

**Oklahoma Commission for Teacher Preparation  
Program Report for the  
Preparation of Social  
Studies Education**

**C O V E R   S H E E T**

Institution St. Gregory's University State OK

Date submitted September 15, 2014

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**Program documented in this report:**

Name of institution's program(s) Secondary Social Studies Education

Grade levels for which candidates are being prepared 7-12

Degree or award level<sup>1</sup> Baccalaureate

**Is this program offered at more than one site?**  Yes  No

If yes, list sites at which the program is offered:  
\_\_\_\_\_

**Title of the state license for which candidates are prepared**  
U.S. HISTORY/OKLAHOMA HISTORY/ GOVERNMENT/ECONOMICS (6-12),  
WORLD HISTORY/GEOGRAPHY (6-12)

**Program report status:**

Initial review

New Program

Existing Program

Response to One of the Following Decisions: Further Development Required  
or Recognition with Probation

Response to Recognition With Conditions

**Is your unit seeking:**

State accreditation for the first time (initial accreditation)

Continuing State accreditation

## **REVISIONS MADE IN SEPTEMBER 2014**

### **Update Attachment A**

#### **Assessment 1:**

Modify Table # 2 in order to report both US and World History scores- Data reported

**Assessment 2:** Data reported

**Assessment 3:** Modify Table 5 to better report Lesson Planning Rubric- data reported

Update Table 6 and reported data

Update Attachment D to include the new Individual Lesson Plan Chart

**Assessment 4:** Data reported

**Assessment 5:** Modify table 11 to match changes in the SLIP evaluation instrument and report data

**Assessment 6:** Report data

**Assessment 7:** Report data

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## SECTION I—CONTEXT

St. Gregory's University (SGU) promotes the education of the whole person in the context of a Christian community in which students are encouraged to develop a love of learning and live lives of balance, generosity, and integrity. Rooted in the university's Mission Statement (above), the SGU Department of Education has developed a Conceptual Framework, which guides the unit's instruction and assessment. It is called "The Reflective Practitioner". The term "Reflective Practitioner," as articulated by Donald Schön's (*The Reflective Practitioner*, 1987) research on preparing professionals, represented effectively the spirit of the Benedictine life of prayer and work. The most effective teacher would live a life of reflection about teaching practice - before that practice, during that practice, and after that practice. Schön's research in the preparation of professionals proved to be an appropriate expression of the mission for teacher preparation at St. Gregory's University.

St. Gregory's offers a liberal arts education in the Catholic and Benedictine tradition. Therefore, there is a core component to all degree programs in which students explore the ways of knowing in a variety of disciplines and meet the thinkers who have shaped Western civilization through a series of four *Tradition and Conversation* (Great Books) seminars. Building on that basis, the education programs at SGU are designed to support the standards of the National Council for Accreditation of Teacher Education (NCATE) and Oklahoma State Standards and General Competencies for Teacher Licensure and Certification, in addition to guidelines from the learned societies. The unit has also added institutional competencies which align with the Conceptual Framework, which address knowledge of the Catholic perspective in education and reflective practice. To attain licensure, teacher candidates in Oklahoma take three professional exams that address general education (Oklahoma General Education Test, OGET), discipline knowledge (Oklahoma Subject Area Test, OSAT), and pedagogy (Oklahoma Professional Teaching Examination, OPTE). These requirements impact the design of the program, and both complement and reinforce the application of NCATE and state standards.

The unit's Conceptual Framework emphasizes knowledge of self and knowledge of the learner. Beginning with Foundations of Teaching, students initiate a reflective approach to self awareness. The Writing Portfolio (freshman year) and the Comprehensive Learning Portfolio (CLP), based on Common Core objectives, also encourage students to set goals, analyze progress, and reflect upon personal growth prior to admission to Teacher Education. Teacher candidates gather knowledge about learners in coursework as they explore cultural diversity, multiple intelligences and the stages of psychological and cognitive development.

The unit uses a multi-level approach to field experiences. Candidates in secondary education complete a minimum of 75 hours of field experience before student teaching. During these field experiences the teacher candidate observes the actions of others and his/her own actions in the classroom and then reflects upon those observations to grow in professional confidence and expertise. This model of study, practice, and reflection is supported in writings of Donald Schön (1991), who points out:

Designing [learning experiences] must be learned by doing. However much students may learn about designing from lectures or readings, there is a substantial component of educational design competence - indeed - the heart of it

- that they cannot learn in this way. A quality educational practice is learnable but is not teachable by classroom methods. And when students are helped to learn this quality, the interventions most useful to them are more like coaching than teaching - as in reflective practice.

Thus, the unit has designed field experiences linked to specific coursework for teacher candidates, which provide the occasion for discussion of the teaching actions and sharing of field experience summaries.

<b>Field Experiences Linked to Specific Coursework</b>	<b>Secondary Education Majors' Hours/ Category</b>
Foundations of Teaching	15- Observation (Elementary, Middle Level, High School)
Catholic Perspectives in Education	10- Observation/directed assistance- Catholic School
Middle Level Education	15- Observation/directed assistance- Middle level School
Methods Coursework	15- directed assistance and supervised assistance (subject area and level)
Psychology of Students with Exceptionalities	10- Observation/directed assistance- Special Education
Professional Development/ Extracurricular Activities	10
Total Hours (minimum)	75

The Teacher Education program of study was designed and sequenced to provide field experiences at multiple levels of competency development in order to provide a thorough practice-base for reflection. Students are required to complete field experiences each semester while in the program, beginning with the sophomore year. The experiences were organized in six categories: (1) observation, (2) directed assistance, (3) supervised assistance, (4) supervised unit instruction, (5) supervised full responsibility, and (6) professional development. Each teacher candidate is directed through each level and area to experience general and specific activities in order to achieve as thorough and sequentially appropriate a set of experiences as possible before entering student teaching. Each teacher candidate keeps a journal record of experiences to be used for personal notes and reflection as well as for topics of discussion with peers and mentors.

The Reflective Practitioner Teacher Education program at St. Gregory's University places a high value on early systematic field experiences in a range of school settings, with a variety of students of varying cultural, socioeconomic, racial and ethnic backgrounds, including students with special needs. Field experiences include the following:

- At least one experience in an urban school, one in a suburban, and one in a rural school
- At least one experience in a school with a high multicultural population
- At least one experience in a school with a varied socioeconomic population
- At least one experience in a non-school educational program

During SO3213 Fundamentals of Leadership, teacher candidates develop their leadership, organizational and instructional skills through campus or community leadership projects. The teacher candidate(s) organize and lead projects related to their major area or focus in education in order to expand their leadership and content competencies. As the course progresses, teacher candidate(s) keep a journal record and write a reflective report at the conclusion of the project.

Student Teaching is a twelve week (60 days) placement during the senior year. This capstone experience calls for the teacher candidate to work with a cooperating teacher, who agrees to let the student teacher take responsibility for the classroom, in graduated levels, for ten of the twelve weeks. This cooperating teacher works closely with the student teacher, mentoring on a daily basis. The university supervisor observes at least four times during the teaching experience and meets the student teacher and/or cooperating teacher at each visit. In addition to these meetings, the student teacher provides a daily reflective journal to the university supervisor at the end of each week. The university supervisor also provides written feedback to the student teacher and to the Director of Teacher Education on a weekly basis.

During the student teaching semester, student teachers are enrolled in ED 4322 Student Teaching Seminar, to develop the Student Learning Impact Project (SLIP), by which they assess their impact on a class learning experience. This is further described in Assessment #5.

Effective teacher education requires a serious commitment to the development of teacher candidates' understanding of subject matter. Using the guidelines provided by the learned societies, the unit has developed programs of study to foster solid knowledge acquisition in each major area.

## **Program of Study for Secondary Social Studies Education**

Secondary Social Studies majors, in alignment with the **National Council for the Social Studies (NCSS)**, **university and state standards**, are required to complete the following coursework:

### **Common Core Course Requirements (56 credits)**

HU 1112 - Seminar I: Ancient Near Eastern/Early Greek Thought & Culture (2 cr.)

HU 1122 - Seminar II: Classical and Early Christian Thought & Culture (2 cr.)

HU 2112 - Seminar III: Medieval and Renaissance Thought & Culture (2 cr.)

HU 2122 - Seminar IV: Modern Thought & Culture (2 cr.)

TH 1323 - Introduction to Sacred Scripture (3 cr.)

TH 2413 - Introduction to Christian Theology (3 cr.)

PH 1013 - Introduction to Philosophy (3 cr.)

PH 3063 - Philosophical Ethics and the Just Society (3 cr.)

EN 1113 - English Composition I (3 cr.)

EN 1323 - English Composition II (3 cr.)

CO 1713 - Fundamentals of Speech Communication (3 cr.)

Introductory Fine Arts (Dance, Music, Theatre, Visual Arts) Course (3 cr.)

HI 1483 - United States, 1492-1865 (3 cr.)

PO 1013 - Government of the United States (3 cr.)

PY 1113 - Elements of Psychology (3 cr.) or

SO 1113 - Introduction to Sociology (3 cr.)

SS 3213 - Fundamentals of Leadership (3 cr.)

MA 1473 - Math for Critical Thinking (3 cr.) or

MA 1513 - College Algebra (3 cr.)

Two (2) Introductory Life or Physical Science Courses,  
one of which must be taken with a laboratory component (7 cr.)

KI 1072 - Concepts of Wellness (2 cr.) or

Two (2) Physical Activity Courses, only one of which may be KI 1411 (2 cr.)

**Social Studies Subject Area Coursework (50 Credit Hours)**

HI 1043 - World History to 1600 (3 cr.)

HI 1053 - World History Since 1600 (3 cr.)

HI 1493 - U.S. History, 1865-Present (3 cr.)

HI 4903 – The American West (3 cr.)

Additional upper-division course in American History (3 cr.)

Additional upper-division course in World History (3 cr.)

