Program Outcomes Assessment

BA/BS in Social Studies Education

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1.9 Global Connections	No Mapping

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections and interdependence.

1.10 Civic Ideals and Practices	No Mapping

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices.

2. Social science disciplines

Outcome	Mapping
2.1 History	No Mapping

Candidates who are to be licensed to teach history at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of history.

2.2 Geography	No Mapping

Candidates who are to be licensed to teach geography at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of geography.

2.3 Civics and Government	No Mapping

Candidates who are to be licensed to teach civics and/or government at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civics and government.

2.4 Economics	No Mapping

Candidates who are to be licensed to teach economics at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of economics.

2.5 Psychology	No Mapping

Candidates who are to be licensed to teach psychology at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of psychology

◈ Curriculum Map

There are no curriculum maps

◈ Communication of Outcomes

Archive (This area is to be used for archiving pre-TaskStream assessment data and for current documents.)

◈ Archive

File Attachments:

1. **BS_in_Social_Studies_Education_March_2011.pdf** (See appendix)

2. **BS_in_Social_Studies_Education_National_Recognition Report_8.2011.pdf** (See appendix)

3. **Social Studies Education** (See appendix)
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4. **Social Studies Education** (See appendix)
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Outcomes and Measures

BA/BS in Social Studies Education Outcome Set

1. NCSS Standard - Themes

1.1 Culture and Cultural Diversity

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.

▼ **Measure:** Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

▼ **Measure:** Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

▼ **Measure:** Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

1.2 Time, Continuity, and Change

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.

▼ **Measure:** Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Measure: Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Measure: Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

1.3 People, Places, and Environment

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment.

Measure: Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Measure: Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Measure: Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

1.4 Individual Development and Identity

Candidates in social

Measure: Grades in Content Courses
Direct - Other

studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Measure: Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Measure: Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

1.5 Individuals, Groups and Institutions

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions.

Measure: Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Measure: Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Measure: Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

1.6 Power, Authority, and Governance

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority and governance.

▼ **Measure:** Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

▼ **Measure:** Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

▼ **Measure:** Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

1.7 Production, Distribution, and Consumption

Candidates in social studies should possess the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption of goods and services.

▼ **Measure:** Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

▼ **Measure:** Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Measure: Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

1.8 Science, Technology and Society

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology and society.

Measure: Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Measure: Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Measure: Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

1.9 Global Connections

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections and interdependence.

Measure: Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Measure: Praxis II
Direct - Exam

Details/Description: State Licensure Exam

Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

▼ **Measure:** Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

1.10 Civic Ideals and Practices

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices.

▼ **Measure:** Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

▼ **Measure:** Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

▼ **Measure:** Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

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2. Social science disciplines

2.1 History

Candidates who are to be licensed to teach history at all school levels should possess the knowledge, capabilities, and

▼ **Measure:** Final unit project
Direct - Student Artifact

Details/Description: Social Studies Unit Plan, titled Final Unit Project

dispositions to organize and provide instruction at the appropriate school level for the study of history.

Target:

Implementation Plan (timeline): During advanced (2nd) social studies methods course in the program (SS 306), usually in a candidate's senior year in the semester prior to student teaching.

Responsible Individual(s):

▼ **Measure:** Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

▼ **Measure:** Practice Praxis II
Direct - Exam

Details/Description: Comprehensive Content Exam

Target:

Implementation Plan (timeline): During advanced social studies methods course (SS 306), senior year prior to student teaching.

Responsible Individual(s):

▼ **Measure:** Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

▼ **Measure:** Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

▼ **Measure:** Unit Report
Direct - Student Artifact

Details/Description: Student Teaching Unit Report

Target:

Implementation Plan (timeline): After EFE during co-enrolled CIMT400/400L and SS 306 course, senior year prior to student teaching. Candidates are required to resubmit after student teaching if they do not earn an overall exceeds rating

Responsible Individual(s):

2.2 Geography
Candidates who are to be licensed to teach geography at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of geography.

Measure: Final unit project
Direct - Student Artifact

Details/Description: Social Studies Unit Plan, titled Final Unit Project

Target:

Implementation Plan (timeline): During advanced (2nd) social studies methods course in the program (SS 306), usually in a candidate's senior year in the semester prior to student teaching.

Responsible Individual(s):

Measure: Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Measure: Practice Praxis II
Direct - Exam

Details/Description: Comprehensive Content Exam

Target:

Implementation Plan (timeline): During advanced social studies methods course (SS 306), senior year prior to student teaching.

Responsible Individual(s):

Measure: Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Measure: Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

Measure: Unit Report
Direct - Student Artifact

Details/Description: Student Teaching Unit Report

Target:

Implementation Plan (timeline): After EFE during co-enrolled CIMT400/400L and SS 306 course, senior year prior to student teaching. Candidates are required to resubmit after student teaching if they do not earn an overall exceeds rating

Responsible Individual(s):

2.3 Civics and Government

Candidates who are to be licensed to teach civics and/or government at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civics and government.

▼ **Measure:** Final unit project
Direct - Student Artifact

Details/Description: Social Studies Unit Plan, titled Final Unit Project

Target:

Implementation Plan (timeline): During advanced (2nd) social studies methods course in the program (SS 306), usually in a candidate's senior year in the semester prior to student teaching.

Responsible Individual(s):

▼ **Measure:** Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

▼ **Measure:** Practice Praxis II
Direct - Exam

Details/Description: Comprehensive Content Exam

Target:

Implementation Plan (timeline): During advanced social studies methods course (SS 306), senior year prior to student teaching.

Responsible Individual(s):

▼ **Measure:** Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

▼ **Measure:** Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

▼ **Measure:** Unit Report
Direct - Student Artifact

Details/Description: Student Teaching Unit Report

Target:

Implementation Plan (timeline): After EFE during co-enrolled CIMT400/400L and SS 306 course, senior year prior to student teaching. Candidates are required to resubmit after student teaching if they do not earn an overall exceeds rating

Responsible Individual(s):

2.4 Economics
Candidates who are to be licensed to teach economics at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of economics.

▼ **Measure:** Final unit project
Direct - Student Artifact

Details/Description: Social Studies Unit Plan, titled Final Unit Project

Target:

Implementation Plan (timeline): During advanced (2nd) social studies methods course in the program (SS 306), usually in a candidate's senior year in the semester prior to student teaching.

Responsible Individual(s):

▼ **Measure:** Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

▼ **Measure:** Practice Praxis II
Direct - Exam

Details/Description: Comprehensive Content Exam

Target:

Implementation Plan (timeline): During advanced social studies methods course (SS 306), senior year prior to student teaching.

Responsible Individual(s):

▼ **Measure:** Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Measure: Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

Measure: Unit Report
Direct - Student Artifact

Details/Description: Student Teaching Unit Report

Target:

Implementation Plan (timeline): After EFE during co-enrolled CIMT400/400L and SS 306 course, senior year prior to student teaching. Candidates are required to resubmit after student teaching if they do not earn an overall exceeds rating

Responsible Individual(s):

2.5 Psychology

Candidates who are to be licensed to teach psychology at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of psychology

Measure: Final unit project
Direct - Student Artifact

Details/Description: Social Studies Unit Plan, titled Final Unit Project

Target:

Implementation Plan (timeline): During advanced (2nd) social studies methods course in the program (SS 306), usually in a candidate's senior year in the semester prior to student teaching.

Responsible Individual(s):

Measure: Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Measure: Practice Praxis II
Direct - Exam

Details/Description: Comprehensive Content Exam

Target:

Implementation Plan (timeline): During advanced social studies methods course (SS 306), senior year prior to student teaching.

Responsible Individual(s):

Measure: Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

▼ **Measure:** Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

▼ **Measure:** Unit Report
Direct - Student Artifact

Details/Description: Student Teaching Unit Report

Target:

Implementation Plan (timeline): After EFE during co-enrolled CIMT400/400L and SS 306 course, senior year prior to student teaching. Candidates are required to resubmit after student teaching if they do not earn an overall exceeds rating

Responsible Individual(s):

◈ Assessment Findings

Finding per Measure

BA/BS in Social Studies Education Outcome Set

1. NCSS Standard - Themes

1.1 Culture and Cultural Diversity

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.

▼ **Measure:** Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Findings for Grades in Content Courses

No Findings Added

▼ **Measure:** Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Findings for Praxis II

No Findings Added

Measure: Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

Findings for Student Teaching Evaluations

No Findings Added

1.2 Time, Continuity, and Change

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.

Measure: Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Findings for Grades in Content Courses

No Findings Added

Measure: Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Findings for Praxis II

No Findings Added

Measure: Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

Findings for Student Teaching Evaluations

No Findings Added

1.3 People, Places, and Environment

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment.

Measure: Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Findings for Grades in Content Courses

No Findings Added

Measure: Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Findings for Praxis II

No Findings Added

Measure: Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

Findings for Student Teaching Evaluations

No Findings Added

1.4 Individual Development and Identity

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.

▼ **Measure:** Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Findings for Grades in Content Courses

No Findings Added

▼ **Measure:** Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Findings for Praxis II

No Findings Added

▼ **Measure:** Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

Findings for Student Teaching Evaluations

No Findings Added

1.5 Individuals, Groups and Institutions

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals,

▼ **Measure:** Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

groups, and institutions.

Responsible Individual(s):

Findings for Grades in Content Courses

No Findings Added

▼ **Measure:** Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Findings for Praxis II

No Findings Added

▼ **Measure:** Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

Findings for Student Teaching Evaluations

No Findings Added

1.6 Power, Authority, and Governance

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority and governance.

▼ **Measure:** Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Findings for Grades in Content Courses

No Findings Added

▼ **Measure:** Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Findings for Praxis II

No Findings Added

▼ **Measure:** Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

Findings for Student Teaching Evaluations

No Findings Added

1.7 Production, Distribution, and Consumption

Candidates in social studies should possess the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption of goods and services.

▼ **Measure:** Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Findings for Grades in Content Courses

No Findings Added

▼ **Measure:** Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Findings for Praxis II

No Findings Added

Measure: Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

Findings for Student Teaching Evaluations

No Findings Added

1.8 Science, Technology and Society

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology and society.

Measure: Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Findings for Grades in Content Courses

No Findings Added

Measure: Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Findings for Praxis II

No Findings Added

Measure: Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

Findings for Student Teaching Evaluations

No Findings Added

1.9 Global Connections

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections and interdependence.

▼ **Measure:** Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Findings for Grades in Content Courses

No Findings Added

▼ **Measure:** Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Findings for Praxis II

No Findings Added

▼ **Measure:** Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

Findings for Student Teaching Evaluations

No Findings Added

1.10 Civic Ideals and Practices

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals

▼ **Measure:** Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

and practices.

Responsible Individual(s):

Findings for Grades in Content Courses

No Findings Added

▼ **Measure:** Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Findings for Praxis II

No Findings Added

▼ **Measure:** Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

Findings for Student Teaching Evaluations

No Findings Added

2. Social science disciplines

2.1 History

Candidates who are to be licensed to teach history at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of history.

▼ **Measure:** Final unit project
Direct - Student Artifact

Details/Description: Social Studies Unit Plan, titled Final Unit Project

Target:

Implementation Plan (timeline): During advanced (2nd) social studies methods course in the program (SS 306), usually in a candidate's senior year in the semester prior to student teaching.

Responsible Individual(s):

Findings for Final unit project

No Findings Added

▼ **Measure:** Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Findings for Grades in Content Courses

No Findings Added

Measure: Practice Praxis II
Direct - Exam

Details/Description: Comprehensive Content Exam

Target:

Implementation Plan (timeline): During advanced social studies methods course (SS 306), senior year prior to student teaching.

Responsible Individual(s):

Findings for Practice Praxis II

No Findings Added

Measure: Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Findings for Praxis II

No Findings Added

Measure: Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

Findings for Student Teaching Evaluations

No Findings Added

Measure: Unit Report
Direct - Student Artifact

Details/Description: Student Teaching Unit Report

Target:

Implementation Plan (timeline): After EFE during co-enrolled CIMT400/400L and SS 306 course, senior year prior to student teaching. Candidates are required to resubmit after student teaching if they do not earn an overall exceeds rating

Responsible Individual(s):

Findings for Unit Report

No Findings Added

2.2 Geography

Candidates who are to be licensed to teach geography at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of geography.

Measure: Final unit project
Direct - Student Artifact

Details/Description: Social Studies Unit Plan, titled Final Unit Project

Target:

Implementation Plan (timeline): During advanced (2nd) social studies methods course in the program (SS 306), usually in a candidate's senior year in the semester prior to student teaching.

Responsible Individual(s):

Findings for Final unit project

No Findings Added

Measure: Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Findings for Grades in Content Courses

No Findings Added

Measure: Practice Praxis II
Direct - Exam

Details/Description: Comprehensive Content Exam

Target:

Implementation Plan (timeline): During advanced social studies methods course (SS 306), senior year prior to student teaching.

Responsible Individual(s):

Findings for Practice Praxis II

No Findings Added

▼ **Measure:** Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)
Target:
Implementation Plan (timeline): Completion of program
Responsible Individual(s):

Findings for Praxis II

No Findings Added

▼ **Measure:** Student Teaching Evaluations
Indirect - Other

Details/Description:
Target: Summative Internship Evaluation
Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.
Responsible Individual(s):

Findings for Student Teaching Evaluations

No Findings Added

▼ **Measure:** Unit Report
Direct - Student Artifact

Details/Description: Student Teaching Unit Report
Target:
Implementation Plan (timeline): After EFE during co-enrolled CIMT400/400L and SS 306 course, senior year prior to student teaching. Candidates are required to resubmit after student teaching if they do not earn an overall exceeds rating
Responsible Individual(s):

Findings for Unit Report

No Findings Added

2.3 Civics and Government

Candidates who are to be licensed to teach civics and/or government at all school levels should possess the knowledge,

▼ **Measure:** Final unit project
Direct - Student Artifact

Details/Description: Social Studies Unit Plan, titled Final Unit Project
Target:

capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civics and government.

Implementation Plan (timeline): During advanced (2nd) social studies methods course in the program (SS 306), usually in a candidate's senior year in the semester prior to student teaching.

Responsible Individual(s):

Findings for Final unit project

No Findings Added

Measure: Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Findings for Grades in Content Courses

No Findings Added

Measure: Practice Praxis II
Direct - Exam

Details/Description: Comprehensive Content Exam

Target:

Implementation Plan (timeline): During advanced social studies methods course (SS 306), senior year prior to student teaching.

Responsible Individual(s):

Findings for Practice Praxis II

No Findings Added

Measure: Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Findings for Praxis II

No Findings Added

Measure: Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

Findings for Student Teaching Evaluations

No Findings Added

▼ **Measure:** Unit Report
Direct - Student Artifact

Details/Description: Student Teaching Unit Report

Target:

Implementation Plan (timeline): After EFE during co-enrolled CIMT400/400L and SS 306 course, senior year prior to student teaching. Candidates are required to resubmit after student teaching if they do not earn an overall exceeds rating

Responsible Individual(s):

Findings for Unit Report

No Findings Added

2.4 Economics

Candidates who are to be licensed to teach economics at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of economics.

▼ **Measure:** Final unit project
Direct - Student Artifact

Details/Description: Social Studies Unit Plan, titled Final Unit Project

Target:

Implementation Plan (timeline): During advanced (2nd) social studies methods course in the program (SS 306), usually in a candidate's senior year in the semester prior to student teaching.

Responsible Individual(s):

Findings for Final unit project

No Findings Added

▼ **Measure:** Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Findings for Grades in Content Courses

No Findings Added

Measure: Practice Praxis II
Direct - Exam

Details/Description: Comprehensive Content Exam

Target:

Implementation Plan (timeline): During advanced social studies methods course (SS 306), senior year prior to student teaching.

Responsible Individual(s):

Findings for Practice Praxis II

No Findings Added

Measure: Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Findings for Praxis II

No Findings Added

Measure: Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

Findings for Student Teaching Evaluations

No Findings Added

Measure: Unit Report
Direct - Student Artifact

Details/Description: Student Teaching Unit Report

Target:

Implementation Plan (timeline): After EFE during co-enrolled CIMT400/400L and SS 306 course, senior year prior to student teaching. Candidates are required to resubmit after student teaching if they do not earn an overall exceeds rating

Responsible Individual(s):

Findings for Unit Report

No Findings Added

2.5 Psychology

Candidates who are to be licensed to teach psychology at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of psychology

Measure: Final unit project
Direct - Student Artifact

Details/Description: Social Studies Unit Plan, titled Final Unit Project

Target:

Implementation Plan (timeline): During advanced (2nd) social studies methods course in the program (SS 306), usually in a candidate's senior year in the semester prior to student teaching.

Responsible Individual(s):

Findings for Final unit project

No Findings Added

Measure: Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Findings for Grades in Content Courses

No Findings Added

Measure: Practice Praxis II
Direct - Exam

Details/Description: Comprehensive Content Exam

Target:

Implementation Plan (timeline): During advanced social studies methods course (SS 306), senior year prior to student teaching.

Responsible Individual(s):

Findings for Practice Praxis II

No Findings Added

Measure: Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program
Responsible Individual(s):

Findings for Praxis II

No Findings Added

▼ **Measure:** Student Teaching Evaluations
Indirect - Other

Details/Description:
Target: Summative Internship Evaluation
Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.
Responsible Individual(s):

Findings for Student Teaching Evaluations

No Findings Added

▼ **Measure:** Unit Report
Direct - Student Artifact

Details/Description: Student Teaching Unit Report
Target:
Implementation Plan (timeline): After EFE during co-enrolled CIMT400/400L and SS 306 course, senior year prior to student teaching. Candidates are required to resubmit after student teaching if they do not earn an overall exceeds rating
Responsible Individual(s):

Findings for Unit Report

No Findings Added

Overall Recommendations

No text specified

Overall Reflection

No text specified

◈ Action Plan

◈ Status Report

2014-2015 Assessment Cycle

◈ **Assessment Plan**

Outcomes and Measures

BA/BS in Social Studies Education Outcome Set

1. NCSS Standard - Themes

1.1 Culture and Cultural Diversity

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.

▼ **Measure:** Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

▼ **Measure:** Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

▼ **Measure:** Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

1.2 Time, Continuity, and Change

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.

▼ **Measure:** Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Measure: Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Measure: Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

1.3 People, Places, and Environment

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment.

Measure: Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Measure: Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Measure: Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

1.4 Individual Development and Identity

Candidates in social

Measure: Grades in Content Courses
Direct - Other

studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

▼ **Measure:** Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

▼ **Measure:** Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

1.5 Individuals, Groups and Institutions

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions.

▼ **Measure:** Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

▼ **Measure:** Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

▼ **Measure:** Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

1.6 Power, Authority, and Governance

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority and governance.

Measure: Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Measure: Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Measure: Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

1.7 Production, Distribution, and Consumption

Candidates in social studies should possess the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption of goods and services.

Measure: Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Measure: Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Measure: Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

1.8 Science, Technology and Society

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology and society.

Measure: Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Measure: Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Measure: Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

1.9 Global Connections

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections and interdependence.

Measure: Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Measure: Praxis II
Direct - Exam

Details/Description: State Licensure Exam

Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

▼ **Measure:** Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

1.10 Civic Ideals and Practices

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices.

▼ **Measure:** Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

▼ **Measure:** Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

▼ **Measure:** Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

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2. Social science disciplines

2.1 History

Candidates who are to be licensed to teach history at all school levels should possess the knowledge, capabilities, and

▼ **Measure:** Final unit project
Direct - Student Artifact

Details/Description: Social Studies Unit Plan, titled Final Unit Project

dispositions to organize
and provide instruction at
the appropriate school
level for the study of
history.

Target:

Implementation Plan (timeline): During advanced (2nd) social studies methods course in the program (SS 306), usually in a candidate's senior year in the semester prior to student teaching.

Responsible Individual(s):

▼ **Measure:** Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

▼ **Measure:** Practice Praxis II
Direct - Exam

Details/Description: Comprehensive Content Exam

Target:

Implementation Plan (timeline): During advanced social studies methods course (SS 306), senior year prior to student teaching.

Responsible Individual(s):

▼ **Measure:** Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

▼ **Measure:** Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

▼ **Measure:** Unit Report
Direct - Student Artifact

Details/Description: Student Teaching Unit Report

Target:

Implementation Plan (timeline): After EFE during co-enrolled CIMT400/400L and SS 306 course, senior year prior to student teaching. Candidates are required to resubmit after student teaching if they do not earn an overall exceeds rating

Responsible Individual(s):

2.2 Geography

Candidates who are to be licensed to teach geography at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of geography.

▼ **Measure:** Final unit project
Direct - Student Artifact

Details/Description: Social Studies Unit Plan, titled Final Unit Project

Target:

Implementation Plan (timeline): During advanced (2nd) social studies methods course in the program (SS 306), usually in a candidate's senior year in the semester prior to student teaching.

Responsible Individual(s):

▼ **Measure:** Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

▼ **Measure:** Practice Praxis II
Direct - Exam

Details/Description: Comprehensive Content Exam

Target:

Implementation Plan (timeline): During advanced social studies methods course (SS 306), senior year prior to student teaching.

Responsible Individual(s):

▼ **Measure:** Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

▼ **Measure:** Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

▼ **Measure:** Unit Report
Direct - Student Artifact

Details/Description: Student Teaching Unit Report

Target:

Implementation Plan (timeline): After EFE during co-enrolled CIMT400/400L and SS 306 course, senior year prior to student teaching. Candidates are required to resubmit after student teaching if they do not earn an overall exceeds rating

Responsible Individual(s):

2.3 Civics and Government

Candidates who are to be licensed to teach civics and/or government at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civics and government.

Measure: Final unit project
Direct - Student Artifact

Details/Description: Social Studies Unit Plan, titled Final Unit Project

Target:

Implementation Plan (timeline): During advanced (2nd) social studies methods course in the program (SS 306), usually in a candidate's senior year in the semester prior to student teaching.

Responsible Individual(s):

Measure: Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Measure: Practice Praxis II
Direct - Exam

Details/Description: Comprehensive Content Exam

Target:

Implementation Plan (timeline): During advanced social studies methods course (SS 306), senior year prior to student teaching.

Responsible Individual(s):

Measure: Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Measure: Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

▼ **Measure:** Unit Report
Direct - Student Artifact

Details/Description: Student Teaching Unit Report

Target:

Implementation Plan (timeline): After EFE during co-enrolled CIMT400/400L and SS 306 course, senior year prior to student teaching. Candidates are required to resubmit after student teaching if they do not earn an overall exceeds rating

Responsible Individual(s):

2.4 Economics

Candidates who are to be licensed to teach economics at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of economics.

▼ **Measure:** Final unit project
Direct - Student Artifact

Details/Description: Social Studies Unit Plan, titled Final Unit Project

Target:

Implementation Plan (timeline): During advanced (2nd) social studies methods course in the program (SS 306), usually in a candidate's senior year in the semester prior to student teaching.

Responsible Individual(s):

▼ **Measure:** Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

▼ **Measure:** Practice Praxis II
Direct - Exam

Details/Description: Comprehensive Content Exam

Target:

Implementation Plan (timeline): During advanced social studies methods course (SS 306), senior year prior to student teaching.

Responsible Individual(s):

▼ **Measure:** Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Measure: Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

Measure: Unit Report
Direct - Student Artifact

Details/Description: Student Teaching Unit Report

Target:

Implementation Plan (timeline): After EFE during co-enrolled CIMT400/400L and SS 306 course, senior year prior to student teaching. Candidates are required to resubmit after student teaching if they do not earn an overall exceeds rating

Responsible Individual(s):

2.5 Psychology

Candidates who are to be licensed to teach psychology at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of psychology

Measure: Final unit project
Direct - Student Artifact

Details/Description: Social Studies Unit Plan, titled Final Unit Project

Target:

Implementation Plan (timeline): During advanced (2nd) social studies methods course in the program (SS 306), usually in a candidate's senior year in the semester prior to student teaching.

Responsible Individual(s):

Measure: Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Measure: Practice Praxis II
Direct - Exam

Details/Description: Comprehensive Content Exam

Target:

Implementation Plan (timeline): During advanced social studies methods course (SS 306), senior year prior to student teaching.

Responsible Individual(s):

Measure: Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

▼ **Measure:** Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

▼ **Measure:** Unit Report
Direct - Student Artifact

Details/Description: Student Teaching Unit Report

Target:

Implementation Plan (timeline): After EFE during co-enrolled CIMT400/400L and SS 306 course, senior year prior to student teaching. Candidates are required to resubmit after student teaching if they do not earn an overall exceeds rating

Responsible Individual(s):

◈ **Assessment Findings**

Finding per Measure

BA/BS in Social Studies Education Outcome Set

1. NCSS Standard - Themes

1.1 Culture and Cultural Diversity

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.

▼ **Measure:** Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Findings for Grades in Content Courses

No Findings Added

▼ **Measure:** Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Findings for Praxis II

No Findings Added

Measure: Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

Findings for Student Teaching Evaluations

No Findings Added

1.2 Time, Continuity, and Change

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.

Measure: Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Findings for Grades in Content Courses

No Findings Added

Measure: Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Findings for Praxis II

No Findings Added

Measure: Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

Findings for Student Teaching Evaluations

No Findings Added

1.3 People, Places, and Environment

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment.

Measure: Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Findings for Grades in Content Courses

No Findings Added

Measure: Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Findings for Praxis II

No Findings Added

Measure: Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

Findings for Student Teaching Evaluations

No Findings Added

1.4 Individual Development and Identity

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.

Measure: Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Findings for Grades in Content Courses

No Findings Added

Measure: Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Findings for Praxis II

No Findings Added

Measure: Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

Findings for Student Teaching Evaluations

No Findings Added

1.5 Individuals, Groups and Institutions

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals,

Measure: Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

groups, and institutions.

Responsible Individual(s):

Findings for Grades in Content Courses

No Findings Added

Measure: Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Findings for Praxis II

No Findings Added

Measure: Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

Findings for Student Teaching Evaluations

No Findings Added

1.6 Power, Authority, and Governance

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority and governance.

Measure: Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Findings for Grades in Content Courses

No Findings Added

Measure: Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Findings for Praxis II

No Findings Added

▼ **Measure:** Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

Findings for Student Teaching Evaluations

No Findings Added

1.7 Production, Distribution, and Consumption

Candidates in social studies should possess the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption of goods and services.

▼ **Measure:** Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Findings for Grades in Content Courses

No Findings Added

▼ **Measure:** Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Findings for Praxis II

No Findings Added

Measure: Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

Findings for Student Teaching Evaluations

No Findings Added

1.8 Science, Technology and Society

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology and society.

Measure: Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Findings for Grades in Content Courses

No Findings Added

Measure: Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Findings for Praxis II

No Findings Added

Measure: Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

Findings for Student Teaching Evaluations

No Findings Added

1.9 Global Connections

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections and interdependence.

Measure: Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Findings for Grades in Content Courses

No Findings Added

Measure: Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Findings for Praxis II

No Findings Added

Measure: Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

Findings for Student Teaching Evaluations

No Findings Added

1.10 Civic Ideals and Practices

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals

Measure: Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

and practices.

Responsible Individual(s):

Findings for Grades in Content Courses

No Findings Added

▼ **Measure:** Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Findings for Praxis II

No Findings Added

▼ **Measure:** Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

Findings for Student Teaching Evaluations

No Findings Added

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2. Social science disciplines

2.1 History

Candidates who are to be licensed to teach history at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of history.

▼ **Measure:** Final unit project
Direct - Student Artifact

Details/Description: Social Studies Unit Plan, titled Final Unit Project

Target:

Implementation Plan (timeline): During advanced (2nd) social studies methods course in the program (SS 306), usually in a candidate's senior year in the semester prior to student teaching.

Responsible Individual(s):

Findings for Final unit project

No Findings Added

▼ **Measure:** Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Findings for Grades in Content Courses

No Findings Added

Measure: Practice Praxis II
Direct - Exam

Details/Description: Comprehensive Content Exam

Target:

Implementation Plan (timeline): During advanced social studies methods course (SS 306), senior year prior to student teaching.

