.9%
17-20 years	9	17.6%
21-24 years	0	0
25 + years	6	11.8%
Total	51	100%

Table 4.6 Participants total number of years of teaching the elementary social studies methods course

For the 51 participants completing the survey, nearly 75% (74.55) self-reported current membership in a professional organization at the time of the study that is not directly related to a social studies professional organization (Figure 4.2). A total of 48 were write-in responses. The researcher was not able to categorize five of the 48 responses that were provided, thus a total of 43 responses were included in the analysis. A total of 25 organizations were identified with only one participant self-reporting

current membership in each, while the greatest number of participants (9) self-reported holding membership in the National Association for the Education of Young Children (NAEYC) and seven participants self-reported having membership in the National Middle School Association (NMSA). Table 4.7 shows all the non-social studies related professional organizations provided as a write-in response.



Note: N = 51

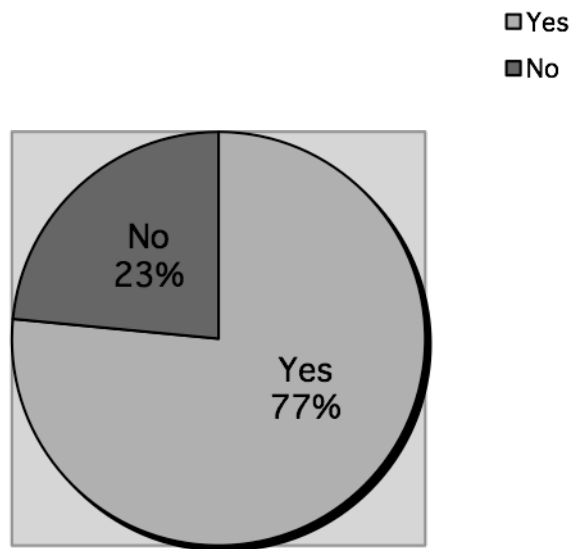
Figure 4.2 Participants belonging to a professional organization not related to social studies at the time of the study.

NAME	Frequency	Percent
American Association of Colleges for Teacher Education (AACTE)	4	9.5%
American Counseling Association (ACA)	1	2.3%
Academic Credentials Evaluation, Inc. (ACEI)	1	2.3%
American College Health Association (ACHA)	1	2.3%
American Collegiate Intramural Sports (ACIS)	1	2.3%
American Educational Research Association (AERA)	4	9.5%
American Historical Association (AHA)	1	2.3%
Academy of Management (AOM)	1	2.3%
Asian Resource Foundation (ARF)	2	4.7%
American Statistical Association (ASA)	1	2.3%
Association for Supervision and Curriculum Development (ASCD)	6	14.2%
Association for Science Teacher Education (ASTE)	1	2.3%
Association of Teacher Educators (ATE)	5	11.9%
Central Ohio Council of Teachers of Mathematics (COCTM)	1	2.3%
International Academy for Intercultural Research (IAIR)	1	2.3%
International Reading Association (IRA)	3	7.1%
Kappa Delta Pi	1	2.3%
Mid-Western Educational Research Association (MWERA)	1	2.3%
National Association of Early Childhood Educators (NAECTE)	2	4.7%
National Association for the Education of Young Children (NAEYC)	9	21.4%
National Association for Gifted Children (NAGC)	1	2.3%
National Association for Multicultural Education (NAME)	3	7.1%
National Board for Professional Teaching Standards (NBPTS)	2	4.7%
National Council of Catholic Women (NCCW)	1	2.3%
National Council for History Education (NCHE)	1	2.3%
National Council of Teachers of English (NCTE)	3	7.1%
National Council of Teachers of Mathematics (NCTM)	1	2.3%
National Middle School Association (NMSA)	7	16.6%
National Network for Educational Renewal (NNER)	1	2.3%
Ohio Association for the Education of Young Children (OAEYC)	1	2.3%
Ohio Council of the International Reading (OCIRA)	1	2.3%
Ohio Council of Teachers of English Language Arts (OCTELA)	1	2.3%
Ohio Confederation of Teacher Education Organizations (OCTEO)	2	4.7%
Ohio Council of Teachers of Mathematics (OCTM)	1	2.3%
Ohio Geographic Alliance (OGA)	1	2.3%
Office of Institutional Research and Assessment (OIRA)	1	2.3%
Ohio Middle School Association (OMSA)	2	4.7%
Phi Delta Kappa	4	9.5%
Reading Association	1	2.3%
Society for Information Technology & Teacher Education (SITE)	1	2.3%
Toledo Association for the Education of Young Children (TAEYC)	2	4.7%
Total	86*	

Note: *Due to multiple responses, the total exceeded the total number of survey participants (51) and the total number that chose to respond to the survey item (38).

Table 4.7 Participants' write-in response to membership in non-social studies related professional organizations

The participants were asked to report their experience teaching in an elementary school classroom, defined as Grades K-5. Thirty-nine of the participants (76.5 %) have experience teaching in an elementary classroom, while 12 participants (23.5%) have never taught in an elementary school classroom. Figure 4.3 illustrates whether or not the participants had experience teaching in an elementary classroom.



Note: N = 51

Figure 4.3 Have you ever taught in an elementary classroom?

Tables 4.8 and 4.9 presents the participants' self-reported teaching experience in an elementary school classroom. Of the 39 participants who self-reported having taught

in an elementary classroom, 23 (58.9%) self-reported less than 10 years of experience teaching in an elementary classroom, 10 self-reported between one and four years of experience and 13 self-reported between five and eight years of experience. Seven participants (17.9%) self-reported over 25 years of teaching experience in an elementary classroom and three participants self-reported between 21 and 24 years of experience. Of the remaining participants, one participant, each, self-reported between 13 – 16 and 17 – 20 years of experience teaching in an elementary classroom. Those same participants also self-reported how long ago their most recent elementary classroom teaching experience had occurred (Table 4.71). At the time of this study, two of the 39, participants self-reported they currently teach in an elementary classroom while teaching the social studies methods course (Figure 4.4). The remaining 37 participants self-reported, at the time of this study, having taught in an elementary classroom anywhere from over 25 years ago to 1 year ago. Ten (27%) of the participants self-reported last taught in an elementary classroom between 5 – 8 years ago. Alternatively, a total of 27% self-reported they had last taught in an elementary classroom between 17 – 20, 21 – 24, and 25 or more years ago, 8.1%, 8.1%, and 10.8%, respectively. The remaining 17 participants, self-reported having taught in an elementary classroom between 1 – 4 years ago, 9 -12 years ago, and 13 – 16 years ago. Four (10.8%) participants self-reported having taught between 1 – 4 years ago, six (16.2%) participants self-reported having

taught between 9 – 12 years ago, and seven (19%) participants self-reported having taught between 13 – 16 years ago.

Categories	Frequency	Percent
1-4 years	10	25.6%
5-8 years	13	33.3%
9-12 years	4	10.3%
13-16 years	1	2.6%
17-20 years	1	2.6%
21-24 years	3	7.8%
25 + years	7	17.9%
Total	39*	100%

Note: * N = 39 (39 of the 51 participants had previously taught in an elementary classroom)

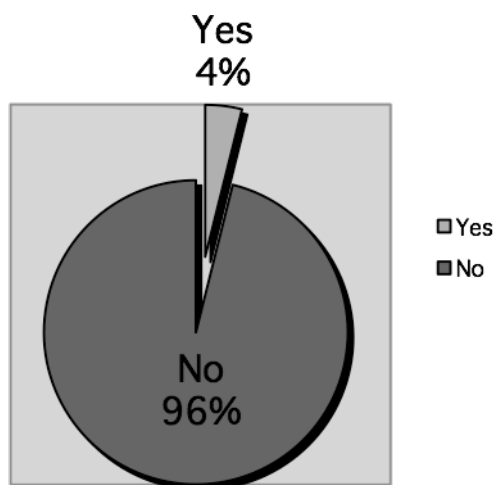
Table 4.8 Participants' self-reported elementary school teaching experience

Categories	Frequency	Percent
1-4 years	4	10.8%
5-8 years	10	27%
9-12 years	6	16.2%
13-16 years	7	19%
17-20 years	3	8.1%
21-24 years	3	8.1%
25 + years	4	10.8%
Total	37*	100%

Note: * N = 37 (37 of the 39 participants self-reported their experience was more than a year ago)

Table 4.9 Participants' most recent experience teaching in an elementary school classroom

Figure 4.4 illustrates of the 51 participants two participants currently hold a teaching position in an elementary classroom while also teaching as a social studies methods course teacher educator.