EC 1603 – Macroeconomics (3 cr.)

GE 3113 - World Geography and Cultures (3 cr.)

PO 3013 - International Relations (3 cr.)

PO 3023 - Branches of Government (3 cr.)

SO 4013 - Language and Society (3 cr.)

TH 3443 - World Religious Traditions (3 cr.)

PY 3113 - Developmental Psychology (3 cr.)

PY 4113 Cognitive Psychology (3 cr.)

PY 4132 - Psychology of Students with Exceptionalities (2 cr.)

PY 4223- Tests and Measurement (3cr)

SS 3263 - Methods of Teaching Secondary Social Studies (3 cr.)

**Professional Education Coursework (19 Credit Hours)**

ED 3012 - Foundations of Teaching (2 cr.)

ED 3022 - Middle Level Education (2 cr.)

TH 3201 - Catholic Perspectives on Education (1 cr.)

ED 3002 - Educational Technology (2 cr.)

ED 4322 - Student Teaching Seminar (2 cr.)

ED 4910 - Student Teaching (10 cr.)

\*Foreign Language Competency: Novice high-Listening/Speaking. Two semesters same language in college with “C” or better, or two years same language in high school with “B” or better, or pass CLEP test.

**Admission to Teacher Education**

Students must apply to Teacher Education when the preconditions to admission can be met, usually at the end of the sophomore year. The applications will be considered for approval by the Admissions Committee of the Teacher Education Council. Interviews for prospective teacher candidates are arranged by the Director of Education. Once admitted, candidates must maintain a 2.5 GPA and appropriate dispositions to remain in the program. Candidates must be admitted to Teacher Education to take Methods Coursework. Documentation of the following preconditions must accompany each application.

- Completed Application to Teacher Education
- Updated Field Experience Time Log and Summaries
- Written Personal Philosophy of Education
- Successful completion of “Foundations of Teaching” ED 3012 (or equivalent)

- Cumulative GPA of 2.5
- Oklahoma General Education Test (OGET ) passing score
- C or better in all required education and/or major (content) courses
- Recommendations from
  - 1 advisor,
  - 3 SGU faculty members (2 of whom have taught you), and
  - 1 one person outside SGU (character reference, work reference, i.e. paid or field experience, or volunteer position, or other non-academic reference)
- Unofficial transcript from SGU, official transcript(s) from other universities
- Completion of Professional Education Portfolio Checkpoint 1
- Written essay
- Background Check
- Interview and recommendation by Admission to Teacher Education Committee

## Candidates and Program Completers

Attachment A reports candidates and program completers for the past three years.

### Attachment A

<b>Program:</b> Secondary Social Studies Education		
<b>Year</b>	<b># of Candidates Enrolled in the Program</b>	<b># of Program Completers</b>
2011-2012	3	0
2012-2013	2	1
2013-2014	1	1

Attachment A shows that there have not been any program completers over the past three years. There are three candidates currently in the program, two are sophomores and one is a junior.

## Faculty Information

Attachment B shows faculty who have taught Secondary Social Studies Education candidates over the past 3 years.

## Attachment B- Faculty Information

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track (Yes/ No)	Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
Gayle Fischer	PhD in Educational Psychology, University of Oklahoma	Professor, Education coursework Foundations of Teaching, Middle Level Education, Student Teaching Seminar 2008-present	Associate professor, Director of Teacher Education	yes	Membership in Oklahoma Association of Colleges of Teacher Education, Association of Curriculum and Supervision, Association for Childhood Education International, Service at SGU: Academic Council, Assessment Committee, Academic Committee of SGU Board of Directors and Chair of Teacher Education Council Community Service: Oklahoma Conference of Catholic Schools Accrediting Association; Teacher Competency Review Panel, OK State Dept of Ed	Teaching experience in elementary, middle level, HS (Alternative Ed) and special education for over thirty years Certification: Elem1-8, Mild-Moderate Special Education B-12, Elem Principal K-8, Social Studies Endorsement NBPTS –Special Education (Mild-Moderate)
Kipton Smilie	Ph.D. in Historical, Philosophical, and Social Foundations of Education, University of Kansas	Professor Supervision of Student Teachers Teacher-Secondary Methods 2011-2013	Assistant Professor	yes	“Humanitarian and Humanistic Ideals: Charles W. Eliot, Irving Babbitt, and the American Curriculum at the Turn of the 20 <sup>th</sup> Century.” <i>The Journal of Thought</i> . Vol. 47, Spring/Summer 2012. Forthcoming.  “Irving Babbitt's New Humanism: Education and the ‘Civil War in the Cave.’” Presented at the Humanities and Education Research Association Conference, Salt Lake City, Utah, 2012. <b>Professional Associations:</b> -National Council of Teachers of English	August 2004-May 2006: <b>English Teacher</b> , Ottawa High School, Ottawa, KS. <b>Courses taught:</b> 9th grade English, 9th grade College Prep English, 10th grade English, 10th grade College Prep English.  August 2008-May 2011: <b>English Teacher</b> , Perry-Lecompton High School, Perry, KS.
Tash Smith	Ph.D. in American History, University of Oklahoma	Professor-American History and World History 2010-present	Assistant Professor	Yes	Presented paper at the Northern Great Plains History Conference, Mankato, Mn, Sept  2011Presented paper at the Western History Associations’ annual conference, Oakland, Ca, Oct 2011 Article published in <u>Methodist History</u> , Jan	

					2012	
Melody Harrington	M.Ed. – Counseling Psychology University of Central Oklahoma LPC – Licensed Professional Counselor	Department Chair – Social Science Director of Counseling and Testing Professor – Social Science 1995-present	Associate Professor	Yes	Chair – Institutional Review Board - SGU Member of Oklahoma Association for the Improvement of Developmental Education Member of Oklahoma Counseling Assoc. Member of Texas Educational Diagnosticians Association	
Nicholas Rowel	PhD, Political Science University of New Mexico Political Science, University of New Mexico	Professor- Political Science and Government- Latin American History 2008-2011	Assistant Professor	Yes	1. "The Church, the State, and Human Rights in Latin America," co-authored with Benjamin Goldfrank, <i>Politics, Religion and Ideology 13(1)</i> [forthcoming, March 2012]. 2. "Path Dependence in Church-State Relationships? The Catholic Church in Argentina, Brazil and Chile," Midwest Political Science Association, Annual Meeting, Chicago, April 2011. 3. "Religion and Complicity with Human Rights Abuse: Church-State Ties, Path Dependency and the Catholic Episcopacy during Argentina's 'Dirty War,'" Midwest Association for Latin American Studies, Annual Meeting, St. Louis, November 2010.	

## Section II- Assessments and Related Data

	<b>Title of Assessment<sup>2</sup></b>	<b>Type or Form of Assessment</b>	<b>When the Assessment Is Administered</b>
1	[Licensure assessment, or other content-based assessment] <sup>3</sup>	Oklahoma Subject Area Test- OSAT	At the end of completion of all subject area coursework, before student teaching
2	[Content-based assessment]	Grades in subject area coursework	Throughout coursework
3	[Assessment of candidate ability to plan instruction]	Lesson Plan Rubric	During Methods of Teaching Secondary Social Studies
4	[Assessment of student teaching or internship]	Student Teacher Monitoring Report	During student teaching
5	[Assessment of candidate effect on student learning]	Student Learning Impact Project	During Student Teaching
6	[Additional assessment that addresses SPA standards ( <i>required</i> ) ]	Portfolio	Throughout program
7	[Additional assessment that addresses SPA standards ( <i>optional</i> ) ]	Oklahoma Professional Teaching Exam	After Student Teaching
8	[Additional assessment that addresses SPA standards ( <i>optional</i> ) ]		

### Section III- STANDARDS ASSESSMENT CHART

Oklahoma Standards	APPLICABLE ASSESSMENTS FROM SECTION II			
<b>Standard 1.2 Time, Continuity, and Change.</b> 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.	X#1	X#3	X#5	<input type="checkbox"/> #7
	X#2	X#4	X#6	<input type="checkbox"/> #8
<b>Standard 1.3 People, Places, and Environment.</b> 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.	X#1	X#3	<input type="checkbox"/> #5	<input type="checkbox"/> #7
	X#2	X#4	<input type="checkbox"/> #6	<input type="checkbox"/> #8
<b>Standard 1.4 Individual Development and Identity.</b> 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.	X#1	X#3	X#5	X#7
	X#2	X#4	X#6	<input type="checkbox"/> #8
<b>Standard 1.5 Individuals, Groups, and Institutions.</b> 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.	X#1	X#3	<input type="checkbox"/> #5	<input type="checkbox"/> #7
	X#2	X#4	<input type="checkbox"/> #6	<input type="checkbox"/> #8
<b>Standard 1.6 Power, Authority, and Governance.</b> 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.	X#1	X#3	<input type="checkbox"/> #5	<input type="checkbox"/> #7
	X#2	X#4	<input type="checkbox"/> #6	<input type="checkbox"/> #8
<b>Standard 1.7 Production, Distribution, and Consumption.</b> 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 production, distribution, and consumption.	X#1	X#3	<input type="checkbox"/> #5	<input type="checkbox"/> #7
	X#2	X#4	<input type="checkbox"/> #6	<input type="checkbox"/> #8
<b>Standard 1.8 Science, Technology, and Society.</b> 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.	X#1	<input type="checkbox"/> #3	<input type="checkbox"/> #5	<input type="checkbox"/> #7
	X#2	<input type="checkbox"/> #4	<input type="checkbox"/> #6	<input type="checkbox"/> #8
<b>Standard 1.9 Global Connections.</b> 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.	X#1	X#3	<input type="checkbox"/> #5	<input type="checkbox"/> #7
	X#2	X#4	<input type="checkbox"/> #6	<input type="checkbox"/> #8