Responsible Individual(s):

Findings for Practice Praxis II

No Findings Added

Measure: Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Findings for Praxis II

No Findings Added

Measure: Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

Findings for Student Teaching Evaluations

No Findings Added

Measure: Unit Report
Direct - Student Artifact

Details/Description: Student Teaching Unit Report

Target:

Implementation Plan (timeline): After EFE during co-enrolled CIMT400/400L and SS 306 course, senior year prior to student teaching. Candidates are required to resubmit after student teaching if they do not earn an overall exceeds rating

Responsible Individual(s):

Findings for Unit Report

No Findings Added

2.2 Geography

Candidates who are to be licensed to teach geography at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of geography.

Measure: Final unit project
Direct - Student Artifact

Details/Description: Social Studies Unit Plan, titled Final Unit Project

Target:

Implementation Plan (timeline): During advanced (2nd) social studies methods course in the program (SS 306), usually in a candidate's senior year in the semester prior to student teaching.

Responsible Individual(s):

Findings for Final unit project

No Findings Added

Measure: Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Findings for Grades in Content Courses

No Findings Added

Measure: Practice Praxis II
Direct - Exam

Details/Description: Comprehensive Content Exam

Target:

Implementation Plan (timeline): During advanced social studies methods course (SS 306), senior year prior to student teaching.

Responsible Individual(s):

Findings for Practice Praxis II

No Findings Added

▼ **Measure:** Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)
Target:
Implementation Plan (timeline): Completion of program
Responsible Individual(s):

Findings for Praxis II

No Findings Added

▼ **Measure:** Student Teaching Evaluations
Indirect - Other

Details/Description:
Target: Summative Internship Evaluation
Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.
Responsible Individual(s):

Findings for Student Teaching Evaluations

No Findings Added

▼ **Measure:** Unit Report
Direct - Student Artifact

Details/Description: Student Teaching Unit Report
Target:
Implementation Plan (timeline): After EFE during co-enrolled CIMT400/400L and SS 306 course, senior year prior to student teaching. Candidates are required to resubmit after student teaching if they do not earn an overall exceeds rating
Responsible Individual(s):

Findings for Unit Report

No Findings Added

2.3 Civics and Government

Candidates who are to be licensed to teach civics and/or government at all school levels should possess the knowledge,

▼ **Measure:** Final unit project
Direct - Student Artifact

Details/Description: Social Studies Unit Plan, titled Final Unit Project
Target:

capabilities, and
dispositions to organize
and provide instruction at
the appropriate school
level for the study of civics
and government.

Implementation Plan (timeline): During advanced (2nd) social studies methods course in the program (SS 306), usually in a candidate's senior year in the semester prior to student teaching.

Responsible Individual(s):

Findings for Final unit project

No Findings Added

Measure: Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Findings for Grades in Content Courses

No Findings Added

Measure: Practice Praxis II
Direct - Exam

Details/Description: Comprehensive Content Exam

Target:

Implementation Plan (timeline): During advanced social studies methods course (SS 306), senior year prior to student teaching.

Responsible Individual(s):

Findings for Practice Praxis II

No Findings Added

Measure: Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Findings for Praxis II

No Findings Added

Measure: Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

Findings for Student Teaching Evaluations

No Findings Added

▼ **Measure:** Unit Report
Direct - Student Artifact

Details/Description: Student Teaching Unit Report

Target:

Implementation Plan (timeline): After EFE during co-enrolled CIMT400/400L and SS 306 course, senior year prior to student teaching. Candidates are required to resubmit after student teaching if they do not earn an overall exceeds rating

Responsible Individual(s):

Findings for Unit Report

No Findings Added

2.4 Economics

Candidates who are to be licensed to teach economics at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of economics.

▼ **Measure:** Final unit project
Direct - Student Artifact

Details/Description: Social Studies Unit Plan, titled Final Unit Project

Target:

Implementation Plan (timeline): During advanced (2nd) social studies methods course in the program (SS 306), usually in a candidate's senior year in the semester prior to student teaching.

Responsible Individual(s):

Findings for Final unit project

No Findings Added

▼ **Measure:** Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

Findings for Grades in Content Courses

No Findings Added

Measure: Practice Praxis II
Direct - Exam

Details/Description: Comprehensive Content Exam

Target:

Implementation Plan (timeline): During advanced social studies methods course (SS 306), senior year prior to student teaching.

Responsible Individual(s):

Findings for Practice Praxis II

No Findings Added

Measure: Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program

Responsible Individual(s):

Findings for Praxis II

No Findings Added

Measure: Student Teaching Evaluations
Indirect - Other

Details/Description:

Target: Summative Internship Evaluation

Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Responsible Individual(s):

Findings for Student Teaching Evaluations

No Findings Added

Measure: Unit Report
Direct - Student Artifact

Details/Description: Student Teaching Unit Report

Target:

Implementation Plan (timeline): After EFE during co-enrolled CIMT400/400L and SS 306 course, senior year prior to student teaching. Candidates are required to resubmit after student teaching if they do not earn an overall exceeds rating

Responsible Individual(s):

> **Findings** for Unit Report
>
> *No Findings Added*

2.5 Psychology

Candidates who are to be licensed to teach psychology at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of psychology

Measure: Final unit project
Direct - Student Artifact

Details/Description: Social Studies Unit Plan, titled Final Unit Project

Target:

Implementation Plan (timeline): During advanced (2nd) social studies methods course in the program (SS 306), usually in a candidate's senior year in the semester prior to student teaching.

Responsible Individual(s):

> **Findings** for Final unit project
>
> *No Findings Added*

Measure: Grades in Content Courses
Direct - Other

Details/Description: Course Grades

Target:

Implementation Plan (timeline): SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.

Responsible Individual(s):

> **Findings** for Grades in Content Courses
>
> *No Findings Added*

Measure: Practice Praxis II
Direct - Exam

Details/Description: Comprehensive Content Exam

Target:

Implementation Plan (timeline): During advanced social studies methods course (SS 306), senior year prior to student teaching.

Responsible Individual(s):

> **Findings** for Practice Praxis II
>
> *No Findings Added*

Measure: Praxis II
Direct - Exam

Details/Description: State Licensure Exam
Praxis II, Social Studies Education Content Knowledge (ETS--0081)

Target:

Implementation Plan (timeline): Completion of program
Responsible Individual(s):

Findings for Praxis II

No Findings Added

▼ **Measure:** Student Teaching Evaluations
Indirect - Other

Details/Description:
Target: Summative Internship Evaluation
Implementation Plan (timeline): End of student teaching placements--each student receives 2 placements in both a middle and high school setting.
Responsible Individual(s):

Findings for Student Teaching Evaluations

No Findings Added

▼ **Measure:** Unit Report
Direct - Student Artifact

Details/Description: Student Teaching Unit Report
Target:
Implementation Plan (timeline): After EFE during co-enrolled CIMT400/400L and SS 306 course, senior year prior to student teaching. Candidates are required to resubmit after student teaching if they do not earn an overall exceeds rating
Responsible Individual(s):

Findings for Unit Report

No Findings Added

Overall Recommendations

No text specified

Overall Reflection

No text specified

◈ Action Plan

◈ Status Report

2015-2016 Assessment Cycle

◈ **Assessment Plan**

◈ **Assessment Findings**

◈ **Action Plan**

◈ **Status Report**

2016-2017 Assessment Cycle

◈ **Assessment Plan**

◈ **Assessment Findings**

2017-2018 Assessment Cycle

◈ **Assessment Plan**

◈ **Assessment Findings**

2018-2019 Assessment Cycle

◈ **Assessment Plan**

◈ **Assessment Findings**

2019-2020 Assessment Cycle

◆ **Assessment Plan**

◆ **Assessment Findings**

Appendix

A. **BS_in_Social_Studies_Education_March_2011.pdf** (Adobe Acrobat Document)
B. **BS_in_Social_Studies_Education_National_Recognition Report_8.2011.pdf** (Adobe Acrobat Document)
C. **Social Studies Education - Final Decision 2011** (Adobe Acrobat Document)
D. **Social Studies Education - SPA Report 2011** (Adobe Acrobat Document)
E. **Social Studies Education Program** (Microsoft Word)
F. **Social Studies Education** (Adobe Acrobat Document)
G. **Social Studies Education** (Adobe Acrobat Document)

ASSESSMENT DAY REPORT

FOR

SOCIAL STUDIES EDUCATION PROGRAM

2009

Submitted by

Daniel A. Clark

Program Coordinator

Since this report is intended in part to help programs prepare for the Indiana State review and, thus, must be submitted conforming to certain organizational expectations, I have organized this report to conform to "Document 2" of the Indiana Program Review Protocol.

The report is broken down into the following sections:
- A. Content Curriculum
- B. CONTENT Standards Matrix
- C. Assessment Data Matrix
  - ➢ Attachments for the Data Matrix
- D. Faculty

A. Content Curriculum

The following is the Advising Sheet for the Social Studies Education Program (SSE). It contains an imbedded link to our SSE website, from which the on line version of this advising sheet and links to the course catalog descriptions of our SSE, CIMT, and affiliated departments courses may be found.

Social Studies Advising Sheet

Social Science Education Advising Basics*
The Social Science Education program is an inter-disciplinary program and a component of the "Becoming A Complete Professional" (BCP) teacher education program at Indiana State University. The content and content methods courses define the SSE major. The BCP teacher education program is housed in the College of Education. SSE Website http://www1.indstate.edu/ssed/

Professional Education Sequence
The professional education sequence is administered by the College of Education's (CoE) Department of Curriculum, Instruction, and Media Technology (CIMT). The courses and their chronological sequence are presented below. As soon as possible, students are *strongly* advised to successfully complete both the Praxis I/PPST and Praxis II exams. Praxis I/PPST and ESPY202 must be completed prior to enrolling in CIMT courses. Additionally, students must apply for and meet all standards for admission and continued enrollment in the CoE's BCP. These requirements include: (1) earning a "C" or better in all prerequisite courses, (2) completing the Praxis I/PPST and Praxis II exams, (3) obtaining a minimum GPA of 2.5, (4) submitting a criminal background check, and (2) requesting a recommendation from your advisor. Students must meet these requirements to proceed through the BCP's phases, please refer to Education Student Services (ESS) or CIMT for more specific information including required test scores, prerequisites, and course 'blocking'. Please note students are **solely** responsible for meeting CoE deadlines and guidelines associated with the BCP.
EPSY 202 Psychology of Childhood & Adolescence - 3 hrs
SPED 226 Exceptional Learning in the Classroom - 3 hrs
CIMT 301 Teaching I - 3 hrs

CIMT 302 Teaching II - 3 hrs
CIMT 400 Teaching III - 3 hrs
CIMT 400L Teaching III Laboratory - 1 hr
CIMT 401 Student Teaching - 11 hrs
CIMT 402 Teaching an Integrated Unit (or equivalent) - 1 hr

Multicultural Education Course
EPSY 341 or equivalent multicultural education course
(see CIMT for list of other acceptable courses) - 3 hours

Suggested IT-Literacy Course
CIMT 272 – 3 Hours

Social Science Education Methods Courses
All SSE majors must complete both 305 and 306. These courses are taught during the spring semester only.

SSE 305 Teaching Social Studies in Secondary Schools - 3 hours
SSE 306 Interdisciplinary Perspectives in Teaching Social Studies – 3 hours

Content Area Curriculum
All students must complete 3 content areas and specific coursework across all social science categories outside of their 3 areas of specialization. All content area specializations require 15 hours of coursework (except for history). History specializations require 24 credit hours. In some cases, a maximum of 1 specified shared course may be counted towards 2 content specializations (please see coordinator for a list of these courses). A maximum of 1 shared course is allowable per content area and no shared course can be counted in more than 2-areas. Students must earn a "C" or better in **all** content courses and have a 2.5 GPA or better in the major and overall.

Content Area Specialization Sequences
Social Science Education majors must complete the course sequences outlined below for at-least 3 content areas.

Economics (ECON)
200 – 3 hrs
201 – 3 hrs
362 – 3 hrs
2 Restricted Electives – 6 hrs
Select from 321, 331, 341, 344, 351 or shared course

Geography (GEOG)
110 – 3 hrs
111 – 3 hrs
115 – 3 hrs
213 – 3 hrs
Elective in GEOG or shared course– 3 hrs
051104

Government (PSCI)
201 – 3 hrs
305 – 3 hrs
280 or 370 – 3 hrs
400-level Directed Elective – 3 hrs
Open Elective or Shared Course – 3 hrs

History (HIST)
101 – 3 hrs
102 – 3 hrs
201 – 3 hrs
202 – 3 hrs
400-level directed elective US – 3 hrs
400-level directed elective World – 3 hrs
400-level directed elective Europe – 3 hrs
Open Elective or Shared Course – 3 hrs

Psychology (PSY)
101 – 3 hrs
201 – 3 hrs
344 – 3 hrs
362 – 3 hrs
Open Elective or Shared Course – 3 hrs

Sociology (SOC)
280 – 4 hrs
220 – 3 hrs
390 – 3 hrs
499 Senior Seminar – 2 hrs
Open Elective or Shared Course – 3 hrs

Required Courses Non-Specializing Areas
In areas outside of your defined content specialization, students must complete the required courses listed
below. For example, economics, geography, and history specialists would then be required to complete the
requirements for psychology, sociology, and government.
Economics ECON100 or ECON200 (effective 2005)
Geography GEOG110 or GEOG213 or GEOG130 (effective 2005)
Government PSCI201
Psychology PSY101
Sociology SOC100 or SOC110 or SOC220 or SOC240
History HIST102 **AND** HIST202
For more information, please contact the Social Science Education Center, the SSE program coordinator, or
a content area specialist.

B. CONTENT Standards Matrix

SSE Assessment Matrix for IPSB Content Standards and INTASC Professional Teacher Standards

	History: US	History: World	Economics	Geography	Government	Psychology	Sociology	305	306	CIMT 400/400L	CIMT 401/402
IPSB SS1					*				* 1	*4,6,7#	*4,6,7#
IPSB SS2	*	*							* 1	*4,6,7#	*4,6,7#
IPSB SS3				*					* 1	*4,6,7#	*4,6,7#
IPSB SS4					*				* 1	*4,6,7#	*4,6,7#
IPSB SS5			*						* 1	*4,6,7#	*4,6,7#
IPSB SS6				*	*			*	* 1	*4,6,7#	*4,6,7#
IPSB SS7						*			* 1	*4,6,7#	*4,6,7#
IPSB SS8							*		* 1	*4,6,7#	*4,6,7#
IPSB SS9	*	*						*4,6	*1,4,6	*4,6,7#	*4,6,7#
IPSB SS10								*4,6	*4,6	*4,6,7	*4,6,7
IPSB SS11								*4,6	*4,6	*4,6,7	*4,6,7
IPSB SS12								*4,6	*4,6	*4,6,7	*4,6,7
IPSB SS13								*4,6	*4,6	*4,6,7	*4,6,7
INTASC 1-10	*	*	*	*	*	*	*	*4,6	*4,6	*4,6,7	*7

* = teacher standard addressed
Performance Assessment Examples: (1) test, (2) paper, (3) project, (4) portfolio artifact, (5) labs, (6) lesson plan, (7) teaching evaluation, (8) other: Content course syllabi have been examined to verify that relevant content is assed by test (1), paper (2), or project (3). These outcomes are then met by student attainment of a 2.5 GPA or greater in their licensure areas.
= Content knowledge in a student's appropriate licensure areas is assessed in CIMT 400/400L and 401/402 EFEs and student teaching respectively, via the noted assessment tools.

Content knowledge is addressed, though not formally assessed, through the required course sequences that students take in their chosen licensure areas. Please refer to our advising basics curriculum sheet for these a listing of these courses. Their content licensure area knowledge is

assessed in the courses specified above, most specifically through the content test (a practice Praxis II) taken in SS 306. Although not reflected in this matrix, students' must maintain a 2.5 gpa in all of their program courses and licensure areas. This is tracked by the College of Education, the College of Arts and Sciences, the program coordinator and the academic advisors.

C. Assessment Data Matrix

Social Studies Education
Assessment Data Matrix 2009

Element Assessed	Describe the Assessment Activity	When is it Assessed?	Title of the Instrument or Rubric (attach copies)	Aggregated summary data for last 3 years	Remediation	Content Standards Addressed by Assessment Activity
Content Knowledge for Teacher Candidates	1. Praxis II	Prior to Graduation and/or within state guidelines	Praxis II Results	Pass Rate=100% N=49 [See Attachment #1]		IPSB Standards 1-9
	2. Content Test by Licensure Area	Junior Year in SS 306	SS 306 Content Test (Practice Praxis II)	Pass Rate=100% N=54 [See Attachment #2 for Content Test Results]	Students rated unsatisfactory are advised by the program coordinator and retake the exam until passed	IPSB Standards 1-9
Professional & Pedagogical Knowledge and skills for Teacher Knowledge	Lesson Plan and Unit Performance Assessment	Junior year in SS 305/306	305/306 Livetext Lesson Plan Rubric [See Attachment #3]	[See Attachment #4 Aggregated 2008-09 and summary reports for 2008 & 2009 respectively]	Through feedback with Instructor and Program Coordinator	IPSB Standards 6, 10-13*
	Student Teaching	Spring Senior Year (typically)	Final Evaluation Supervised Teaching	See Attachment #5 for 2006-07	Through feedback with Education	INTASC Standards 1-10

		in CIMT 401/402	Experience		Student Services	
Student Learning for Teacher Candidates	Unit Report	Fall or Spring of Senior Year in either CIMT 400/L and/or CIMT 401/402	Unit Report Rubric [See Attachment #6]	See Attachment #7 for 2006-07 and 2007-08	Through feedback with CIMT and SS Methods faculty (the program coordinator)	IPSB Standards 10-13

INTASC Standards 1-9 |

* = Content Standards 1-9 may also be addressed and assessed as appropriate to the teacher candidates licensure areas

➢ **Attachments for the Assessment Data Matrix**

Attachment #1

Social Studies Education Majors at ISU

Praxis II Data for Assessment Day 2009

2005-06		ISU	State	2006-07		ISU	State	2007-08		ISU	State
# Tested	# Pass	Pass Rt.	Pass Rt.	# Tested	# Pass	Pass Rt.	Pass Rt.	# Tested	# Pass	Pass Rt.	Pass Rt.
12	12	100%	99%	20	20	100%	99%	17	17	100%	99%

SSE CONTENT TEST DATA
("Practice Praxis II")

Assessment Day Report 2009

All SSE students take a "practice Praxis II" test in their SS 306 methods course. This assessment gauges how well students have mastered the basic concepts and knowledge of the six content areas of the Social Studies curriculum in Indiana, mimicking the Social Studies Content Knowledge Praxis II test that they may eventually take to become a licenses social studies teacher in Indiana. They take a series of six tests, one for each of the six areas. These tests vary in length and have been prepared by faculty members of the six relevant departments who deliver introductory/survey-level courses in the six licensure areas. Students must achieve a 70% or better in the areas in which they will be licensed to teach (usually three), and they must also attain an overall 70% average for all of the tests combined (so a cumulative 70% over all the areas). In those cased where students fail to meet that threshold after their initial attempts, they are required to retake the exams with remediation from instructors as necessary until they pass. So, overall as an assessment tool we achieve a 100% "Meets" rate on this assessment (no "Exceeds" are calculated). For purposes of program assessment we collect and report on the rates of initial passage (first attempt success rate) for each of the content tests. D=Does Not Meet; M=Meets

| | 2007 | | | 2008 | | | 2009 | | |
	D	M	Total	D	M	Total	D	M	Total
Economics	6	18	24	3	15	18	2	10	12
Geography	11	13	24	11	7	18	8	4	12
History	18	6	24	8	10	18	1	11	12
Government	3	21	24	0	18	18	2	10	12
Psychology	13	9	24	10	8	18	3	9	12
Sociology	16	8	24	12	6	18	8	4	12

In 2008, we began offering these content tests via the class Blackboard site. During the transition to this electronic format, some of the test questions on the Sociology test were incorrectly coded. Overall, though, the higher initial failure ("Does Not Meet") rates in both Psychology and Sociology may be attributed to the fact that these are two of the least popular choices for subject area specialization owing to the states curricular requirements (they are electives rather than core classes), thus students are required to take only one course in each subject if not specializing in that area.

Analysis: Perhaps one beginning positive trend is improving performance on the History exam in the last two years compared to 2007. And, although it is too early to tell, I'm pleased to see the upward tick in passage rates for the Psychology exam. I always like to add that one of the key reasons for this assessment, aside from a snapshot gauge of basic

student knowledge in these content areas, is to help prepare them for the actual Praxis II with a little "shock" therapy.

SS305/306 LESSON PLAN & UNIT ASSESSMENT RUBRIC

by Daniel A. Clark

Context

This assessment will be used to assess students in SS305/306. The assessment is linked to IPSB standards for teachers. As students are required to use basic information technologies and the assessed materials may include technology components, students are (where appropriate) assessed for ISTE NETS within the context of IPSB SS10. Successful deployment and integration of outside electronic resources that support the content pedagogy demonstrate ISTE competency.

Purpose

The purpose of this assessment is to demonstrates that students meet IPSB standards for Social Studies Teachers.

Assessor

Students will be assessed by the instructor of SS305 and SS306

Performance Assessment

Performance Assessment

	Exceeds	Meets	Does Not Meet	Not Assessed or Applicable
Content Pedgogy Standards as appropriate to individual licensure.	An ability to deliver accurate and engaging content in a licensure area (economics, geography, government, history, psychology, or sociology) using	The delivery of accurate content using a single delivery method (i.e., lecture, group work, etc..) in a licensure area. The content is	Unacceptable performance is evidenced by a inaccurate content and an inability to convey content coherently in a logical	not assessed for this artifact

	a variety of delivery methods. The content is delivered in a logical sequence and objectives are clear.	delivered in a logical sequence and objectives are clear.	fashion appropriate to the content area.	
IPSB SS6 Current Events IN-T-DEV-SS.6 IN-T-DEV-SS.6.K1	Exceptional performance is evidenced by the integration of current events into a content lecture or structured discussion. Additionally, the student teacher makes clear and evident linkages to the content at multiple scales and provides multiple examples.	Acceptable performance is evidenced by Targeted performance is evidenced by the integration of current events into a content lecture or structured discussion for the purposes of illustrating key concepts.	Unacceptable performance is evidenced by a failure to integrate relevant and topical current events.	not assessed for this artifact
IPSB SS10 Resources IN-IPSB-T-CONTENT-SS.10	Targeted performance is evidenced by the integration of a variety of outside resources from multiple media sources. Additionally, content delivered using technology and technology-based resources are used effectively. Appropriate classroom technologies are	Acceptable performance is evidenced by the integration of a variety of outside resources from multiple media sources. Student may integrate technology.	Unacceptable performance is evidenced by minimal integration of outside resources by the student and/or inappropriate use of technology given the instructor or student skill sets	not assessed for this artifact

	also used by the students.			
IPSB SS11 Learning Environment IN-IPSB-T-CONTENT-SS.11	Teacher clearly defines the parameters of the environment and provides a rationale for the range of delivery methods used. Teacher will create lesson plans that articulate a rationale for using multiple modes of delivery. The student will design lessons that engage multiple learning methods and specifically encourage student participation vis-a-vis multiple modes including technology	Acceptable performance is evidenced by lesson plans and experiences that clearly articulate and define the parameters of the student/pupil's learning environment. That is, the teacher recognizes how the environment influences lesson delivery.	Unacceptable performance is evidenced by a lack of attention paid to broad environmental issues and/or concern for multiple learning methods.	not assessed for this artifact
IPSB SS12 Assessments IN-IPSB-T-CONTENT-SS.12	Teacher includes multiple formal and informal assessments such as in-class discussion, Q&A, boardwork, and the like. These assessments include concrete feedback to the students. The informal assessments	Acceptable performance is evidenced by teachers providing formal and informal feedback and span more than one type (i.e., group work, Q&A, etc..). Acceptable	Unacceptable performance is evidenced by a lack of informal assessment opportunities and/or feedback relating to these assessments. Unacceptable performance	not assessed for this artifact

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	have been designed to account for multiple learning styles. Targeted performance is also evidenced by a balanced use of both formal and informal mechanisms.	performance is also evidenced by a balanced use of both formal and informal mechanisms.	is also evidenced by a lack of diversified informal and formal assessments and/or an over reliance on a single approach.	
IPSB SS13 Reflection IN-IPSB-T-CONTENT-SS.13	Student is able to identify multiple areas of improvement (i.e.,their training, new materials, and refinement of current lesson/unit plans). Student links classroom to current real world experiences and current/emerging professional practices. Student integrates new materials into their learning environment. Students demonstrate a capacity to reflect on their practice. Student emphasizes the significance of change.	Student reflections identify concrete improvements to be made. Students are able to identify specific new materials and methods that will improve student learning.	Students demonstrate a basic capacity to reflect on their practice--but do not demonstrate an ability to integrate into their lessons and/or alter learning environments.	not assessed for this artifact

Standards

IN-IPSB-T-CONTENT.SS.1	STANDARD: Teachers of Social Studies understand the ideals, principles, and practices of citizenship in a democratic republic and can use this knowledge to create meaningful learning experiences for students.
IN-IPSB-T-CONTENT.SS.2	STANDARD: Teachers of social studies understand the way human beings view themselves in and over time and can use this knowledge to create meaningful learning experiences for students.
IN-IPSB-T-CONTENT.SS.3	STANDARD: Teachers of social studies understand the nature and distribution of Earth's people, places, and environments and can use this knowledge to create meaningful learning experiences for students. Natural and human resources affect how people interact with their environment and each other.
IN-IPSB-T-CONTENT.SS.4	STANDARD: Teachers of social studies understand how people create and change structures of power, authority, and governance and can use this knowledge to create meaningful learning experiences for students.
IN-IPSB-T-CONTENT.SS.5	STANDARD: Teachers of social studies understand why and how people organize for the production, exchange, and consumption of goods and services and can use this knowledge to create meaningful experiences for students.
IN-IPSB-T-CONTENT.SS.7	STANDARD: Teachers of social studies understand individual development and identity and can use this knowledge to create learning experiences designed to promote student growth and reflection.
IN-IPSB-T-CONTENT.SS.8	STANDARD: Teachers of social studies understand interaction among individuals, groups, and institutions and can use this knowledge to create meaningful learning experiences for students.
IN-IPSB-T-CONTENT.SS.9	STANDARD: Teachers of social studies understand culture and cultural diversity and can use this knowledge to create meaningful learning experiences for students.

IN-IPSB-T-CONTENT.SS.10	STANDARD: Teachers of social studies understand the value of using high quality instructional resources, including technology, in teaching.
IN-IPSB-T-CONTENT.SS.11	STANDARD: Teachers of social studies create and develop a dynamic learning environment that is characterized by positive, productive, and healthy interactions. The learning environment is supportive, congenial, and purposeful. Students are intellectually challenged and encouraged to learn and grow.
IN-IPSB-T-CONTENT.SS.12	STANDARD: Teachers of social studies understand and use both formal and informal assessment methods to obtain useful information about student learning and development.
IN-IPSB-T-CONTENT.SS.13	STANDARD: Teachers of social studies reflect on their practice, on students' performance, and on developments in the field to continue their own growth as teachers.
IN-T-DEV.SS.6	STANDARD: Teachers of social studies understand global connections and interdependence and can create meaningful learning experiences for students.
IN-T-DEV.SS.6.K1	K: understand the interdisciplinary nature of social studies and know how to make connections using current events.
NETS-T.1	STANDARD: Technology Operations and Concepts. Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:
NETS-T.2	STANDARD: Planning and Designing Learning Environments and Experiences. Teachers plan and design effective learning environments and experiences supported by technology. Teachers:
NETS-T.3	STANDARD: Teaching, Learning, and the Curriculum. Teachers implement curriculum plans, that include methods and strategies that apply technology to maximize student learning. Teachers:
NETS-T.6	STANDARD: Social, Ethical, Legal, and Human Issues. Teachers understand the social, ethical,

legal, and human issues surrounding the use of technology in PreK-12 schools and apply those principles in practice. Teachers:

Attachment #4
**SS 305/306 LESSON AND UNIT ASSESSMENT OF PEDAGOGICAL CONTENT
KNOWLEDGE FOR TEACHERS**

**2-year Aggregated Data (2008-2009)
&
2008 & 2009 COHORT PROGRAM DATA
SOCIAL STUDIES EDUCATION**

SPRING 2009

This table presents an overview of the ISU Social Studies Education Program (SSE) midpoint program assessment of its students. This assessment piece gauges students' content pedagogy ability—i.e. their ability to communicate clear and accurate content through their understanding of classroom methodology particular to the social studies. For the second time, the student artifact for this assessment was an entire unit, rather than a single lesson plan as in the past. The coordinator judged that assessing an entire unit allows for a much stronger gauge of the student's range of abilities. Please see the accompanying rubric for clarification on assessment expectations with regard to the ratings Exceeds, Meets, Does Not Meet and Not Assessed.