Note: N = 51

Figure 4.4 Participants currently teaching in an elementary classroom at the time of the study

Research Question One

The first research question was: How do we know if the teacher educators teaching the early and middle childhood social studies methods courses are grounded in the importance of social studies?

In order to respond to this query, the following characteristics were examined: a) educational background in social studies or a related social science field, b) over 3 years

teaching experience in the elementary grades, c) current membership in at least one social studies professional organization, d) importance of the elementary school social studies standards as defined by the National Council for the Social Studies (NCSS) as important, e) importance of the elementary school social studies standards as defined by the Ohio Council for the Social Studies (OCSS), f) use of the elementary school social studies standards as defined by National Council for the Social Studies when teaching the social studies methods course, and g) use of the elementary school social studies standards as defined by the Ohio Council for the Social Studies when teaching the social studies methods course at the college level.

The participants in the study indicated an educational background in over 15 different areas of study. Table 4.10 shows a total of nine categories where the participant could self-select a category to identify their main academic discipline. Otherwise the participant could choose the category “other” to specify their academic discipline. Twelve participants (23.5 %) self-selected social studies as their main academic discipline. Nine participants (17.6 %) self-selected history as their main academic discipline and 35 participants (68.6 %) chose “other” as a term to describe their main academic discipline.

Category*	Frequency	Percent
Anthropology	1	2%
Economics	0	0
Geography	2	3.9%
Global Education	1	2%
Government or Political Science	1	2%
History	9	17.6%
Psychology	1	2%
Sociology	1	2%
Social Studies	12	23.5%
Other	34	66.7%

* Due to multiple responses received from some participants, the total number of responses does not equal 51.

Table 4.10 Main academic discipline

Table 4.11 illustrates the responses that participants gave to specify their main academic discipline. Eight categories that emerged as the main self-reported academic discipline: Elementary Education (47%), Education (15%), English (8.8%), Music (8.8%), Communication (5.8%), Education Leadership (5.8%), Science (5.8%), and Home Economics (3%).

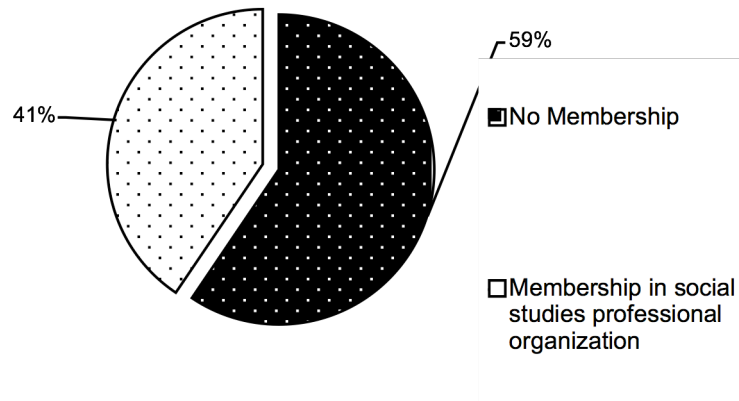
Category	*Frequency	*Percent
Elementary Education	16	47%
Education	5	15%
English	3	8.8%
Music	3	8.8%
Communication	2	5.8%
Education Leadership	2	5.8%
Science	2	5.8%
Home Economics	1	3%
Total	34	100%

Note: * N = 34 participants selecting “other” as their main academic discipline based on the categories that emerged.

Table 4.11 Types of academic disciplines identified in the comments

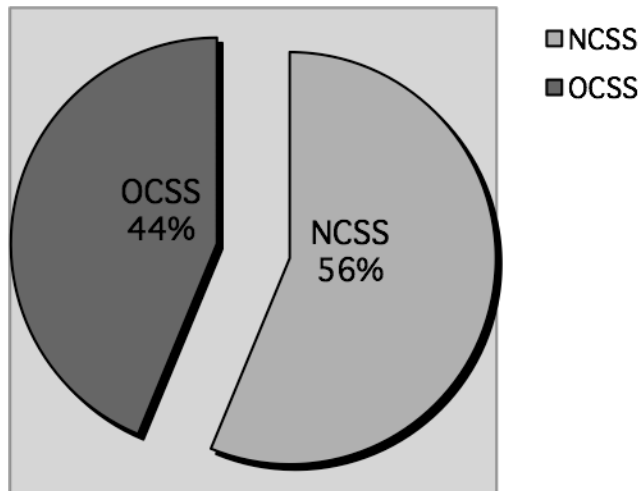
For the 51 teacher educators who completed the survey, 30 (58.8%) participants did not report belonging to a social studies professional organization (Figure 4.5) at the time of the study. Eighteen participants self-reported having membership in NCSS and 14 participants self-reported having membership in OCSS (Figure 4.6). Of the 32 participants self-reported belonging to NCSS and OCSS, 21 participants self-reported having had a dual membership with NCSS and OCSS or membership with another type of social studies professional organization. Six participants listed other names of social studies organizations they reported having held a membership in at the time of this study. Two participants’ write-in response was considered invalid by the researcher because neither had reported an organization that was related to the field of social studies. Between the four participants, a total of 12 different organizations were self-reported. Three of those 12 organizations were not coded as valid by the researcher because they

were not directly related to social studies. Of the remaining nine organizations, three were social studies organizations in a state other than Ohio. Those states (and the organizations) were Maryland (Maryland Geographic Association), Minnesota (Minnesota Council for the Social Studies), and New York (New York Council for the Social Studies). One organization was directly related to Ohio, (Ohio Center for Law-Related Education). The remaining four organizations, National Council for History Education, National Social Science Association, Organization of American Historians, and College University Faculty Association, were national organizations.



Note: N = 51

Figure 4.5 Participants who self-reported holding a membership in a social studies professional organization



Note: N = 32

Figure 4.6 Participants who self-reported holding a dual or single membership in NCSS or OCSS

Forty-seven of the 51 participants responded to the two survey questions (Part II – Questions 2 and 3) about the level of importance of the NCSS and OCSS elementary curriculum standards in the social studies methods course (Table 4.12 and Table 4.13). The likert-scale had four categories which included: very important, important, not so important, and not at all. Sixteen participants rated the NCSS standards as a “very important” topic in the social studies methods course. The majority of the participants (23) found the NCSS elementary social studies curriculum standards to be an “important” topic in the social studies methods course. Seven participants self-reported the NCSS elementary social studies curriculum standards to be “not so important” as a topic in the

social studies methods course and one participant self-reported that the topic was “not at all” important.

Categories	Frequency	Percent
Very important	16	34%
Important	23	48.9%
Not so important	7	14.9%
Not at all	1	2.1%

Note: N = 47

Table 4.12 Participants’ response about the level of importance of the NCSS social studies standards in the social studies methods course

Table 4.13 shows that the majority of participants (31) self-reported the OCSS elementary social studies curriculum standards were a “very important” topic in the social studies methods course and 15 participants that responded as “important.” Only 1 participant self-reported the OCSS elementary social studies curriculum standards to be “not so important” as a topic in the social studies methods course and zero participants responded as “not at all.”

Categories	Frequency	Percent
Very important	31	66%
Important	15	31.9%
Not so important	1	2.1%
Not at all	0	0

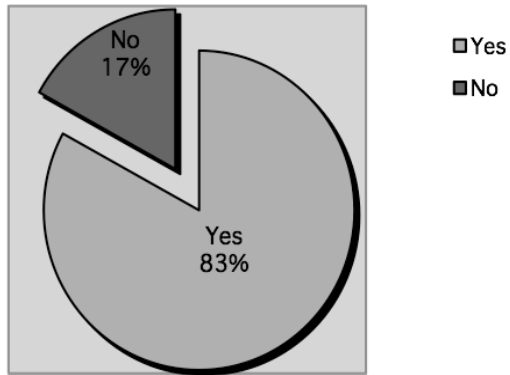
Note: N = 47

Table 4.13 Participants’ response about the level of importance of the OCSS social studies standards in the social studies methods course

Research Question Two

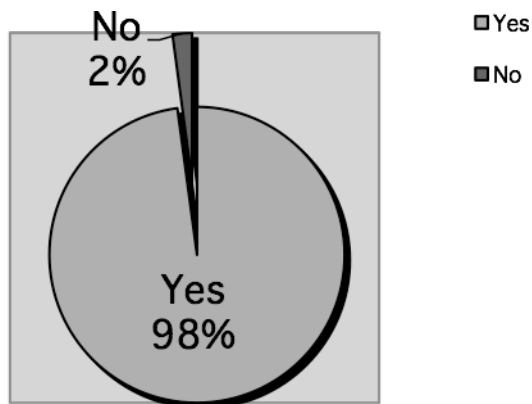
The second research question was: What actions in the early and middle childhood social studies methods course do the early and middle childhood social studies teacher educators in the study describe as advocacy for elementary school social studies? Among the 51 teacher educators who responded to the survey, 47 participants responded to the following queries: a) if they cover the National Council for the Social Studies (NCSS) elementary curriculum standards in their social studies methods course; b) if they cover the Ohio Council for the Social Studies (OCSS) elementary curriculum standards in their social studies methods course; c) if they encourage their students to become members of professional organizations that support elementary social studies teachers and classrooms; d) if they provide materials to their students about professional organizations that support elementary social studies teachers and classrooms; and e) if they advocate for the elementary social studies in their social studies methods course.