<i>Standard 1. 10 Civic Ideals and Practices.</i> <b>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.</b>	<b>X#1</b> <b>X#3</b> <input type="checkbox"/> #5 <b>X#7</b> <b>X#2</b> <b>X#4</b> <b>X#6</b> <input type="checkbox"/> #8
<i>Standard 2.1 History.</i> <b>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.</b>	<b>X#1</b> <input type="checkbox"/> #3 <input type="checkbox"/> #5 <input type="checkbox"/> #7 <b>X#2</b> <input type="checkbox"/> #4 <input type="checkbox"/> #6 <input type="checkbox"/> #8
<i>Standard 2.2 Geography.</i> <b>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.</b>	<b>X#1</b> <input type="checkbox"/> #3 <input type="checkbox"/> #5 <input type="checkbox"/> #7 <b>X#2</b> <input type="checkbox"/> #4 <input type="checkbox"/> #6 <input type="checkbox"/> #8
<i>Standard 2.3 Civics and Government.</i> <b>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.</b>	<b>X#1</b> <input type="checkbox"/> #3 <input type="checkbox"/> #5 <input type="checkbox"/> #7 <b>X#2</b> <input type="checkbox"/> #4 <input type="checkbox"/> #6 <input type="checkbox"/> #8
<i>Standard 2.4 Economics.</i> <b>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.</b>	<b>X#1</b> <input type="checkbox"/> #3 <input type="checkbox"/> #5 <input type="checkbox"/> #7 <b>X#2</b> <input type="checkbox"/> #4 <input type="checkbox"/> #6 <input type="checkbox"/> #8
<i>Standard 2.5 Psychology.</i> <b>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.</b>	<b>X#1</b> <input type="checkbox"/> #3 <input type="checkbox"/> #5 <input type="checkbox"/> #7 <b>X#2</b> <input type="checkbox"/> #4 <input type="checkbox"/> #6 <input type="checkbox"/> #8
<i>Standard 3.1 Course or Courses in Teaching Social Studies.</i> <b>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.</b>	<input type="checkbox"/> #1 <b>X#3</b> <b>X#5</b> <b>X#7</b> <input type="checkbox"/> #2 <b>X#4</b> <b>X#6</b> <input type="checkbox"/> #8
<i>Standard 3.2 Qualified Social Studies Faculty.</i> <b>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.</b>	<input type="checkbox"/> #1 <input type="checkbox"/> #3 <input type="checkbox"/> #5 <input type="checkbox"/> #7 <input type="checkbox"/> #2 <input type="checkbox"/> #4 <input type="checkbox"/> #6 <input type="checkbox"/> #8

## Section IV-EVIDENCE FOR MEETING STANDARDS

### ASSESSMENT#1: CONTENT KNOWLEDGE

#### Description of the Assessment and its Use in the Program

Assessment #1 is the Oklahoma Subject Area Test (OSAT). The OSAT is a standardized examination for determining the content knowledge of pre-service teachers. The OSAT is divided into two sub tests: (1) U.S. History, Oklahoma History, Government and Economics (017) and (2) World History and Geography (018). Each test includes approximately 80 selected-response questions and 1 constructed-response assignment. Program completers are not required to take both tests but can choose which test they want to take.

The OSAT results are used to assess candidates' overall content knowledge in social studies and are a requirement for licensure in the state of Oklahoma. Score information is also used by SGU to assess our candidates' performance relative to other candidates in this area both within our state and nationally. Table 1 shows the criteria and scoring guides for each test.

**Table 1. Criteria and Scoring Guides for OSAT**

Test Code	Sub Areas	# of Selected Response Questions	Proportion of Total Test Scaled Score to Selected Response	# of Constructed Response Questions	Proportion of Total Test Scaled Score to Constructed Response	Subarea Represented by Constructed Response
017	I-US and OK History II Govt and Political Science III Economics	80	85%	1	15%	I-US and OK History
018	I World History II Geography	80	85%	1	15%	I. World History

#### Brief Analysis of Data

Table 2 shows OSAT scores for teacher candidates who completed the Secondary Social Studies Education Program in 2013 and 2014. Both candidates took Exam 017, which includes US History and Oklahoma History, Government and Political Science, and Economics. Only candidate #1 took Exam 008, World History and Geography. Candidates are only required to

**Table 2. Candidates' Scores on OSAT**

Candidate (yr)	Composite 017	Subarea 1	Subarea 2	Subarea 3	Subarea 4
1 (2013)	250	262	264	247	199
Statewide Mean Scaled Score	237.8	250	245	245	181
2(2014)	273	277	278	273	249
Statewide Mean Scaled Score	248.8	258	248	252	216
	<b>018</b>				
1(2013)	247	253	221	200	
Statewide Mean Scaled Score	236.8	252	246	268	

Maximum score=300, Passing score=240

pass one exam for program completion.

Both candidates scored above the state mean in all areas of Exam 017. Strengths in content knowledge can be evidenced in US and Oklahoma History and Government and Political Science. Candidate #1 only scored above the state average in one area, World History on Exam 018. This candidate’s scores indicate a weakness in Geography. Revisions have been made in GE3113 World Geography and Cultures to address this weakness and better address NCSS Standards in geography.

**Alignment of the Assessment with NCSS standards**

Attachment C illustrates how test competencies on the OSAT align with NCSS standards. This information, provided by the state of Oklahoma, denotes a correlation between the OSAT test competencies and NCSS standards if the content of a standard is covered in whole or in part.

**ATTACHMENT C  
ALIGNMENT OF OSAT WITH NCSS STANDARDS**

<b>Competency</b>	<b>World History/Geography (018)</b>	<b>US History/OK History/Govt/Econ (017)</b>
0001	1.2,2.1	1.2,2.1
0002	1.1, 1.2,1.3,1.5,1.6,1.9,1.10,2.1	1.1,1.3,1.4,1.5,1.6,1.7,1.9,2.1
0003	1.1,1.2,1.3,1.5,1.9,2.1	1.1,1.2,1.3,1.5,1.6,1.7,1.9,2.1
0004	1.1,1.2,1.3,1.5,1.6,1.7,1.9,2.1	1.1,1.2,1.3,1.5,1.6,1.7,1.8,1.9,2.1
0005	1.1,1.2,1.5,1.6,1.7,1.8,1.9,2.1	1.1,1.2,1.5,1.6,2.1
0006	1.1,1.2,1.3,1.6,1.7,1.8,1.9,2.1,2.2	1.1,1.2,1.3,1.5,1.6,1.7,1.8,1.9,2.1
0007	1.1,1.2,1.5,1.9,1.10,2.1	1.1,1.3,1.5,1.6,1.7,1.8,1.9,2.1
0008	1.1,1.2,1.3,1.5,1.6,1.7,1.8,1.9,2.1,2.2	1.1,1.5,1.6,1.7,1.9,2.1,2.3
0009	1.1,1.2,1.3,1.5,1.6,1.7,1.9,2.1	1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,2.1
0010	1.1,1.2,1.3,1.5,1.6,1.7,1.8,1.9,1.10,2.1,2.2	1.1,1.3,1.7,2.1,2.2
0011	1.3,2.2	1.3,1.5,1.6,1.7,1.10,2.3
0012	1.3,2.2	1.5,1.6,1.10,2.3
0013	1.1,1.3,1.9,2.2	1.5,1.6,2.3
0014	1.3,2.2	1.5,1.6,1.10,2.1,2.3
0015	1.1,1.2,1.33,1.4,1.,1.5,1.6,1.7,1.8,1.9,2.2,2.3	1.7,2.4
0016	1.3,1.8,1.9,2.1,2.2	1.5,1.6,1.7,2.4
0017	1.1,1.2,1.3,1.7,1.8,1.9,2.1,2.2	1.5,1.7,1.8,1.9,2.4

**How the Data Provides Evidence for Meeting the Standards**

From the data in Table 2, it is possible to identify areas in which candidates’ content knowledge is strong or weak (U.S. History, World History, Geography/ Economics), and help the unit to make program and/or coursework changes. Several changes in coursework have been implemented over the past three years to better meet the NCSS standards and prepare teacher candidates in the content required.

## ASSESSMENT #2- CONTENT KNOWLEDGE

### ASSESSMENT#2: CONTENT KNOWLEDGE

Social studies education majors must complete required coursework aligned with state standards and NCSS guidelines. Candidates' grades from required coursework are another means by which the unit determines candidates' knowledge of content in social studies.

#### Brief Analysis of Data

Table 3 shows candidates' grades in required coursework, with a brief analysis.

**Table 3. Social Studies Candidates' Grades in Required Content Coursework**

Course	2012-2013, N=1		2013-2014, N=1		2014-2015, N=	
	Average course grade (range)*	% of candidates meeting minimum expectation	Average course grade (range)*	% of candidates meeting minimum expectation	Average course grade (range)*	% of candidates meeting minimum expectation
HU 1121	3.0 B=100%	100%	4.0 A= 100%	100%		
HU 1122	4.0 A= 100%	100%	4.0 A= 100%	100%		
HU 2112	4.0 A= 100%	100%	4.0 A= 100%	100%		
HU 2122	4.0 A= 100%	100%	4.0 A= 100%	100%		
HI 1483	3.0 B=100%	100%	4.0 A= 100%	100%		
HI 1493	3.0 B=100%	100%	4.0 A= 100%	100%		
HI West	3.0 B=100%	100%	4.0 A= 100%	100%		
HI 1043	3.0 B=100%	100%	4.0 A= 100%	100%		
HI 1053	3.0 B=100%	100%	4.0 A= 100%	100%		
NS 1313	4.0 A= 100%	100%	4.0 A= 100%	100%		
PO 1013	2.0 C-100%	100%	4.0 A= 100%	100%		
PO 2023		100%	4.0 A= 100%	100%		
PO 3013	4.0 A= 100%	100%	4.0 A= 100%	100%		
PY 1113	4.0 A= 100%	100%	4.0 A= 100%	100%		
PY 3113	4.0 A= 100%	100%	4.0 A= 100%	100%		
PY 4113	4.0 A= 100%	100%	4.0 A= 100%	100%		
SO1113	3.0 B=100%	100%	4.0 A= 100%	100%		
SO4013	3.0 B=100%	100%	4.0 A= 100%	100%		

EC1063	4.0 A= 100%	100%	4.0 A= 100%	100%		
GE 3113	4.0 A= 100%	100%	4.0 A= 100%	100%		
TH3443	4.0 A= 100%	100%	4.0 A= 100%	100%		

A=4, B=3, C=2

Candidates must earn a “C” or better in all required coursework. If they earn below a “C” they must retake the course. Neither of the candidates, whose grades are reported in Table 3, earned below the minimum requirement in any required course and neither of these candidates were required to retake a course in order to earn the minimum score. Candidate #1 scored the minimum requirement in PO1013 Government of the US. However, the OSAT score (264) for this candidate demonstrates a strength in Government and Political Science. Candidate #2 completed the program with a 4.0 GPA and earned the distinction as Valedictorian in 2014.