Three tables follow: The first presents two years of aggregated data. The next two present a overviews of each of the individual years where an entire unit was the assessment piece rather than just a lesson plan.

SS 305/306 Unit Assessment 2-Year Aggregated Data (2008 & SP09)

	Exceeds	Meets	Does Not Meet	Not Assessed or Not Applicable	Total N=31
Content Pedagogy	18 (58%)	13 (42%)	0	0	31
IPSB SS 6 Current Events *	7 (23%)	15 (48%)	3 (10%)	6 (19%)	31
IPSB SS 10 Resources	16 (52%)	14 (45%)	1 (3%)	0	31
IPSB SS 11 Learning # Environment	11 (36%)	18 (58%)	2 (6%)	0	31
IPSB SS 12 Assessments	12 (39%)	19 (61%)	0	0	31
IPSB SS 13 Reflection	9 (29%)	16 (52%)	6 (19%)	0	31

SS 305/306 Unit Report Assessment Overview for Spring 2008
A total of 19 students were assessed. The first numeral reflects the actual number out of the 19 achieving that particular rating, followed by the percentage of the cohort this represents in parentheses.

	Exceeds	Meets	Does Not Meet	Not Assessed or Not Applicable	Total N=19
Content Pedagogy	10 (53%)	9 (47%)	0	0	19
IPSB SS 6 Current Events *	3 (16%)	10 (53%)	0	6 (31%)	19
IPSB SS 10 Resources	9 (47%)	9 (47%)	1 (6%)	0	19
IPSB SS 11 Learning # Environment	2 (11%)	15 (78%)	2 (11%)	0	19
IPSB SS 12 Assessments	8 (42%)	11 (58%)	0	0	19
IPSB SS 13 Reflection	4 (21%)	10 (53%)	5 (26%)	0	19

* Integrating current events was not made an explicit expectation for the assessed assignment in 2008. This reflects the oversight of the instructor. Many met or exceeded this expectation anyway, but several students whose units focused on historical topics made no direct efforts in this direction, again through no fault of their own. The SSE Coordinator will monitor later program assessments of these students to ensure their performance meets this standard. In the future this expectation will be made more plain.

Integrating a discussion of the learning environment was not an explicit expectation for this assessed assignment, again due to the instructor's oversight. The unit and lesson rationale statements of most students did satisfy this expectation, however.

SS 305/306 Unit Report Assessment Overview for Spring 2009

Spring 2009	Exceeds	Meets	Does Not Meet	Not Assessed or Not Applicable	Total N=
Content Pedagogy	8 (70%)	4 (30%)	0	0	12
IPSB SS 6 Current Events	4 (33%)	5 (42%)	3 (25%)	0	12
IPSB SS 10 Resources	7 (58%)	5 (42%)	0	0	12
IPSB SS 11 Learning	9 (75%)	3 (25%)	0	0	12

Environment					
IPSB SS 12 Assessments	4 (33%)	8 (67%)	0	0	12
IPSB SS 13 Reflection	5 (42%)	6 (50%)	1 (8%)	0	12

CONCULSION AND REMEDIATION: Overall, the performance of this cohort was quite strong, particularly in the key areas of content pedagogy, resources, and assessments. The uptick in "Exceeds" ratings likely proceeds from the fact that this was the second year of using the unit reports, and both the students and instructor became more comfortable in this assessment tool. I will have to stress that formally noting the integration of current events, even in a history class, is necessary for a social studies teacher (especially for a history teacher) in order to communicate the obvious relevance of the topic. Most of the students who taught history classes knew this and did it informally, but I will have to stress that their reports note this more pointedly. The SSE Coordinator will communicate any deficiencies and discuss necessary remediation with the students. Future program assessments will be monitored for compliance.

SSE ASSESSMENT DAY DATA

Final Evaluation of Supervised Teaching Experiences:

Social Science Education

AGGREGATED DATA FOR 2006-07 ,2007-08 &2008-09

Plus Yearly Summaries for these same years

The evaluation data represented in these tables presents an overview of how Social Studies Education Students performed during their student teaching experience in CIMT 401/402. The "N" values presented below, you will note, reflects the number of evaluation forms rather than the exact number of SSE students performing their student teaching. Generally, each student receives 3 evaluations: one from an ISU university supervisor and two from their host teachers (one for the middle school placement and one for the high school placement). The number of evaluations per student can vary at times if he teaches in more than one classroom during a placement.

SSE 3-Year Aggregated Student Teaching Evaluation Data through SP2009
E=Exceeds; M=Meets; D=Does Not Meet; NB=No Basis; NR=No Response
f=number

This table displays aggregated data collected from student teaching evaluation forms from the 2006-07 academic year through the 2008-09 academic year. There were a total of 216 forms evaluating 55 SSE students.

	E *f*	E %	M *f*	M %	D *f*	D %	NB *f*	NB %	NR *f*	NR %
1. Command of Subject Matter										
1.1 Displays understanding of subject matter	189	87	26	12	0	0	1	1	0	0
1.2 Explains content effectively	172	80	44	20	0	0	0	0	0	0
1.3 Shows enthusiasm for the subject matter	186	86	29	13	0	0	1	1	0	0
1.4 Conveys multiple perspectives toward content	161	75	53	24	0	0	2	1	0	0
1.5 Engages students in testing hypotheses	108	50	86	40	0	0	21	10	0	0
2. Understanding of										

	Development and Learning									
2.1	Uses understanding of human development	136	63	74	34	0	0	6	1	0	0
2.2	Builds on students' knowledge and experiences	158	73	53	25	0	0	5	2	0	0
3.	**Attention to Student Diversity**									
3.1	Uses strategies which recognize learner differences	164	76	47	22	0	0	2	.9	3	1.1
3.2	Uses knowledge of student backgrounds	123	57	74	34	0	0	19	9	0	0
3.3	Shows respect for and belief in individual students	190	88	26	12	0	0	0	0	0	0
4.	**Use of Suitable Instructional Strategies**									
4.1	Uses varied instructional strategies	188	87	28	13	0	0	0	0	0	0
4.2	Creates active learning opportunities	177	82	38	17	0	0	1	1	0	0
4.3	Encourages high order thinking	136	63	77	36	0	0	3	1	0	0
4.4	Uses instructional technology effectively	167	77	46	21	0	0	3	2	0	0
5.	**Maintenance of Supportive Learning Environment**									
5.1	Encourages student responsibility for learning	182	84	33	15	0	0	1	1	0	0
5.2	Encourages positive social interactions	172	80	39	18	1	.2	4	1.8	0	0
5.3	Encourages productive participation by all students	181	84	33	15	1	.5	1	.5	0	0
5.4	Responds effectively to student misbehavior	139	64	74	34	0	0	1	.5	2	1.5
6.	**Use of Effective Communication Techniques**									
6.1	Uses appropriate and sensitive language	171	79	43	20	0	0	1	.5	1	.5
6.2	Conveys content with varied techniques	172	80	42	19			1	.5	1	.5
6.3	Uses appropriate voice qualities	155	72	60	27	0	0	1	1	0	0
6.4	Stimulates appropriate communication by students	168	78	46	21	0	0	1	.5	1	.5
7.	**Planning of Instruction**									
7.1	Bases plans on student needs and curriculum goals	171	79	42	20	0	0	3	1	0	0
7.2	Adjusts plans based on effectiveness of instruction	164	76	50	23	0	0	2	1	0	0
8.	**Assessment of Learners**									
8.1	Uses a variety of assessment procedures	158	73	55	26	0	0	3	1	0	0
8.2	Maintains useful records of student performance	168	78	45	21	0	0	2	.75	1	.25
8.3	Encourages self-assessment by students	115	53	92	43	0	0	9	4	0	0
9.	**Potential for Growth as a Professional**									

9.1 Reflects on the effects of instructional decisions	164	76	50	23	0	0	2	1	0	0
9.2 Refines instruction based on learning outcomes	167	-	54	-	0	0	0	0	0	0
9.3 Seeks feedback from other professionals	137	73	43	23	0	0	6	4	0	0
9.4 Demonstrates commitment to the profession	184	85	25	12	0	0	5	2	2	1
10. Involvement Beyond the Classroom										
10.1 Interacts productively with parents and guardians	89	41	43	20	0	0	83	38	1	1
10.2 Interacts productively with other professionals	168	78	44	20	1	.3	1	.3	1	.3
10.3 Demonstrates concern for students as people	182	84	31	14	0	0	3	2	0	0
10.4 Participates in school activities beyond classroom	130	60	58	27	0	0	27	12	1	1
Summary Evaluation*										

*I was missing one year of summary data and so was unable to aggregate this final line for three years.

FALL 2006 & SPRING 2007 (18 SSE students evaluated)

(Fall 2006; Spring 2007; N = 59 evaluation forms)

	E f	E %	M f	M %	D f	D %	NB f	NB %	Mean
1. Command of Subject Matter									
1.1 Displays understanding of subject matter	57	96.6	2	3.4	0	0.0	0	0.0	2.97
1.2 Explains content effectively	50	84.7	9	15.3	0	0.0	0	0.0	2.85
1.3 Shows enthusiasm for the subject matter	56	94.9	3	5.1	0	0.0	0	0.0	2.95
1.4 Conveys multiple perspectives toward content	50	84.7	9	15.3	0	0.0	0	0.0	2.85
1.5 Engages students in testing hypotheses	38	64.4	17	28.8	0	0.0	4	6.8	2.69
2. Understanding of Development and Learning									
2.1 Uses understanding of human development	42	71.2	16	27.1	0	0.0	1	1.7	2.72
2.2 Builds on students' knowledge and experiences	50	84.7	9	15.3	0	0.0	0	0.0	2.85
3. Attention to Student Diversity									
3.1 Uses strategies which recognize learner differences	55	93.2	4	6.8	0	0.0	0	0.0	2.93
3.2 Uses knowledge of student backgrounds	46	78.0	9	15.3	0	0.0	4	6.8	2.84

3.3	Shows respect for and belief in individual students	57	96.6	2	3.4	0	0.0	0	0.0	2.97
4.	**Use of Suitable Instructional Strategies**									
4.1	Uses varied instructional strategies	57	96.6	2	3.4	0	0.0	0	0.0	2.97
4.2	Creates active learning opportunities	52	88.1	7	11.9	0	0.0	0	0.0	2.88
4.3	Encourages high order thinking	49	83.1	10	16.9	0	0.0	0	0.0	2.83
4.4	Uses instructional technology effectively	51	86.4	8	13.6	0	0.0	0	0.0	2.86
5.	**Maintenance of Supportive Learning Environment**									
5.1	Encourages student responsibility for learning	53	89.8	6	10.2	0	0.0	0	0.0	2.90
5.2	Encourages positive social interactions	54	91.5	3	5.1	0	0.0	2	3.4	2.95
5.3	Encourages productive participation by all students	55	93.2	3	5.1	1	1.7	0	0.0	2.92
5.4	Responds effectively to student misbehavior	43	72.9	16	27.2	0	0.0	0	0.0	2.73
6.	**Use of Effective Communication Techniques**									
6.1	Uses appropriate and sensitive language	55	93.2	4	6.8	0	0.0	0	0.0	2.93
6.2	Conveys content with varied techniques	52	88.1	7	11.9	0	0.0	0	0.0	2.88
6.3	Uses appropriate voice qualities	48	81.4	11	18.6	0	0.0	0	0.0	2.81
6.4	Stimulates appropriate communication by students	53	89.8	5	8.5	0	0.0	1	1.7	2.91
7.	**Planning of Instruction**									
7.1	Bases plans on student needs and curriculum goals	53	89.8	6	10.2	0	0.0	0	0.0	2.90
7.2	Adjusts plans based on effectiveness of instruction	51	86.8	8	13.6	0	0.0	0	0.0	2.86
8.	**Assessment of Learners**									
8.1	Uses a variety of assessment procedures	51	86.4	8	13.6	0	0.0	0	0.0	2.86
8.2	Maintains useful records of student performance	54	91.5	5	8.5	0	0.0	0	0.0	2.92
8.3	Encourages self-assessment by students	43	72.9	15	25.4	0	0.0	1	1.7	2.74
9.	**Potential for Growth as a Professional**									
9.1	Reflects on the effects of instructional decisions	52	88.1	6	10.2	0	0.0	1	1.7	2.90
9.2	Refines instruction based on learning outcomes	51.8	8	13.6	0	0	0.0	0	0.0	2.86
9.3	Seeks feedback from other professionals	47	79.7	9	15.3	0	0.0	3	5.1	2.84
9.4	Demonstrates commitment to the profession	53	89.8	5	8.5	0	0.0	1	1.7	2.91
10.	**Involvement Beyond the Classroom**									
10.1	Interacts productively with	38	64.4	6	10.2	0	0.0	15	25.4	2.86

	E f	E %	M f	M %	D f	D %	NB f	NB %	Mean
parents and guardians									
10.2 Interacts productively with other professionals	52	88.1	5	8.5	1	1.7	1	1.7	2.88
10.3 Demonstrates concern for students as people	54	91.5	5	8.5	0	0.0	0	0.0	2.92
10.4 Participates in school activities beyond classroom	46	78.0	7	11.9	0	0.0	6	10.2	2.87
Summary Evaluation	54	91.5	4	6.8	0	0.0	1	1.7	2.93

FALL 2007 & SPRING 2008 (22 SSE students evaluated)

Final Evaluation of Supervised Teaching Experiences: Social Science Education
(Fall 2007; Spring 2008; N = 83 evaluation forms)

	E f	E %	M f	M %	D f	D %	NB f	NB %	Mean
1. Command of Subject Matter									
1.1 Displays understanding of subject matter	69	83.1	13	15.7	0	0	1	1.2	2.84
1.2 Explains content effectively	62	74.7	21	25.3	0	0	0	0	2.74
1.3 Shows enthusiasm for the subject matter	68	81.9	14	16.9	0	0	1	1.2	2.83
1.4 Conveys multiple perspectives toward content	60	72.3	21	25.3	0	0	2	2.4	2.74
1.5 Engages students in testing hypotheses	31	37.3	43	51.8	0	0	9	10.8	2.42
2. Understanding of Development and Learning									
2.1 Uses understanding of human development	44	53.0	37	44.6	0	0	2	2.4	2.54
2.2 Builds on students' knowledge and experiences	56	67.5	25	30.1	0	0	2	2.4	2.69
3. Attention to Student Diversity									
3.1 Uses strategies which recognize learner differences	54	65.1	28	33.7	0	0	1	1.2	2.66
3.2 Uses knowledge of student backgrounds	44	53.0	32	38.6	0	0	7	8.4	2.58
3.3 Shows respect for and belief in individual students	68	81.9	15	18.1	0	0	0	0	2.82
4. Use of Suitable Instructional Strategies									
4.1 Uses varied instructional strategies	68	81.9	15	18.1	0	0	0	0	2.82
4.2 Creates active learning opportunities	65	78.3	17	20.5	0	0	1	1.2	2.79
4.3 Encourages high order thinking	50	60.2	32	38.6	0	0	1	1.2	2.61
4.4 Uses instructional technology effectively	62	74.7	21	25.3	0	0	0	0	2.74
5. Maintenance of Supportive Learning Environment									
5.1 Encourages student responsibility for learning	64	77.1	19	22.9	0	0	0	0	2.77

		E f	E %	M f	M %	D f	D %	NB f	NB %	NR
5.2	Encourages positive social interactions	62	74.7	20	24.1	0	0	1	1.2	2.76
5.3	Encourages productive participation by all students	69	83.1	13	15.7	0	0	1	1.2	2.84
5.4	Responds effectively to student misbehavior	49	59.0	34	41.0	0	0	0	0	2.59
6.	**Use of Effective Communication Techniques**									
6.1	Uses appropriate and sensitive language	58	69.9	24	28.9	0	0	1	1.2	2.71
6.2	Conveys content with varied techniques	64	77.1	19	22.9	0	0	0	0	2.77
6.3	Uses appropriate voice qualities	52	62.7	30	36.1	0	0	1	1.2	2.63
6.4	Stimulates appropriate communication by students	60	72.3	23	27.7	0	0	0	0	2.72
7.	**Planning of Instruction**									
7.1	Bases plans on student needs and curriculum goals	66	79.5	17	20.5	0	0	0	0	2.80
7.2	Adjusts plans based on effectiveness of instruction	64	77.1	19	22.9	0	0	0	0	2.77
8.	**Assessment of Learners**									
8.1	Uses a variety of assessment procedures	54	65.1	28	33.7	0	0	1	1.2	2.66
8.2	Maintains useful records of student performance	61	73.5	22	26.5	0	0	0	0	2.73
8.3	Encourages self-assessment by students	39	47.0	43	51.8	0	0	1	1.2	2.48
9.	**Potential for Growth as a Professional**									
9.1	Reflects on the effects of instructional decisions	57	68.7	25	30.1	0	0	1	1.2	2.70
9.2	Refines instruction based on learning outcomes	64	77.1	19	22.9	0	0	0	0	2.77
9.3	Seeks feedback from other professionals	31	73.5	20	24.1	0	0	2	2.4	2.75
9.4	Demonstrates commitment to the profession	68	81.9	12	14.5	0	0	3	3.6	2.85
10.	**Involvement Beyond the Classroom**									
10.1	Interacts productively with parents and guardians	29	34.9	15	18.1	0	0	39	47.0	2.66
10.2	Interacts productively with other professionals	57	68.7	26	31.3	0	0	0	0	2.69
10.3	Demonstrates concern for students as people	68	81.9	13	15.7	0	0	2	2.4	2.84
10.4	Participates in school activities beyond classroom	46	55.4	29	34.9	0	0	8	9.6	2.61

FALL 2008 SSE TEACHING DATA

31 Evaluation Forms for 10 Students

		E f	E %	M f	M %	D f	D %	NB f	NB %	NR f	NR %
1.	**Command of Subject**										

Matter										
1.1 Displays understanding of subject matter	25	81%	6	19%	0	0%	0	0%	0	0%
1.2 Explains content effectively	23	74%	8	26%	0	0%	0	0%	0	0%
1.3 Shows enthusiasm for the subject matter	25	81%	6	19%	0	0%	0	0%	0	0%
1.4 Conveys multiple perspectives toward content	17	55%	14	45%	0	0%	0	0%	0	0%
1.5 Engages students in testing hypotheses	12	39%	14	45%	0	0%	5	16%	0	0%
2. Understanding of Development and Learning										
2.1 Uses understanding of human development	17	55%	12	39%	0	0%	2	6%	0	0%
2.2 Builds on students' knowledge and experiences	19	61%	10	32%	0	0%	2	7%	0	0%
3. Attention to Student Diversity										
3.1 Uses strategies which recognize learner differences	23	74%	6	20%	0	0%	1	3%	1	3%
3.2 Uses knowledge of student backgrounds	12	39%	15	48%	0	0%	4	13%	0	0%
3.3 Shows respect for and belief in individual students	24	77%	7	23%	0	0%	0	0%	0	0%
4. Use of Suitable Instructional Strategies										
4.1 Uses varied instructional strategies	26	84%	5	16%	0	0%	0	0%	0	0%
4.2 Creates active learning opportunities	22	71%	9	29%	0	0%	0	0%	0	0%
4.3 Encourages high order thinking	11	36%	18	58%	0	0%	2	6%	0	0%
4.4 Uses instructional technology effectively	21	68%	7	22%	0	0%	3	10%	0	0%
5. Maintenance of Supportive Learning Environment										
5.1 Encourages student responsibility for learning	24	77%	6	19%	0	0%	1	4%	0	0%
5.2 Encourages positive social interactions	20	65%	10	32%	0	0%	1	3%	0	0%
5.3 Encourages productive participation by all students	21	68%	10	32%	0	0%	0	0%	0	0%
5.4 Responds effectively to student misbehavior	15	48%	15	48%	0	0%	1	4%	0	0%
6. Use of Effective Communication Techniques										
6.1 Uses appropriate and sensitive language	23	74%	8	26%	0	0%	0	0%	0	0%
6.2 Conveys content with varied techniques	19	61%	10	33%	0	0%	1	3%	1	3%
6.3 Uses appropriate voice qualities	22	71%	9	29%	0	0%	0	0%	0	0%
6.4 Stimulates appropriate communication by students	19	61%	11	36%	0	0%	0	0%	1	3%
7. Planning of Instruction										
7.1 Bases plans on student needs and	18	58%	11	36%	0	0%	2	6%	0	0%

	E f	E %	M f	M %	D f	D %	NB f	NB %	NR f	NR %
curriculum goals										
7.2 Adjusts plans based on effectiveness of instruction	18	58%	11	36%	0	0%	2	6%	0	0%
8. Assessment of Learners										
8.1 Uses a variety of assessment procedures	17	55%	12	39%	0	0%	2	6%	0	0%
8.2 Maintains useful records of student performance	20	65%	9	29%	0	0%	2	6%	0	0%
8.3 Encourages self-assessment by students	10	32%	17	55%	0	0%	4	13%	0	0%
9. Potential for Growth as a Professional										
9.1 Reflects on the effects of instructional decisions	20	65%	11	35%	0	0%	0	0%	0	0%
9.2 Refines instruction based on learning outcomes	19	61%	12	39%	0	0%	0	0%	0	0%
9.3 Seeks feedback from other professionals	21	68%	9	29%	0	0%	1	3%	0	0%
9.4 Demonstrates commitment to the profession	24	77%	4	13%	0	0%	1	3%	2	7%
10. Involvement Beyond the Classroom										
10.1 Interacts productively with parents and guardians	11	35%	7	23%	0	0%	12	39%	1	3%
10.2 Interacts productively with other professionals	26	84%	4	13%	0	0%	1	3%	0	0%
10.3 Demonstrates concern for students as people	23	74%	8	26%	0	0%	0	0%	0	0%
10.4 Participates in school activities beyond classroom	19	61%	4	13%	0	0%	7	23%	1	3%
Summary Evaluation	23	74%	8	26%	0	0%	0	0%	0	0%

SPRING 2009 SSE TEACHING DATA
43 Evaluation Forms for 15 Students

	E f	E %	M f	M %	D f	D %	NB f	NB %	NR f	NR %
1. Command of Subject Matter										
1.1 Displays understanding of subject matter	38	88%	5	12%	0	0%	0	0%	0	0%
1.2 Explains content effectively	37	86%	6	14%	0	0%	0	0%	0	0%
1.3 Shows enthusiasm for the subject matter	37	86%	6	14%	0	0%	0	0%	0	0%
1.4 Conveys multiple perspectives toward content	34	79%	9	21%	0	0%	0	0%	0	0%
1.5 Engages students in testing hypotheses	27	63%	12	28%	0	0%	3	7%	1	2%
2. Understanding of Development and Learning										
2.1 Uses understanding of human development	33	77%	9	21%	0	0%	1	2%	0	0%

No.	Description										
2.2	Builds on students' knowledge and experiences	33	77%	9	21%	0	0%	1	2%	0	0%
3.	**Attention to Student Diversity**										
3.1	Uses strategies which recognize learner differences	32	74%	9	21%	0	0%	0	0%	2	5%
3.2	Uses knowledge of student backgrounds	21	49%	18	42%	0	0%	4	9%	0	0%
3.3	Shows respect for and belief in individual students	41	95%	2	5%	0	0%	0	0%	0	0%
4.	**Use of Suitable Instructional Strategies**										
4.1	Uses varied instructional strategies	37	86%	6	14%	0	0%	0	0%	0	0%
4.2	Creates active learning opportunities	38	88%	5	12%	0	0%	0	0%	0	0%
4.3	Encourages high order thinking	26	60%	17	40%	0	0%	0	0%	0	0%
4.4	Uses instructional technology effectively	33	77%	10	23%	0	0%	0	0%	0	0%
5.	**Maintenance of Supportive Learning Environment**										
5.1	Encourages student responsibility for learning	41	95%	2	5%	0	0%	0	0%	0	0%
5.2	Encourages positive social interactions	36	84%	6	14%	1	2%	0	0%	0	0%
5.3	Encourages productive participation by all students	36	84%	7	16%	0	0%	0	0%	0	0%
5.4	Responds effectively to student misbehavior	32	74%	9	21%	0	0%	0	0%	2	5%
6.	**Use of Effective Communication Techniques**										
6.1	Uses appropriate and sensitive language	35	81%	7	16%	0	0%	0	0%	1	3%
6.2	Conveys content with varied techniques	37	86%	6	14%	0	0%	0	0%	0	0%
6.3	Uses appropriate voice qualities	33	77%	10	23%	0	0%	0	0%	0	0%
6.4	Stimulates appropriate communication by students	36	84%	7	16%	0	0%	0	0%	0	0%
7.	**Planning of Instruction**										
7.1	Bases plans on student needs and curriculum goals	34	79%	8	19%	0	0%	1	2%	0	0%
7.2	Adjusts plans based on effectiveness of instruction	31	72%	12	28%	0	0%	0	0%	0	0%
8.	**Assessment of Learners**										
8.1	Uses a variety of assessment procedures	36	84%	7	16%	0	0%	0	0%	0	0%
8.2	Maintains useful records of student performance	33	77%	9	21%	0	0%	0	0%	1	2%
8.3	Encourages self-assessment by students	23	53%	17	40%	0	0%	3	7%	0	0%
9.	**Potential for Growth as a Professional**										
9.1	Reflects on the effects of instructional decisions	35	81%	8	19%	0	0%	0	0%	0	0%
9.2	Refines instruction based on	33	77%	10	23%	0	0%	0	0%	0	0%

learning outcomes										
9.3 Seeks feedback from other professionals	38	88%	5	12%	0	0%	0	0%	0	0%
9.4 Demonstrates commitment to the profession	39	91%	4	9%	0	0%	0	0%	0	0%
10. Involvement Beyond the Classroom										
10.1 Interacts productively with parents and guardians	11	26%	15	35%	0	0%	17	39%	0	0%
10.2 Interacts productively with other professionals	33	77%	9	21%	0	0%	0	0%	1	2%
10.3 Demonstrates concern for students as people	37	86%	5	12%	0	0%	1	2%	0	0%
10.4 Participates in school activities beyond classroom	19	44%	18	42%	0	0%	6	14%	0	0%
Summary Evaluation										
	37	86%	6	14%	0	0%	0	0%	0	0%

Report on a Student Teaching Unit—The Rubric

A Culminating Assessment Activity for the Senior High-Junior High/
Middle School Education Program and the All-Grade Education Program
of Indiana State University

This activity is based on the core standards for beginning teachers in Indiana—the INTASC standards—and the Student Teaching/Internship Performance Profile standards of the International Society for Technology in Education (ISTE). Following certain sections of this document—that is, following paragraphs, sentences, and even phrases— are numbers which refer to the INTASC elements or ISTE standards addressed in the section. For example, the notation "2P1" means that the section addresses the first performance indicator related to the second INTASC standard. The notation "3D2" means the section deals with the second disposition indicator related to the third INTASC standard. The notation "T2" means the section addresses the second ISTE standard for student teachers.