Figure 4.7 illustrates the 39 participants of the 47 participants self-reported covering the NCSS elementary curriculum standards in their social studies methods course. Figure 4.8 illustrates that 46 participants of those same 47 participants self-reported covering the OCSS elementary curriculum standards in their social studies methods course.



Note: n = 47

Figure 4.7 Participants self-reported that they cover the NCSS elementary curriculum standards in their social studies methods course



Note: N = 47

Figure 4.8 Participants self-reported that they cover the OCSS elementary curriculum standards in their social studies methods course

Tables 4.14 and 4.15 shows the level at which the 47 participants responded to the two queries about the level at which they encourage membership in professional organizations that support elementary social studies teachers and classrooms and the level at which they will provide materials to students about professional organizations that support elementary social studies teachers and classrooms. The likert-scale had five categories which included: all the time, most of the time, some of the time, seldom, and never. Fifteen (31.9%) participants self-reported encouraging membership in and 15 (31.9%) participants self-reported providing materials to their students about professional organizations that support elementary social studies teachers and classrooms. Twelve (25.5%) participants self-reported encouraging membership in and 13 (27.7%) self-reported providing materials “most of the time” to their students. While 11 (23.4%) participants self-reported encouraging their students “some of the time” to become members in professional organizations that support elementary social studies teachers and classrooms, 13 (27.7%) participants self-reported providing materials “some of the time”. Nine (19.1%) participants self-reported they “seldom” encourage membership and five (10.6%) participants self-reported they “seldom” provide materials to their students about those organizations. Although all participants self-reported that they encourage their students to become members in professional organizations that support elementary social studies teachers and classrooms at some point, one participant (2.1%) reported they “never” provide materials to their students.

Category	Frequency	Percent
All the time	15	31.9%
Most of the time	12	25.5%
Some of the time	11	23.4%
Seldom	9	19.1%
Never	0	0

Note: N = 47

Table 4.14 How often participants self-reported they encouraged membership in a professional organization that supports elementary teachers and classrooms

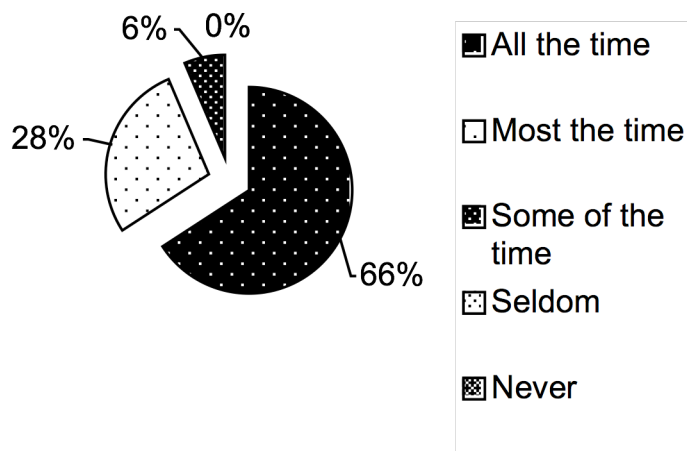
Category	Frequency	Percent
All the time	15	31.9%
Most of the time	13	27.7%
Some of the time	13	27.7%
Seldom	5	10.6%
Never	1	2.1%

Note: N = 47

Table 4.15 How often participants self-reported providing materials about a professional organization that supports elementary teachers and classrooms

Figure 4.9 illustrates how often the 47 participants self-reported advocating for elementary social studies in their social studies methods course. The likert-scale also included five categories: all the time, most of the time, some of the time, seldom, and never. All participants self-reported that they advocate for elementary social studies at some point in their social studies methods course. Among the 47 participants, 31 participants (66%) self-reported that they advocate for the elementary social studies in their social studies methods course “all the time.” Thirteen participants (28%) self-reported advocating for elementary social studies in their social studies methods course

“most of the time.” Three participants (6%) self-reported advocating for the elementary social studies in their social studies methods course “some of the time”. Zero participants self-reported that they “seldom” or “never” advocate for elementary social studies.



Note: N = 47

Figure 4.9 Participants self-reported level of advocacy for elementary school social studies in their social studies methods course

The final question of this study asked the participants to provide at least one example of how they advocate for elementary social studies during their social studies methods course. Ten of the 51 participants did not respond to this question and one response was disqualified for its irrelevant answer. Using the 40 usable responses, answers were categorized according to advocacy type. Five advocacy categories emerged: a) Teaching collaboration with other stakeholders such as teachers and

administrators (Collaboration), b) Teaching students to use curriculum integration as a means to teach social studies (Curriculum Integration), c) Use of classroom discussions to understand the marginalization of elementary school social studies (Discussions), d) Provides links and materials to NCSS and OCSS as a resource (Professional Organizations), and e) Teach students to use the social studies standards to design lessons or units (Standards).

Table 4.16 shows the distribution of the comments as classified into the four categories that emerged: Collaboration (10%), Curriculum Integration (47.5%), Discussions (32.5%), Professional Organizations (5%), and Standards (12.4%). The total for frequency and percent is not equal to the total number of participants (40) responding to the query nor is it equal to 100%.

Type of Advocacy	Frequency	Percent
Collaboration	4	10%
Curriculum Integration	19	47.5%
Discussions	14	32.5%
Professional Organizations	2	5%
Standards	5	12.5%

Note: *Due to multiple categorizations of the comments, the total exceeds the total number of participants who responded to the query.

N = 40

Table 4.16 Types of advocacy found in the comments

In the following section, the five coding categories assigned by the researcher (Collaboration, Curriculum integration, Discussions & Activities, Professional Organizations, and Standards) are discussed in detail.

Three sub-categories emerged from the comments on how the participants teach their students to collaborate (Collaboration). Of the four responses two participants (50%) self-reported having collaborated with elementary classroom teachers in the field so their students can work with elementary classroom teachers to learn how to develop social studies lessons and units. One participant (25%) self-reported they taught students how to collaborate with administrators and colleagues. The other one participant (25%) self-reported they taught students how to collaborate with other teachers. All of these participants self-reported use of some form of collaboration as advocacy. Table 4.17 shows the sub-categories assigned by the researcher.

Collaboration	Frequency	Percent
Administrators and teachers	1	25%
Teach collaboration with teachers	1	25%
Use collaboration with teachers	2	50%
Total	4	100%

Table 4.17 Sub-categories of collaboration

N = 4

In Table 4.18, two sub-categories, which emerged from the analysis of the Curriculum Integration category, are described. Fifteen participants (79%) self-reported they teach students to integrate social studies with all other content areas. The participants self-reported teaching students to develop lessons or units linked to all content areas. Examples of the participants' comments include:

- Always trying to curriculum integrate when possible.
- By emphasizing integration of social studies into all content areas.

- Through integrated units that utilize social studies as the hub around which the other content is to be designed.
- Through intense study of integrating social studies with other content areas.

The other four participants (21%) self-reported teaching students to integrate social studies specifically with reading and language arts. These participants self-reported that social studies should be linked to reading, writing, or literature. Two examples of participants' comments include:

- Share many resources that can be used in an integrated way with language arts.
- We believe that the social studies can and should be integrated into the language arts content. We can read and write about social studies in the early (Pre-Kindergarten through grade three) childhood classroom.

Curriculum integration	Frequency	Percent
All content areas	15	79%
Language Arts (reading and writing)	4	21%
Total	19	100%

N = 19

Table 4.18 Sub-categories of curriculum integration

Table 4.19 shows additional classification of the Discussions category. From the comments of Discussions, the following sub-categories emerged: a) citizenship, b) field trips, c) innovative lessons, d) status of social studies, and e) test scores. Over half (58%) of the comments stated that participants discussed the importance of citizenship (the social studies content) in the social studies methods course. Other comments were

classified as having discussions about the importance of field trips (7%), innovative social studies lessons (7%), the current status of social studies (21%), and low-test scores in elementary social studies (7%).