### **Alignment of coursework with NCSS Standards**

All social studies education required coursework is aligned with NCSS themes. Table 4 reports this alignment.

**Table 4. Alignment of Coursework to NCSS Themes**

Course Number and Title	Course Description	Alignment with NCSS Standards
HU1121 Seminar I: Ancient Near Eastern/ Early Greek Thought and Culture	Ancient Near Eastern and Early Greek- thought and culture through the 54h century BCE. Readings include the Gilgamesh Epic, the Book of Genesis, Homer’s <i>The Odyssey</i> , the Book of Job and a play by Sophocles.	1.1,1.2
HU1122 Seminar II: Classical and Early Christian Thought and Culture	Thought and culture from 4 <sup>th</sup> century BCE-5 <sup>th</sup> Century CE. Readings include Plato’s <i>Apology</i> and <i>The Republic</i> , Aristotle’s <i>Nichomachean Ethics</i> , the Gospel of Matthew, Augustine’s <i>Confessions</i> , and the Rule of St. Benedict.	1.1,1.2
HU2112 Seminar III: Medieval and Renaissance Thought and Culture	Medieval and Renaissance, 600-1700CE. Readings include The Koran, Thomas Aquinas’ <i>Summa Theologiae</i> , Dante’s <i>Divine Comedy</i> , Machiavelli’s <i>The Prince</i> , Thomas Moore’s <i>Utopia</i> , a play by Shakespeare and Descartes’ <i>Meditations</i>	1.1,1.2
HU2122 Seminar IV: Modern Thought and Culture	Explores 1700-20 <sup>th</sup> century CE. Readings include the Declaration of Independence, and the U.S. Constitution, Smith’s <i>Wealth of Nations</i> , Austen’s <i>Pride and Prejudice</i> , Tocqueville’s <i>Democracy in America</i> , Thoreau’s <i>Walden</i> , and short stories by Flannery O’Conner.	1.1,1.2
HI 1483 US History, 1492-1865	Social, economic and political forces that have shaped the nation from the initial contact between Native Americans and Europeans to the end of the Civil War.	1.2, 2.1
HI 1493 US History 1856-Present	Social, economic and political forces that have shaped the nation from the end of the Civil War to contemporary America.	1.2, 2.1
HI 4903 The American West	Covers major events, people, and dates, and larger analytical themes and trends associated with the frontier. This course explores what is traditionally considered to be the frontier and west in the United States throughout much of the nineteenth and twentieth centuries, to understand the impact they have had on American society.	1.2, 2.1
NS 1313 Frontiers of Science	A survey of major developments in the history of science and contemporary scientific and technological issues and their impact on society.	1.8

PO 1013 Government of the U S	The meaning of politics, knowledge of American politics and an awareness of American politics' relationship with current events.	1.6, 1.10, 2.3
PY1113 Elements of Psychology or SO1113 Intro to Sociology	An overview of the psychology of the individual and also examines group behavior.	1.4,1.5, 2.5
	Provides an understanding of human behavior in the social environment.	1.4,1.5, 2.5
HI1043 World History to 1600	The social, economic and political forces that have shaped human history from ancient civilizations to the early modern period.	1.2, 2.1
HI1053 World History Since 1600	The social, economic and political forces that have shaped human history from the early modern period to the present.	1.2, 2.1
EC 1063 Macroeconomics	Concepts vital to group decision-making. Students will explore economics on a national and global scale, including economic growth, employment, fiscal and monetary policy, and economic stability.	1.5, 1.7, 2.4
GE3113 World Geography & Cultures	Considers where people live, why they live there, how they adapt and survive, and what the implications are for the world today and tomorrow.	1.1, 1.3, 1.5, 1.9, 2.2
PO3013 International Relations	Examines the interactions between countries, with a particular focus on the causes and consequences of war, trade, intergovernmental organizations (IGOs), such as the United Nations, European Union and World Trade Organization. Students also survey and learn how to apply influential theories used by international relations intellectuals (academics, policymakers, jurists, activists, etc.), including realism, liberalism and constructivism.	1.6, 1.9,1.10, 2.3
PO 2023 Branches of Government	An examination of the legislative, executive, judicial and bureaucratic branches of American Federal Government. Major components include: history, function and role of Congress, the Presidency and the federal courts, and the rise of federal bureaucracy.	1.6, 1.10,2.3
SO 4013 Language and Society	Examines the structure and use of language and the impact of language on the individual and society. Considers the relationship between language and thought, including metacognition.	1.1, 1.2, 1.4, 1.5, 2.5
TH 3443 World Religions	Scientific study of religion applied to "primitive" religions, selected Native American religions, Hinduism, Confucianism, Taoism, Buddhism (including Zen), Judaism, Christianity and Islam. Developments in interreligious dialogue also will be explored.	1.1, 1.5, 1.9
PY3113 Developmental Psychology	Characteristic developmental behaviors (physiological, perceptual-motor, social, emotional, cognitive) from conception to death.	1.4, 2.5
PY 4113 Cognitive Psychology	Studies the origins of theories and the history of research in human information processing and closely examines what we currently know about reasoning, concept formation, creativity.	1.4, 2.5

### **How the Data Provides Evidence for Meeting the Standards**

Data from Table 3 demonstrate that the candidates' content knowledge clearly meets the minimum expectation in all coursework. This data, paired with candidates' OSAT scores from Assessment #1, provide evidence that the secondary social studies program meets NCSS standards.

## ASSESSMENT#3: LESSON PLANNING

### Description of the Assessment

Lesson planning initially takes place in Methods of Teaching Secondary Social Studies (SS 3263) and continues in Student Teaching. Specifically, candidates are required to develop ten lesson plans in Methods of Teaching Secondary Social Studies, one for each of the ten NCSS standards. Candidates also implement a variety of teaching and assessment strategies within their lesson plans and teach three lessons in class for their peers and two during the field experience component. The rubric for grading lesson plans is included in Attachment C.

### Brief Analysis of Data

Mean scores from the Lesson Plan Rubric are reported in Table 5 (Final Grade on Lesson Planning). These scores are evidence of the effectiveness of candidates' ability to develop and teach lessons. Candidates must resubmit any lesson plan with a grade less than "C" (1.8-1.3).

**Table 5. Candidates' Final Grade on Lesson Planning**

NCSS Themes	Candidate 1 Scores	Candidate 2 Scores	% of candidates meeting minimum expectations
<b>Lesson 1-1.1</b> Culture and cultural diversity	2.5	2.5	100%
<b>Lesson 2-1.2</b> Time, continuity and change	2.8	3.0	100%
<b>Lesson 3-1.3</b> People Places and Environments	2.8	2.5	100%
<b>Lesson 4-1.4</b> Individual development and Identity	2.5	3.0	100%
<b>Lesson 5-1.5</b> Individuals, Groups, and Institutions	2.8	2.5	100%
<b>Lesson 6-1.6</b> Power, Authority, and Governance	2.2	3.0	100%
<b>Lesson 7-1.7</b> Production, distribution, and consumption	2.6	3.0	100%
<b>Lesson 8-1.8</b> Science, technology and society	2.7	3.0	100%
<b>Lesson 9-1.9</b> Global Connections	2.6	3.0	100%
<b>Lesson 10-1.10.</b> Civic Ideals and Practices	2.8	3.0	100%
<b>Mean Score-Final Grade</b>	2.63=B	2.85=A	

2.5-3.0=A, 2.4-1.9=B, 1.8-1.3=C, below 1.3=D

Candidate must resubmit any lesson with a score below 1.3.

Both candidates demonstrated some difficulty on Themes 1.1 and 1.3. Candidate #1 demonstrated the most difficulty with NCSS Theme 1.6. However, both candidates met the minimum expectation on each lesson, and overall their lesson planning improved with practice.

Lesson planning continues during Student Teaching, when candidates are evaluated by both the cooperating teacher and the university supervisor. Table 6 reports data from the *Curriculum and Plans* section of the Student Teacher Monitoring Report. Candidates must earn a mean score of 2 or better on each component to pass student teaching.

**Table 6. Candidate scores on planning component of Student Teacher Monitoring Report**

Curriculum and Plans	Candidate #1	Candidate #2	% of Candidates at Minimum
Designs appropriate plans that provide integrated learning experiences and achieve objectives.	2.0	2.8	100%
Maintains accurate, well organized records of student progress.	2.3	2.6	100%
Utilizes valid evaluation procedures communicated to the student.	2.0	2.6	100%
Utilizes multiple assessments to diagnose needs and measure student achievement.	2.0	2.3	100%
Provides variety of instructional methods	2.3	2.6	100%
Provides for a diverse, global perspectives throughout the curriculum	2.0	2.6	100%

1=Needs Improvement, 2= Meets Expectations, 3= Exceeds Expectation

Both candidates scored a 2.0 or better on each element of the *Curriculum and Plans* section of the Student Teacher Monitoring Report. Areas of strength are candidates' ability to maintain organized records of student progress and providing a variety of instructional methods. In these areas candidates' mean scores were 2.45.