The following guidelines should be considered in identifying the unit upon which the report will be based:

- The teaching segment should be long enough to include both formative and summative assessment of student learning. In most situations, this means the unit should be three to eight days.
- The unit should be completed between week five and week eight of student teaching.
- The student teacher should confer with the host teacher about selection of the class and the unit to be taught.

The seven elements on the following pages—both the descriptive component and the analytical component of each element—must be included in the report on the student teaching unit. If the student teacher prepares a comprehensive unit plan or set of individual lesson plans, that document or set of documents can be appended to the report and cited in responding to the instructions related to the report elements. If the student teacher refers to the plan(s) in the main body of the report, care should be taken to ensure that the reader of the report can readily locate the relevant section of the plan(s) and can easily understand how the section responds to the instructions for preparation of the report. Even better, if the student teacher has a comprehensive unit plan or individual lessons plans in a computer document, each relevant section can be copied from the document and pasted electronically in the main body of the report at the point at which its relevance to the report will be most easily understood. If the student teacher maintains a journal or log during student teaching, the entries relevant to the report can be appended to the report and cited in the main body of the report. Again in this situation, the student teacher should make certain that the reader of the report can easily locate the relevant section of the journal or log and understand its relevance to the report. In general, a purpose of this culminating activity is not for the student teacher to develop documents solely for the report but, instead, to include in the report, preferably by electronic insertion, the relevant portions of documents prepared for the student teaching experience

itself and then to add specified commentary related to those insertions. Although these instructions emphasize the convenience of electronically pasting existing language into the report, the intent is also not to discourage appending actual lesson plan documents and teacher-constructed instructional materials and assessment instruments. If cited appropriately in the report, such appendices can greatly strengthen it.

Elements of the Report

1. Profile of the Class

Description: Prepare a brief descriptive profile of the class chosen for the report on the student teaching unit. In the profile, include information about the subject, grade level, time of day, class size, class personality, student academic performance, cultural and socioeconomic diversity and language backgrounds of students, disabilities and handicaps of students, and other factors that a teacher should consider in designing and teaching a unit.

Analysis: Explain briefly why you selected this class. Considering the types of factors mentioned above, explain what characteristics of the class as a whole and of individual students were factors that you decided you would need to consider in planning and teaching the unit. Identify the factors to which you refer later in the report. (2P1, 3D3, 3P5, 8P2)

2. Context of the Unit

Description: Identify the topic of the unit and the length in class sessions. Describe the circumstances outside the unit itself that partially determined the nature of the unit. Was it developed as part of a school-driven or district-driven curriculum? (7P1) Was it specified by the host teacher because of the overall structure of the course? If so, how did the unit fit into that overall structure? Was the unit developed because of specific student needs or interests as identified by you? (2P1, 7P2) Or was the nature of the unit determined by a combination of these influences? What other teaching segments preceded the unit that partially influenced the nature of the unit? What other teaching segments followed the unit that partially dictated the nature of the unit?

Analysis: Explain why you thought the unit was, or was not, appropriate at the time it was taught and with the class involved. Be certain to take into consideration any of the issues mentioned in the description section above that were relevant to your situation.

3. Goals of the Unit

Description: State the goals, objectives, or intended outcomes of the unit. What content—concepts, principles, and other information—did you want the students to learn or understand? What skills, abilities, or methods of inquiry did you want them to develop or improve? (1P4) What attitudes, values, or perspectives did you hope would be reinforced by the unit? (1P5) Include goals both for the class as a whole and, when appropriate, for individual students or groups of students with special needs. (7P1)

Analysis: Explain why you thought the goals of the unit were appropriate for the class as a whole and for the individuals in it. Include in your explanation references to identified student needs or interests and, if relevant, to a school-driven or district-driven curriculum. Also, discuss briefly the relationship of the goals to the state's K-12 standards for the subject being taught.

4. Activities of the Unit

Description: Describe the specific learning activities by which you expected the students to achieve the goals or intended outcomes of the unit. Include descriptions of the materials and educational media to which the students were exposed and the experiences by which they interacted with the materials and media. The materials and media might include short stories, videotapes, musical scores, computer slide presentations, softballs, chemicals, websites—any materials, media, or equipment necessary for or supportive of intended student learning. The learning experiences could include analyzing, viewing, singing, throwing, mixing, conducting internet searches, or listening to and taking notes on a computer-enhanced lecture—any planned activities necessary for or supportive of intended student learning. If you prepared instruction sheets, worksheets, computer slide presentations, or other materials or media for any of the learning activities, append a copy of each material to the report and refer to the appendices in the main body of the report.

Analysis: Explain how you incorporated variety into these learning experiences, materials, and media and why you thought they were appropriate for the class as a whole and for the individuals in it. (T2, T3) Explain your use of assistive technologies to meet the special needs of students if required. (T5) Also, explain why you thought each activity was appropriate for leading to the intended outcomes to which it was related. Explain how the activities were designed to draw upon students' prior knowledge and previous learning and to promote their abilities to problem solve, perform, or think critically. (4P2, 4P5) How did the activities connect the curriculum with the "real" world? How did they help students to transfer knowledge or skills to applications outside of school? (1D3, 1P4, 10P3, T8)) How were the activities designed to encourage positive social interaction, active engagement in learning, or self-motivation? (5P1, 5P2, T7) How were the activities designed to expand students' skills in speaking, writing, or use of other communicative media? (6P2)

5. Assessment in the Unit

Description: Describe or present the formal and informal assessment procedures and instruments used to determine whether the students achieved the goals, objectives, or intended outcomes of the unit. Append to the report a copy of each quiz, test, and other assessment instrument you used and refer to the appendices in the main body of the report. Explain when and how each procedure or instrument was used in the unit, including whether it was used for formative or summative assessment. If student products, such as written reports, printed projects, or completed tests, resulted from the assessment, include samples showing your written feedback to the students. Describe how productivity tools such as electronic grade books were used to collect, analyze, or interpret data related to student learning and to report results to students or parents.

Analysis: Explain how the assessment was designed to enable you to monitor the learning of the students as individuals and as a group and to make adjustments in implementation of the plans of the unit. (8P1, 8P5) Explain why you believed each procedure and instrument was appropriate for the students as a group and, where applicable, as individuals. (3P3) Explain how the assessment was designed to provide an accurate representation of the students' learning, both as individuals and as a group. (8P1, 8P4) Explain how the procedures, instruments, productivity tools, and your feedback to students were intended to promote self-assessment by them and the setting of personal learning goals. (8P3, T12)

6. Organization of the Unit

Description: Explain or present the way you sequenced the activities and assessments of the unit and organized the physical space of the classroom or other instructional location to accomplish the goals or intended outcomes. Include the timing of activities and assessments and the approaches and procedures used for managing the interaction and movement of students.

Analysis: Justify your organization of the teaching segment or unit. What principles, frameworks, models, or theories guided your organization of the unit? How did you intend for the needs of the students to be addressed by the way you sequenced the content covered and the activities used? (1K1, 1P1, 1P5, 2P2) Explain how both group and individual activities were used to accommodate the needs and abilities of students. How did you intend for your management of the learning environment—the instructional space, the time, the interaction of students—to address the academic, social, emotional, or physical needs of the students? (1P3, 2P1, 3P2, 3P3, 3P7, 5P1, 5P2, 5P3, 5P4, 5P5)

7. Evidence of Unit Effectiveness and Proposed Changes in the Unit

Description: Present your evaluation of the effectiveness of the unit for accomplishing the chosen goals or intended outcomes and provide evidence of its effectiveness. Include

a statement of your own judgment of the effectiveness of the unit. As evidence supporting your judgment, include summaries of results of assessments of student learning, summaries of student evaluations of the unit, and a brief written evaluation by your supervising teacher of the actual teaching of the unit and its perceived effectiveness with students.

Analysis: Justify your evaluation of the overall effectiveness of the unit by discussing the appropriateness of the unit goals, the learning experiences and materials, the assessment procedures and instruments, and the organization of the activities and the learning environment. For each of these elements of the unit, cite the evidence, such as learning outcomes and student evaluations, that warrants your evaluation of the element. Also for each element, state clearly whether you would make changes if you were to teach the unit again, what those changes would be, and why you would make them. (8P4, 8P5, 9P1)

Rating of the Report

The report on the student teaching unit will be rated by a two-person team composed of a faculty member in the student teacher's major department and a faculty member in the School of Education. The report will be rated primarily on the design of the activities and assessment in the unit, on the organization of the unit, and on the student teacher's presentation of evidence of unit effectiveness and analysis of how the unit should be changed if it were taught again. To rate these final four elements of the report, the reviewers must understand well the profile of the class taught and the context and goals of the unit. Therefore, those first three elements must be prepared carefully according to the instructions above. To rate the student teacher's analysis of how the unit should be changed, the reviewers must understand the student teacher's evaluation of the unit, the results of assessments used during the unit, the students' evaluation of the unit, and the supervising teacher's evaluation. However, though the reviewers will expect to see this evidence of unit effectiveness, they will not take the positiveness or negativeness of those evaluations into consideration when rating the activities, assessment, organization, and effectiveness components of the report and the report as a whole. In other words, the student teacher should be candid in reporting his or her evaluation of the unit and faithful in summarizing the results of assessments of student learning during the unit and in summarizing student evaluations of the unit. The report will be rated on what the student teacher did in the unit and the explanations of why those things were done, not on how successful the unit was in the eyes of the student teacher, the students, or the supervising teacher.

The activities, assessment, organization, and effectiveness elements of the report will individually be assigned a rating of "Proficient," "Satisfactory," or "Unsatisfactory," as will the report as a whole. The meanings of the rating levels follow:

> **Exceeds Expectations**: The report element or the report as a whole, including the description of what was done and the explanation of why it was done, provides

impressive evidence that the student teacher has outstanding abilities in the aspects of instruction related to the element or to all four elements rated. The presentation of that evidence communicates thoroughgoing professionalism.

Meets Expectations: The report element or the report as a whole, including the description of what was done and the explanation of why it was done, provides adequate evidence that the student teacher has satisfactory abilities in the aspects of instruction related to the element or to all four elements rated. The presentation of that evidence communicates professionalism.

Does Not Meet Expectations: The report element or the report as a whole provides inadequate evidence that the student teacher has satisfactory abilities in the aspects of instruction related to the element or to all four elements rated. Or the presentation of evidence does not communicate professionalism.

SSE ASSESSMENT DAY DATA
CIMT UNIT REPORT EVALUATION

SSE COHORT SUMMARY FOR 2006-07, 2007-08 &2008-09
&
AGGREGATED DATA FOR 2006-2009

These tables display an overview of how SSE students performed in their CIMT 400/L Unit Report Assessment. They were evaluated by CIMT faculty, who assessed students according to the categories in the far left column. The ratings were: E=Exceeds Expectations; M=Meets Expectations; and D=Does Not Meet Expectations.

Overall SSE students perform quite well. The one student earning a "Does Not Meet" rating, will receive remediation from CIMT and SSE Methods faculty and must complete this assessment again.

The first number reflects the total number of SSE students receiving that assessment, followed by the percentage out of however many students in the table. You will note that we have more extensive assessment information available after 2007-08, with only the overall assessment of the report for 2006-07, thus I have submitted two tables of aggregated date—one for three years showing just the overall ratings, and one of more detailed ratings per category.

(Yearly Summaries)
2006-2007 CIMT Unit Report Evaluations for SSE Students (Overall Rating Only)

	Exceeds	Meets	Does Not Meet	Total
Overall	21 (88%)	3 (12%)	0	24

2007-2008 CIMT Unit Report Evaluations for SSE—an Overview

	Exceeds	Meets	Does Not Meet	Total
Activities	21 (72%)	7 (24%)	1 (4%)	29
Assessment	24 (83%)	5 (17%)	0	29
Organization	25 (86%)	3 (10%)	1 (4%)	29
Evaluation	21 (72%)	7 (24%)	1 (4%)	29
Overall	25 (86%)	3 (10%)	1 (4%)	29

2008-2009 CIMT Unit Report Evaluations for SSE—an Overview

	Exceeds	Meets	Does Not Meet	Total
Activities	14 (93%)	1 (7%)	0	15
Assessment	13 (87%)	2 (13%)	0	15
Organization	14 (93%)	1 (7%)	0	15

Evaluation	13 (87%)	2 (13%)	0	15
Overall	13 (87%)	2 (13%)	0	15

2006-Spring 2009 CIMT Unit Report Evaluations for SSE—Three Year Aggregated Overall Rating

	Exceeds	Meets	Does Not Meet	Total
Overall Rating	59 (87%)	8 (12%)	1 (1%)	68

2007-Spring 2009 Detailed Aggregated Data on CIMT Unit Report Evaluations for SSE*--Two Year Aggregated Evaluations

	Exceeds	**Meets**	**Does Not Meet**	**Total**
Activities	35 (80%)	8 (18%)	1 (2%)	44
Assessment	37 (84%)	7 (16%)	0	44
Organization	39 (89%)	4 (9%)	1 (2%)	44
Evaluation	34 (77%)	9 (21%)	1 (2%)	44
Overall	38 (86%)	5 (12%)	1 (2%)	44

D. Faculty Section

Program Report for the Preparation of Social Studies Teachers
National Council for Social Studies (NCSS) Option A

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

Indiana State University

2. State

Indiana

3. Date submitted

MM   DD   YYYY

[   ] / [   ] / [   ]

4. Report Preparer's Information:

Name of Preparer:

Daniel A. Clark

Phone: Ext.

(812) 237 - 2724

E-mail:

Dan.Clark@indstate.edu

5. NCATE Coordinator's Information:

Name:

Susan Powers

Phone: Ext.

(   ) -

E-mail:

6. Name of institution's program

Social Studies Education

7. NCATE Category

Social Studies Education

8. Grade levels[1] for which candidates are being prepared

6-12

(1) e.g. K-12, 7-12, 9-12

9. Program Type

- ○ Advanced Teaching
- ⦿ First teaching license
- ○ Other School Personnel
- ○ Unspecified

10. Degree or award level

- ⦿ Baccalaureate

○ Post Baccalaureate

○ Master's

○ Post Master's

○ Specialist or C.A.S.

○ Doctorate

○ Endorsement only

11. Is this program offered at more than one site?

○ Yes

◉ No

12. If your answer is "yes" to above question, list the sites at which the program is offered

[   ]

13. Title of the state license for which candidates are prepared

14. Program report status:

◉ Initial Review

○ Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized

○ Response to National Recognition With Conditions

15. State Licensure requirement for national recognition:
NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

◉ Yes

○ No

SECTION I - CONTEXT

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

The Social Studies Education (SSE) program at Indiana State University (ISU) is a recognized unit within the College of Arts and Sciences (CAS). A coordinator oversees the administration of the program, aided by support staff and advised by an SSE Advisory Board, composed of faculty from the six licensure areas allowed in Indiana under the Indiana Professional Standard Board (IPSB) and the Indiana Department of Education (IDOE). These board members assist in the crafting of the curriculum, setting policies, and advising students. The state of Indiana (through the IPSB) requires that SSE programs are comprehensive, encompassing: civic ideals, current events, economics, geographical perspectives, government and citizenship, historical perspectives (US and World), psychology, sociology, and world cultures. The IPSB social studies standards correspond closely to the NCSS interdisciplinary thematic standards and the disciplinary standards, and the SSE curriculum at ISU has been mapped to IPSB standards to impart an interdisciplinary breadth and a sufficient disciplinary depth of knowledge in social studies. Candidates for SSE licensure in this program must complete a core of social studies courses (detailed later in the report) and then select 3 areas of content specialization or concentration (Economics, Geography, Government, History, Psychology, and Sociology).

While the CAS forms the SSE program's home, the program works very closely with the College of Education (COE), and in particular that college's department of Curriculum Instruction and Media Technology (CIMT). With the vital exception of the two social studies methods courses, the COE provides the professional education component of the SSE program. Candidates move through various levels of the Becoming a Complete Professional program (or BCP program as the secondary-teacher preparation program is known). The initial gateway is the passing of all three element of the Praxis I exam (although the state has just in 2010, and taking effect only now, allowed for alternatives to full passage of Praxis I), a minimum of a 2.5 cumulative grade point average, and earning a C or better in EPSY 202 (Educational Psychology). After completion of all the program and student teaching, SSE candidates may elect to take the Praxis II exam and pursue a teaching license. Achieving a cut score of 147 on the ETS Praxis II, Social Studies for Content Knowledge (0081) test would earn our completer a license. The state has recently approved a new set of exams for licensure in social studies, but these exams have no impact on this report.

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

Through the ISU COE's BCP program, SSE candidates receive exceptional early field and clinical experiences. Classes through the CIMT department in the COE administer the EFE and clinical/student teaching experiences. These begin in CIMT 301/302, a 6-hour general secondary methods course, usually taken in a candidate's junior year. The EFE in CIMT 301/302 occurs in the middle school setting.

Candidates are individually placed in a classroom. The duration runs approximately 3 weeks, beginning with observation of the students and host teacher (with CIMT supervising instructors also observing), and culminating with the teaching of a unit. Students must compose and submit a Unit Report, although this report is not formally assessed for the program. My estimate of time would be 18 hours of total EFE, with at minimum 4 hours of instruction (candidate's teaching of their unit) and perhaps 2-3 more in tutoring experience.

The second EFE occurs in CIMT 400/400 L, a 4-hour general secondary methods course, normally taken in the candidate's senior year in the semester just prior to student teaching. Candidates are individually placed in a high school classroom, and assigned according to their areas of subject specialization. The EFE is a quite robust experience, the result of a reform originating from a Federal grant Partnering to Reform Education (PRE), instituted in 2003. Project PRE brought together faculty from the COE, the College of Arts and Sciences, and teachers from several surrounding school corporations. Project PRE had many facets, but for the purposes of the SSE program the end result was a revamping of the clinical EFE in CIMT 400. Candidates are placed in the field for an extended EFE prior to student teaching. The EFE runs a minimum of 6 weeks. The CIMT 400 course is also blocked with the content area methods courses (in our case SS 306), to produce a period of 3 hours, during which the candidates' EFE may occur for a full five days a week, rather than the all-to-standard parachuting in two or three days a week. This form of EFE has yielded excellent results, with candidates, host teachers, and high school students able to grow more comfortable with each other. Candidates also gain a better continuous idea of what a teacher's day is like (or at least a half-day). Additionally, the co-enrollment of CIMT 400 with SS 306 also has allowed for the direct interaction and observation of the SS 306 instructor in the host classroom. This has resulted in immeasruablly richer discussions and experiences in imparting social studies methods. My estimate of the total number of EFE hours in the classroom would be around 90 hours, with at minimum 8 hours of instructional time (candidate's teaching their units), with perhaps another 2-3 hours of instructional experience due to tutoring or executing various discussions or activities as dictated by the host teacher. This experience culminates in a Unit Report submitted for assessment and a separate Unit Plan Project submitted to the SSE program.

A candidate's student teaching involves a full semester with 2 separate 8 week placements, totaling 16 weeks. One 8-week placement occurs at the middle school with another 8-week placement at high school. Typically each placement begins with a week of observation, after which the candidate is fully responsible to instruction, with oversight and guidance of the host teacher and CIMT supervising instructor.

3. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

ISU Social Studies Education Advising Sheet

See **Attachments** panel below.

4. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

Social Studies Methods Course Descriptions

See **Attachments** panel below.

5. Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program: Bachelor of Science in Social Studies Education		
Academic Year	**# of Candidates Enrolled in the Program**	**# of Program Completers[2]**
2010	117	23
2009	136	23
2008	116	19

[2] NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

6. Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Daniel A. Clark
Highest Degree, Field, & University[3]	Ph.D., History, Purdue University
Assignment: Indicate the role of the	

faculty member[4]	faculty, program coordinator
Faculty Rank[5]	Assistant Professor
Tenure Track	☑ YES
Scholarship[6], Leadership in Professional Associations, and Service [7]:List up to 3 major contributions in the past 3 years[8]	BOOK--Creating the College Man: American Mass Magazines and Middle-Class Manhood, 1890-1915. Madison: University of Wisconsin Press, 2010. Studies in American Thought and Culture Series, edited by Paul Boyer. ARTICLE--"Improved Reflections: American Mass Magazines, Higher Education, and the Construction of a Middle-Class Male Identity, 1890-1915," American Educational History Journal 37 no. 2 (2010): 273-290. ARTICLE--"Social Studies Instruction: Changing Teacher Confidence in Classrooms Enhanced by Technology," The Social Studies 101 (2010): 37-45, co-authored with Michael Shriner, Melissa Nail, Bethanne M. Schlee, and Rebecca Libler.
Teaching or other professional experience in P-12 schools[9]	•Social Studies Inservice workshop for Vigo County Sschool Corporation elementary teachers, covering the teaching of the American Revolution and Constitutional period:s September 28th and 29th, 2010.

(3) e.g., PhD in Curriculum & Instruction, University of Nebraska.
(4) e.g., faculty, clinical supervisor, department chair, administrator
(5) e.g., professor, associate professor, assistant professor, adjunct professor, instructor
(6) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.
(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.
(8) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.
(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the NCSS standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. **Please provide following assessment information (Response limited to 250 characters each field)**

Type and Number of Assessment	Name of Assessment [10]	Type or Form of Assessment [11]	When the Assessment Is Administered [12]
Assessment #1: Licensure assessment, or other content-based assessment (required)	Praxis II, Social Studies Education Content Knowledge (ETS--0081)	State Licensure Exam	Completion of program
Assessment #2: Content knowledge in social studies (required)	Grades in Content Courses	Course Grades	SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.
Assessment #3: Candidate ability to plan instruction (required)	Social Studies Unit Plan, titled Final Unit Project	Unit Plan/Project	During advanced (2nd) social studies methods course in the program (SS 306), usually in a candidate's senior year in the semester prior to student teaching.
Assessment #4: Student teaching (required)	Student Teaching Evaluations	Summative Internship Evaluation	End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Assessment #5: Candidate effect on student leaning (required)	Student Teaching Unit Report	Unit Report/Project	After EFE during co-enrolled CIMT400/400L and SS 306 course, senior year prior to student teaching. Candidates are required to resubmit after student teaching if they do not earn an overall exceeds rating
Assessment #6: Additional assessment that addresses NCSS standards (required)	Practice Praxis II	Comprehensive Content Exam	During advanced social studies methods course (SS 306), senior year prior to student teaching.
Assessment #7: Additional assessment that addresses NCSS standards (optional)			
Assessment #8: Additional assessment that addresses NCSS standards (optional)			

(10) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
(11) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
(12) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each NCSS standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NCSS standards.

1. For each NCSS standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NCSS standards.

NCSS STANDARD - Themes

	#1	#2	#3	#4	#5	#6	#7	#8
1.1 Culture and Cultural Diversity. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.	☑	☑	☐	☑	☐	☐	☐	☐
1.2 Time, Continuity, and Change. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.	☑	☑	☐	☑	☐	☐	☐	☐
1.3 People, Places, and Environment. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment.	☑	☑	☐	☑	☐	☐	☐	☐
1.4 Individual Development and Identity. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.	☑	☑	☐	☑	☐	☐	☐	☐
1.5 Individuals, Groups and Institutions. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions.	☑	☑	☐	☑	☐	☐	☐	☐
1.6 Power, Authority, and Governance. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority and governance.	☑	☑	☐	☑	☐	☐	☐	☐
1.7 Production, Distribution, and Consumption. Candidates in social studies should possess the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption of goods and services.	☑	☑	☐	☑	☐	☐	☐	☐
1.8 Science, Technology and Society. Candidates in social studies should possess the knowledge, capabilities,								

	#1	#2	#3	#4	#5	#6	#7	#8
and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology and society.	☑	☑	☐	☑	☐	☐	☐	☐
1.9 Global Connections. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections and interdependence.	☑	☑	☐	☑	☐	☐	☐	☐
1.10 Civic Ideals and Practices. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices.	☑	☑	☐	☑	☐	☐	☐	☐

2. SOCIAL SCIENCE DISCIPLINES

	#1	#2	#3	#4	#5	#6	#7	#8
2.1 History. Candidates who are to be licensed to teach history at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of history.	☑	☑	☑	☑	☑	☑	☐	☐
2.2 Geography. Candidates who are to be licensed to teach geography at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of geography.	☑	☑	☑	☑	☑	☑	☐	☐
2.3 Civics and Government. Candidates who are to be licensed to teach civics and/or government at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civics and government.	☑	☑	☑	☑	☑	☑	☐	☐
2.4 Economics. Candidates who are to be licensed to teach economics at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of economics.	☑	☑	☑	☑	☑	☑	☐	☐
2.5 Psychology. Candidates who are to be licensed to teach psychology at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of psychology	☑	☑	☑	☑	☑	☑	☐	☐

3. PROGRAMMATIC STANDARDS FOR INITIAL LICENSURE

	Information is provided in Section I, Contextual Information
3.1 Course or Courses on Teaching Social Studies. Institutions preparing social studies teachers should provide and require prospective social studies teachers to complete a course or courses dealing specifically with the nature of the social studies and with ideas, strategies, and techniques for teaching social studies at the appropriate licensure level.	☑
3.2 Qualified Social Studies Faculty. Institutions preparing social studies teachers should provide faculty in the social studies and social studies education components of the program who are recognized as (a) exemplary teachers, (b) scholars in the fields of social studies and social studies education, and (c) informed about middle and secondary school classrooms and teaching.	☑

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments and scoring guides and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather that reporting a cumulative score..

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in NCATE's unit standard 1:
• Content knowledge (Assessments 1 and 2)
• Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
• Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:

(1) A two-page narrative that includes the following:
a. A brief description of the assessment and its use in the program (one sentence may be sufficient);

b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
c. A brief analysis of the data findings;
d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;
and

(2) Assessment Documentation
e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
f. The scoring guide for the assessment; and
g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each , however in some cases assessment instruments or scoring guides may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

1. **CONTENT KNOWLEDGE: Data from licensure tests of content knowledge.** NCSS standards addressed in this entry should include the knowledge elements of Standards 1.1-1.10 and 2.1-2.5.[13] If your state does not require licensure tests in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. Documentation should include total scores plus sub-scores for the state licensure test.

Provide assessment information as outlined in the directions for Section IV

Assessment #1--Praxis II Exam

See **Attachments** panel below.

---

(13) Standards 2.1-2.5 need not be addressed for Broad Field Social Studies Programs; these standards need only be addressed for programs that lead to teacher licensure in civics/government, economics, geography, history, or psychology.

2. **CONTENT KNOWLEDGE: Assessment of content knowledge in the social studies or the specific social science discipline to be taught.** NCSS standards addressed in this assessment could include the knowledge elements of Standards 1.1-1.10, 2.1-2.5,[14] 3.1, and 3.2. Examples of assessments include comprehensive examinations, course grades where the course is appropriate to a standard[15], and portfolio tasks.[11]

Provide assessment information as outlined in the directions for Section IV

Assessment #2--Course Grades

See **Attachments** panel below.

---

(14) Standards 2.1-2.5 need not be addressed for Broad Field Social Studies Programs; these standards need only be addressed for programs that lead to teacher licensure in civics/government, economics, geography, history, or psychology.

(15) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included are discrete items. In this case, some of the artifacts included in the portfolio may be considered individual assessments.

3. **PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates can effectively plan classroom-based instruction.** NCSS standards that could be addressed in this assessment include the capabilities and dispositions to organize and provide instruction identified in Standards 1.1-1.10, 2.1-2.5[16], 3.1, and 3.2. This assessment does not need to address all standards. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans.

Provide assessment information as outlined in the directions for Section IV

Assessment #3--SSE Unit Plan/Project

See **Attachments** panel below.

4. PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. NCSS standards that could be addressed in this assessment include the capabilities and dispositions to organize and provide instruction identified in Standards 1.1-1.10 and 2.1-2.5[13]. Only the aspects of the assessment instrument used in student teaching or the internship specifically applicable to social studies instruction should be submitted.

Provide assessment information as outlined in the directions for Section IV

Assessment #4--Final Student Teaching Evaluations

See **Attachments** panel below.

5. EFFECTS ON STUDENT LEARNING: Assessment that demonstrates candidate effects on student learning. NCSS standards that could be addressed in this assessment include student learning elements of Standards 1.1-1.10 and Standards 2-1-2.5[14]. This assessment does not have to address every standard. Examples of assessments include those based on student work samples, portfolio tasks and case studies..

Provide assessment information as outlined in the directions for Section IV

Assessment #5 CIMT Unit Report

See **Attachments** panel below.

6. Additional assessment that addresses NCSS standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV

Assessment #6--Practice Praxis II Exam

See **Attachments** panel below.

7. Additional assessment that addresses NCSS standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV

8. Additional assessment that addresses NCSS standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program, **This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.**

(Response limited to 12,000 characters)

The SSE Program at ISU has regularly collected and evaluated programmatic assessment evidence. The licensure test, course grades, the CIMT student teaching report and the final student teaching evaluation, all have long been established assessments. Of more recent vintage are Assessments 3 (Unit Plan/Project) and 6 (Practice Praxis II), as well as the impact of student learning component of Assessment 5 (part of the CIMT student teaching report). The SSE Program's coordinator and Advisory Board discuss these assessments yearly in a regular board meeting. Beginning in 2007, the COE implemented a yearly "Assessment Day," for which a report very similar to this NCSS SPA was generated by the coordinator. Programmatic evaluations of assessments and decisions to act on these judgments (noted below) have occurred as a result of the systemic programmatic evaluations (board meetings and COE Assessment Days).

1. Content Knowledge
The assessments used to judge programmatic strength in imparting content knowledge most pointedly include: Assessments 1, 2, and 6. Overall candidate performance on these assessments indicate sufficient, and in some cases admirable, depth of understanding of the content subject matter demanded by the NCSS thematic and disciplinary standards. When coupled with Assessments 4 and 5, components of which assess content knowledge by evaluators outside of the program, the data point to a historically strong grasp and use of content by SSE candidates at ISU. Praxis II performance has long been assumed strong. The ISU passage rate is (and always has been solid)—almost always 100%. But since the state began encouraging institutional competition by publishing comparison scores between state institutions, the stakes have risen. Couple this with the recent decision in Indiana to switch to content specific Praxis II exams, and the coordinator and Advisory Board (and the affiliated subject departments) will examine this data far more keenly in the years to come. It is pleasing to note the continued strong overall gpa performance of our candidates in their subject areas of specialization, as it is to note the recent uptick in the median and range of our Praxis II composite scores. More gratifying is the strong improvement in the average percent correct in the subject fields on the Praxis II, especially ISU scores compared against the state and national averages. But, again, the board and coordinator plan to monitor the data, and particularly Praxis II scores even more carefully in the years ahead. One area of concern is a perceived weakness in World History knowledge. One possible reason for this weakness that needs to be addressed is a paucity of upper-level Asian History offerings at ISU, owing to the lack of an Asian History specialist. The data will be used to push college and university administrators to recognize the vital need to prioritize hiring in this field, or risk continued weakness in this obviously growing area of global significance.

2. Professional and Pedagogical Knowledge
Assessments 3 and 4 most directly address this category. Assessment 3, the SSE Unit Plan/Project, originated with the previous coordinator following a conference on SPA reports—unit's had long been an aspect of social studies methods courses, but just not systematically assessed. The assessment conforms to IPSB standards, which are very similar (in fact often identical) to NCSS standards. The current coordinator has proven a tough assessor (compared to CIMT evaluators or supervising teachers, for example), but this is due to the fact that he views this assessment in particular as a formative assessment, meant to shake up complacency and awaken students to the program's high standards. In 2008 a slight, but important, change was made in the timing of this assessment that directly relates to the felt need for a better assessment. One cause resulted from Project PRE reforms (referenced in section I), and the enhanced EFE, now linked to SS 306 and more intimately involving the social studies faculty in the EFE experience. The coordinator realized the potential for a unit plan linked to the EFE teaching experience to yield a richer assessment experience, particularly the reflection component. Similarly the implementation of the COE's Assessment Day also served to open the eye's of the coordinator to the need for assessments in all of the social studies disciplines rather than just History. The Unit Plan assessment previously had occurred in a methods course where the unit involved an exclusively historical topic owing to faculty expertise. The board consented in these changes and it certainly has helped in satisfying NCSS standards and will remain in place. The only issue emerging from an overview of Assessment 3 data involves the need for more concentrated and meaningful reflection, and the coordinator will see that this occurs.
Assessment 4, the final evaluation of student teaching, remains a very strong assessment instrument. Last summer, after realizing that changes in Indiana demanded a SPA for NCSS, the coordinator understood a potential weakness of this COE/CIMT assessment instrument, in that it did not differentiate the content taught adequately for NCSS standards. Given that the COE/CIMT assessment covers 2 separate SSE candidate placements, it would appear obvious that in addressing content, all of the NCSS thematic and disciplinary standards would be covered at some point, but the coordinator did grasp the need for specificity. The results of one semester (2 iterations from the 2 placements), while gratifying in that ISU SSE candidates performed well, point to the need for improved implementation. The coordinator plans to refine this instrument and to ensure that our supervising teacher evaluators understand its usage better.

3. Student Learning
Currently only Assessment 5 is directly mapped to this category, although indirectly Assessment 4 covers this as well. Fortuitously, the previous SSE Coordinator, after attending a SPA conference as a Project PRE director, came away demanding that all student teaching experiences tied to the PRE reforms must include a demonstration of teaching effectiveness. This has resulted most pointedly in the requirement of such evidence in the CIMT student teaching report (Assessment 5), performed first in CIMT 400 (co-enrolled with SS 306, for SSE majors). According to the data, this category in the Assessment (impact on student learning) has proven to be one of our students' weaker areas (i.e. noticeably fewer "exceeds" ratings). While overall the coordinator is gratified that SSE candidates have adequately met this standard in the past, with the growing demand for teacher accountability, this category demands more development as appoint of professional pride (and professional necessity). The program plans to take steps to improve, so that a clear majority of candidates achieve an exceeds rating.

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

1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the NCATE web site at http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/RevisedProgramReports/tabid/453/Default.aspx

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the NCATE web site at http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/ResponsetoConditionsReport/tabid/454/Default.aspx

(Response limited to 24,000 characters.)

Please click "Next"

This is the end of the report. Please click "Next" to proceed.

NATIONAL RECOGNITION REPORT
Initial Preparation of Social Studies Teachers

NCATE recognition of this program is dependent on the review of the program by representatives of the National Council for the Social Studies (NCSS).

COVER PAGE

Name of Institution

Indiana State University

Date of Review

MM   DD   YYYY

08 / 01 / 2011

This report is in response to a(n):

◉ Initial Review

○ Revised Report

○ Response to Conditions Report

Program Covered by this Review

Social Studies Education

Grade Level[1]

6-12

(1) e.g. Early Childhood; Elementary K-6

Program Type

First Teaching License

Award or Degree Level(s)

◉ Baccalaureate

○ Post Baccalaureate

○ Master's

PART A - RECOGNITION DECISION

SPA Decision on NCATE Recognition of the Program(s):

◉ Nationally recognized

○ Nationally recognized with conditions

Further development required **OR** Nationally recognized with probation **OR** Not nationally

○ recognized [See Part G]

Test Results (from information supplied in Assessment #1, if applicable)

The program meets or exceeds an 80% pass rate on state licensure exams:

◉ Yes

○ No

○ Not applicable

○ Not able to determine

Comments, if necessary, concerning Test Results:

The Praxis II examination serves as Indiana's licensure exam, and this program has featured a 90%-100% pass rate for the academic years 2006-07, 2007-08, 2008-09, and 2009-10.

Summary of Strengths:

Candidate performance in reference to all Praxis II sub-scores continues to increase for this program. Faculty are making changes in assessments to more closely monitor candidates' capability to address specific NCSS Standards in most assessments.

PART B - STATUS OF MEETING SPA STANDARDS

THEMES

Standard 1.1. Culture and Cultural Diversity. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.

Met	Met with Conditions	Not Met
◉	○	○

Comment:

Assessment 1: Candidate performance on the Praxis II examination shows sufficient evidence of candidate performance in content relevant to this standard.

Assessment 2: Candidates' performance in content courses relevant to this standard was indicated as sufficient.

Assessment 3: Planning: Candidates complete a unit plan as part of the Social Studies Methods Course. At this point candidates do not indicate the specific NCSS Standards addressed in this assignment; however a revision of the assessment indicates that candidates will address both content focus and content pedagogy. Data from the current assessment indicate sufficient candidate performance in planning.

Assessment 4: Student Teaching: Candidates were indicated as successfully addressing multiple NCSS Standards in planning and in teaching content relevant to specific NCSS Standards. The standard-specific addenda to the assessment form provided sufficient evidence of both planing and teaching content relevant to specific NCSS Standards. With only one administration of the addenda, the number

of standards addressed was limited to the focus of the lessons observed. In future administrations of this assessment, more standards are likely to be addressed/observed (that is particularly true if cooperating teachers also complete the assessment form since they have more opportunity to observe candidates while addressing multiple standards over time, whereas university supervisors will observe fewer lessons taught).

Assessment 5: Candidate Impact on Student Learning: Teacher Work Sample: Candidates were indicated as successfully meeting the expectations of this assessment. Data did not indicate specific NCSS Standards candidates addressed in this assessment. NCSS would encourage that the standards be identified as an additional means of determining strengths of candidates and of the program to capably address multiple standards.

Assessment 6: Practice Praxis II Assessment: Faculty created this assessment as a means of improving candidates' performance on the licensure exam. Faculty indicate that it has been a "wake-up call" for many candidates who may not be aware of the rigor of the exam. From the reviewers' perspective, it provides an opportunity to encourage candidates' to strengthen the content knowledge that they will be addressing in their teaching careers.

Standard 1.2. Time, Continuity, and Change. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.

Met   Met with Conditions   Not Met

(●)   ( )   ( )

Comment:

Please see comments in Standard 1.1.

Standard 1.3. People, Places, and Environment. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment.

Met   Met with Conditions   Not Met

( )   (●)   ( )

Comment:

Candidate performance on the Praxis II examination shows evidence of compliance with this standard. Nevertheless, all assessments especially with regard to classroom performance and student success need to be tied directly to the NCSS content standards.

Standard 1.4. Individual Development and Identity. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.

Met   Met with Conditions   Not Met

(●)   ( )   ( )

Comment:

Please see comments in Standard 1.1.

Standard 1.5. Individuals, Groups and Institutions. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions.

Met   Met with Conditions   Not Met
◉   ○   ○

Comment:

Please see comments in Standard 1.1.

Standard 1.6. Power, Authority, and Governance. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority and governance.

Met   Met with Conditions   Not Met
◉   ○   ○

Comment:

Please see comments in Standard 1.1.

Standard 1.7. Production, Distribution, and Consumption. Candidates in social studies should possess the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption of goods and services.

Met   Met with Conditions   Not Met
◉   ○   ○

Comment:

Please see comments in Standard 1.1.

Standard 1.8. Science, Technology and Society. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology and society.

Met   Met with Conditions   Not Met
○   ○   ◉

Comment:

The Praxis II examination does not directly cover this standard; the results from specific course-embedded assessments need to show evidence that clearly addresses the concept that changes in science and technology have impacted society. The specific assessment/assignment that is used to provide data that address this standard should be provided and performance data presented accordingly.

Standard 1.9. Global Connections. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections and interdependence.

Met   Met with Conditions   Not Met
○   ○   ◉

Comment:

The Praxis II examination does not directly cover this standard; the results from specific course-embedded assessments need to show evidence of candidates' understanding of the concept that changes in transportation, communication, and trade have more closely tied the interests of nations around the world. It is not clear how the course-embedded assessments provide evidence for this standard. The specific assessment/assignment that is used to provide data that address this standard should be provided and performance data presented accordingly.

Standard 1.10. Civic Ideals and Practices. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices.

Met	Met with Conditions	Not Met
◉	○	○

Comment:

Please see comments in Standard 1.6.

2.0 SOCIAL SCIENCE DISCIPLINES

Standard 2.1. History. Candidates who are to be licensed to teach history at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of history.

Met	Met with Conditions	Not Met	Not Applicable
○	○	○	◉

Comment:

Standard 2.2. Geography. Candidates who are to be licensed to teach geography at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of geography.

Met	Met with Conditions	Not Met	Not Applicable
○	○	○	◉

Comment:

Standard 2.3. Civics and Government. Candidates who are to be licensed to teach civics and/or government at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civics and government.

Met	Met with Conditions	Not Met	Not Applicable
○	○	○	◉

Comment:

Standard 2.4. Economics. Candidates who are to be licensed to teach economics at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of economics.

Met	Met with Conditions	Not Met	Not Applicable
○	○	○	●

Comment:

Standard 2.5. Psychology. Candidates who are to be licensed to teach psychology at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of psychology.

Met	Met with Conditions	Not Met	Not Applicable
○	○	○	●

Comment:

3.0 PROGRAMMATIC STANDARDS FOR INITIAL LICENSURE

Standard 3.1. Course or Courses on Teaching Social Studies. Institutions preparing social studies teachers should provide and require prospective social studies teachers to complete a course or courses dealing specifically with the nature of the social studies and with ideas, strategies, and techniques for teaching social studies at the appropriate licensure level.

Met	Met with Conditions	Not Met
●	○	○

Comment:

The two specific secondary social studies classes form the capstone requirement for social studies education majors.

Standard 3.2. Qualified Social Studies Faculty. Institutions preparing social studies teachers should provide faculty in the social studies and social studies education components of the program who are recognized as (a) exemplary teachers, (b) scholars in the fields of social studies and social studies education, and (c) informed about middle and secondary school classrooms and teaching.

Met	Met with Conditions	Not Met
○	●	○

Comment:

Dr. Clark is the epitome of a teacher-scholar with his recent book being published by a prestigious University press.

Faculty who supervise clinical experiences also need to be identified

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content.

Assessment 1: The Praxis II sub-scores shows evidence of candidate content knowledge for Standards 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, and 1.10. For the standards not explicitly covered by the Praxis II exam--1.5, 1.8, and 1.9--specific course-embedded assessments have been identified to address Standard 1.5, as addressed in Assessment 2. Insufficient evidence was provided for NCSS Standards 1,8 and 1.9.

Assessment 2: Sufficient levels of candidates' performance in content courses or specific portions of courses has been provided to meet NCSS Standards 1.1-1.7 and 1.10

C.2. Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions.

Assessment 3: While the program has required candidates to complete a unit plan to be utilized in a pre-student teaching experience, faculty have created a social studies specific addenda to the pre-student teaching assessment. Data were not available for this submission.

Assessment 4: A social studies addenda has been added to the assessment of student teaching. One semester of data were reported. This change should provide stronger feedback to faculty of the strengths of candidates preparation to teach content relevant to specific NCSS Standards.

C.3. Candidate effects on P-12 student learning.

Assessment 5: This assessment indicates candidate success in promoting student learning. It would provide stronger evidence for the program if the content focus of the assessment were identified.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

The program does feature much assessment activity that could be potentially useful, but there is limited evidence that any of this activity has led to significant program improvements. In particular, improving world history sub-scores may involve more than just hiring an assistant.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

Including and reflecting upon Praxis II sub-scores is a great start, but all assessments--including Assessments 3, 4, and 5--have to be directly tied to the NCSS content standards. In addition, more of the participating faculty members needs to be listed, especially those supervising student teaching or other clinical experiences.

PART F - ADDITIONAL COMMENTS

F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:

None.

F.2. Concerns for possible follow-up by the Board of Examiners:

None.

PART G - DECISIONS

Decision

⊙ Program is nationally recognized. The program is recognized through the semester and year of the institution's next NCATE accreditation decision in 5-7 years. To retain recognition, another program report must be submitted before that review. The program will be listed as nationally recognized through the semester of the next NCATE accreditation decision on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the semester of the next NCATE accreditation decision, in its published materials. National recognition is dependent upon NCATE accreditation. *Please note that once a program has been nationally recognized, it may not submit a revised report addressing any unmet standards or other concerns.*

Please click "Next"

This is the end of the report. Please click "Next" to proceed.

College: CAS   Department: S S
Major: Social Science Education   Degree: AB / BS

	Question	Type of Answer	From Available Info	Answer
By March 1	Nationally Accredited	Y/N	Y	
		Organization	NCATE	
	Student Learning Outcomes Clearly Articulated	Y/N	E. Robbins Fall 07 Survey Answer:Y	
		File (or source of information)		See both our Content Standards Matrix for an overview AND our Assessment Plan
	Students Know their Learning Outcomes	Y/N		Yes
		File		See attached statement on student knowledge of their assessment outcomes.
	Program Actively Using Student Learning Outcomes	Y/N		The coordinator collects the data and shares it twice annually—once with the SSE Board and once at the Teacher Education Committee's annual Assessment Day
	Does Assessment Plan Exist?	Y/N	E. Robbins Fall 07 Survey Answer:Y	
		When Was It Adopted?		The current assessment plan was fully implemented in the Spring of 2004
		File/copy		See Attached "Assessment Plan"
By May 15	Data Actively Collected & CBE	Data Ever Collected?	E. Robbins Fall 07 Survey Answer:Y	Data has been collected according to the Assessment Plan since its implementation.
		Data Recently/ Actively Collected?	E. Robbins Fall 07 Survey Answer:Y	For the last two years the Teacher Education Committee has required an Assessment Day Report from teacher education programs at ISU. The SSE program has been providing this report containing key assessments since the inception of Assessment Day
		Evidence		See Copy of this year's Assessment Day Report
	Data Systematically Analyzed & CBE	Data Analyzed?	E. Robbins Fall 07 Survey Answer:Y	The purpose of the Assessment Day Report is for the Coordinator to compile and analyze assessment data in order to gauge the health of the program. The coordinator shares that with the SSE Board
		Evidence		Once again, I would refer you to elements of the report, particularly the Assessment day matrix,.
	Analysis Discussed in Depts & CBE	Analysis Discussed?	E. Robbins Fall 07 Survey Answer:Y	
		Evidence		SSE Board meeting agenda
	Analysis Impacts Curriculum for Pgm & CBE	Any Changes to Pgm Curriculum Since 2000	E. Robbins Fall 07 Survey Answer:N	
		Were changes as a result of SLO, Data, Analysis?		
		Evidence		
	Assessment Plan Adjustments Discussed &CBE	Has the Assessment Plan been modified since 2001	Yes	As noted above, the current Assessment Plan was implemented in 2004. In 2008 the coordinator did choose a different activity (a unit rather than a single lesson) for a program assessment
		Were changes as a result of SLO, Data, Analysis?		In 2004 changes were a result of an alteration in state licensure rules. The coordinator's choice to assess a unit over a lesson was a result of data collected and analyzed for Assessment Day and were part of our assessment paln
		Evidence		See Attached Assessment Day report, Attachment #5
	Adjustments Implemented & CBE	Has the adjusted plan been implemented		Yes
		Evidence		See link above

Completed by: ____Daniel A. Clark, SSE Program Coordinator_____

STATEMENT OF STUDENT KNOWLEDGE OF THEIR ASSESSMENT OUTCOMES FOR NCA

SSE PROGRAM at INDIANA STATE UNIVERSITY

Daniel A. Clark
Program Coordinator

Social Studies Education students at ISU come to understand their expected learning outcomes primarily during their various methods courses (SS 305/SS 306 and CIMT 301/302 and 400) and through consultation with the coordinator (again during these methods courses—SS 305/SS 306).

The primary assessment tools outside of their grades are 1) for content: content test (SS 305/306); Praxis II (post graduation) and 2) for pedagogy: lesson/unit plan (SS 305/306); student teaching evaluation (CIMT 401); and student teaching unit report (CIMT 400 or 401). Students know their expected learning outcomes for each of these assessments, and I would refer you to the Assessment Day Report of 2008 and the attached rubrics or assessment descriptions.

In all fairness, however, I think it important to note that students are not systematically presented with an overview of these assessments and the learning outcomes. They occur throughout the course of a student's academic career. Moreover, these assessments were derived as a plan more for a program assessment rather than a direct learning tool for students. In other words, as a package the assessments were intended to provide the coordinator, the SSE Board, and various stake-holders with a tool for measuring the health of the program.

AGENDA

SSE ADVISTORY BOARD MEETING
March 18, 2008

11:00AM

1. Introductions/Announcements

2. Priority Registration for Summer/Fall 08 begins March 31st
    *   CIMT and BCP entry—reminder about process

3. (reminder on) Scheduling mandatory courses

4. Assessments Overview
    *   Praxis II data (good—100% passing) (*see handout)*
    *   Assessment Day and Dispositional Assessment Changes
    *   TK20

5. Project PRE (partnering to reform education):
    *   SS 305 pilot course this spring and SS 306—Alan Backlar
    *   (*see handout on SS 305 Pilot*)
    *   Report on Proposed CIMT changes to 301-302 (*see handout*)
    *   Discuss Pilot and proposed CIMT changes

6. History 499 (and other "swing" courses)

7. Learning Community for Upcoming Fall

    *   Econ 100 (Guell) & History 202 (Clark)

8. Teacher Recruitment Fair—April 18th (8:30-3:30)

9. Council of Academic Advisors (Dean's Office update)
[nothing new to report]
    *   Assessment of Advising
    *   Checklist

Back to Initial Form

ASSESSMENT PLAN
SOCIAL STUDIES EDUCATION

Indiana State University
[adopted in 2004, revised for clarity of presentation 2008]

Daniel A. Clark, Coordinator

Assessment: Conceptual Framework

The Social Studies Education program at Indiana State University presents a demanding set of challenges for its majors. It is a demanding program owing to the fact that to be a social studies teacher one must become deeply knowledgeable not just of the content one will teach (in Indiana at least three of six content specialization areas), but also of the pedagogical ideals and methods one must employ in the classroom. As a program, then, we face the task of devising an assessment regime that, in short, first, tests whether or not they know the content and, second, whether or not through performance they can teach it. Collaborating with several departments and colleges, the SSE Program has successfully devised such an assessment regime, in a framework consistent with the College of Education's established *Becoming a Complete Professional* model of pre-service teacher development. Additionally, the SSE program relies on the assessment regimes and plans of contributing social science departments. Assessments for the SSE Program essentially fall into one of two categories: 1) Testing of Content Knowledge, and 2) Assessing Content Pedagogy (performance evidence). Through a range of assessments in these two categories, the Coordinator and the SSE Advisory Board can evaluate whether and/or how effectively the program is preparing our graduates. The SSE program since 1999 has collected exit interviews that are shared with the SSE board for an additional exit-level program review.

1. Testing Content Knowledge — Have they Learned It?

The program has been designed with three (3) key benchmarks in mind concerning the assessment of content knowledge. *First*, the Praxis I/PPST is used as a preliminary measure of competency in the area of basic studies: reading, writing, and math. Students must meet performance standards established by the ISU School of Education and IPSB. *Second*, "satisfactory performance" in all content courses is defined as academic performance at or above the letter grade of "C+" or an earned mean grade point average of 2.5 in all content licensure areas. This is tracked through DARS and monitored ultimately by the coordinator. *Third*, students must complete the Praxis II subject area tests and meet the guidelines for licensure prior to student teaching.

In addition to the benchmarks described above, SSE students take a practice Praxis II exam mapped to the IPSB content standards in all areas. Student are required to earn a "C+" or better in licensure areas and perform at a level sufficient to demonstrate rudimentary knowledge.

The key testing assessments providing regular and on-going evidence of SSE student preparation occurs at two critical points in the program (a mid point test and an exit test). First, students take a practice-Praxis II test in SS306, noted in the previous paragraph, designed to assess students in all content areas. Second, the students must complete the Praxis II prior to student teaching pursuant to the College of Educations Becoming a Complete Professional teaching education program. Data on these two tests are collected every year and, since 2006, presented at the Teacher Education Committee's Annual Assessment Day, affording a yearly programmatic assessment.

- **SS306 Content Test**

  Since the practice Praxis II exam is a unique assessment, it warrants further explanation in this plan. Students are required to complete a pre-Praxis II practice exam in SS306. Sample exams in all content areas are located in LiveText. The exams were created by content-area faculty and are mapped to the current IPSB standards for teachers. Students must meet a score 70% or higher in individual licensure areas and 70% across all areas overall. The test has been administered in a couple of different formats. From 2004-2007, the test was administered in two separate class sessions and following content area reviews delivered by content specialists. Part 1 (3 areas) reviews were delivered in 2 or 3 consecutive class sessions and the exam was delivered. Following Part 1, Part 2 reviews were delivered in 2 or 3 consecutive class sessions and the exam was delivered in the following session. Beginning in 2008, SS 306 students taking this practice exam were able to review and take separate subject portions of the exam at their own pace, since the exams were accessible through Blackboard. The content test was designed as a program assessment device and data are used by the SSE faculty, coordinator, & advisors to: (1) identify student weaknesses; (2) to develop effective student remediation for individual students (as appropriate); and (3) consider potential curricular changes.

2. Assessing Content Pedagogy —Can they teach it?

Content-related performances will be assessed at multiple sites within the program. *First*, the primary assessment site is SS305 and SS306. In 305 and/or 306, students will demonstrate vis-à-vis lesson plans and sample units that they have met the IPSB Standards for Teachers and/or properly documented IDOE 5-13 academic standards in an area of licensure (thereby demonstrating they meet teacher standards). The primary documentation system was LiveText

until 2008, when the COE transitioned to TK20. *Second*, students will demonstrate they meet performance based content standards vis-à-vis the student teaching unit report (detailed below). Data on the student teaching unit report and CIMT professional coursework are housed in CIMT. Since 2006 data on all of these assessments is collected and presented annually at the TEC's annual Assessment Day. This presentation is also made to the SSE Advisory Board, as part of our regular assessment review.

Field & Clinical Assessments

Currently, the classroom assessments are a component of the CIMT professional sequence known as ***Becoming a Complete Professional***. CIMT faculty in 301, 302, 400, 400L, 401 and 402 have primary responsibility for classroom supervision and assessment. In addition to CIMT faculty, professionals (field supervisors, host teachers, and others) also provide important feedback and participate in the assessment process. In terms of SSE faculty involvement, the participation is structurally limited.

- *Unit Reports*

That is, SSE faculty—*particularly the coordinator*—participate in the assessment of student unit reports in CIMT400L (when requested) and CIMT401/402. When possible, advisors with expertise in specific content areas participate in the student teaching unit report assessments. To that end, the SSE Coordinator and others participate in the established unit report assessment process that includes a well defined set of rubrics designed to identify proficient, satisfactory, & unsatisfactory work. These reports are assessed based on the ability of students to deliver content in at-least one area of licensure.

- *Student Teaching*

SSE students participate in a 16-week placement with 8 weeks at both the middle and high school levels. Students are placed in classrooms with teaching responsibilities in at-least two of the three areas of licensure. Mentor teachers, student teacher supervisors, and CIMT faculty assess both content and pedagogy as part of the on-going assessment process and on-site visits. Mentor teachers have been trained by the College of Education professionals and have the capacity to identify content-pedagogy deficiencies and to assess overall content preparation.

NETS (technology proficiency)

As part of PT3, an assessment regime was developed to document the ISTE NETS general and professional performance profiles. The general profile is addressed as part of the GenEd2000 program and the course CIMT272 (or its equivalent). The professional profile is addressed primarily in the CIMT sequence. SS305 and SS306 do address

content-specific profiles components. Additional artifacts pertaining to ISTE NETS proficiency are included in LiveText.