Discussions	Frequency	Percent
Citizenship	8	58%
Field trips	1	7%
Innovative lessons	1	7%
Status of social studies	3	21%
Test scores	1	7%
Total	14	100%

N = 14

Table 4.19 Sub-categories of Discussions

Of the two comments about Professional Organizations, there were two different categories that emerged. One comment by a participant stated they provide materials about membership in OCSS to their students in the social studies methods course while the other comment requires students to use the NCSS website as a resource in the social studies method course.

Three sub-categories of standards emerged from the five comments of the participants completing the survey (Table 4.20). They were: a) design unit, b) examine, and c) lesson plan. One comment asked students to design social studies units, two comments had students review the social studies standards, and two comments required students to put together a social studies lesson plan. Examples of the responses include:

- The students use SS standards to design a unit plans.

- Students are required to read, present, and, organize a lesson plan using a trade book on Ohio’s history and its people.

Standards	Frequency	Percent
Design unit	1	20%
Examine	2	40%
Lesson plan	2	40%
Total	5	100%

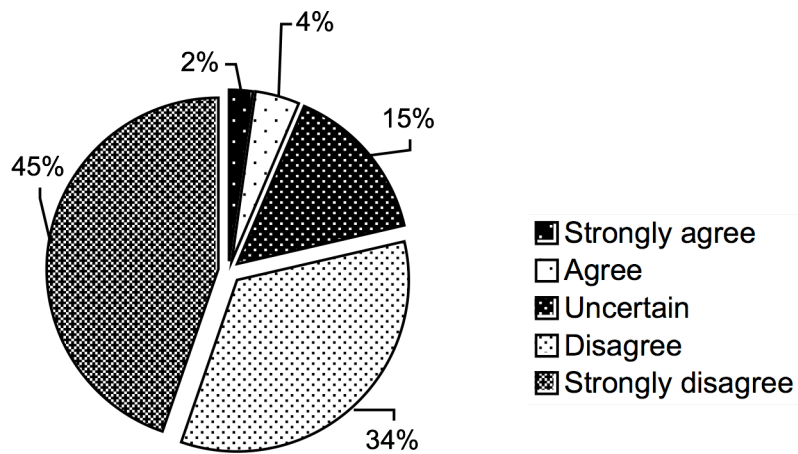
N = 5

Table 4.20 Sub-categories of Standards

Research Question Three

The third research question was: How do these teacher educators teach their students to respond to the marginalization of elementary school social studies?

Figure 4.10 shows the participants response to the level of importance to the query regarding the topic “social studies is being marginalized in elementary classrooms across the nation” should not be covered in the social studies methods course. The likert-scale included five categories: strongly agree, agree, uncertain, disagree, and strongly disagree. Twenty (42.6%) participants self-reported they “strongly disagree” and over 34% reported they “disagree” with this statement. Nearly 15% (14.9) self-reported “uncertainty” about whether or not the topic should be covered in the social studies methods course. Only 2.1% self-reported they “strongly agree” with “social studies is being marginalized in elementary classrooms across the nation” should not be covered in the social studies methods course and 4.3% “agree” the topic should be covered.



Note: N = 47

Figure 4.10 “Social studies is being marginalized in elementary classrooms across the nation” is **not** an issue to be covered in the social studies methods course

Table 4.21 shows how many times a week participants self-reported their students observe social studies being taught in elementary classroom for the social studies methods course. The response choices included: none, 1, 2, 3, 4, 5, or other and the participant would need to provide a written response. Thirteen participants (27.6%) self-reported their students observe social studies being taught in elementary classrooms one time a week. Seven participants (15%) self-reported that their students do not observe

social studies being taught in an elementary classroom, while 3 (6.4%) participants self-reported that their students observe social studies being taught in elementary classrooms 5 times a week. Seven participants (15%) self-reported that their students observe social studies being taught in elementary classrooms 2 times a week and 6 participants (12.7%) self-reported that their students observe social studies being taught in elementary classrooms 3 times a week. Only 1 participant (2.1%) self-reported that their students observe social studies being taught in an elementary classroom 4 times a week.

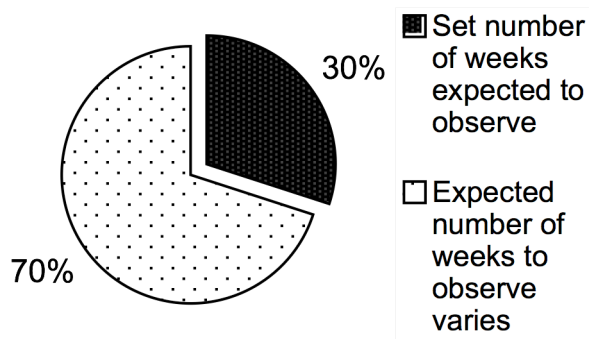
Category	Frequency	Percent
None	7	15%
1	13	27.6%
2	7	14.8%
3	6	12.7%
4	1	2%
5	3	6.4%
Other	10	21.2%

Note: n = 47

Table 4.21 Number of days per week students observed social studies being taught in an elementary classroom

After content analysis, of the 10 participants that were classified as “other” to specify how much time their students observe social studies being taught in an elementary school classroom two categories emerged. The two categories that emerged were: Set Number of Weeks and Varies (Figure 4.11). Based on the responses, 3 participants (30%) identified a set number of weeks during their course their students were expected to observe. Seven participants (70%) self-reported the time students spent

observing social studies being taught in an elementary school classroom varied because the time required to observe was not based on a set number of times or a set number of weeks.



Note: N = 10

Figure 4.11 Other responses to students time spent observing social studies in elementary classrooms categorized as set # of weeks or varies

Participants were then asked to self-report the length of time their students spent observing social studies lessons being taught in elementary classrooms (Table 4.22).

Eighteen participants (41.9%) self-reported that their students observe social studies lessons that last approximately 21 – 30 minutes in length. Twelve participants (27.9%) self-reported that their students observe social studies lessons that last approximately 31 – 40 minutes in length, while eight participants (18.6%) self-reported that their students observe social studies lessons that last approximately 41 – 50 minutes in length. Zero

participants self-reported having had students that observe social studies lessons that last 51 – 60 minutes in length, while one participant (2.3%) self-reported having had one student that observed social studies lessons that last approximately 61 or more minutes in length. Other participants self-reported having had students that observe social studies lessons that last 1 – 4 minutes in length (4.7%), 5 – 10 minutes in length (2.3%), and 11 – 20 minutes in length (2.3%).

Category	Frequency	Percent
1-4 minutes	2	4.7%
5-10 minutes	1	2.3%
11-20 minutes	1	2.3%
21-30 minutes	18	41.9%
31-40 minutes	12	27.9%
41-50 minutes	8	18.6%
51-60 minutes	0	0
61 + minutes	1	2.3%

N = 43

Table 4.22 Number of minutes a week students observe social studies being taught in an elementary classroom

Table 4.23 shows how often the participants address methods and techniques to ensure the social studies curriculum is taught in spite of high-stakes, high standards testing requirements. The likert-scale for this query included: all the time, most of the time, some of the time, seldom, or never. Zero participants self-reported that they

“seldom” or “never” address the methods and techniques to ensure the social studies curriculum is taught in spite of high-stakes, high standards testing requirements. Thirty participants (63.8%) self-reported that they address methods and techniques to ensure the social studies curriculum is taught in spite of high-stakes, high standards testing requirements “all the time”, while 12 participants (25.5%) self-reported “most of the time.” Five participants (10.6%) self-reported that “some of the time” they address methods and techniques to ensure the social studies curriculum is taught in spite of high-stakes and high standards testing requirements.

Category	Frequency	Percent
All the time	30	63.8%
Most of the time	12	25.5%
Some of the time	5	10.6%
Seldom	0	0
Never	0	0

Table 4.23 Amount of time participants address methods and techniques to ensure that social studies is being taught in spite of high-stakes and high standards testing requirements

Summary

The participants (teacher educators) teaching the undergraduate early (Pre-kindergarten through grade three) and middle (grades four through nine) childhood social studies methods course appear to include a variety of experiences (number of years college teaching experience, experience teaching in an elementary school) and differ in

their professional background (education degree, main academic disciplines, and membership in professional organization). The majority of the teacher educators did not report having had a background in social studies, 70.6% regard themselves to be a generalist. Although many (66%) of the participants self-reported advocating “all the time” for elementary school social studies during their social studies methods course, the majority of the participants self-reported the students in the social studies methods course that observe social studies lessons being taught in an elementary school classroom had observed in an elementary school classroom one or two times a week with lessons that last approximately 21 – 30 minutes in length.