Although neither candidate scored below 2.0 in any area, their lowest mean score (2.15) was reflected in their ability to utilize multiple assessments to diagnose needs and measure student achievement. This is an area in which the unit recognizes a weakness across all educational programs and is constantly updating coursework to address this need. Assessment strategies for Secondary Social Studies majors are first addressed in ED 3012 Foundations of Teaching and then again in ED 3022 Middle Level Education. During SS3263 Methods of Teaching Sec Social Studies, candidates are now required to maintain an Individual Lesson Plan Chart while they are planning lessons to ensure that they use different teaching and assessment strategies in each lesson. A copy of this chart is included in Attachment D. The lesson plan template has also been updated to require that candidates describe modifications made to instruction based on assessments. Both of these coursework revisions have been made to increase candidate proficiency in using multiple assessments, measuring student achievement, diagnosing student need, and modifying instruction based on these needs.

### **Alignment of Lesson Plan Rubric with NCSS Standards**

Each lesson that students develop in Methods of Teaching Secondary Social Studies also aligns with one of the ten NCSS themes. Attachment D includes the Lesson Plan Template and Evaluation Rubric with alignment to the NCSS Themes.

The lesson plan requirement for candidates from the *Curriculum and Plans* section assessed in the Student Teacher Monitoring Report aligns with NCSS standard 3.1. This standard requires candidates in secondary social studies to demonstrate their understanding of ideas, strategies, and techniques for teaching social studies.

### **How Data Provides Evidence for Meeting the Standards**

Table 5 reports candidates' scores from lesson planning and Table 6 reports candidates' scores on the *Curriculum and Plans* section of the Student Teacher Monitoring Report. By analyzing data from these two assessment instruments the unit determines areas of strength and weakness in lesson planning within NCSS Themes and candidates' understanding of ideas, strategies, and techniques for teaching social studies. The unit makes coursework and program modifications based on this analysis.

## ATTACHMENT D

### Template for Social Studies Lesson Plans

<b>Unit Title</b>				
<b>Grade Level</b>				
<b>Duration</b>				
<b>Unit Objectives, Strategies, Activities, etc</b>	<b>Standards Alignment</b> (Oklahoma CC and NCSS) Indicate standards by number	<b>Assessments/modifications to instruction based on assessments</b>	<b>Materials, resources used, organization,</b>	<b>Instructional groupings and strategies to differentiate instruction</b>
*Add rows as necessary				

### LESSON PLAN EVALUATION RUBIC-SOCIAL STUDIES

NCSS THEMES	EXEMPLARY (3)	MEETS OBJECTIVES (2)	NEEDS IMPROVEMENT (1)
<b>Lesson 1-1.1</b> Culture and cultural diversity Score_____	Provide developmentally appropriate instruction in the study of culture and cultural diversity.	Guides learners in learning about specific cultures but not at developmental level, frame of reference not clear	Does not address how culture groups address human needs and concerns, no diversity of perspectives
<b>Lesson 2-1.2</b> Time, continuity and change Score_____	Provides developmentally appropriate instruction in the study of time, continuity and change.	Addresses time, continuity, and change, but lacks ability to describe significant historical periods	Does not apply key concepts from history and does not reflect time, continuity and change
<b>Lesson 3-1.3</b> People Places and Environments Score_____	Provides developmentally appropriate instruction in the study of people, places, and environments..	Studies people, places, and environments without exploring characteristics, distributions, or migrations	Does not provide developmentally appropriate instruction in the study of people, places, and environments..
<b>Lesson4-1.4</b> Individual development and Identity Score_____	Provides appropriate instruction in the study of individual development and identity.	Provides instruction in the study of development and identity but lacks influence of cultures on individuals lives	Does not provide instruction in the study of individual development and identity.
<b>Lesson 5-1.5</b> Individuals, Groups, and Institutions Score_____	Provides appropriate instruction in the study of interactions among individuals, groups, and institutions..	Studies interactions among groups and institutions but lacks understanding of issues and social problems	Does not study interactions among individuals, groups, and institutions.
<b>Lesson 6-1.6</b> Power, Authority, and Governance Score_____	Provides developmentally appropriate instruction in the study of power, authority, and governance.	Studies power, authority, and governance but lacks ability to identify conflict and cooperation among nations.	Fails to Provide study of power, authority, and governance at appropriate level.
<b>Lesson 7-1.7</b> Production, distribution, and consumption Score_____	Provides developmentally appropriate instruction in the study of how people organize for the production, distribution, and consumption of goods and services.	Provides instruction of how people organize for the production, distribution, and consumption of goods and services but lacks knowledge of how models of economics differ between societies.	Does not provide appropriate instruction in the study of how people organize for the production, distribution, and consumption of goods and services.
<b>Lesson 8-1.8</b> Science, technology and society Score_____	Clearly provides instruction on how science and technology, influence society at developmentally appropriate level.	Provides instruction in how science and technology, influence society at appropriate level.	Does not provide instruction on science, technology, and society at the appropriate level.
<b>Lesson 9-1.9</b> Global Connections	Provides developmentally appropriate instruction in the	Provides instruction in the study of global connections	Does not provide developmentally appropriate

Score____	study of global connections and interdependence.	and interdependence but does not relate it to global understanding or misunderstanding.	instruction in the study of global connections and interdependence.
<b>Lesson 10-1.10. Civic Ideals and Practices</b> Score____	Provides appropriate instruction in the study of civic ideals and practices	Provides study of civic ideals and practices but without analysis of how citizen action influences public policy	Does not provide appropriate instruction in the study of civic ideals and practices
TOTAL	Comments:		
MEAN SCORE FINAL GRADE			

Mean scores to grade equivalents: 2.5-3.0=A, 2.4-1.9=B, 1.8-1.3=C, below 1.3=D, Candidates must resubmit any lesson with a score below 1.3.

### INDIVIDUAL LESSON PLAN CHART

NCSS THEMES	TEACHING APPROACH	ASSESSMENT	ADAPTION FOR DIVERSITY
<b>Lesson 1-1.1</b> Culture and cultural diversity			
<b>Lesson 2-1.2</b> Time, continuity and change			
<b>Lesson 3-1.3</b> People Places and Environments			
<b>Lesson 4-1.4</b> Individual development and Identity			
<b>Lesson 5-1.5</b> Individuals, Groups, and Institutions			
<b>Lesson 6-1.6</b> Power, Authority, and Governance			
<b>Lesson 7-1.7</b> Production, distribution, and consumption			
<b>Lesson 8-1.8</b> Science, technology and society			
<b>Lesson 9-1.9</b> Global Connections			
<b>Lesson 10-1.10. Civic Ideals and Practices</b>			

## ASSESSMENT#4: STUDENT TEACHING

### Description of the Assessment

Candidates complete a 12 week (60 day) student teaching experience during their senior year. This calls for the candidate to work with a cooperating teacher in order to gain the necessary skills to be able to teach independently. The student teacher takes responsibility for teaching and managing the classroom in graduated increments over the 12 weeks, until the student teacher has full classroom management and teaching responsibilities. Both the cooperating teacher and the university supervisor observe and evaluate the student teacher using the Student Teaching Monitoring Report (Attachment E) a minimum of three times during the 12 week period. Candidates must score a mean of 1.75 or better on each component of the Student Teaching Monitoring Report. It is expected that they may “need improvement” in some areas on their first evaluation. A rubric explaining the criteria for determining performance ratings is provided in Attachment F.

### Brief Analysis of Data

Table 8 reports student teachers’ scores on the ten content standards (including means, medians and modes). Since student teaching lasts only twelve weeks, there may be some instances when a student teacher does not cover all ten NCSS content standards in the student teaching experience. In such a case, the student teacher would be scored as “not observed”, but this does not count against their final score.

**Table 8. Student Teacher Performance Assessment Matrix (by scores)**

Applicable Standard	1.1	1.2	1.3	1.4	1.5	1.6
<b>Ratings</b>						
3	5	5	5	6	6	5
2	4	3	3	3	3	3
1	0	0	0	0	0	0
N	2	2	2	2	2	2
Tot	9	8	8	9	9	8
Mn	2.5	2.6	2.6	2.7	2.7	2.6
Md	3	3	3	3	3	3
Mo	3	3	3	3	3	3
Meets Expectations (2)	100%	100%	100%	100%	100%	100%
Meets Expectations %	100%	100%	100%	100%	100%	100%
<b>Applicable Standard</b>	<b>1.7</b>	<b>1.8</b>	<b>1.9</b>	<b>1.10</b>		
<b>Ratings</b>						
3	5	4	5	5		
2	3	2	3	3		
1	0	0	0	0		
N	2	2	2	2		
Tot	8	6	8	8		
Mn	2.6	2.7	2.6	2.6		
Md	3	3	3	3		
Mo	3	3	3	3		
Meets Expectations (2)	100%	100%	100%	100%		
Meets Expectations %	100%	100%	100%	100%		

3= Exceeds expectations, 2= Meets Expectations, 1= Needs Improvement

Both candidates scored within the minimum expectations on all NCSS Themes. Areas of strength were Themes 1.4(Individual Development and Identity), 1.5 (Individuals, Groups, and Institutions) and 1.8 (Science, Technology and Society). Their lowest mean score was on Theme 1.1, (Culture and Cultural Diversity) but this score (2.5) was still above the minimum expectation of 2.0.

**Alignment of Assessment with NCSS Standards**

The Student Teacher Monitoring Report provides for the evaluation of student teachers in each of the ten NCSS themes. Table 9 demonstrates how the Knowledge section of the Student Teacher Monitoring Report aligns with the NCSS themes.