In addition to LiveText efforts, the SSE program has developed an on-line archive that demonstrates on-going efforts within the content courses—as well as the content methods courses to infuse technology into the pre-service training and the k-12 classroom. The digital artifact archive is located at the SSE website and includes examples complex examples from geography that demonstrates the ability of students to acquire, authenticate, manipulate, classify, and present data using information technology and basic office productivity software. Other examples include the identification and utilization of IT as part of the 305 & 306 curriculum.

C. Assessment Resources Outside of SSE

Departmental Undergraduate Outcomes Assessment Plans

All college units and undergraduate major programs—including SSE—have undergraduate assessment plans. These plans and related assessment data are located in individual units. The SSE assessment plan emphasizes the collection of external data as well as a student exit surveys. The objective of the survey is to identify program weaknesses and strengths from the student perspective. As a result of the exit interviews, the undergraduate advising plan has been revised and the advisors have participated in individual and group "training".

External Assessment Data

In Appendix C, data are presented that have been obtained from ISU Office of Strategic Planning and Institutional Research and Effectiveness and the School of Education's Education Student Services. The data presents a range of key benchmark data including the pass rates of SSE students on the Praxis exams, student demographics, G.P.A. and a range of other intra-institutional measurements. In nearly all cases, SSE students out perform their peers across the college, university, and state. For example, SSE students who complete the Praxis II specialty tests regularly out perform their peers.

In the area of diversity education, all ISU student complete at-least two courses in multi-cultural studies and one of the courses must be EPSY341. EPSY341 has been designed for secondary education majors and meets the US diversity requirement in the general education program. Additionally, all ISU students complete a second international diversity course, often GEOG130 World Geography.

In closing, the SSE Advisory committee recognizes that in order for student to effectively teach content expertise must be achieved. As such, satisfactory completion of and performance during early field experiences and other placements as part of the CIMT professional sequence demonstrates an ability to deliver content in the classroom. As such, student performance is assessed as based on testing, programmatic, and performance criteria.

LiveText Artifacts

In 2004, SSE faculty began to participate in the ISU College of Arts & Sciences & College of Education LiveText initiative. As part of this initiative, an on-line artifact archive has been created that includes assessments and rubrics for pedagogy centered IPSB Standards 6, 10, 11, 12 & 13. These artifacts also demonstrate content knowledge and the ISTE NETS standards. The goal of the LiveText archive is to identify 5 work samples at each performance level based on the rubric/assessment for each standard. As such, each standard project will have at-least 15 work samples.

Projects with student work samples have been created by the SSE coordinator in LiveText for IPSB Standards 6 and 10-13 to document the performance-based assessment process. Each project file has been shared with the College of Education's NCATE Coordinator, SSE content methods faculty, and the College of Arts & Science's Dean's Office. The projects include samples of Target, Acceptable, and Unacceptable student artifacts. The student artifact projects include the assessments used.

D. Exit Interviews

In the Spring of 1999, the SSE program implemented an exit interview for majors following graduations. The survey was created in response to a previous program review that identified concerns with undergraduate advising and the social science content methods courses. The survey is sent to all SSE graduates 4-6 weeks following graduations. The survey consists of 9

questions. Questions 1-2 are demographic and as the return rate is often less than 5—the demographic data has not been reported for privacy reasons. However, questions 3-9 deal explicitly with programmatic issues. The data are presented in Appendix F.

ASSESSMENT DAY REPORT

FOR

SOCIAL STUDIES EDUCATION PROGRAM

2008

Submitted by

Daniel A. Clark

Program Coordinator

INTRODUCTION TO 2008 REPORT

Since this report is intended in part to help programs prepare for the Indiana State review and, thus, must be submitted conforming to certain organizational expectations, I have organized this report to conform to "Document 2" of the Indiana Program Review Protocol.

The report is broken down into the following sections:
- A. Content Curriculum
- B. CONTENT Standards Matrix
- C. Assessment Data Matrix
  - ➢ Attachments for the Data Matrix
- D. Faculty

A. Content Curriculum

The following is the Advising Sheet for the Social Studies Education Program (SSE). It contains an imbedded link to our SSE website, from which the on line version of this advising sheet and links to the course catalog descriptions of our SSE, CIMT, and affiliated departments courses may be found.

Social Studies Advising Sheet

Social Science Education Advising Basics*
The Social Science Education program is an inter-disciplinary program and a component of the "Becoming A Complete Professional" (BCP) teacher education program at Indiana State University. The content and content methods courses define the SSE major. The BCP teacher education program is housed in the College of Education. SSE Website http://www1.indstate.edu/ssed/

Professional Education Sequence
The professional education sequence is administered by the College of Education's (CoE) Department of Curriculum, Instruction, and Media Technology (CIMT). The courses and their chronological sequence are presented below. As soon as possible, students are *strongly* advised to successfully complete both the Praxis I/PPST and Praxis II exams. Praxis I/PPST and ESPY202 must be completed prior to enrolling in CIMT courses. Additionally, students must apply for and meet all standards for admission and continued enrollment in the CoE's BCP. These requirements include: (1) earning a "C" or better in all prerequisite courses, (2) completing the Praxis I/PPST and Praxis II exams, (3) obtaining a minimum GPA of 2.5, (4) submitting a criminal background check, and (2) requesting a recommendation from your advisor. Students must meet these requirements to proceed through the BCP's phases, please refer to Education Student Services (ESS) or CIMT for more specific information including required test scores, prerequisites, and course 'blocking'. Please note students are *solely* responsible for meeting CoE deadlines and guidelines associated with the BCP.
EPSY 202 Psychology of Childhood & Adolescence - 3 hrs
SPED 226 Exceptional Learning in the Classroom - 3 hrs

CIMT 301 Teaching I - 3 hrs
CIMT 302 Teaching II - 3 hrs
CIMT 400 Teaching III - 3 hrs
CIMT 400L Teaching III Laboratory - 1 hr
CIMT 401 Student Teaching - 11 hrs
CIMT 402 Teaching an Integrated Unit (or equivalent) - 1 hr

Multicultural Education Course
EPSY 341 or equivalent multicultural education course
(see CIMT for list of other acceptable courses) - 3 hours

Suggested IT-Literacy Course
CIMT 272 – 3 Hours

Social Science Education Methods Courses

All SSE majors must complete both 305 and 306. These courses are taught during the spring semester only.

SSE 305 Teaching Social Studies in Secondary Schools - 3 hours
SSE 306 Interdisciplinary Perspectives in Teaching Social Studies – 3 hours

Content Area Curriculum

All students must complete 3 content areas and specific coursework across all social science categories outside of their 3 areas of specialization. All content area specializations require 15 hours of coursework (except for history). History specializations require 24 credit hours. In some cases, a maximum of 1 specified shared course may be counted towards 2 content specializations (please see coordinator for a list of these courses). A maximum of 1 shared course is allowable per content area and no shared course can be counted in more than 2-areas. Students must earn a "C" or better in **all** content courses and have a 2.5 GPA or better in the major and overall.

Content Area Specialization Sequences

Social Science Education majors must complete the course sequences outlined below for at-least 3 content areas.

Economics (ECON)
200 – 3 hrs
201 – 3 hrs
362 – 3 hrs
2 Restricted Electives – 6 hrs
Select from 321, 331, 341, 344, 351 or shared course

Geography (GEOG)
110 – 3 hrs
111 – 3 hrs
115 – 3 hrs
213 – 3 hrs
Elective in GEOG or shared course– 3 hrs
051104

Government (PSCI)

201 – 3 hrs
305 – 3 hrs
280 or 370 – 3 hrs
400-level Directed Elective – 3 hrs
Open Elective or Shared Course – 3 hrs

History (HIST)
101 – 3 hrs
102 – 3 hrs
201 – 3 hrs
202 – 3 hrs
400-level directed elective US – 3 hrs
400-level directed elective World – 3 hrs
400-level directed elective Europe – 3 hrs
Open Elective or Shared Course – 3 hrs

Psychology (PSY)
101 – 3 hrs
201 – 3 hrs
344 – 3 hrs
362 – 3 hrs
Open Elective or Shared Course – 3 hrs

Sociology (SOC)
280 – 4 hrs
220 – 3 hrs
390 – 3 hrs
499 Senior Seminar – 2 hrs
Open Elective or Shared Course – 3 hrs

Required Courses Non-Specializing Areas
In areas outside of your defined content specialization, students must complete the required courses listed
below. For example, economics, geography, and history specialists would then be required to complete the
requirements for psychology, sociology, and government.
Economics ECON100 or ECON200 (effective 2005)
Geography GEOG110 or GEOG213 or GEOG130 (effective 2005)
Government PSCI201
Psychology PSY101
Sociology SOC100 or SOC110 or SOC220 or SOC240
History HIST102 **AND** HIST202
For more information, please contact the Social Science Education Center, the SSE program coordinator, or a content area specialist.

B. CONTENT Standards Matrix

SSE Assessment Matrix for IPSB Content Standards and INTASC Professional Teacher Standards

	History: US	History: World	Economics	Geography	Government	Psychology	Sociology	305	306	CIMT 400/400L	CIMT 401/402
IPSB SS1					*				* 1	*4,6,7#	*4,6,7#
IPSB SS2	*	*							* 1	*4,6,7#	*4,6,7#
IPSB SS3				*					* 1	*4,6,7#	*4,6,7#
IPSB SS4					*				* 1	*4,6,7#	*4,6,7#
IPSB SS5			*						* 1	*4,6,7#	*4,6,7#
IPSB SS6				*	*		*		* 1	*4,6,7#	*4,6,7#
IPSB SS7						*			* 1	*4,6,7#	*4,6,7#
IPSB SS8							*		* 1	*4,6,7#	*4,6,7#
IPSB SS9	*	*						*4,6	*1,4,6	*4,6,7#	*4,6,7#
IPSB SS10								*4,6	*4,6	*4,6,7	*4,6,7
IPSB SS11								*4,6	*4,6	*4,6,7	*4,6,7
IPSB SS12								*4,6	*4,6	*4,6,7	*4,6,7
IPSB SS13								*4,6	*4,6	*4,6,7	*4,6,7
INTASC 1-10	*	*	*	*	*	*	*	*4,6	*4,6	*4,6,7	*7

* = teacher standard addressed

Performance Assessment Examples: (1) test, (2) paper, (3) project, (4) portfolio artifact, (5) labs, (6) lesson plan, (7) teaching evaluation, (8) other: Content course syllabi have been examined to verify that relevant content is assed by test (1), paper (2), or project (3). These outcomes are then met by student attainment of a 2.5 GPA or greater in their licensure areas.

= Content knowledge in a student's appropriate licensure areas is assessed in CIMT 400/400L and 401/402 EFEs and student teaching respectively, via the noted assessment tools.

Content knowledge is addressed, though not formally assessed, through the required course sequences that students take in their chosen licensure areas. Please refer to our advising basics curriculum sheet for these a listing of these courses. Their content licensure area knowledge is assessed in the courses specified above, most specifically through the content test (a practice Praxis II) taken in SS 306. Although not reflected in this matrix, students' must maintain a 2.5 gpa in all of their program courses and licensure areas. This is tracked by the College of Education, the College of Arts and Sciences, the program coordinator and the academic advisors.

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C. Assessment Data Matrix

Social Studies Education
Assessment Data Matrix 2008

Element Assessed	Describe the Assessment Activity	When is it Assessed?	Title of the Instrument or Rubric (attach copies)	Aggregated summary data for last 3 years	Remediation	Content Standards Addressed by Assessment Activity
Content Knowledge for Teacher Candidates	1. Praxis II	Prior to Graduation and/or within state guidelines	Praxis II Results	Pass Rate=100% N=61 [See Attachment #1]		IPSB Standards 1-9
	2. Content Test by Licensure Area	Junior Year in SS 306	SS 306 Content Test (Practice Praxis II)	Pass Rate=100% N=74 [See Attachment #2 for Content Test Results]	Students rated unsatisfactory are advised by the program coordinator and retake the exam until passed	IPSB Standards 1-9
Professional & Pedagogical Knowledge and skills for Teacher Knowledge	Lesson Plan and Unit Performance Assessment	Junior year in SS 305/306	305/306 Livetext Lesson Plan Rubric [See Attachment #3]	[See Attachments #4 & #5 for Aggregated 2006-07 and for report on 2008, respectively]	Through feedback with Instructor and Program Coordinator	IPSB Standards 6, 10-13*
	Student Teaching	Spring Senior Year	Final Evaluation Supervised	See Attachment #6 for 2006-	Through feedback with Education	INTASC Standards 1-10

		(typically) in CIMT 401/402	Teaching Experience	07	Student Services	
Student Learning for Teacher Candidates	Unit Report	Fall or Spring of Senior Year in either CIMT 400/L and/or CIMT 401/402	Unit Report Rubric [See Attachment #7]	See Attachment #8 for 2006-07 and 2007-08	Through feedback with CIMT and SS Methods faculty (the program coordinator)	IPSB Standards 10-13

INTASC Standards 1-9 |

* = Content Standards 1-9 may also be addressed and assessed as appropriate to the teacher candidates licensure areas

➢

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Attachments for the Assessment Data Matrix

Attachment #1

Social Studies Education Majors at ISU

Praxis II Data for Assessment Day 2008

2004-05 # Tested	# Pass	ISU Pass Rt.	State Pass Rt.	2005-06 # Tested	# Pass	ISU Pass Rt.	State Pass Rt.	2006-07 # Tested	# Pass	ISU Pass Rt.	State Pass Rt.
29	29	100%	99%	12	12	100%	99%	20	20	100%	99%

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SSE CONTENT TEST DATA
("Practice Praxis II")

Assessment Day Report 2008

All SSE students take a "practice Praxis II" test in their SS 306 methods course. This assessment gauges how well students have mastered the basic concepts and knowledge of the six content areas of the Social Studies curriculum in Indiana. They take a series of six tests, one for each of the six areas. These tests vary in length and have been prepared by faculty members of the six relevant departments who deliver introductory/survey-level courses in the six licensure areas. Students must achieve a 70% or better in the areas in which they will be licensed to teach (usually three), and they must also attain an overall 70% average for all of the tests combined (so a cumulative 70% over all the areas). In those cased where students fail to meet that threshold after their initial attempts, they are required to retake the exams with remediation from instructors as necessary until they pass. So, overall as an assessment tool we achieve a 100% "Meets" rate on this assessment (no "Exceeds" are calculated). For purposes of program assessment we collect and report on the rates of initial passage (first attempt success rate) for each of the content tests. D=Does Not Meet; M=Meets

	2006			2007			2008		
	D	M	Total	D	M	Total	D	M	Total
Economics	2	30	32	6	18	24	3	15	18
Geography	18	14	32	11	13	24	11	7	18
History	3	29	32	18	6	24	8	10	18
Government	2	30	32	3	21	24	0	18	18
Psychology	10	22	32	13	9	24	10	8	18
Sociology	12	20	32	16	8	24	12	6	18

In 2008, we began offering these content tests via the class Blackboard site. During the transition to this electronic format, some of the test questions on the Sociology test were incorrectly coded. Overall, though, the higher initial failure ("Does Not Meet") rates in both Psychology and Sociology may be attributed to the fact that these are two of the least popular choices for subject area specialization owing to the states curricular requirements (they are electives rather than core classes), thus students are required to take only one course in each subject if not specializing in that area.

Analysis: All of the trends seem consistent with the exception of the History portion, which students initially performed well on in 2006, yet dismally in 2007, with a recovery of sorts in 2008. This warrants further monitoring, and may just be an anomaly. I should add that one of the key reasons for this assessment, aside from a snapshot gauge of basic student knowledge in these content areas, is to help prepare them for the actual Praxis II with a little "shock" therapy.

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SS305/306 LESSON PLAN & UNIT ASSESSMENT RUBRIC
by Daniel A. Clark

Assessment

Context

This assessment will be used to assess students in SS305/306. The assessment is linked to IPSB standards for teachers. As students are required to use basic information technologies and the assessed materials may include technology components, students are (where appropriate) assessed for ISTE NETS within the context of IPSB SS10. Successful deployment and integration of outside electronic resources that support the content pedagogy demonstrate ISTE competency.

Purpose

The purpose of this assessment is to demonstrates that students meet IPSB standards for Social Studies Teachers.

Assessor

Students will be assessed by the instructor of SS305 and SS306

Performance Assessment

	Performance Assessment			
	Exceeds	**Meets**	**Does Not Meet**	**Not Assessed or Applicable**
Content Pedgogy Standards as appropriate to individual licensure.	An ability to deliver accurate and engaging content in a licensure area (economics, geography, government, history, psychology, or sociology) using a variety of delivery	The delivery of accurate content using a single delivery method (i.e., lecture, group work, etc..) in a licensure area. The content is delivered in a logical	Unacceptable performance is evidenced by a inaccurate content and an inability to convey content coherently in a logical fashion appropriate	not assessed for this artifact

	methods. The content is delivered in a logical sequence and objectives are clear.	sequence and objectives are clear.	to the content area.	
IPSB SS6 Current Events IN-T-DEV-SS.6 IN-T-DEV-SS.6.K1	Exceptional performance is evidenced by the integration of current events into a content lecture or structured discussion. Additionally, the student teacher makes clear and evident linkages to the content at multiple scales and provides multiple examples.	Acceptable performance is evidenced by Targeted performance is evidenced by the integration of current events into a content lecture or structured discussion for the purposes of illustrating key concepts.	Unacceptable performance is evidenced by a failure to integrate relevant and topical current events.	not assessed for this artifact
IPSB SS10 Resources IN-IPSB-T-CONTENT-SS.10	Targeted performance is evidenced by the integration of a variety of outside resources from multiple media sources. Additionally, content delivered using technology and technology-based resources are used effectively. Appropriate classroom technologies are also used by the students.	Acceptable performance is evidenced by the integration of a variety of outside resources from multiple media sources. Student may integrate technology.	Unacceptable performance is evidenced by minimal integration of outside resources by the student and/or inappropriate use of technology given the instructor or student skill sets	not assessed for this artifact
IPSB SS11	Teacher clearly	Acceptable	Unacceptable	not

Learning Environment IN-IPSB-T-CONTENT-SS.11	defines the parameters of the environment and provides a rationale for the range of delivery methods used. Teacher will create lesson plans that articulate a rationale for using multiple modes of delivery. The student will design lessons that engage multiple learning methods and specifically encourage student participation vis-a-vis multiple modes including technology	performance is evidenced by lesson plans and experiences that clearly articulate and define the parameters of the student/pupil's learning environment. That is, the teacher recognizes how the environment influences lesson delivery.	performance is evidenced by a lack of attention paid to broad environmental issues and/or concern for multiple learning methods.	assessed for this artifact
IPSB SS12 Assessments IN-IPSB-T-CONTENT-SS.12	Teacher includes multiple formal and informal assessments such as in-class discussion, Q&A, boardwork, and the like. These assessments include concrete feedback to the students. The informal assessments have been designed to account for multiple learning styles. Targeted performance is	Acceptable performance is evidenced by teachers providing formal and informal feedback and span more than one type (i.e., group work, Q&A, etc..). Acceptable performance is also evidenced by a balanced use of both formal and	Unacceptable performance is evidenced by a lack of informal assessment opportunities and/or feedback relating to these assessments. Unacceptable performance is also evidenced by a lack of diversified informal and formal	not assessed for this artifact

	also evidenced by a balanced use of both formal and informal mechanisms.	informal mechanisms.	assessments and/or an over reliance on a single approach.
IPSB SS13 Reflection IN-IPSB-T-CONTENT-SS.13	Student is able to identify multiple areas of improvement (i.e.,their training, new materials, and refinement of current lesson/unit plans). Student links classroom to current real world experiences and current/emerging professional practices. Student integrates new materials into their learning environment. Students demonstrate a capacity to reflect on their practice. Student emphasizes the significance of change.	Student reflections identify concrete improvements to be made. Students are able to identify specific new materials and methods that will improve student learning.	Students demonstrate a basic capacity to reflect on their practice--but do not demonstrate an ability to integrate into their lessons and/or alter learning environments.	not assessed for this artifact

Standards

IN-IPSB-T-CONTENT.SS.1	STANDARD: Teachers of Social Studies understand the ideals, principles, and practices of citizenship in a democratic republic and can use this knowledge to create meaningful learning experiences for students.
IN-IPSB-T-CONTENT.SS.2	STANDARD: Teachers of social studies understand the way human beings view themselves in and

over time and can use this knowledge to create meaningful learning experiences for students.

IN-IPSB-T-CONTENT.SS.3	STANDARD: Teachers of social studies understand the nature and distribution of Earth's people, places, and environments and can use this knowledge to create meaningful learning experiences for students. Natural and human resources affect how people interact with their environment and each other.
IN-IPSB-T-CONTENT.SS.4	STANDARD: Teachers of social studies understand how people create and change structures of power, authority, and governance and can use this knowledge to create meaningful learning experiences for students.
IN-IPSB-T-CONTENT.SS.5	STANDARD: Teachers of social studies understand why and how people organize for the production, exchange, and consumption of goods and services and can use this knowledge to create meaningful experiences for students.
IN-IPSB-T-CONTENT.SS.7	STANDARD: Teachers of social studies understand individual development and identity and can use this knowledge to create learning experiences designed to promote student growth and reflection.
IN-IPSB-T-CONTENT.SS.8	STANDARD: Teachers of social studies understand interaction among individuals, groups, and institutions and can use this knowledge to create meaningful learning experiences for students.
IN-IPSB-T-CONTENT.SS.9	STANDARD: Teachers of social studies understand culture and cultural diversity and can use this knowledge to create meaningful learning experiences for students.
IN-IPSB-T-CONTENT.SS.10	STANDARD: Teachers of social studies understand the value of using high quality instructional resources, including technology, in teaching.
IN-IPSB-T-CONTENT.SS.11	STANDARD: Teachers of social studies create and develop a dynamic learning environment that is characterized by positive, productive, and healthy interactions. The learning environment is supportive, congenial, and purposeful. Students are intellectually challenged and encouraged to learn and grow.

IN-IPSB-T-CONTENT.SS.12	STANDARD: Teachers of social studies understand and use both formal and informal assessment methods to obtain useful information about student learning and development.
IN-IPSB-T-CONTENT.SS.13	STANDARD: Teachers of social studies reflect on their practice, on students' performance, and on developments in the field to continue their own growth as teachers.
IN-T-DEV.SS.6	STANDARD: Teachers of social studies understand global connections and interdependence and can create meaningful learning experiences for students.
IN-T-DEV.SS.6.K1	K: understand the interdisciplinary nature of social studies and know how to make connections using current events.
NETS-T.1	STANDARD: Technology Operations and Concepts. Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:
NETS-T.2	STANDARD: Planning and Designing Learning Environments and Experiences. Teachers plan and design effective learning environments and experiences supported by technology. Teachers:
NETS-T.3	STANDARD: Teaching, Learning, and the Curriculum. Teachers implement curriculum plans, that include methods and strategies that apply technology to maximize student learning. Teachers:
NETS-T.6	STANDARD: Social, Ethical, Legal, and Human Issues. Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PreK-12 schools and apply those principles in practice. Teachers:

SSE ASSESSMENT DAY DATA

TWO YEAR AGGREGATED—LESSON PLAN ASSESSMENTS
FOR
PEDAGOGOICAL CONTENT KNOWLEDGE, 2006-2007

Prior to Spring 2008, the SSE program assessed our candidates pedagogical content knowledge through a lesson plan composed and presented in SS 306. In Spring 2008, the program coordinator chose to assess an entire unit presented in SS 305. Partially due to the lessons of previous Assessment Days and reflection on exactly what we as a program want this particular assessment to measure, the program coordinator came to believe that the unit (consisting of several lesson plans and assessments) was the more appropriate and constructive format for evaluating the full range of a student's abilities relative to the standards and particularly with regard to a meaningful inclusion of current events and a varied number of assessments. And while reflection could have been mandated on a single lesson plan, it is required in the unit assignment in SS 305. The venue for assessing the unit may change in the near future as one of the methods courses becomes directly aligned with CIMT 400/L and the unit-level extended teaching experience there (piloted in Spring 2008—another reason for the switch), although from now on there will be a unit assignment in both SS 305 and SS 306, either one being appropriate for this assessment.

This switch to assessing an entire unit, however, does render aggregating the assessment data with previous years near impossible, especially since the College LiveText platform assessed documents rather than students, while the spring 2008 unit assessment tracked students. The table below presents two years of aggregated data from 2006 and 2007, when lesson plans were assessed. The table reflects what an imperfect assessment tool this was, particularly with regard to the "Reflection" standard. Since these assessment pieces are so different, I have elected not to try to merge them and instead have chosen to display the 2006-07 data separately from the 2008 data, presented on a separate sheet.

Note that I have altered the ratings for this presentation to reflect the Exceeds, Meets, and Does Not Meet, ratings. The hard copy summary of the actual 2006-2007 reports indicates that the instructor used the terms Target, Satisfactory, and Unsatisfactory for those reports.

Aggregated Data for 2006-2007 Performance Assessment for SSE Pedagogical Content Knowledge (the first number=number of documents at that rating; the number in parenthesis presents the percentage of the total for that standard)

	Exceeds	**Meets**	**Does Not Meet**	**Not Assessed**	**Total**
Content Pedagogy	38 (23%)	127 (76%)	0	1 (1%)	166
IPSB SS 6 Current	13 (8%)	60 (37%)	3 (2%)	85 (53%)	161

Events					
IPSB SS 10 Resources	33 (20%)	125 (75%)	5 (3%)	3 (2%)	166
IPSB SS 11 Learning Environment	31 (19%)	111 (67%)	19 (11%)	5 (3%)	166
IPSB SS 12 Assessments	23 (14%)	91 (56%)	15 (9%)	35 (21%)	164
IPSB SS 13 Reflection	3 (2%)	31 (16%)	3 (2%)	146 (80%)	166

ANALYSIS & CONCLUSIONS

As previously stated, Assessment Day and the imperfect assessment the single lesson plan afforded (as reflected in this aggregated data), prompted the program coordinator to begin assessing an entire unit (at present) in SS 305. One can see that several standards have an unacceptable level of "not assessed", which in this case mainly reflects that the single lesson plans chosen for assessment were not broad enough in their topical coverage to afford meaningful engagement of such standards by the student. This switch to assessing an entire unit, coupled with the College of Educations switch from College LiveText to TK20, will also allow the program to more easily assess and track students rather than just there "documents". Rest assured, however, that in the past instructors and the program coordinators clearly identified and remediated students performing below expectations.

SS 305/306 LESSON AND UNIT ASSESSMENT OF PEDAGOGICAL CONTENT KNOWLEDGE FOR TEACHERS

COHORT PROGRAM DATA
SOCIAL STUDIES EDUCATION
INDIANA STATE UNIVERSITY
SPRING 2008

This table presents an overview of the ISU Social Studies Education Program (SSE) midpoint program assessment of its students. This assessment piece gauges students' content pedagogy ability—i.e. their ability to communicate clear and accurate content through their understanding of classroom methodology particular to the social studies. For the first time, the student artifact for this assessment was an entire unit, rather than a single lesson plan as in the past. The coordinator judged that assessing an entire unit allows for a much stronger gauge of the student's range of abilities. Please see the accompanying rubric for clarification on assessment expectations with regard to the ratings Exceeds, Meets, Does Not Meet and Not Assessed.

A total of 19 students were assessed. The first numeral reflects the actual number out of the 19 achieving that particular rating, followed by the percentage of the cohort this represents in parentheses.