CHAPTER 5

FINDINGS, RECOMMENDATIONS, IMPLICATIONS, AND FURTHER RESEARCH

Introduction

This study investigated the level of advocacy for elementary social studies that occurs in the undergraduate early (Pre-Kindergarten through grade three) and middle (grades four through nine) childhood social studies methods courses by investigating the undergraduate early and middle childhood social studies teacher educators in Ohio colleges and universities. The study concentrated on three interconnected areas: (1) teaching credentials, (2) grounding in the importance of social studies, and (3) professional actions that seemed to constitute advocacy. Presented in this study are outcomes and recommendations related to issues and problems investigated in the study.

The research questions posed in the study were:

- (1) (1) *How* do we know if the teacher educators teaching the early and middle childhood social studies methods courses are grounded in the importance of social studies?

(2) *What* actions in the early and middle childhood social studies methods course do the early and middle childhood social studies teacher educators in the study describe as advocacy for elementary school social studies?

(3) *How* do these teacher educators teach their students to respond to the marginalization of elementary school social studies?

The findings related to the factors are described in the next section.

Teaching Credentials and Background

The majority of the teacher educators in the study (78.4% of the 51 participants) self-reported that they taught the undergraduate early (Pre-Kindergarten through grade three) childhood social studies methods course at the time of the study. Of the 51 participants, 35.3% self-reported that they taught both the early and middle (grades four through nine) childhood social studies methods course in undergraduate programs. Of those teacher educators teaching the undergraduate early or middle childhood social studies methods course, 64.7% self-reported that they held either a Doctor of Education (Ed.D.) or Doctor of Philosophy (Ph.D.) degree. Regardless of degree type, however, a majority of the participants (75%) self-reported that they held a membership in a non-social studies related professional organization. Other participants held membership in social studies professional organizations.

Participants self-reported having had less than 10 years experience teaching at the collegiate level was 41.2%. Of those participants, 15.7% self-reported having had less than five years of experience teaching at the collegiate level. Of all the participants, 54.9% self-reported having had less than 10 years of experience specifically teaching the early or middle childhood social studies methods course. Of those participants, 29.4% self-reported having had less than five years of experience teaching the early or middle childhood social studies methods course.

Over three-quarters of the participants (76.5%) self-reported experience teaching in an elementary school classroom at some point in their career. Of those participants, 25.6% self-reported had between one and four years of experience teaching in an elementary classroom. Of all participants, at the time of the study, only 3.9% self-reported teaching in an elementary classroom while also teaching the undergraduate early (Pre-Kindergarten through grade three) or middle (grades four through nine) childhood social studies methods course. Of the participants that did not hold a position in an elementary classroom at the time of the study, 59% self-reported they had previously taught in an elementary classroom nine or more years ago. More specifically, 27% self-reported they had last taught in an elementary classroom 17 or more years prior to the study.

These data showed that previous work in an elementary school classroom was part of the professional experiences of many study participants. The researcher examined

these experience reports in relation to participants' methods course practices. The relationship is described later in this chapter.

Teacher Educator Groundedness

A majority of the self-reported participants responses (70.6%) seemed to regard themselves as generalists in the field of education, while 23.5% of participants self-identified social studies as their main academic discipline. However, over half of the participants (58.8%) self-reported they did not hold current membership in a social studies professional organization at the time of this study. In identifying those teachers educators that self-reported having teaching experience in an elementary classroom, 33.3% of the 39 participants self-reported spending between five and eight years teaching in an elementary classroom, while 41.2% self-reported that they had between nine and 25 years of experience teaching in an elementary classroom.

Forty-seven participants (48.9%) self-reported that the National Council for the Social Studies (NCSS) elementary curriculum standards were an "important" topic in their social studies methods course, while 66% self-reported that the Ohio Council for the Social Studies (OCSS) elementary curriculum standards were "very important." Combined, these findings suggested that the participants seemed to view national and state standards to be a significant component to emphasize in social studies methods course for pre-service teachers.

Actions for Advocacy

Forty-seven participants (44.7%) self-reported that they “strongly disagree” with the idea of not discussing the topic of elementary social studies being marginalized in the social studies methods course. This suggested to the researcher that the study participants viewed marginalization of the social studies in elementary schools to be an important content area to include in a social studies methods course. A total of 63.8% of the participants self-reported that they covered techniques and methods to ensure social studies is being taught in the elementary classroom despite high-stakes, high standards testing requirements “all the time.” Eighty-three percent of the 47 participants self-reported that they discuss the NCSS elementary social studies curriculum standards, while 97.9% self-reported discussing the OCSS elementary social studies standards at some point in their social studies methods courses.

Just over 85% of the 47 participants self-reported their students spent time observing social studies being taught in an elementary classroom. Of those, 25% self-selected “other” to describe their students’ experience observing social studies in an elementary classroom. Content analysis of the comments from the participants self-selecting “other” indicated that 70% of their students did not appear to have a set number of days in which the candidates were required to observe social studies being taught. The participants consistently stated student observations were on a schedule that varied. While 85% of the participants self-reported their students observe social studies lessons

being taught, zero of the students were reported to have observed a social studies lesson that lasts between 51 to 60 minutes in length and only 2.3% were reported to have observed a lesson that lasts over 61 minutes.

According to the likert-scale results of the survey, a majority of the participants seem to encourage their students to become members of social studies professional organizations that support elementary school teachers and classrooms. Additionally, a majority of the participants self-reported providing materials to their students about the professional organizations. Furthermore, 100% of the participants self-reported that they advocate for the elementary school social studies at some point during their social studies methods course. This outcome is related to the third research question of the study and is further discussed later in this chapter.

Summary of Study Findings

A review of the literature revealed there is a paucity in the professional literature on the teacher educators that teach the undergraduate social studies methods courses for early (Pre-Kindergarten through grade three) and middle (grades four through nine) childhood social studies methods courses (Adler, 2008; Adler, 2001a; Adler, 1991b; Cornbleth, 1980). The present study was designed to describe who are the teacher educators of undergraduate early (Pre-Kindergarten through grade three) and middle (grades four through nine) childhood social studies methods courses who are responsible

for training teachers to teach in elementary school classrooms in Ohio as well as these educators viewpoints about content perceived to be important to include in the training of pre-service teachers. Through the examination of teacher credentials research can then focus on whether or not there is a link between those that are grounded in social studies and their level of advocacy and the impact it has on the marginalization of elementary school social studies. VanFossen (2005) specifically calls for teacher educators to work to address the marginalization of the elementary school social studies, however, if those teacher educators are not grounded in the importance of social studies then there is cause to say that they are linked to the reasons why elementary school social studies continues to be marginalized in the current decade. Adler (2008) suggested further research of social studies teacher educators would improve practice and have a positive impact on the status of social studies.

The study revealed that 64.7% of the teacher educators teaching either the undergraduate early or middle childhood social studies methods course self-reported holding either a Doctor of Philosophy in Education (41.2%) or Doctor of Education (23.5%) degree at the time of this study, while 35.3% of the participants self-reported holding either a Masters of Education (27.5%) or Master of Arts (7.8%) degree. According to the study findings, at the time of this study, just over 20% (21.6%) of the students being trained to teach social studies in an elementary school classroom appeared to be gaining their knowledge and experience about the methods to teach social studies in

an elementary school classroom during a middle childhood social studies methods course which trains students for preparation to teach in grades four through nine. Additionally, 35.3% of participating teacher educators self-reported teaching both the undergraduate early and middle childhood social studies methods course. Seventeen teacher educators (33.3%) self-reported having between five and 12 years experience teaching at the collegiate level. While 51% of the teacher educators self-reported having 13 or more years of experience teaching at the collegiate level, 64.7% of the same teacher educators self-reported having 12 years or less of experience teaching the early or middle childhood social studies methods course. A total of 29.4% self-reported having 4 years or less of experience teaching the early or middle childhood social studies methods course.

This summary finding deals with the study participants and their professional experiences. The data show that the professional backgrounds and varied but related to their job as social studies methods course instructors for pre-service teachers. The educational backgrounds in terms of teaching the early or middle childhood social studies methods course was also assumed by the researcher to be an important part of the participants' background. Both summary findings relate mainly to the first research question that dealt with whether or not the participants were found to be grounded in the importance of social studies.