**Table 9. Alignment of Knowledge Section of the Student Teacher Monitoring Report to NCSS Themes**

<b>Content Knowledge</b>	<b>NCSS Standard</b>
Provides developmental appropriate experiences in the study of culture and cultural diversity.	1.1
Provides developmental appropriate experiences in the study of time, continuity and change.	1.2
Provides developmental appropriate experiences in the study of people, places, and environments.	1.3
Provides developmental appropriate experiences in the study of individual development and identity.	1.4
Provides developmental appropriate experiences in the study of interactions among individuals, groups, and institutions.	1.5
Provides developmental appropriate experiences in the study of power, authority, and governance.	1.6
Provides developmental appropriate experiences in the study of how people organize for the production , distribution, and consumption of goods and services.	1.7
Provides developmental appropriate experiences in the study of science, technology, and society.	1.8
Provides developmental appropriate experiences in the study of global connections and interdependence.	1.9
Provides developmental appropriate experiences in the study of civic ideals and practices.	1.10

**How the Data Provides Evidence for Meeting the Standards**

Data from Table 8 -Student Teacher Performance Assessment Matrix (by scores) for all program completers was used to determine evidence that student teachers have met the standards. From analysis of this data it was determined that both candidates were competent to plan and provide instruction at the appropriate levels for all NCSS Themes.

**ATTACHMENT E**  
 St. Gregory's University  
 Student Teacher Monitoring Report  
 Secondary Social Studies

Semester: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher Candidate \_\_\_\_\_ School/Grade \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ University Supervisor \_\_\_\_\_

Please check each item below for the teacher candidate.

<b>SKILLS</b>				
<b>Classroom Management</b>	Exceeds Expectations	Meets Expectations	Needs Improvement	Not Observed
Creates a pleasant, safe, and orderly learning environment				
Plans thoughtfully for delivery of the lesson				
Uses time e appropriate to maximize time on task.				
Maintains appropriate classroom behavior/discipline.				
Discourages negative behaviors				
Encourages and facilitates positive student behaviors				
Uses a variety of technologies appropriately to enhance learning.				
Incorporates a variety of communication styles, including reading and writing across the curriculum.				
Modifies instruction effectively as needed for individualization.				
Includes all students meaningfully in the educational process, exhibiting both knowledge of and sensitivity to differences.				
Defines expectations of students and consequences of behavior clearly.				
<b>Instructional behaviors</b>	Exceeds Expectations	Meets Expectations	Needs Improvement	Not Observed
Focuses attention and develops a readiness for the lesson.				
Communicates instructional objectives appropriately and simply.				
Relates the present topic or activity to past and future learning.				
Helps students relate lesson to personal experiences.				
Uses grouping techniques, questioning techniques, and directing skills to involve all learners.				
Provides clear directions which relate to the lesson objectives.				
Uses a variety of instructional methods to individualize and personalize lessons.				
Uses and provides developmentally appropriate techniques for students to use technology.				
Demonstrates developmentally appropriate attitudes and skills, presents examples of actions, processes, and products.				
Adjusts, modifies, and/or re-teaches based on monitoring and evaluation of student progress.				
Guides the learner to perform the task while being supervised by the teacher.				
Provides opportunities for independent practice of skills without direct supervision by the teacher.				
Summarizes and fits into context what has been taught, actively involving the student.				
<b>Curriculum and Plans</b>	Exceeds Expectations	Meets Expectations	Needs Improvement	Not Observed
Designs appropriate daily plans that provide integrated learning experiences that achieve objectives.				
Maintains accurate, well organized records of student progress.				
Utilizes valid evaluation procedures communicated to the student.				
Utilizes multiple assessments to diagnose needs and to measure student achievement.				
Provides a variety of instructional materials.				
Provides for diverse, global perspectives throughout the curriculum.				
<b>Comments:</b>				

<b>KNOWLEDGE</b>				
<b>Content Knowledge and Attitudes</b>	Exceeds Expectations	Meets Expectations	Needs Improvement	Not Observed
Provides developmentally appropriate experiences in the study of culture and cultural diversity.				
Provides developmentally appropriate experiences in the study of time, continuity and change.				
Provides developmentally appropriate experiences in the study of people, places, and environments..				
Provides developmentally appropriate experiences in the study of individual development and identity.				
Provides developmentally appropriate experiences in the study of interactions among individuals, groups, and institutions..				
Provides developmentally appropriate experiences in the study of power, authority, and governance.				
Provides developmentally appropriate experiences in the study of how people organize for the production, distribution, and consumption of goods and services.				
Provides developmentally appropriate experiences in the study science, technology, and society.				
Provides developmentally appropriate experiences in the study of global connections and interdependence.				
Provides developmentally appropriate experiences in the study of civic ideals and practices.				
<b>Comments:</b>				
<b>DISPOSITIONS</b>				
<b>Professional</b>	Exceeds Expectations	Meets Expectations	Needs Improvement	Not Observed
Responds well to supervision.				
Maintains appropriate grooming, dress, posture, actions.				
Demonstrates reliability and dependability in fulfilling all responsibilities.				
Relates well with students.				
Exemplifies responsible and mature behavior.				
Helps to foster collaboration and cooperation.				
Works effectively as a member of the education team.				
Utilizes conflict resolution skills and demonstrates a basic understanding of group processes.				
Produces effective written and oral communication.				
Shows effective critical thinking and problem solving skills.				
Reflects on his/her own behaviors/skills and their effects on students.				
Actively seeks opportunities for continued professional growth.				
<b>Values</b>	Exceeds Expectations	Meets Expectations	Needs Improvement	Not Observed
Models living a life of balance.				
Provides meaningful character training and modeling for students.				
Demonstrates reflective practice				
Models intellectual curiosity, a love of learning, and search for wisdom				
Models responsibility and self discipline.				
<b>Comments:</b>				

1. Describe how the student teacher demonstrates and uses appropriate knowledge of subject matter:
2. Describe how the student demonstrates skills and abilities in planning and implementing appropriate teaching strategies and methods.
3. Major strength areas:

4. Areas needing improvement:

5. Goals for improvement:

6. Future action plans:

Teacher Candidate signature: \_\_\_\_\_

Cooperating Teacher signature: \_\_\_\_\_

SGU Supervisor signature: \_\_\_\_\_

**ATTACHMENT F**  
Scoring Rubric for  
Student Teacher Monitoring Report  
Secondary Social Studies

<b>Classroom Management</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>
Creates a pleasant, safe, and orderly learning environment	Behavioral expectations posted in room, consistent in response, fair, respectful	Expectations generally established, consistent, appropriate, responses mostly positive, fair	Inconsistent behavioral standards, responses to students are minimal, negative or inappropriate
Plans thoughtfully for delivery of the lesson			
Uses time e appropriate to maximize time on task.			
Maintains appropriate classroom behavior/discipline.			
Discourages negative behaviors			
Encourages and facilitates positive student behaviors			
Uses a variety of technologies appropriately to enhance learning.			
Incorporates a variety of communication styles, including reading and writing across the curriculum.	Instructional tasks and resources vary, focus on students' academic needs and interests	Tasks focus on student's needs, readiness, meaningful, application of skills	Tasks focus on isolated activities, students needs not basis for instruction
Modifies instruction effectively as needed for individualization.			
Includes all students meaningfully in the educational process, exhibiting both knowledge of and sensitivity to differences.			
Defines expectations of students and consequences of behavior clearly.			
<b>Instructional behaviors</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>
Focuses attention and develops a readiness for the lesson.	Tasks build on students academic/social needs	Tasks build on students prior experiences	Tasks do not connect with prior learning
Communicates instructional objectives appropriately and simply.			
Relates the present topic or activity to past and future learning.			
Helps students relate lesson to personal experiences.	Communicates clearly and enhances content learning for all students	Communicates clearly, developmentally appropriate for all learners	Directions unclear, not attending to diverse needs
Uses grouping techniques, questioning techniques, and directing skills to involve all learners.			
Provides clear directions which relate to the lesson objectives.			
Uses a variety of instructional methods to individualize and personalize lessons.			
Uses and provides developmentally appropriate techniques for students to use technology.	Variety of strategies for differentiation of instruction used to promote student learning (ie technology, questioning techniques, etc)	Some evidence of differentiation of tasks, strategies, activities, materials.	Differentiation of tasks, strategies, activities, materials to promote learning is not evident
Demonstrates developmentally appropriate attitudes and skills, presents examples of actions, processes, and products.			
Adjusts, modifies, and/or re-teaches based on monitoring and evaluation of student progress.			
Guides the learner to perform the task while being supervised by the teacher.			
Provides opportunities for independent practice of skills without direct supervision by the teacher.			
Summarizes and fits into context what has been taught, actively involving the student.			
<b>Curriculum and Plans</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>
Designs appropriate daily plans that provide integrated learning experiences that achieve objectives.	Specific and measurable objectives. Tasks	Objectives identify knowledge and	Objectives unclear, tasks do not connect with