	Exceeds	Meets	Does Not Meet	Not Assessed or Not Applicable	Total N=19
Content Pedagogy	10 (53%)	9 (47%)	0	0	19
IPSB SS 6 Current Events *	3 (16%)	10 (53%)	0	6 (31%)	19
IPSB SS 10 Resources	9 (47%)	9 (47%)	1 (6%)	0	19
IPSB SS 11 Learning # Environment	2 (11%)	15 (78%)	2 (11%)	0	19
IPSB SS 12 Assessments	8 (42%)	11 (58%)	0	0	19
IPSB SS 13 Reflection	4 (21%)	10 (53%)	5 (26%)	0	19

* Integrating current events was not made an explicit expectation for the assessed assignment. This reflects the oversight of the instructor. Many met or exceeded this expectation anyway, but several students whose units focused on historical topics made no direct efforts in this direction, again through no fault of their

own. The SSE Coordinator will monitor later program assessments of these students to ensure their performance meets this standard. In the future this expectation will be made more plain.

Integrating a discussion of the learning environment was not an explicit expectation for this assessed assignment, again due to the instructor's oversight. The unit and lesson rationale statements of most students did satisfy this expectation, however.

CONCULSION AND REMEDIATION: Overall, the performance of this cohort was quite strong, particularly in the key areas of content pedagogy, resources, and assessments. Reflection was a stated requirement in this assignment, and that a quarter of students failed to see the necessity of complying constitutes a disappointment. Impressing the necessity of thoughtful reflection as a standard aspect of teacher development, will be stressed in future assessments and assignments in the program. The SSE Coordinator will communicate any deficiencies and discuss necessary remediation with the students. Future program assessments will be monitored for compliance.

SSE ASSESSMENT DAY DATA

Final Evaluation of Supervised Teaching Experiences:

Social Science Education

2006-2007 & 2007-2008

The evaluation data represented in these tables presents an overview of how Social Studies Education Students performed during their student teaching experience in CIMT 401/402. The "N" values presented below, you will note, reflects the number of evaluation forms rather than the exact number of SSE students performing their student teaching. Generally, each student receives 3 evaluations: one from an ISU university supervisor and two from their host teachers (one for the middle school placement and one for the high school placement). The number of evaluations per student can vary at times if he teaches in more than one classroom during a placement.

The numbers of SSE students evaluated for each semester during the last two years are: Fall 2006—9; Spring 2007—9; Fall 2007—15; and Spring 2008—7.

FALL 2006 & SPRING 2007 (18 SSE students evaluated)

(Fall 2006; Spring 2007; N = 59 evaluation forms)

	E f	E $\%$	M f	M $\%$	D f	D $\%$	NB f	NB $\%$	Mean
1. Command of Subject Matter									
1.1 Displays understanding of subject matter	57	96.6	2	3.4	0	0.0	0	0.0	2.97
1.2 Explains content effectively	50	84.7	9	15.3	0	0.0	0	0.0	2.85
1.3 Shows enthusiasm for the subject matter	56	94.9	3	5.1	0	0.0	0	0.0	2.95
1.4 Conveys multiple perspectives toward content	50	84.7	9	15.3	0	0.0	0	0.0	2.85
1.5 Engages students in testing hypotheses	38	64.4	17	28.8	0	0.0	4	6.8	2.69
2. Understanding of Development and Learning									

2.1	Uses understanding of human development	42	71.2	16	27.1	0	0.0	1	1.7	2.72
2.2	Builds on students' knowledge and experiences	50	84.7	9	15.3	0	0.0	0	0.0	2.85
3.	**Attention to Student Diversity**									
3.1	Uses strategies which recognize learner differences	55	93.2	4	6.8	0	0.0	0	0.0	2.93
3.2	Uses knowledge of student backgrounds	46	78.0	9	15.3	0	0.0	4	6.8	2.84
3.3	Shows respect for and belief in individual students	57	96.6	2	3.4	0	0.0	0	0.0	2.97
4.	**Use of Suitable Instructional Strategies**									
4.1	Uses varied instructional strategies	57	96.6	2	3.4	0	0.0	0	0.0	2.97
4.2	Creates active learning opportunities	52	88.1	7	11.9	0	0.0	0	0.0	2.88
4.3	Encourages high order thinking	49	83.1	10	16.9	0	0.0	0	0.0	2.83
4.4	Uses instructional technology effectively	51	86.4	8	13.6	0	0.0	0	0.0	2.86
5.	**Maintenance of Supportive Learning Environment**									
5.1	Encourages student responsibility for learning	53	89.8	6	10.2	0	0.0	0	0.0	2.90
5.2	Encourages positive social interactions	54	91.5	3	5.1	0	0.0	2	3.4	2.95
5.3	Encourages productive participation by all students	55	93.2	3	5.1	1	1.7	0	0.0	2.92
5.4	Responds effectively to student misbehavior	43	72.9	16	27.2	0	0.0	0	0.0	2.73
6.	**Use of Effective Communication Techniques**									
6.1	Uses appropriate and sensitive language	55	93.2	4	6.8	0	0.0	0	0.0	2.93
6.2	Conveys content with varied techniques	52	88.1	7	11.9	0	0.0	0	0.0	2.88
6.3	Uses appropriate voice qualities	48	81.4	11	18.6	0	0.0	0	0.0	2.81
6.4	Stimulates appropriate communication by students	53	89.8	5	8.5	0	0.0	1	1.7	2.91
7.	**Planning of Instruction**									
7.1	Bases plans on student needs and curriculum goals	53	89.8	6	10.2	0	0.0	0	0.0	2.90
7.2	Adjusts plans based on effectiveness of instruction	51	86.8	8	13.6	0	0.0	0	0.0	2.86
8.	**Assessment of Learners**									
8.1	Uses a variety of assessment procedures	51	86.4	8	13.6	0	0.0	0	0.0	2.86
8.2	Maintains useful records of	54	91.5	5	8.5	0	0.0	0	0.0	2.92

	E f	E %	M f	M %	D f	D %	NB f	NB %	Mean
student performance									
8.3 Encourages self-assessment by students	43	72.9	15	25.4	0	0.0	1	1.7	2.74
9. Potential for Growth as a Professional									
9.1 Reflects on the effects of instructional decisions	52	88.1	6	10.2	0	0.0	1	1.7	2.90
9.2 Refines instruction based on learning outcomes	51.8	8	13.6	0	0	0.0	0	0.0	2.86
9.3 Seeks feedback from other professionals	47	79.7	9	15.3	0	0.0	3	5.1	2.84
9.4 Demonstrates commitment to the profession	53	89.8	5	8.5	0	0.0	1	1.7	2.91
10. Involvement Beyond the Classroom									
10.1 Interacts productively with parents and guardians	38	64.4	6	10.2	0	0.0	15	25.4	2.86
10.2 Interacts productively with other professionals	52	88.1	5	8.5	1	1.7	1	1.7	2.88
10.3 Demonstrates concern for students as people	54	91.5	5	8.5	0	0.0	0	0.0	2.92
10.4 Participates in school activities beyond classroom	46	78.0	7	11.9	0	0.0	6	10.2	2.87
Summary Evaluation	54	91.5	4	6.8	0	0.0	1	1.7	2.93

FALL 2007 & SPRING 2008 (22 SSE students evaluated)

Final Evaluation of Supervised Teaching Experiences: Social Science Education
(Fall 2007; Spring 2008; N = 83 evaluation forms)

	E f	E %	M f	M %	D f	D %	NB f	NB %	Mean
1. Command of Subject Matter									
1.1 Displays understanding of subject matter	69	83.1	13	15.7	0	0	1	1.2	2.84
1.2 Explains content effectively	62	74.7	21	25.3	0	0	0	0	2.74
1.3 Shows enthusiasm for the subject matter	68	81.9	14	16.9	0	0	1	1.2	2.83
1.4 Conveys multiple perspectives toward content	60	72.3	21	25.3	0	0	2	2.4	2.74
1.5 Engages students in testing hypotheses	31	37.3	43	51.8	0	0	9	10.8	2.42
2. Understanding of Development and Learning									
2.1 Uses understanding of human development	44	53.0	37	44.6	0	0	2	2.4	2.54
2.2 Builds on students' knowledge	56	67.5	25	30.1	0	0	2	2.4	2.69

	and experiences								
3.	**Attention to Student Diversity**								
3.1	Uses strategies which recognize learner differences	54	65.1	28	33.7	0	0	1	1.2	2.66
3.2	Uses knowledge of student backgrounds	44	53.0	32	38.6	0	0	7	8.4	2.58
3.3	Shows respect for and belief in individual students	68	81.9	15	18.1	0	0	0	0	2.82
4.	**Use of Suitable Instructional Strategies**								
4.1	Uses varied instructional strategies	68	81.9	15	18.1	0	0	0	0	2.82
4.2	Creates active learning opportunities	65	78.3	17	20.5	0	0	1	1.2	2.79
4.3	Encourages high order thinking	50	60.2	32	38.6	0	0	1	1.2	2.61
4.4	Uses instructional technology effectively	62	74.7	21	25.3	0	0	0	0	2.74
5.	**Maintenance of Supportive Learning Environment**								
5.1	Encourages student responsibility for learning	64	77.1	19	22.9	0	0	0	0	2.77
5.2	Encourages positive social interactions	62	74.7	20	24.1	0	0	1	1.2	2.76
5.3	Encourages productive participation by all students	69	83.1	13	15.7	0	0	1	1.2	2.84
5.4	Responds effectively to student misbehavior	49	59.0	34	41.0	0	0	0	0	2.59
6.	**Use of Effective Communication Techniques**								
6.1	Uses appropriate and sensitive language	58	69.9	24	28.9	0	0	1	1.2	2.71
6.2	Conveys content with varied techniques	64	77.1	19	22.9	0	0	0	0	2.77
6.3	Uses appropriate voice qualities	52	62.7	30	36.1	0	0	1	1.2	2.63
6.4	Stimulates appropriate communication by students	60	72.3	23	27.7	0	0	0	0	2.72
7.	**Planning of Instruction**								
7.1	Bases plans on student needs and curriculum goals	66	79.5	17	20.5	0	0	0	0	2.80
7.2	Adjusts plans based on effectiveness of instruction	64	77.1	19	22.9	0	0	0	0	2.77
8.	**Assessment of Learners**								
8.1	Uses a variety of assessment procedures	54	65.1	28	33.7	0	0	1	1.2	2.66
8.2	Maintains useful records of student performance	61	73.5	22	26.5	0	0	0	0	2.73
8.3	Encourages self-assessment by students	39	47.0	43	51.8	0	0	1	1.2	2.48

9. Potential for Growth as a Professional									
9.1 Reflects on the effects of instructional decisions	57	68.7	25	30.1	0	0	1	1.2	2.70
9.2 Refines instruction based on learning outcomes	64	77.1	19	22.9	0	0	0	0	2.77
9.3 Seeks feedback from other professionals	31	73.5	20	24.1	0	0	2	2.4	2.75
9.4 Demonstrates commitment to the profession	68	81.9	12	14.5	0	0	3	3.6	2.85
10. Involvement Beyond the Classroom									
10.1 Interacts productively with parents and guardians	29	34.9	15	18.1	0	0	39	47.0	2.66
10.2 Interacts productively with other professionals	57	68.7	26	31.3	0	0	0	0	2.69
10.3 Demonstrates concern for students as people	68	81.9	13	15.7	0	0	2	2.4	2.84
10.4 Participates in school activities beyond classroom	46	55.4	29	34.9	0	0	8	9.6	2.61

Report on a Student Teaching Unit—The Rubric

A Culminating Assessment Activity for the Senior High-Junior High/
Middle School Education Program and the All-Grade Education Program
of Indiana State University

This activity is based on the core standards for beginning teachers in Indiana—the

INTASC standards—and the Student Teaching/Internship Performance Profile standards of the

International Society for Technology in Education (ISTE). Following certain sections of this

document—that is, following paragraphs, sentences, and even phrases—are numbers which

refer to the INTASC elements or ISTE standards addressed in the section. For example, the

notation "2P1" means that the section addresses the first performance indicator related to the

second INTASC standard. The notation "3D2" means the section deals with the second

disposition indicator related to the third INTASC standard. The notation "T2" means the

section addresses the second ISTE standard for student teachers.

The following guidelines should be considered in identifying the unit upon which the
report will be based:
- The teaching segment should be long enough to include both formative and summative
  assessment of student learning. In most situations, this means the unit should be three to
  eight days.
- The unit should be completed between week five and week eight of student teaching.
- The student teacher should confer with the host teacher about selection of the class and the
  unit to be taught.

The seven elements on the following pages—both the descriptive component and the
analytical component of each element—must be included in the report on the student teaching
unit. If the student teacher prepares a comprehensive unit plan or set of individual lesson plans,
that document or set of documents can be appended to the report and cited in responding to the
instructions related to the report elements. If the student teacher refers to the plan(s) in the main
body of the report, care should be taken to ensure that the reader of the report can readily
locate the relevant section of the plan(s) and can easily understand how the section responds to
the instructions for preparation of the report. Even better, if the student teacher has a

comprehensive unit plan or individual lessons plans in a computer document, each relevant section can be copied from the document and pasted electronically in the main body of the report at the point at which its relevance to the report will be most easily understood. If the student teacher maintains a journal or log during student teaching, the entries relevant to the report can be appended to the report and cited in the main body of the report. Again in this situation, the student teacher should make certain that the reader of the report can easily locate the relevant section of the journal or log and understand its relevance to the report. In general, a purpose of this culminating activity is not for the student teacher to develop documents solely for the report but, instead, to include in the report, preferably by electronic insertion, the relevant portions of documents prepared for the student teaching experience itself and then to add specified commentary related to those insertions. Although these instructions emphasize the convenience of electronically pasting existing language into the report, the intent is also not to discourage appending actual lesson plan documents and teacher-constructed instructional materials and assessment instruments. If cited appropriately in the report, such appendices can greatly strengthen it.

Elements of the Report

1. Profile of the Class

Description: Prepare a brief descriptive profile of the class chosen for the report on the student teaching unit. In the profile, include information about the subject, grade level, time of day, class size, class personality, student academic performance, cultural and socioeconomic diversity and language backgrounds of students, disabilities and handicaps of students, and other factors that a teacher should consider in designing and teaching a unit.

Analysis: Explain briefly why you selected this class. Considering the types of factors mentioned above, explain what characteristics of the class as a whole and of individual students were factors that you decided you would need to consider in planning and teaching the unit. Identify the factors to which you refer later in the report. (2P1, 3D3, 3P5, 8P2)

2. Context of the Unit

Description: Identify the topic of the unit and the length in class sessions. Describe the circumstances outside the unit itself that partially determined the nature of the unit. Was it developed as part of a school-driven or district-driven curriculum? (7P1) Was it specified by the host teacher because of the overall structure of the course? If so, how did the unit fit into that overall structure? Was the unit developed because of specific student needs or interests as identified by you? (2P1, 7P2) Or was the nature of the unit determined by a combination of these influences? What other teaching segments preceded the unit that partially influenced the nature of the unit? What other teaching segments followed the unit that partially dictated the nature of the unit?

Analysis: Explain why you thought the unit was, or was not, appropriate at the time it was taught and with the class involved. Be certain to take into consideration any of the issues mentioned in the description section above that were relevant to your situation.

3. Goals of the Unit

Description: State the goals, objectives, or intended outcomes of the unit. What content—concepts, principles, and other information—did you want the students to learn or understand? What skills, abilities, or methods of inquiry did you want them to develop or improve? (1P4) What attitudes, values, or perspectives did you hope would be reinforced by the unit? (1P5) Include goals both for the class as a whole and, when appropriate, for individual students or groups of students with special needs. (7P1)

Analysis: Explain why you thought the goals of the unit were appropriate for the class as a whole and for the individuals in it. Include in your explanation references to identified student needs or interests and, if relevant, to a school-driven or district-driven curriculum. Also, discuss briefly the relationship of the goals to the state's K-12 standards for the subject being taught.

4. Activities of the Unit

Description: Describe the specific learning activities by which you expected the students to achieve the goals or intended outcomes of the unit. Include descriptions of the materials and educational media to which the students were exposed and the experiences by which they interacted with the materials and media. The materials and media might include short stories, videotapes, musical scores, computer slide presentations, softballs, chemicals, websites—any materials, media, or equipment necessary for or supportive of intended student learning. The learning experiences could include analyzing, viewing, singing, throwing, mixing, conducting internet searches, or listening to and taking notes on a computer-enhanced lecture—any planned activities necessary for or supportive of intended student learning. If you prepared instruction sheets, worksheets, computer slide presentations, or other materials or media for any of the learning activities, append a copy of each material to the report and refer to the appendices in the main body of the report.

Analysis: Explain how you incorporated variety into these learning experiences, materials, and media and why you thought they were appropriate for the class as a whole and for the individuals in it. (T2, T3) Explain your use of assistive technologies to meet the special needs of students if required. (T5) Also, explain why you thought each activity was appropriate for leading to the intended outcomes to which it was related. Explain how the activities were designed to draw upon students' prior knowledge and previous learning and to promote their abilities to problem solve, perform, or think critically. (4P2, 4P5) How did the activities connect the curriculum with the "real" world? How did they help students to transfer knowledge or skills to applications outside of school? (1D3, 1P4, 10P3, T8)) How were the

activities designed to encourage positive social interaction, active engagement in learning, or self-motivation? (5P1, 5P2, T7) How were the activities designed to expand students' skills in speaking, writing, or use of other communicative media? (6P2)

5. Assessment in the Unit

Description: Describe or present the formal and informal assessment procedures and instruments used to determine whether the students achieved the goals, objectives, or intended outcomes of the unit. Append to the report a copy of each quiz, test, and other assessment instrument you used and refer to the appendices in the main body of the report. Explain when and how each procedure or instrument was used in the unit, including whether it was used for formative or summative assessment. If student products, such as written reports, printed projects, or completed tests, resulted from the assessment, include samples showing your written feedback to the students. Describe how productivity tools such as electronic grade books were used to collect, analyze, or interpret data related to student learning and to report results to students or parents.

Analysis: Explain how the assessment was designed to enable you to monitor the learning of the students as individuals and as a group and to make adjustments in implementation of the plans of the unit. (8P1, 8P5) Explain why you believed each procedure and instrument was appropriate for the students as a group and, where applicable, as individuals. (3P3) Explain how the assessment was designed to provide an accurate representation of the students' learning, both as individuals and as a group. (8P1, 8P4) Explain how the procedures, instruments, productivity tools, and your feedback to students were intended to promote self-assessment by them and the setting of personal learning goals. (8P3, T12)

6. Organization of the Unit

Description: Explain or present the way you sequenced the activities and assessments of the unit and organized the physical space of the classroom or other instructional location to accomplish the goals or intended outcomes. Include the timing of activities and assessments and the approaches and procedures used for managing the interaction and movement of students.

Analysis: Justify your organization of the teaching segment or unit. What principles, frameworks, models, or theories guided your organization of the unit? How did you intend for the needs of the students to be addressed by the way you sequenced the content covered and the activities used? (1K1, 1P1, 1P5, 2P2) Explain how both group and individual activities were used to accommodate the needs and abilities of students. How did you intend for your management of the learning environment—the instructional space, the time, the interaction of students—to address the academic, social, emotional, or physical needs of the students? (1P3, 2P1, 3P2, 3P3, 3P7, 5P1, 5P2, 5P3, 5P4, 5P5)

7. Evidence of Unit Effectiveness and Proposed Changes in the Unit

Description: Present your evaluation of the effectiveness of the unit for accomplishing the chosen goals or intended outcomes and provide evidence of its effectiveness. Include a statement of your own judgment of the effectiveness of the unit. As evidence supporting your judgment, include summaries of results of assessments of student learning, summaries of student evaluations of the unit, and a brief written evaluation by your supervising teacher of the actual teaching of the unit and its perceived effectiveness with students.

Analysis: Justify your evaluation of the overall effectiveness of the unit by discussing the appropriateness of the unit goals, the learning experiences and materials, the assessment procedures and instruments, and the organization of the activities and the learning environment. For each of these elements of the unit, cite the evidence, such as learning outcomes and student evaluations, that warrants your evaluation of the element. Also for each element, state clearly whether you would make changes if you were to teach the unit again, what those changes would be, and why you would make them. (8P4, 8P5, 9P1)

Rating of the Report

The report on the student teaching unit will be rated by a two-person team composed of a faculty member in the student teacher's major department and a faculty member in the School of Education. The report will be rated primarily on the design of the activities and assessment in the unit, on the organization of the unit, and on the student teacher's presentation of evidence of unit effectiveness and analysis of how the unit should be changed if it were taught again. To rate these final four elements of the report, the reviewers must understand well the profile of the class taught and the context and goals of the unit. Therefore, those first three elements must be prepared carefully according to the instructions above. To rate the student teacher's analysis of how the unit should be changed, the reviewers must understand the student teacher's evaluation of the unit, the results of assessments used during the unit, the students' evaluation of the unit, and the supervising teacher's evaluation. However, though the reviewers will expect to see this evidence of unit effectiveness, they will not take the positiveness or negativeness of those evaluations into consideration when rating the activities, assessment, organization, and effectiveness components of the report and the report as a whole. In other words, the student teacher should be candid in reporting his or her evaluation of the unit and faithful in summarizing the results of assessments of student learning during the unit and in summarizing student evaluations of the unit. The report will be rated on what the student teacher did in the unit and the explanations of why those things were done, not on how successful the unit was in the eyes of the student teacher, the students, or the supervising teacher.

The activities, assessment, organization, and effectiveness elements of the report will individually be assigned a rating of "Proficient," "Satisfactory," or "Unsatisfactory," as will the report as a whole. The meanings of the rating levels follow:

Exceeds Expectations: The report element or the report as a whole, including the description of what was done and the explanation of why it was done, provides impressive evidence that the student teacher has outstanding abilities in the aspects of instruction related to the element or to all four elements rated. The presentation of that evidence communicates thoroughgoing professionalism.

Meets Expectations: The report element or the report as a whole, including the description of what was done and the explanation of why it was done, provides adequate evidence that the student teacher has satisfactory abilities in the aspects of instruction related to the element or to all four elements rated. The presentation of that evidence communicates professionalism.

Does Not Meet Expectations: The report element or the report as a whole provides inadequate evidence that the student teacher has satisfactory abilities in the aspects of instruction related to the element or to all four elements rated. Or the presentation of evidence does not communicate professionalism.

SSE ASSESSMENT DAY DATA
CIMT UNIT REPORT EVALUATION

SSE COHORT SUMMARY FOR 2006-07 & 2007-08
&
AGGREGATED DATA FOR 2006-2008

This table displays an overview of how SSE students performed in their CIMT 400/L Unit Report Assessment. They were evaluated by CIMT faculty, who assessed students according to the categories in the far left column. The ratings were: E=Exceeds Expectations; M=Meets Expectations; and D=Does Not Meet Expectations.

Overall SSE students perform quite well. The one student earning a "Does Not Meet" rating, will receive remediation from CIMT and SSE Methods faculty and must complete this assessment again.

The first number reflects the total number of SSE students receiving that assessment, followed by the percentage out of 29 that this represents. You will note that we have more extensive assessment information available at present for 2007-08, with only the overall assessment of the report for 2006-07. That is owing only to systematic difficulty in readily acquiring the more detailed data, a problem that TK20 should rectify.

2006-2007 CIMT Unit Report Evaluations for SSE Students (Overall Rating Only)

	Exceeds	Meets	Does Not Meet	Total
Overall	21 (88%)	3 (12%)	0	24

2007-2008 CIMT Unit Report Evaluations for SSE—an Overview

	Exceeds	Meets	Does Not Meet	Total
Activities	21 (72%)	7 (24%)	1 (4%)	29
Assessment	24 (83%)	5 (17%)	0	29
Organization	25 (86%)	3 (10%)	1 (4%)	29
Evaluation	21 (72%)	7 (24%)	1 (4%)	29
Overall	25 (86%)	3 (10%)	1 (4%)	29

2006-2008 CIMT Unit Report Evaluations for SSE—Two Year Aggregated Overall Rating

	Exceeds	Meets	Does Not Meet	Total
Overall Rating	46 (87%)	6 (11%)	1 (2%)	53

[Back to Matrix](#)

D. Faculty Section

NATIONAL RECOGNITION REPORT
Initial Preparation of Social Studies Teachers

NCATE recognition of this program is dependent on the review of the program by representatives of the National Council for the Social Studies (NCSS).

COVER PAGE

Name of Institution

Indiana State University

Date of Review

MM   DD   YYYY

08 / 01 / 2011

This report is in response to a(n):

- ◉ Initial Review
- ○ Revised Report
- ○ Response to Conditions Report

Program Covered by this Review

Social Studies Education

Grade Level[1]

6-12

(1) e.g. Early Childhood; Elementary K-6

Program Type

First Teaching License

Award or Degree Level(s)

- ◉ Baccalaureate
- ○ Post Baccalaureate
- ○ Master's

PART A - RECOGNITION DECISION

SPA Decision on NCATE Recognition of the Program(s):

- ◉ Nationally recognized
- ○ Nationally recognized with conditions

Further development required **OR** Nationally recognized with probation **OR** Not nationally

○   recognized [See Part G]

Test Results (from information supplied in Assessment #1, if applicable)
The program meets or exceeds an 80% pass rate on state licensure exams:

◉   Yes

○   No

○   Not applicable

○   Not able to determine

Comments, if necessary, concerning Test Results:

The Praxis II examination serves as Indiana's licensure exam, and this program has featured a 90%-100% pass rate for the academic years 2006-07, 2007-08, 2008-09, and 2009-10.

Summary of Strengths:

Candidate performance in reference to all Praxis II sub-scores continues to increase for this program. Faculty are making changes in assessments to more closely monitor candidates' capability to address specific NCSS Standards in most assessments.

PART B - STATUS OF MEETING SPA STANDARDS

THEMES

Standard 1.1. Culture and Cultural Diversity. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.

Met   Met with Conditions   Not Met

◉   ○   ○

Comment:

Assessment 1: Candidate performance on the Praxis II examination shows sufficient evidence of candidate performance in content relevant to this standard.

Assessment 2: Candidates' performance in content courses relevant to this standard was indicated as sufficient.

Assessment 3: Planning: Candidates complete a unit plan as part of the Social Studies Methods Course. At this point candidates do not indicate the specific NCSS Standards addressed in this assignment; however a revision of the assessment indicates that candidates will address both content focus and content pedagogy. Data from the current assessment indicate sufficient candidate performance in planning.

Assessment 4: Student Teaching: Candidates were indicated as successfully addressing multiple NCSS Standards in planning and in teaching content relevant to specific NCSS Standards. The standard-specific addenda to the assessment form provided sufficient evidence of both planing and teaching content relevant to specific NCSS Standards. With only one administration of the addenda, the number

of standards addressed was limited to the focus of the lessons observed. In future administrations of this assessment, more standards are likely to be addressed/observed (that is particularly true if cooperating teachers also complete the assessment form since they have more opportunity to observe candidates while addressing multiple standards over time, whereas university supervisors will observe fewer lessons taught).

Assessment 5: Candidate Impact on Student Learning: Teacher Work Sample: Candidates were indicated as successfully meeting the expectations of this assessment. Data did not indicate specific NCSS Standards candidates addressed in this assessment. NCSS would encourage that the standards be identified as an additional means of determining strengths of candidates and of the program to capably address multiple standards.

Assessment 6: Practice Praxis II Assessment: Faculty created this assessment as a means of improving candidates' performance on the licensure exam. Faculty indicate that it has been a "wake-up call" for many candidates who may not be aware of the rigor of the exam. From the reviewers' perspective, it provides an opportunity to encourage candidates' to strengthen the content knowledge that they will be addressing in their teaching careers.

Standard 1.2. Time, Continuity, and Change. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.

Met   Met with Conditions   Not Met

(•)   ( )   ( )

Comment:

Please see comments in Standard 1.1.

Standard 1.3. People, Places, and Environment. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment.

Met   Met with Conditions   Not Met

( )   (•)   ( )

Comment:

Candidate performance on the Praxis II examination shows evidence of compliance with this standard. Nevertheless, all assessments especially with regard to classroom performance and student success need to be tied directly to the NCSS content standards.