Nearly a quarter (23%) of the teacher educators in the study who were preparing pre-service teachers to teach social studies in elementary school classrooms self-reported

that they have not taught in an elementary school classroom themselves. Of those that had taught in an elementary classroom, a majority of the experience the teacher educators reported was in teaching in an elementary classroom between one and eight years. More specifically, 25.6% self-reported having spent between one and four years teaching in an elementary classroom, while 33.3% of the participants self-reported having between five and eight years of this type of experience. At the time of this study, of the teacher educators who self-reported having teaching experience in an elementary school classroom, two were teaching in an elementary classroom at the time of the study while simultaneously serving as a college level social studies methods course instructor. Of the teacher educators that were not teaching in an elementary classroom at the time of the study, a majority self-reported having last taught in an elementary classroom 12 or more years ago. Over a third of the teachers self-reported they had last taught in an elementary classroom between nine and 16 years ago. Most elementary school teaching experience was reported by those teacher educators who self-reported having between five and eight years elementary school teaching experience and by those who self-reported having last taught in an elementary school classroom between five and eight years ago. Some of the participants who were preparing undergraduate teachers at the time of the study self-reported less than three years teaching experience in an elementary school classroom and self-reported having last taught in an elementary school classroom over five years ago.

This summary finding deals with the study participants and their professional experiences. The data show that the years of teaching experiences are varied but with a majority of the teaching experience having five or more years teaching in an elementary classroom. The educational backgrounds in terms of teaching in elementary schools was assumed by the researcher to be an important part of the participants' background. Both summary findings relate mainly to the first research question that dealt with whether or not the participants were found to be grounded in the importance of social studies. The second finding in the study demonstrated the parity between what the literature identified as a necessity for social studies teacher educators to advocate for elementary social studies (Redsun, 1980; Heafner, et al., 2007) and what participants expressed as their level of advocacy for elementary school social studies. Although the literature revealed little or no current professional literature on elementary social studies teacher educators, it consistently called for research on this group of teacher educators to identify what impact, if any, they might be able to have on the advocacy for elementary school social studies (Engelbourg, 1970; Cornbleth, 1982; Adler, 1991a; VanFossen, 2005; Rock et al., 2006; Heafner et al., 2007; Tanner, 2008). For example, the literature suggested that elementary classrooms in the U.S. are not teaching social studies and recommended that social studies lessons should be taught for one-hour daily (NCSS, 1989). A majority of teacher educators in the study responded their college students were observing social studies lessons taught approximately between 21 and 30 minutes or 31 and 40 minutes in

the elementary school classrooms. In their responses, the participants revealed a concern about whether or not their students were seeing social studies being taught at all in some of the elementary school classrooms where students (pre-service teachers) were sent to observe. In addition, a majority of those students only observed in elementary school classrooms one day a week, which means that they were seeing a limited amount of social studies being taught in elementary school classrooms.

The literature also called for teacher educators to teach their students methods to address how to teach social studies in spite of high-stakes, high standards testing (Van Fossen, 2005; Rock et al, 2006; Heafner et al, 2007). In a likert-scale query on the survey instrument, a majority of the teacher educators responded they teach methods and techniques to address how to teach social studies in spite of high-stakes, high standards testing “all the time” or “most of the time.” A majority (77%) of the study participants self-reported that their students were aware of the status of elementary school social studies, with respect to its marginalization in elementary classrooms across the nation, but nearly 20% self-reported the topic of the marginalization of elementary school social studies was not an issue to be covered in their social studies methods course.

While NCSS (2008) and Heafner et al. (2007) called for members in local, state, and national organizations, OCSS and NCSS, respectively, to be advocates for social studies and write advocacy programs, nearly 60% (58.8%) of those teacher educators participating in this study self-reported they did not have membership in either

organization. So while social studies professional organizations may have in place advocacy programs to support elementary social studies teacher educators in a mission to advocate for elementary school social studies, this study revealed a number of the participating teacher educators did not belong to those organizations. Therefore, it may be reasonable to conclude that the study participants had not used the organizations advocacy materials. The analysis of the data revealed that nearly 75% self-reported they did belong to other professional organizations that were not related to social studies. Heafner et al. (2007) discussed how social studies professional organizations sometimes partner with other professional organizations in a mission to advocate for elementary social studies. Additionally, the literature describes how the National Association for the Education of Young Children (NAEYC) and National Association of Early Childhood Specialists in State Departments of Education both call for the social studies curriculum to be taught in elementary schools (NCSS, 2008). However, neither organization seems to have published any specific advocacy program for teacher educators who prepare future elementary school teachers. Additionally, less than 25% of the teacher educators in the study who identified a professional organization other than NCSS or OCSS, self-reported also having membership in NAEYC at the time of the study. It is reasonable to conclude that advocacy programs that target teacher educators are not being delivered to or may not be available for Ohio's undergraduate early (Pre-Kindergarten through grade three) and middle (grades four through nine) childhood social studies teacher preparatory

programs. Thus, it is possible that through partnerships with other professional organizations teacher educators are learning about advocacy programs for elementary school social studies, but this is pure speculation on the part of the researcher. Further study is needed.

The NCSS (2008) called for the use of national curriculum standards for elementary social studies in teacher preparation programs by teacher educators. Beyond agreeing about the use of such standards, the teacher educators in this study described the national standards as being an important topic in the undergraduate early or middle childhood social studies methods course. In a likert-scale item in this study, over 75% of the participants ranked the national elementary social studies curriculum as “very important” or “important” and over 75% self-reported using the national curriculum standards in their undergraduate early (Pre-Kindergarten through grade three) or middle (grades four through nine) childhood social studies methods course. It is reasonable to conclude, therefore, that the study participants knew the NCSS elementary school social studies standards. However, further study of how the participants utilized the standards in relation to the second research question in the present study is needed.

Third, the study revealed that a majority of teacher educators teaching the undergraduate early or middle childhood social studies methods course may not be as grounded in the importance of social studies as they need to be. While the majority of the teacher educators rated the NCSS and OCSS elementary curriculum standards as

“important,” less than half of them self-reported the following: a) social studies is their main academic discipline, b) they had taught between 4 and 8 years in an elementary classroom, and c) they did not hold membership in either NCSS or OCSS at the time of the study. The literature calls for teacher educators to be grounded in the importance of social studies (VanFossen 2005; Rock et al, 2006) however, this study did not find that the study participants were grounded in the social studies based on the three above criteria. This finding relates to both researcher questions one and two of the present study.

Finally, undergraduate early and middle childhood social studies teacher educators in the study seemed to advocate for elementary school social studies. The study showed that in undergraduate early and middle childhood social studies methods courses, teacher educators self-reported advocating for elementary school social studies. Teacher educators self-reported encouraging their methods students to become members of social studies professional organizations that support elementary school teachers and their classrooms. The participants self-reported providing informational materials to their students about social studies professional organizations. Over 85% of the teacher educators self-reported they advocate for elementary school social studies in their social studies methods course. Such results provide evidence that there is some form of advocacy that occurs in the undergraduate early and middle childhood social studies methods course. In addition, teacher educators self-reported specific examples to

indicate how they advocate for elementary school social studies in their elementary social studies methods course.

This summary finding deals with the study participants' level of advocacy. The data show that advocacy is important to the teacher educators but conflicts with the number of study participants that belonged to social studies professional organizations that directly advocate for elementary school social studies. The level of advocacy for elementary school social studies and whether or not the teacher educators were members of social studies professional organizations was assumed by the researcher to be an important part of the participants' background. Both summary findings relate mainly to the second research question that dealt with an analysis of the teacher educators advocate for elementary school social studies in the early and middle childhood social studies methods course.

Major Recommendations

Based on the findings of this research, the following recommendations are made:

Recommendation 1:

Social studies professional organizations need to identify and implement strategies to motivate membership by teacher educators who teach early (Pre-Kindergarten through grade three) and middle (grades four through nine) childhood social studies methods courses.

National Council for the Social Studies (NCSS) is the national organization for social studies and Ohio Council for the Social Studies (OCSS) is the state organization for social studies. Both organizations provide advocacy programs that support the preparation of elementary school social studies teachers. Additionally, they produce and disseminate research relevant to elementary school social studies instruction. As a result, teacher educators who are not members of either organization may not be getting information to use in the development of advocacy programs that target the marginalization of elementary school social studies. In order to emphasize such issues, NCSS and OCSS might need to begin to reevaluate how to better stimulate membership in their organizations for those training future social studies teachers in elementary schools. In addition, the organizations need to market the materials in ways that appeal to educators in training, including pre-service teachers. Otherwise, materials might not reach the hands of both the teacher educators that are preparing elementary school teachers and the teachers themselves.

Recommendation 2:

Social studies organizations need to design and more widely disseminate advocacy programs that provide an understanding of *how valuable* elementary school social studies is to the curriculum based on the demographics and educational experience of teacher educators who prepare elementary school teachers.