	designed to support state and NCSS standards	skills generally connect with state and NCSS standards	state and NCSS standards
Maintains accurate, well organized records of student progress.	Clear, up to date	Limited record keeping	Poor record keeping
Utilizes valid evaluation procedures communicated to the student.	Use of rubrics, clearly stated objectives	Generally appropriate to tasks and level	Assessments unclear and not appropriate to level
Utilizes multiple assessments to diagnose needs and to measure student achievement.			
Provides a variety of instructional materials.	Uses many materials (including technology) and resources that focus on students' academic needs and interests	Uses materials and resources that focus on students' academic needs and interests	Materials and resources do not always focus on students' academic needs and interests
Provides for diverse, global perspectives throughout the curriculum.			
<b>Content Knowledge and Attitudes</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>
Provides developmentally appropriate experiences in the study of culture and cultural diversity.	Appropriate instruction in the study of culture and cultural diversity.	Guides learning about specific cultures, lacks application	Does not provide for study of study of culture and cultural diversity.
Provides developmentally appropriate experiences in the study of time, continuity and change.	Provides appropriate instruction in the study of time, continuity and change.	Lacks ability to focus on significant historical periods	Does not reflect time, continuity and change in instruction
Provides developmentally appropriate experiences in the study of people, places, and environments..	Appropriate instruction in the study of people, places, and environment	Lacks characteristics, distributions, or migrations in study of people and places	Does not provide appropriate instruction in the study of people, places, and environment
Provides developmentally appropriate experiences in the study of individual development and identity.	Appropriate instruction in the study of individual development and identity.	Provides limited instruction in the study of development and identity	Does not provide instruction in the study of individual development and identity.
Provides developmentally appropriate experiences in the study of interactions among individuals, groups, and institutions..	Appropriate instruction in the study of interactions among individuals, groups, and institutions.	Lacks understanding of issues and social problems in study of individuals, groups, institutions	Does not study interactions among individuals, groups, and institutions.
Provides developmentally appropriate experiences in the study of power, authority, and governance.	Provides appropriate instruction in the study of power, authority, and governance.	Does not identify conflict and cooperation among nations in study of power, authority	Fails to provide study of power, authority, and governance
Provides developmentally appropriate experiences in the study of how people organize for the production, distribution, and consumption of goods and services.	Appropriate instruction in the study of how people organize for the production, distribution, and consumption of goods and services.	Lacks knowledge of how models of economics differ between societies.	Does not provide appropriate instruction in the study of distribution, and consumption of goods and services.
Provides developmentally appropriate experiences in the study science, technology, and society.	Provides appropriate instruction in how science and technology, influence society.	Provides instruction in science and technology but does not analyze their influence on society.	Does not provide instruction on science technology, and society at the appropriate level.
Provides developmentally appropriate experiences in the study of global connections and interdependence.	Appropriate instruction in the	Study of global connections and	Does not provides appropriate

	study of global connections and interdependence.	independence is not relevant to understand – ing/ misunderstanding.	instruction in the study of global connections /interdependence.
Provides developmentally appropriate experiences in the study of civic ideals and practices.	Provides appropriate study of civic ideals and practices.	Limited study of civic ideals and practices in how citizen action influences public policy	Does not provide appropriate study of civic ideals and practices.
<b>Professional</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>
Responds well to supervision.	Has regular on ongoing dialogue with cooperating teacher to improve instruction	Puts suggestions from cooperating teacher to practice	Defends own way of doing things- not open to suggestions
Maintains appropriate grooming, dress, posture, actions.			
Demonstrates reliability and dependability in fulfilling all responsibilities.			
Relates well with students.	Sets mature boundaries with students and works well with all faculty.	Relates well to students, but has difficulty with other faculty.	Relates to students as a student, not a teacher. Not a team player with faculty.
Exemplifies responsible and mature behavior.			
Helps to foster collaboration and cooperation.			
Works effectively as a member of the education team.			
Utilizes conflict resolution skills and demonstrates a basic understanding of group processes.			
Produces effective written and oral communication.	Demonstrate professional behavior-good intrapersonal skills	Responds to students and faculty effectively/identifies strengths/weaknesses	Poor interpersonal skills with students/faculty-unprofessional behavior
Shows effective critical thinking and problem solving skills.			
Reflects on his/her own behaviors/skills and their effects on students.			
Actively seeks opportunities for continued professional growth.			
<b>Values</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>
Models living a life of balance.	Enthusiastic, committed to teaching and learning, balanced in life and daily duties	Self reflective, responsible, self disciplined, somewhat enthusiastic	Negative in attitude, lack of commitment, poor reflection on self as a teacher
Provides meaningful character training and modeling for students.			
Demonstrates reflective practice			
Models intellectual curiosity, a love of learning, and search for wisdom			
Models responsibility and self discipline.			

## ASSESSMENT#5: CANDIDATE EFFECT ON STUDENT LEARNING

### Description of the Assessment

The Student Learning Impact Project (SLIP) is a requirement during Student Teaching. The SLIP is specifically designed to dispose teacher candidates to:

- be reflective practitioners,
- thoughtfully and systematically consider the impact their instruction has upon P-12 student(s), and
- use assessment, formal and informal, formative and summative, to inform instruction.

There are two components to this project. The first involves analyzing a small group or entire class after one unit of study or segment of teaching. The second part involves identifying a problem or topic (research question) and modifying instruction in to improve student learning.

### Brief Analysis of Data

Table 10 . Candidates Scores on SLIP

SLIP Assessment Components	Candidates' Scores	
	Candidate 1	Candidate 2
Knowledge of school culture	2	2
Knowledge of characteristics of students	2	3
Significance, challenge, variety and appropriate level for students	2	3
Alignment with NCSS and CC standards	2	3
Use of a variety of instruction, activities, assignments and resources	3	3
Alignment of assessments to appropriate learning objectives	3	3
Use of technology	3	2
Reflective Practice	3	3
Review of Literature	2	3
Adaptations to instruction based on analysis of student learning	2	2
Implications for future planning and performance	2	3
Mean Score	2.36	2.72
Total Score/Grade	80% B	90% A

Table 10 reports candidates' scores on the SLIP evaluation. Both candidates earned the minimum expectation (2.0) on each element of the assessment. Candidates scored highest in their use of a variety of instruction, activities, assignments and resources; aligning assessments to appropriate learning objectives; and reflecting on their practice. Their lowest mean scores were regarding their knowledge of the school culture and adapting instruction based on their analysis of student learning. Reflection is an area that the unit made some changes in two years ago because of data collected on the SLIP and it is encouraging to see this is an area of strength now. Assessment is an ongoing concern across all programs and coursework is continually being modified to address this issue.

### Alignment of Assessment with NCSS Standards

Table 11 demonstrates how the Student Learning Impact Project components align with NCSS standards.

**Table 11. Alignment of SLIP components with NCSS standards**

<b>SLIP Assessment Components</b>	<b>NCSS Standards</b>
Knowledge of school culture	1.1,1.4
Knowledge of student cultural diversity	1.1,1.4
Significance, challenge, variety and appropriate level for students	1.4,3.1
Alignment with NCSS and CC standards	1.1-1.10 (varies)
Use of a variety of instruction, activities, assignments and resources	3.1
Use of technology	3.1
Alignment with learning objectives	1.4,3.1
Reflective Practice	3.1
Review of Literature	
Adaptations to instruction based on analysis of student learning	3.1
Implications for future planning and performance	3.1

### **How the Data Provides Evidence for Meeting the Standards**

Scores from the Student Learning Impact Project Evaluation (Table 10) provide evidence of candidates' ability to meet NCSS standards as they analyze their impact on student learning. In addition to the evaluation, candidates present their findings and defend their projects at the university wide *Senior Presentations*. This gives faculty and students throughout the university and across disciplines an opportunity to ask teacher candidates questions about their projects and analysis results.

Attachment G provides specific guidelines for the Student Learning Impact Project with the Evaluation Instrument and Rubric.

## **ATTACHMENT G**

### **Student Learning Impact Project (SLIP)**

The following guidelines will assist you in this project:

- Early in the placement, discuss this project with your cooperating teacher and the SGU supervisor to determine the focus of your unit/lessons and when you will teach the unit/lessons
- PLAN AHEAD...schedule the project so that it will be completed in time for analysis, synthesis, and presentation.
- Plan your unit/lessons with your cooperating teacher
- Do your baseline assessment and plan the pre/post assessments
- Make any adjustments to your unit/lessons based upon what you learned from the pre-assessment results and your literature review
- Teach your unit/lessons with the adjustments made from pre-assessment results and literature review
- Complete the post-assessment. Review your project and write your analysis and reflection. Discuss all factors that may have impacted the outcomes, such as cultural differences, student attendance, student ability, and any other assessments (formal or informal) you utilize during this teaching experience. Your analysis will include your data sets and a narrative discussion of your findings. How can you validate your impact on student learning? What can you “take away with you” from this experience?

Your Project should be organized in the following manner:

PART I: DESCRIPTION OF CLASSROOM ENVIRONMENT

PART II: ASSESSMENT PLAN

PART III: OUTLINE FOR UNIT OF STUDY

PART IV: BASELINE/PRE ASSESSMENT

PART V: IDENTIFICATION OF CHANGES TO BE MADE (RESEARCH QUESTION)

PART VI: LITERATURE REVIEW

PART VII: IMPLEMENTATION CHANGES BASED ON DATA AND LITERATURE REVIEW

PART VIII: FINAL ASSESSMENT

PART IX: ANALYSIS OF DATA/REFLECTION

### **PART I: DESCRIPTION OF CLASSROOM ENVIRONMENT**

Grade level(s) in class \_\_\_\_\_ # of students enrolled in class \_\_\_\_\_

Classroom Grouping (check all that apply)

\_\_\_ Whole class \_\_\_ Small groups \_\_\_ Individual \_\_\_ Peer teaching \_\_\_ Other:

Instructional Materials (check all that apply)

\_\_\_ Textbooks \_\_\_ Manipulatives \_\_\_ Technology

\_\_\_ Other: \_\_\_\_\_

Resources (select one and list)

\_\_\_ Well Equipped \_\_\_ Adequately Equipped \_\_\_ Poorly Equipped

List available resources:

Teaching interruptions (select one and describe)

\_\_\_ Few \_\_\_ Some \_\_\_ Many

Description:

Help available to you select all that apply and describe.

\_\_\_ Educational Assistants(s) \_\_\_ Peer Tutors \_\_\_ Parent Volunteers \_\_\_ Resource Teachers

\_\_\_ Other: \_\_\_\_\_

Individual Differences

\_\_\_ # of students who are culturally diverse

\_\_\_ # of students with special needs

\_\_\_ # of students who are gifted/talented

\_\_\_ # of students who are Title I

\_\_\_ # of students who are male

\_\_\_ # of students who are female

\_\_\_ Other: \_\_\_\_\_

Describe the technological resources available to you in this classroom:

Describe the attitudes toward individual differences in this classroom:

Describe the physical organization of the classroom:

Describe the typical kinds of instructional methods employed in this classroom:

Describe the typical approach to assessment in this classroom:

Indicate any other aspects of this classroom that have not been addressed by the above.