Standard 1.4. Individual Development and Identity. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.

Met   Met with Conditions   Not Met

(•)   ( )   ( )

Comment:

Please see comments in Standard 1.1.

Standard 1.5. Individuals, Groups and Institutions. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions.

Met   Met with Conditions   Not Met
◉   ○   ○

Comment:

Please see comments in Standard 1.1.

Standard 1.6. Power, Authority, and Governance. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority and governance.

Met   Met with Conditions   Not Met
◉   ○   ○

Comment:

Please see comments in Standard 1.1.

Standard 1.7. Production, Distribution, and Consumption. Candidates in social studies should possess the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption of goods and services.

Met   Met with Conditions   Not Met
◉   ○   ○

Comment:

Please see comments in Standard 1.1.

Standard 1.8. Science, Technology and Society. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology and society.

Met   Met with Conditions   Not Met
○   ○   ◉

Comment:

The Praxis II examination does not directly cover this standard; the results from specific course-embedded assessments need to show evidence that clearly addresses the concept that changes in science and technology have impacted society. The specific assessment/assignment that is used to provide data that address this standard should be provided and performance data presented accordingly.

Standard 1.9. Global Connections. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections and interdependence.

Met   Met with Conditions   Not Met
○   ○   ◉

Comment:

The Praxis II examination does not directly cover this standard; the results from specific course-embedded assessments need to show evidence of candidates' understanding of the concept that changes in transportation, communication, and trade have more closely tied the interests of nations around the world. It is not clear how the course-embedded assessments provide evidence for this standard. The specific assessment/assignment that is used to provide data that address this standard should be provided and performance data presented accordingly.

Standard 1.10. Civic Ideals and Practices. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices.

Met	Met with Conditions	Not Met
◉	○	○

Comment:

Please see comments in Standard 1.6.

2.0 SOCIAL SCIENCE DISCIPLINES

Standard 2.1. History. Candidates who are to be licensed to teach history at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of history.

Met	Met with Conditions	Not Met	Not Applicable
○	○	○	◉

Comment:

Standard 2.2. Geography. Candidates who are to be licensed to teach geography at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of geography.

Met	Met with Conditions	Not Met	Not Applicable
○	○	○	◉

Comment:

Standard 2.3. Civics and Government. Candidates who are to be licensed to teach civics and/or government at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civics and government.

Met	Met with Conditions	Not Met	Not Applicable
○	○	○	◉

Comment:

Standard 2.4. Economics. Candidates who are to be licensed to teach economics at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of economics.

Met   Met with Conditions   Not Met   Not Applicable
○   ○   ○   ●

Comment:

[   ]

Standard 2.5. Psychology. Candidates who are to be licensed to teach psychology at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of psychology.

Met   Met with Conditions   Not Met   Not Applicable
○   ○   ○   ●

Comment:

[   ]

3.0 PROGRAMMATIC STANDARDS FOR INITIAL LICENSURE

Standard 3.1. Course or Courses on Teaching Social Studies. Institutions preparing social studies teachers should provide and require prospective social studies teachers to complete a course or courses dealing specifically with the nature of the social studies and with ideas, strategies, and techniques for teaching social studies at the appropriate licensure level.

Met   Met with Conditions   Not Met
●   ○   ○

Comment:

The two specific secondary social studies classes form the capstone requirement for social studies education majors.

Standard 3.2. Qualified Social Studies Faculty. Institutions preparing social studies teachers should provide faculty in the social studies and social studies education components of the program who are recognized as (a) exemplary teachers, (b) scholars in the fields of social studies and social studies education, and (c) informed about middle and secondary school classrooms and teaching.

Met   Met with Conditions   Not Met
○   ●   ○

Comment:

Dr. Clark is the epitome of a teacher-scholar with his recent book being published by a prestigious University press.

Faculty who supervise clinical experiences also need to be identified

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content.

Assessment 1: The Praxis II sub-scores shows evidence of candidate content knowledge for Standards 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, and 1.10. For the standards not explicitly covered by the Praxis II exam--1.5, 1.8, and 1.9--specific course-embedded assessments have been identified to address Standard 1.5, as addressed in Assessment 2. Insufficient evidence was provided for NCSS Standards 1,8 and 1.9.

Assessment 2: Sufficient levels of candidates' performance in content courses or specific portions of courses has been provided to meet NCSS Standards 1.1-1.7 and 1.10

C.2. Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions.

Assessment 3: While the program has required candidates to complete a unit plan to be utilized in a pre-student teaching experience, faculty have created a social studies specific addenda to the pre-student teaching assessment. Data were not available for this submission.

Assessment 4: A social studies addenda has been added to the assessment of student teaching. One semester of data were reported. This change should provide stronger feedback to faculty of the strengths of candidates preparation to teach content relevant to specific NCSS Standards.

C.3. Candidate effects on P-12 student learning.

Assessment 5: This assessment indicates candidate success in promoting student learning. It would provide stronger evidence for the program if the content focus of the assessment were identified.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

The program does feature much assessment activity that could be potentially useful, but there is limited evidence that any of this activity has led to significant program improvements. In particular, improving world history sub-scores may involve more than just hiring an assistant.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

Including and reflecting upon Praxis II sub-scores is a great start, but all assessments--including Assessments 3, 4, and 5--have to be directly tied to the NCSS content standards. In addition, more of the participating faculty members needs to be listed, especially those supervising student teaching or other clinical experiences.

PART F - ADDITIONAL COMMENTS

F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:

None.

F.2. Concerns for possible follow-up by the Board of Examiners:

None.

PART G - DECISIONS

Decision

⦿ Program is nationally recognized. The program is recognized through the semester and year of the institution's next NCATE accreditation decision in 5-7 years. To retain recognition, another program report must be submitted before that review. The program will be listed as nationally recognized through the semester of the next NCATE accreditation decision on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the semester of the next NCATE accreditation decision, in its published materials. National recognition is dependent upon NCATE accreditation. *Please note that once a program has been nationally recognized, it may not submit a revised report addressing any unmet standards or other concerns.*

Please click "Next"

This is the end of the report. Please click "Next" to proceed.

Program Report for the Preparation of Social Studies Teachers
National Council for Social Studies (NCSS) Option A

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

Indiana State University

2. State

Indiana

3. Date submitted

MM   DD   YYYY

[   ] / [   ] / [   ]

4. Report Preparer's Information:

Name of Preparer:

Daniel A. Clark

Phone: Ext.

(812) 237 - 2724

E-mail:

Dan.Clark@indstate.edu

5. NCATE Coordinator's Information:

Name:

Susan Powers

Phone: Ext.

(   )   -

E-mail:

6. Name of institution's program

Social Studies Education

7. NCATE Category

Social Studies Education

8. Grade levels[1] for which candidates are being prepared

6-12

---

(1) e.g. K-12, 7-12, 9-12

9. Program Type

- ○ Advanced Teaching
- ◉ First teaching license
- ○ Other School Personnel
- ○ Unspecified

10. Degree or award level

- ◉ Baccalaureate

○ Post Baccalaureate

○ Master's

○ Post Master's

○ Specialist or C.A.S.

○ Doctorate

○ Endorsement only

11. Is this program offered at more than one site?

○ Yes

⦿ No

12. If your answer is "yes" to above question, list the sites at which the program is offered

[   ]

13. Title of the state license for which candidates are prepared

14. Program report status:

⦿ Initial Review

○ Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized

○ Response to National Recognition With Conditions

15. State Licensure requirement for national recognition:
NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

⦿ Yes

○ No

SECTION I - CONTEXT

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

The Social Studies Education (SSE) program at Indiana State University (ISU) is a recognized unit within the College of Arts and Sciences (CAS). A coordinator oversees the administration of the program, aided by support staff and advised by an SSE Advisory Board, composed of faculty from the six licensure areas allowed in Indiana under the Indiana Professional Standard Board (IPSB) and the Indiana Department of Education (IDOE). These board members assist in the crafting of the curriculum, setting policies, and advising students. The state of Indiana (through the IPSB) requires that SSE programs are comprehensive, encompassing: civic ideals, current events, economics, geographical perspectives, government and citizenship, historical perspectives (US and World), psychology, sociology, and world cultures. The IPSB social studies standards correspond closely to the NCSS interdisciplinary thematic standards and the disciplinary standards, and the SSE curriculum at ISU has been mapped to IPSB standards to impart an interdisciplinary breadth and a sufficient disciplinary depth of knowledge in social studies. Candidates for SSE licensure in this program must complete a core of social studies courses (detailed later in the report) and then select 3 areas of content specialization or concentration (Economics, Geography, Government, History, Psychology, and Sociology).

While the CAS forms the SSE program's home, the program works very closely with the College of Education (COE), and in particular that college's department of Curriculum Instruction and Media Technology (CIMT). With the vital exception of the two social studies methods courses, the COE provides the professional education component of the SSE program. Candidates move through various levels of the Becoming a Complete Professional program (or BCP program as the secondary-teacher preparation program is known). The initial gateway is the passing of all three element of the Praxis I exam (although the state has just in 2010, and taking effect only now, allowed for alternatives to full passage of Praxis I), a minimum of a 2.5 cumulative grade point average, and earning a C or better in EPSY 202 (Educational Psychology). After completion of all the program and student teaching, SSE candidates may elect to take the Praxis II exam and pursue a teaching license. Achieving a cut score of 147 on the ETS Praxis II, Social Studies for Content Knowledge (0081) test would earn our completer a license. The state has recently approved a new set of exams for licensure in social studies, but these exams have no impact on this report.

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

Through the ISU COE's BCP program, SSE candidates receive exceptional early field and clinical experiences. Classes through the CIMT department in the COE administer the EFE and clinical/student teaching experiences. These begin in CIMT 301/302, a 6-hour general secondary methods course, usually taken in a candidate's junior year. The EFE in CIMT 301/302 occurs in the middle school setting.

Candidates are individually placed in a classroom. The duration runs approximately 3 weeks, beginning with observation of the students and host teacher (with CIMT supervising instructors also observing), and culminating with the teaching of a unit. Students must compose and submit a Unit Report, although this report is not formally assessed for the program. My estimate of time would be 18 hours of total EFE, with at minimum4 hours of instruction (candidate's teaching of their unit) and perhaps 2-3 more in tutoring experience.

The second EFE occurs in CIMT 400/400 L, a 4-hour general secondary methods course, normally taken in the candidate's senior year in the semester just prior to student teaching. Candidates are individually placed in a high school classroom, and assigned according to their areas of subject specialization. The EFE is a quite robust experience, the result of a reform originating from a Federal grant Partnering to Reform Education (PRE), instituted in 2003. Project PRE brought together faculty from the COE, the College of Arts and Sciences, and teachers from several surrounding school corporations. Project PRE had many facets, but for the purposes of the SSE program the end result was a revamping of the clinical EFE in CIMT 400. Candidates are placed in the field for an extended EFE prior to student teaching. The EFE runs a minimum of 6 weeks. The CIMT 400 course is also blocked with the content area methods courses (in our case SS 306), to produce a period of 3 hours, during which the candidates' EFE may occur for a full five days a week, rather than the all-to-standard parachuting in two or three days a week. This form of EFE has yielded excellent results, with candidates, host teachers, and high school students able to grow more comfortable with each other. Candidates also gain a better continuous idea of what a teacher's day is like (or at least a half-day). Additionally, the co-enrollment of CIMT 400 with SS 306 also has allowed for the direct interaction and observation of the SS 306 instructor in the host classroom. This has resulted in immeasruablly richer discussions and experiences in imparting social studies methods. My estimate of the total number of EFE hours in the classroom would be around 90 hours, with at minimum 8 hours of instructional time (candidate's teaching their units), with perhaps another 2-3 hours of instructional experience due to tutoring or executing various discussions or activities as dictated by the host teacher. This experience culminates in a Unit Report submitted for assessment and a separate Unit Plan Project submitted to the SSE program.

A candidate's student teaching involves a full semester with 2 separate 8 week placements, totaling 16 weeks. One 8-week placement occurs at the middle school with another 8-week placement at high school. Typically each placement begins with a week of observation, after which the candidate is fully responsible to instruction, with oversight and guidance of the host teacher and CIMT supervising instructor.

3. **Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)**

ISU Social Studies Education Advising Sheet

See **Attachments** panel below.

4. **This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.**

Social Studies Methods Course Descriptions

See **Attachments** panel below.

5. **Candidate Information**
Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program: Bachelor of Science in Social Studies Education		
Academic Year	**# of Candidates Enrolled in the Program**	**# of Program Completers[2]**
2010	117	23
2009	136	23
2008	116	19

[2] NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

6. **Faculty Information**
Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Daniel A. Clark
Highest Degree, Field, & University[3]	Ph.D., History, Purdue University
Assignment: Indicate the role of the	

faculty member[4]	faculty, program coordinator
Faculty Rank[5]	Assistant Professor
Tenure Track	☑ YES
Scholarship[6], Leadership in Professional Associations, and Service [7]:List up to 3 major contributions in the past 3 years[8]	BOOK--Creating the College Man: American Mass Magazines and Middle-Class Manhood, 1890-1915. Madison: University of Wisconsin Press, 2010. Studies in American Thought and Culture Series, edited by Paul Boyer. ARTICLE--"Improved Reflections: American Mass Magazines, Higher Education, and the Construction of a Middle-Class Male Identity, 1890-1915," American Educational History Journal 37 no. 2 (2010): 273-290. ARTICLE--"Social Studies Instruction: Changing Teacher Confidence in Classrooms Enhanced by Technology," The Social Studies 101 (2010): 37-45, co-authored with Michael Shriner, Melissa Nail, Bethanne M. Schlee, and Rebecca Libler.
Teaching or other professional experience in P-12 schools[9]	•Social Studies Inservice workshop for Vigo County Sschool Corporation elementary teachers, covering the teaching of the American Revolution and Constitutional period:s September 28th and 29th, 2010.

(3) e.g., PhD in Curriculum & Instruction, University of Nebraska.
(4) e.g., faculty, clinical supervisor, department chair, administrator
(5) e.g., professor, associate professor, assistant professor, adjunct professor, instructor
(6) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.
(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.
(8) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.
(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the NCSS standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. **Please provide following assessment information (Response limited to 250 characters each field)**

Type and Number of Assessment	Name of Assessment [10]	Type or Form of Assessment [11]	When the Assessment Is Administered [12]
Assessment #1: Licensure assessment, or other content-based assessment (required)	Praxis II, Social Studies Education Content Knowledge (ETS--0081)	State Licensure Exam	Completion of program
Assessment #2: Content knowledge in social studies (required)	Grades in Content Courses	Course Grades	SSE Advisors and the SSE Coordinator monitor on a semester by semester basis, with a final check occurring prior to completion of the program.
Assessment #3: Candidate ability to plan instruction (required)	Social Studies Unit Plan, titled Final Unit Project	Unit Plan/Project	During advanced (2nd) social studies methods course in the program (SS 306), usually in a candidate's senior year in the semester prior to student teaching.
Assessment #4: Student teaching (required)	Student Teaching Evaluations	Summative Internship Evaluation	End of student teaching placements--each student receives 2 placements in both a middle and high school setting.

Assessment #5: Candidate effect on student leaning (required)	Student Teaching Unit Report	Unit Report/Project	After EFE during co-enrolled CIMT400/400L and SS 306 course, senior year prior to student teaching. Candidates are required to resubmit after student teaching if they do not earn an overall exceeds rating
Assessment #6: Additional assessment that addresses NCSS standards (required)	Practice Praxis II	Comprehensive Content Exam	During advanced social studies methods course (SS 306), senior year prior to student teaching.
Assessment #7: Additional assessment that addresses NCSS standards (optional)			
Assessment #8: Additional assessment that addresses NCSS standards (optional)			

(10) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
(11) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
(12) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each NCSS standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NCSS standards.

1. For each NCSS standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NCSS standards.

NCSS STANDARD - Themes

	#1	#2	#3	#4	#5	#6	#7	#8
1.1 Culture and Cultural Diversity. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.	☑	☑	☐	☑	☐	☐	☐	☐
1.2 Time, Continuity, and Change. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.	☑	☑	☐	☑	☐	☐	☐	☐
1.3 People, Places, and Environment. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment.	☑	☑	☐	☑	☐	☐	☐	☐
1.4 Individual Development and Identity. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.	☑	☑	☐	☑	☐	☐	☐	☐
1.5 Individuals, Groups and Institutions. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions.	☑	☑	☐	☑	☐	☐	☐	☐
1.6 Power, Authority, and Governance. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority and governance.	☑	☑	☐	☑	☐	☐	☐	☐
1.7 Production, Distribution, and Consumption. Candidates in social studies should possess the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption of goods and services.	☑	☑	☐	☑	☐	☐	☐	☐
1.8 Science, Technology and Society. Candidates in social studies should possess the knowledge, capabilities,								

	#1	#2	#3	#4	#5	#6	#7	#8
and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology and society.	☑	☑	☐	☑	☐	☐	☐	☐
1.9 Global Connections. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections and interdependence.	☑	☑	☐	☑	☐	☐	☐	☐
1.10 Civic Ideals and Practices. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices.	☑	☑	☐	☑	☐	☐	☐	☐

2. SOCIAL SCIENCE DISCIPLINES

	#1	#2	#3	#4	#5	#6	#7	#8
2.1 History. Candidates who are to be licensed to teach history at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of history.	☑	☑	☑	☑	☑	☑	☐	☐
2.2 Geography. Candidates who are to be licensed to teach geography at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of geography.	☑	☑	☑	☑	☑	☑	☐	☐
2.3 Civics and Government. Candidates who are to be licensed to teach civics and/or government at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civics and government.	☑	☑	☑	☑	☑	☑	☐	☐
2.4 Economics. Candidates who are to be licensed to teach economics at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of economics.	☑	☑	☑	☑	☑	☑	☐	☐
2.5 Psychology. Candidates who are to be licensed to teach psychology at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of psychology	☑	☑	☑	☑	☑	☑	☐	☐

3. PROGRAMMATIC STANDARDS FOR INITIAL LICENSURE

	Information is provided in Section I, Contextual Information
3.1 Course or Courses on Teaching Social Studies. Institutions preparing social studies teachers should provide and require prospective social studies teachers to complete a course or courses dealing specifically with the nature of the social studies and with ideas, strategies, and techniques for teaching social studies at the appropriate licensure level.	☑
3.2 Qualified Social Studies Faculty. Institutions preparing social studies teachers should provide faculty in the social studies and social studies education components of the program who are recognized as (a) exemplary teachers, (b) scholars in the fields of social studies and social studies education, and (c) informed about middle and secondary school classrooms and teaching.	☑

SECTION IV - EVIDENCE FOR MEETING STANDARDS

   DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments and scoring guides and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather that reporting a cumulative score..

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in NCATE's unit standard 1:
• Content knowledge (Assessments 1 and 2)
• Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
• Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:

(1) A two-page narrative that includes the following:
a. A brief description of the assessment and its use in the program (one sentence may be sufficient);

b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
c. A brief analysis of the data findings;
d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;
and

(2) Assessment Documentation
e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
f. The scoring guide for the assessment; and
g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each , however in some cases assessment instruments or scoring guides may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

1. **CONTENT KNOWLEDGE: Data from licensure tests of content knowledge.** NCSS standards addressed in this entry should include the knowledge elements of Standards 1.1-1.10 and 2.1-2.5.[13] If your state does not require licensure tests in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. Documentation should include total scores plus sub-scores for the state licensure test.

Provide assessment information as outlined in the directions for Section IV

Assessment #1--Praxis II Exam

See **Attachments** panel below.

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(13) Standards 2.1-2.5 need not be addressed for Broad Field Social Studies Programs; these standards need only be addressed for programs that lead to teacher licensure in civics/government, economics, geography, history, or psychology.

2. **CONTENT KNOWLEDGE: Assessment of content knowledge in the social studies or the specific social science discipline to be taught.** NCSS standards addressed in this assessment could include the knowledge elements of Standards 1.1-1.10, 2.1-2.5,[14] 3.1, and 3.2. Examples of assessments include comprehensive examinations, course grades where the course is appropriate to a standard[15], and portfolio tasks.[11]

Provide assessment information as outlined in the directions for Section IV

Assessment #2--Course Grades

See **Attachments** panel below.

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(14) Standards 2.1-2.5 need not be addressed for Broad Field Social Studies Programs; these standards need only be addressed for programs that lead to teacher licensure in civics/government, economics, geography, history, or psychology.

(15) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included are discrete items. In this case, some of the artifacts included in the portfolio may be considered individual assessments.

3. **PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates can effectively plan classroom-based instruction.** NCSS standards that could be addressed in this assessment include the capabilities and dispositions to organize and provide instruction identified in Standards 1.1-1.10, 2.1-2.5[16], 3.1, and 3.2. This assessment does not need to address all standards. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans.
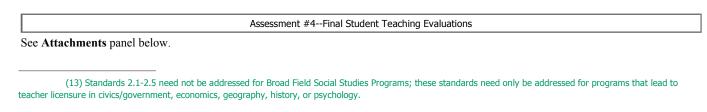
Provide assessment information as outlined in the directions for Section IV

Assessment #3--SSE Unit Plan/Project

See **Attachments** panel below.

4. PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. NCSS standards that could be addressed in this assessment include the capabilities and dispositions to organize and provide instruction identified in Standards 1.1-1.10 and 2.1-2.5[13]. Only the aspects of the assessment instrument used in student teaching or the internship specifically applicable to social studies instruction should be submitted.

Provide assessment information as outlined in the directions for Section IV

Assessment #4--Final Student Teaching Evaluations

See **Attachments** panel below.

5. EFFECTS ON STUDENT LEARNING: Assessment that demonstrates candidate effects on student learning. NCSS standards that could be addressed in this assessment include student learning elements of Standards 1.1-1.10 and Standards 2-1-2.5[14]. This assessment does not have to address every standard. Examples of assessments include those based on student work samples, portfolio tasks and case studies..

Provide assessment information as outlined in the directions for Section IV

Assessment #5 CIMT Unit Report

See **Attachments** panel below.

6. Additional assessment that addresses NCSS standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV

Assessment #6--Practice Praxis II Exam

See **Attachments** panel below.

7. Additional assessment that addresses NCSS standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV

8. Additional assessment that addresses NCSS standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program, **This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.**

(Response limited to 12,000 characters)

The SSE Program at ISU has regularly collected and evaluated programmatic assessment evidence. The licensure test, course grades, the CIMT student teaching report and the final student teaching evaluation, all have long been established assessments. Of more recent vintage are Assessments 3 (Unit Plan/Project) and 6 (Practice Praxis II), as well as the impact of student learning component of Assessment 5 (part of the CIMT student teaching report). The SSE Program's coordinator and Advisory Board discuss these assessments yearly in a regular board meeting. Beginning in 2007, the COE implemented a yearly "Assessment Day," for which a report very similar to this NCSS SPA was generated by the coordinator. Programmatic evaluations of assessments and decisions to act on these judgments (noted below) have occurred as a result of the systemic programmatic evaluations (board meetings and COE Assessment Days).

1. Content Knowledge
The assessments used to judge programmatic strength in imparting content knowledge most pointedly include: Assessments 1, 2, and 6. Overall candidate performance on these assessments indicate sufficient, and in some cases admirable, depth of understanding of the content subject matter demanded by the NCSS thematic and disciplinary standards. When coupled with Assessments 4 and 5, components of which assess content knowledge by evaluators outside of the program, the data point to a historically strong grasp and use of content by SSE candidates at ISU. Praxis II performance has long been assumed strong. The ISU passage rate is (and always has been solid)—almost always 100%. But since the state began encouraging institutional competition by publishing comparison scores between state institutions, the stakes have risen. Couple this with the recent decision in Indiana to switch to content specific Praxis II exams, and the coordinator and Advisory Board (and the affiliated subject departments) will examine this data far more keenly in the years to come. It is pleasing to note the continued strong overall gpa performance of our candidates in their subject areas of specialization, as it is to note the recent uptick in the median and range of our Praxis II composite scores. More gratifying is the strong improvement in the average percent correct in the subject fields on the Praxis II, especially ISU scores compared against the state and national averages. But, again, the board and coordinator plan to monitor the data, and particularly Praxis II scores even more carefully in the years ahead. One area of concern is a perceived weakness in World History knowledge. One possible reason for this weakness that needs to be addressed is a paucity of upper-level Asian History offerings at ISU, owing to the lack of an Asian History specialist. The data will be used to push college and university administrators to recognize the vital need to prioritize hiring in this field, or risk continued weakness in this obviously growing area of global significance.

2. Professional and Pedagogical Knowledge
Assessments 3 and 4 most directly address this category. Assessment 3, the SSE Unit Plan/Project, originated with the previous coordinator following a conference on SPA reports—unit's had long been an aspect of social studies methods courses, but just not systematically assessed. The assessment conforms to IPSB standards, which are very similar (in fact often identical) to NCSS standards. The current coordinator has proven a tough assessor (compared to CIMT evaluators or supervising teachers, for example), but this is due to the fact that he views this assessment in particular as a formative assessment, meant to shake up complacency and awaken students to the program's high standards. In 2008 a slight, but important, change was made in the timing of this assessment that directly relates to the felt need for a better assessment. One cause resulted from Project PRE reforms (referenced in section I), and the enhanced EFE, now linked to SS 306 and more intimately involving the social studies faculty in the EFE experience. The coordinator realized the potential for a unit plan linked to the EFE teaching experience to yield a richer assessment experience, particularly the reflection component. Similarly the implementation of the COE's Assessment Day also served to open the eye's of the coordinator to the need for assessments in all of the social studies disciplines rather than just History. The Unit Plan assessment previously had occurred in a methods course where the unit involved an exclusively historical topic owing to faculty expertise. The board consented in these changes and it certainly has helped in satisfying NCSS standards and will remain in place. The only issue emerging from an overview of Assessment 3 data involves the need for more concentrated and meaningful reflection, and the coordinator will see that this occurs.
Assessment 4, the final evaluation of student teaching, remains a very strong assessment instrument. Last summer, after realizing that changes in Indiana demanded a SPA for NCSS, the coordinator understood a potential weakness of this COE/CIMT assessment instrument, in that it did not differentiate the content taught adequately for NCSS standards. Given that the COE/CIMT assessment covers 2 separate SSE candidate placements, it would appear obvious that in addressing content, all of the NCSS thematic and disciplinary standards would be covered at some point, but the coordinator did grasp the need for specificity. The results of one semester (2 iterations from the 2 placements), while gratifying in that ISU SSE candidates performed well, point to the need for improved implementation. The coordinator plans to refine this instrument and to ensure that our supervising teacher evaluators understand its usage better.

3. Student Learning
Currently only Assessment 5 is directly mapped to this category, although indirectly Assessment 4 covers this as well. Fortuitously, the previous SSE Coordinator, after attending a SPA conference as a Project PRE director, came away demanding that all student teaching experiences tied to the PRE reforms must include a demonstration of teaching effectiveness. This has resulted most pointedly in the requirement of such evidence in the CIMT student teaching report (Assessment 5), performed first in CIMT 400 (co-enrolled with SS 306, for SSE majors). According to the data, this category in the Assessment (impact on student learning) has proven to be one of our students' weaker areas (i.e. noticeably fewer "exceeds" ratings). While overall the coordinator is gratified that SSE candidates have adequately met this standard in the past, with the growing demand for teacher accountability, this category demands more development as appoint of professional pride (and professional necessity). The program plans to take steps to improve, so that a clear majority of candidates achieve an exceeds rating.

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

1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the NCATE web site at http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/RevisedProgramReports/tabid/453/Default.aspx

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the NCATE web site at http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/ResponsetoConditionsReport/tabid/454/Default.aspx

(Response limited to 24,000 characters.)

Please click "Next"

This is the end of the report. Please click "Next" to proceed.