Advocacy programs should not be a one-size-fits all model, if they are going to achieve their goal. How an advocacy program is written should be based on who will be using it. While it is important to have available advocacy programs, it is also important to know who will use the program; that is, teacher educators and future teachers. Furthermore, those advocacy programs need to focus on the ways that elementary school social studies is valuable and not just the value of elementary school social studies. For example, it is valuable to teach the elementary social studies standards related to Rights and Responsibilities - examining the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class. This can be extremely valuable in that it's application to help teachers and student navigate issues related to bullying and other areas conflict in school.

One of the goals of NCSS and OCSS has been to disseminate information to teacher educators about how to advocate for elementary school social studies. And this is appropriate, the organizations need to research the background of those who will use the programs and use the knowledge to design the advocacy materials. NCSS needs to develop advocacy programs that are tailored to specific groups of teacher educators and teachers based on the following criteria: a) experience or lack of experience as elementary classroom teachers, b) background knowledge about social studies and elementary school social studies, and, c) membership in both social studies and non-

social studies related professional organizations. Otherwise, an advocacy program may lose its potential effectiveness to address the marginalization of elementary school social studies.

In addition, while the literature has provided an understanding that elementary school social studies is important and is *of value* in the education of elementary school students (NCSS, 1988), those advocacy programs need to ensure teacher educators are aware of *how valuable* elementary school social studies. Advocacy programs need to provide materials to document the significance of social studies from a local, national, and global perspective to demonstrate *how valuable* elementary school social studies is the curriculum. For example, as stated by Merryfield (2010), “Today’s children are growing up in a globally interconnected world” (p.74). Therefore it is important to understand *how valuable* it is to learn the aspects of social studies that links children from a local, national, and global, perspective. Early and middle childhood teacher educators should be prepared to teach elementary school children about a diverse and interconnected world that can impact children’s lives from several standpoints (Merryfield, 2004). Furthermore, it is important to provide an understanding of *how valuable* social studies is in areas such as, voting; nominations of supreme court judges; current and past elections; local laws; and the significance of global awareness as it relates to global citizenship.

Recommendation 3:

Teacher preparation programs need to incorporate advocating for elementary school social studies through the dissemination of related professional materials for use by its teacher educators and its pre-service.

It is recommended that teacher educators who prepare pre-service teachers to teach social studies in elementary schools need to be grounded in the importance of social studies. Since the data from this study suggests that participating teacher educators were not as grounded as they need to be in the importance of social studies, teacher preparation programs should establish a system to identify teacher educators who need professional support tools to advocate for social studies in elementary schools. When advocacy materials are not available from sources such as professional organizations, it is recommended that the needed materials be developed by teacher educators themselves and shared with colleagues. Further study of this topic may reveal that locally developed advocacy materials may have advantages over commercial materials. This topic needs further study.

The following strategies are recommended for teacher preparation programs:

- Identify teacher educators who are not as grounded in the importance of social studies as they need to be.
- Encourage teacher educators to hold membership in both NCSS and OCSS.
- Provide teacher educators and pre-service teachers with the Advocacy Tool-Kits developed by NCSS through on-line dissemination.

- Encourage social studies teacher educators and pre-service teachers to develop relationships with elementary school staff to identify classrooms where social studies is being taught consistently for at least one hour each day and where pre-service teachers and their methods instructors can observe.
- Develop relationships with NCSS to provide training for teacher educators on how to advocate (e.g. using their Advocacy Took-Kit) for social studies in elementary schools.
- Encourage teacher educators to identify and utilize professional resources as key parts of their undergraduate early (Pre-Kindergarten through grade three) and middle (grades four through nine) childhood social studies methods courses to aid and support their efforts to advocate for social studies in elementary schools.

Implications for Teacher Preparation Programs

Implication 1:

Teacher preparation programs need to develop ways to support or require early and middle childhood social studies methods course teacher educators hold on-going membership in professional organizations that advocate for elementary school social studies.

Teacher preparation programs need to provide a list of the professional organizations that advocate for elementary school social studies and make it available to

both the teacher educators that teach the early and middle childhood social studies methods courses and pre-service teachers. The list should provide contact and membership information for the National Council for the Social Studies (NCSS) and the Ohio Council for the Social Studies (OCSS) both of which advocate for elementary school social studies and also provide advocacy tool-kits for teacher educators. Teacher preparation programs should identify sources of funding for memberships in professional organizations for teacher educators in early and middle childhood social studies method courses. The teacher preparation programs need to interact directly with NCSS and OCSS, for example, to ensure that members are *active* participants in efforts to advocate for elementary school social studies.

Implication 2:

Teacher preparation programs should require those that teach early and middle childhood social studies methods courses establish a relevant professional background and also gain educational experiences in elementary school social studies education with emphasis on advocacy in elementary social studies.

Some of the outlier data revealed early and middle childhood social studies methods course teacher educators are teaching these courses by default- assigned to teach outside their content area preparation. Often these decisions are made due to budgetary constraints. Therefore, these methods course educators may not see the social studies as an area for advocacy. Teacher preparation programs have a responsibility to provide

students with qualified teacher educators with experience in K-12 education. Also, teacher preparation programs should have a set of well-developed criteria for placing teacher educators in positions to teach early and middle childhood social studies methods courses as well as for field placements of pre-service teachers. Teacher preparation programs need to require their teacher educators to acquire an education and/or educational experiences in elementary school social studies as a prerequisite to teaching methods courses. When teacher preparation programs are aware of the credentials and experiences of their teacher educators, they can ensure that qualified teacher educators are teaching their students in key areas such as social studies preparation in marginalized social studies classrooms.

Implication 3:

Teacher preparation programs should ensure that their students are observing and teaching in elementary classrooms where social studies is being taught consistently for at least 60 minutes each day.

Teacher preparation programs are responsible for providing their students with good field placements. It is important for students to observe social studies being well taught in elementary classrooms as a part of their experiences. Those observations and teaching opportunities need to include social studies lessons that last at least one hour or more per day each week.

Following the recommendations regarding observation and teaching placements, the most frequently cited length of time to be spent observing in an elementary classroom was one day. However, there seems to be minimal criteria. Further, none of the elementary classroom observations in the study observed a social studies lesson that lasted at least one hour in length. In order to resolve such field placement issues, it is recommended that teacher preparation programs set field placement guidelines in which they are assured that their students are observing and teaching in elementary classrooms where social studies is being taught for at least one hour per day.

Recommendations for Further Research

In order to address the marginalization of social studies in elementary school classrooms, the topic needs more research. The present study has revealed that further research is needed in advocacy for elementary school social studies in order to address the current status of elementary school social studies. The literature has discussed factors such as high-stakes testing as contributing to the marginalization of elementary school social studies but it has not examined if social studies teacher educators could be another contributing factor to this marginalization or the lack of advocacy of elementary school social studies (Adler, 2008; Tanner, 2008; Volger, 2008). As a result, the researcher has established a three to five year research agenda that could begin to examine ways to increase instructional time spent on teaching elementary school social studies and to

identify significant contributions by early and middle childhood social studies methods course teacher educators. The data collected through the following research agenda could establish: best practices in the social studies field of teacher educators that advocate for elementary school social studies; best practices by practicing teachers with success in increased instructional time of elementary school social studies; and an outline of how to effectively use professional resources as a means to advocate. The following three studies are recommended to address the marginalization of elementary school social studies:

A longitudinal qualitative study of early and middle childhood social studies educators who advocate for elementary school social studies is needed. Through personal interviews this study could describe the types of advocacy that educators who are strong in this domain identify as techniques that may be successful in advocating for elementary school social studies. This study is important because of the paucity of published research and current study also revealed a need for further research in the area of advocacy for elementary school social studies.

Second, a quantitative study of first year teachers who self-identify as advocates for elementary school social studies is needed. In this study, it should provide a list of strategies that first year teachers use with success to advocate for elementary school social studies. This study is important because the current study revealed a number of techniques the teacher educator participants reportedly used as means to advocate in their

early and middle childhood social studies methods course. However, this study did not reveal if the students recognize these actions as a means to advocate for elementary school social studies and therefore advocate for elementary school social studies in their classrooms.

Third, a large scale study of the advocacy tool-kit provided by National Council of the Social Studies (NCSS) and the Ohio Council of the Social Studies (OCSS) is needed. The purpose of this study would be two-fold. First, it can provide a statistical analysis and an overview of the number of its members that use the advocacy tools. Through personal interviews, those using NCSS and OCSS advocacy tools should provide rich descriptions about how those tools were or were not helpful in advocating for elementary school social studies in the early and middle childhood social studies methods course. This new study is needed because this present study revealed the need for tools to be available to teacher educators and the published research literature also revealed a paucity of how the advocacy tools are being used, how effective the tools are, and who might be using the tools to advocate for elementary school social studies.

Limitations of the Study

The following limitations of the present study need to be stated. The data were subject to the limitations inherent in self-reporting instruments such as misinterpretations of items on the questionnaire, non-responses to particular questions, and inadequate or

incomplete responses by the survey participants. Some survey questions were not answered by some of the participants. Furthermore, for questions requiring the participants' open-ended responses, some participants chose not to respond to the question and some provided responses that were not responsive to the question. Those responses caused difficulty in the analysis. Although these types of errors sometimes occur when self-reporting instruments are used in research, it is recommended that additional examples be included in the questionnaire and other types of instruments be included to make it possible to triangulate the data. This procedure will increase results, validity, and reliability of both the methodology and the findings of the present study. Finally, studies based on self-reported survey data may have inherent weaknesses that include the inability to verify participant answers and a general question about the trustworthiness of responses. These limitations suggest that the findings of the present study cannot be generalized.

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APPENDIX A

INSTRUMENT

Advocating for Elementary Social Studies: Where does it Begin?

I. Participant Demographics and Background Data:

1. I teach/taught the (check all that apply)

____ Early Childhood Social Studies Methods Course

____ Middle Childhood Social Studies Methods Course

2. What is your highest Degree earned?

Ed.D. _____

Ph.D. _____

M.Ed. _____

M.A. _____

B.A. _____

B.S. _____

3. What is your academic discipline*?

_____ Anthropology

_____ Economics

_____ Geography

_____ Global Education

_____ Government or Political Science

_____ History

_____ Psychology

_____ Sociology

_____ Social Studies

Other _____

(please list)

*Check all that apply

4. Do you regard yourself as*

A generalist

A behavioral scientist

A social studies specialist

Other _____

(please list)

*Check all that apply

5. Total number of years of college teaching experience

- 0 years
- 1-4 years
- 5-8 years
- 9-12 years
- 13-16 years
- 17-20 years
- 21-24 years
- 25 + years

6. Total number of years teaching elementary social studies methods courses

- 0 years
- 1-4 years
- 5-8 years
- 9-12 years
- 13-16 years
- 17-20 years
- 21-24 years
- 25 + years

7. Do you belong to any of the following social studies organizations*?

National Council for the Social Studies

Ohio Council for the Social Studies

Other _____
(please list)

*Check all that apply

8. Do you belong to any other professional organizations in which you are an active member?

Yes

No

9. If yes, identify the organizations?

10. Have you ever taught in an elementary classroom?

Yes

No

11. If yes, how many years have you spent teaching at the elementary school level?

- 0 years
- 1-4 years
- 5-8 years
- 9-12 years
- 13-16 years
- 17-20 years
- 21-24 years
- 25 + years

12. Do you currently teach as a classroom teacher in an elementary school in addition to your position as an elementary social studies methods course teacher educator?

- Yes
- No

13. If you are not currently teaching in an elementary classroom, how long ago was your last elementary school teaching experience?

- 0 years
- 1-4 years
- 5-8 years
- 9-12 years
- 13-16 years
- 17-20 years
- 21-24 years
- 25 + years

II. Professional Viewpoints:

1. How important is the National Council for the Social Studies elementary curriculum standards as a topic in the elementary social studies methods course

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

2. How important is the Ohio elementary social studies curriculum standards as a topic in the elementary social studies methods course

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

3. In your opinion, my students are aware of the status of elementary school social studies with respect to “social studies being marginalized in elementary classrooms across the nation”?

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

4. In your opinion, “social studies is being marginalized in elementary classrooms across the nation” is not an issue to be covered in the elementary social studies methods course

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

5. The National Council for the Social Studies elementary social studies curriculum standards are a topic covered in my elementary social studies methods course.

Yes
 No

6. The Ohio Council for the Social Studies elementary social studies curriculum standards are a topic covered in my elementary social studies methods course.

Yes
 No

7. To the best of my knowledge, my students observe social studies being taught in elementary classrooms at least _____ times a week.

None, they do not observe in an elementary classroom in this course (Go to 10)
 One
 Two
 Three
 Four
 Five
 Other (please specify) _____

8. To the best of my knowledge, my students observe social studies lessons being taught in elementary classrooms that last approximately _____ minutes in length.

1-4
 5-10
 11-20
 21-30
 31-40
 41-50
 51-60
 61+

9. In my elementary social studies methods course, we often address methods and techniques to ensure that the social studies curriculum is taught in spite of high stakes, high standards testing requirements.

- All the time
- Most of the time
- Some of the time
- Seldom
- Never

10. I encourage my students to become members of professional organizations that support elementary social studies teachers and classrooms.

- All the time
- Most of the time
- Some of the time
- Seldom
- Never

11. I provide materials to my students about professional organizations that support elementary social studies teachers and classrooms.

- All the time
- Most of the time
- Some of the time
- Seldom
- Never

12. I advocate for the elementary social studies in my elementary social studies methods course.

- All the time
- Most of the time
- Some of the time
- Seldom
- Never

13. Please provide at least one example of how you advocate for elementary social studies in your elementary social studies methods course.

APPENDIX B

EMAIL LETTER TO REQUEST PARTICIPATION

To: (Email Address Inserted)
From: knight.154@osu.edu
Subject: Early and Middle Childhood Social Studies

Dear Teacher Educator:

My name is Rhonda Talford Knight. I am a doctoral candidate at The Ohio State University. I am conducting dissertation research about the elementary social studies teacher educators in Ohio colleges and universities. This topic is important as we begin to identify ways to address the marginalization of the social studies in our nation's elementary classrooms. It is my goal to provide insight into the reasons why elementary school social studies is being marginalized and provide recommendations to the field so that we can advocate for the elementary social studies in elementary teacher preparation programs.

You have been identified as an elementary methods course teacher educator and your response and input is invaluable to this study. My questionnaire is designed to obtain insight into two areas: 1) the educational and professional background of the teacher educators assigned to teach elementary social studies methods courses and 2) whether or not elementary social studies is advocated in elementary social studies methods courses. A copy of my dissertation study will eventually be available online to those who want to read it.

I would greatly appreciate it if you visit the link listed below and complete the questionnaire no later than September 30, 2009. I fully realize you have a busy schedule and your time is valuable. The survey should take approximately 5 – 10 minutes. Your responses will be kept confidential. I ask for no identifying information on the questionnaire and your participation is completely voluntary.

I thank you in advance for your time and help with my study.

Here is a link to the survey:
<http://www.surveymonkey.com/s.aspx>

This link is uniquely tied to this survey and your email address. However, if someone else at your institution is more appropriate to complete this survey, please forward this message.

Thank you for your participation.

Rhonda Talford Knight, M.Ed., ABD
Doctoral Candidate
The Ohio State University
knight.154@osu.edu

Please note: If you do not wish to receive further emails, please click the link below, and you will be automatically removed from the list.

<http://www.surveymonkey.com/optout.aspx>

APPENDIX C

FIRST REMINDER EMAIL LETTER TO COMPLETE SURVEY

To: (Email Address Inserted)
From: knight.154@osu.edu
Subject: Early and Middle Childhood Social Studies

Dear Teacher Educator:

You have been identified as an elementary methods course teacher educator and your response and input is invaluable to this study. If you have already taken this survey, thank you for your participation. I truly appreciate your input!

This is the second email that you will receive about this survey, which will end on September 30, 2009.

My name is Rhonda Talford Knight. I am a doctoral candidate at The Ohio State University. I am conducting dissertation research about the elementary social studies teacher educators in Ohio colleges and universities. This topic is important as we begin to identify ways to address the marginalization of the social studies in our nation's elementary classrooms. My questionnaire is designed to obtain insight into two areas: 1) the educational and professional background of the teacher educators assigned to teach elementary social studies methods courses and 2) whether or not elementary social studies is advocated in elementary social studies methods courses. A copy of my dissertation study will eventually be available on-line to those who want to read it.

I would greatly appreciate it if you visit the link listed below and complete the questionnaire. I fully realize you have a busy schedule and your time is valuable. The survey should take approximately 5 – 10 minutes. Your responses will be kept confidential. I ask for no identifying information on the questionnaire and your participation is completely voluntary.

Here is a link to the survey:
<http://www.surveymonkey.com/s.aspx>

This link is uniquely tied to this survey and your email address. However, if someone else at your institution is more appropriate to complete this survey, please forward this message.

Thank you for your participation.

Rhonda Talford Knight, M.Ed., ABD
Doctoral Candidate
The Ohio State University
knight.154@osu.edu

Thanks for your participation!

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list.
<http://www.surveymonkey.com/optout.aspx>