## PART II: ASSESSMENT PLAN

(These questions will be answered throughout the project and included in Part II and Part VIX)

Describe your baseline assessment and include a copy, if possible. Why did you select this particular assessment?

Describe your pre-assessment method(s) and include a copy if possible. Why did you select this particular pre-assessment method?

Describe your post-assessment method(s) and include a copy if possible. Why did you select this particular post-assessment method?

Describe anything else you did informally and formally during the course of the unit to assess student understanding and progress. How do these assessments affect your analysis of student learning?

Describe how your unit plan goals, objectives, baseline assessment, pre-assessment, instruction, and post-assessment are consistent with one another.

## PART III: OUTLINE FOR UNIT OF STUDY

Complete the table below—add rows to the table as necessary

<b>Unit Title</b> <b>Grade Level</b> <b>Duration</b>				
<b>Unit Lessons Objectives, strategies and activities</b>	<b>Standards Alignment (CC/NCSS)</b>	<b>Assessment of Objective with modification to lesson based on assessment results</b>	<b>Materials or Resources</b>	<b>Groupings and strategies to differentiate instruction</b>
*add rows as needed				

## PART IV: ASSESSMENT RESULTS WORKSHEET

Use a table format like the one below to record the assessment results for each student

NOTE: Use pseudonyms or numbers to protect your students' confidentiality!!

Students (No Names)	Column 1 Pre Assessment	Column 2 Post Assessment
1.		
2.		
3.ETC.		

**PART V: IDENTIFY A PROBLEM (RESEARCH QUESTION)**

**PART VI: LITERATURE REVIEW**

**PART VII: IMPLEMENTATION OF NEW TEACHING/MANAGEMENT**

**PART VIII: POST ASSESSMENT**

**PART VIX: ANALYSIS/REFLECTION**

- How did the pre-assessment results inform your instructional plan—what modifications or changes did you make based upon the pre-assessment results?
- How many students accomplished the unit’s goals/objectives? How do you know?
- How many students did not meet the unit’s goals/objectives? How do you know?
- Use a t-test to determine statistical significance between pre/post test results
  
- What will be done to ensure that students not meeting the unit’s goals/objectives learn the material and/or what can be done to help students who did not master the unit’s goals/objectives to improve in these areas?
- Are there circumstances or conditions that should be considered regarding the students who did not meet the unit’s goals/objectives? Explain.
- Based on the results you obtained and your experience with this unit of instruction, what will you do differently in planning, teaching, and/or assessment the next time you teach this content?
- Describe your role in supporting student learning.
- Describe how you felt about this process.

**Student Learning Impact Project Evaluation**

**Candidate Name** \_\_\_\_\_

**Faculty Evaluator(s)** \_\_\_\_\_

**Date** \_\_\_\_\_

Circle the rating for each area and return the completed rubric to the University Supervisor. For ratings of 1 please indicate directly on the rubric the rationale for the rating.

<b>Knowledge of school culture</b>	Integrates understanding of the characteristics of the school and classroom into instruction/assessment to enhance student learning.	3 Excellent	2 Expected	1 Unacceptable
<b>Knowledge of characteristics of students</b>	Displays knowledge and respect for student cultural differences and incorporates that knowledge into classroom instruction and assessment.	3 Excellent	2 Expected	1 Unacceptable
<b>Significance, challenge, variety and appropriate level</b>	Creates and sustains several types or levels of learning that are significant, challenging, and developmentally appropriate in which all students can learn.	3 Excellent	2 Expected	1 Unacceptable
<b>Aligned with state and NCSS standards</b>	Knows the rationale for diverse curricula and creates instruction consistent with state and NCSS standards.	3 Excellent	2 Expected	1 Unacceptable
<b>Variety of instruction and resources</b>	Creates varied structures, instructional techniques, resources and management styles in which all students can learn.	3 Excellent	2 Expected	1 Unacceptable
<b>Alignment of assessments to</b>	Assessments aligned with objectives and adapted to meet the needs of individual students.	3 Excellent	2 Expected	1 Unacceptable

<b>objectives at appropriate levels</b>				
<b>Use of available technology</b>	Helps students use current technology to enhance their own learning.	3 Excellent	2 Expected	1 Unacceptable
<b>Reflective Practice</b>	Demonstrates reflective practice and uses it to adapt instruction.	3 Excellent	2 Expected	1 Unacceptable
<b>Review of Literature</b>	Summarizes theories of best practice, categorizes them, explains how the literature relates to their own topic and uses this information to make adjustments in their teaching.	3 Excellent	2 Expected	1 Unacceptable
<b>Adaptations to instruction based on assessments</b>	Makes appropriate adaptations to the instructional plan based on the individual student needs; these modifications are based on analysis of student performance, best practice and/or contextual factors	3 Excellent	2 Expected	1 Unacceptable
<b>Implications of findings</b>	Provides ideas for redesigning learning goals, assessment, and instruction and explains why these modifications would improve student learning.	3 Excellent	2 Expected	1 Unacceptable

### **SLIP Evaluation Rubric**

	<b>Excellent (3)</b>	<b>Expected (2)</b>	<b>Unacceptable (1)</b>
<b>Knowledge of school culture</b>	Candidate integrates understanding of the characteristics of the school and classroom into instruction/assessment to enhance student learning.	Candidate uses understanding of the characteristics of the school and classroom to plan instruction and assessment that support student learning.	Candidate displays limited understanding of the characteristics of the school and classroom that may affect learning.
<b>Knowledge of characteristics of students</b>	Candidate displays knowledge and respect for student cultural differences and incorporates that knowledge into classroom instruction and assessment.	Candidate displays a respect of student differences that may affect learning by accommodating diversity in teaching.	Candidate displays little respect of student differences through accommodations in instruction and assessment.
<b>Significance, challenge, variety and appropriate level</b>	Candidate creates and sustains several types or levels of learning, which are significant, challenging, and developmentally appropriate in which all students can learn.	Candidate creates several types or levels of learning, which are significant, challenging, and developmentally appropriate in which all students can learn	Candidate shows little evidence of creating challenging, significant, or developmentally appropriate learning in which all students can learn.
<b>Objectives aligned with state and NCSS standards</b>	Candidates know the rationale for diverse curricula and create instruction consistent with state and NCSS standards.	Candidates select curricula and create instruction consistent with state and NCSS standards.	Candidates show limited knowledge of curricula and create instruction consistent with state and NCSS standards.
<b>Variety of instruction and resources</b>	Candidate creates varied structures, instructional techniques, resources and management styles in which all students can learn.	Candidate creates varied structures, instructional techniques, and resources in which all students can learn.	Candidate creates limited structures, instructional techniques, and resources in which all students can learn.
<b>Alignment of assessments to objectives at appropriate levels</b>	Assessments aligned with objectives and adapted to meet the needs of individual students so that all students understand what they know and can do.	Assessments aligned with objectives and adapted to meet the needs of individual students.	Limited alignment of assessment with objectives and adapted to meet the needs of individual students.
<b>Use of available technology</b>	Candidate helps students current technology to enhance their own learning.	Candidate current technology to enhance their instruction.	Candidate shows limited use of current technology to enhance instruction.

<b>Reflective Practice</b>	Candidate demonstrates reflective practice and uses it to adapt instruction	Candidate demonstrates reflective practice.	Candidate demonstrates limited reflective practice.
<b>Review of Literature</b>	Candidate summarizes theories of best practice, categorizes them, explains how the literature relates to their own topic and uses this information to make adjustments in their teaching.	Candidate uses theories of best practice to adapt instruction as reviewed in current literature.	Candidate uses limited knowledge of current literature to adapt instruction.
<b>Implications of findings</b>	Candidate provides ideas for redesigning learning goals, assessment, and/or instruction and explains why these adaptations would improve student performance to all concerned parties.	Candidate provides ideas for redesigning learning goals, assessment, and/or instruction.	Candidate provides limited ideas for redesigning learning goals, assessment to all concerned parties.

## ASSESSMENT#6: PORTFOLIO ASSESSMENT

### Description of the Assessment

Beginning in the freshman year, students at SGU complete portfolios. The first checkpoint is in the spring of the freshman year. This is the writing portfolio, which is coordinated by instructors of the freshmen composition courses. The writing portfolio contains samples of writing, gathered from a variety of coursework that address the Common Core Student Learning Outcomes (SLO). The second checkpoint is fall of the junior year. It addresses Common Core SLOs, and, if applicable, one or two outcomes within the student's major.

The SGU Teacher Education Portfolio is an edited collection of teacher candidates' evidence of professional growth and reflections representing progress through the entire professional education program. It demonstrates the candidates' progress toward meeting teacher education learning outcomes (General Competencies for Teacher Licensure and Certification and NCSS Standards), the SGU education conceptual framework, the university's mission goals, and personal goals for a balanced life. It is first submitted to the Teacher Education Admission Committee, as part of the admission process to the program. The final checkpoint is during the Senior Seminar or, for education majors, during the Student Teaching Seminar (ED4322).

Artifacts and reflections show how candidates have met the Teacher Education Major Learning Outcomes (MLO) and reflect the philosophy of the program. A personal philosophy of education must be included. Throughout the SGU program, teacher candidates assemble the items of evidence that best represent growth toward each of the required learning outcomes and will present that evidence in a professional format. There are a number of purposes for development of the Teacher Education Portfolio:

- ◆ To demonstrate the talents, skills, and experiences of the teacher candidate. This demonstration indicates professional growth in becoming an effective teacher.
- ◆ To demonstrate a unique, fluid and evolving display of life-long learning. The candidate bases the portfolio on personal goals as they relate to state standards and the impact of learning communities. While learning outcomes are standard, the portfolio must reflect a personal creative style demonstrating additional knowledge and skills.
- ◆ To document a teacher candidate's skills, accomplishments, learning, and strengths related to designated learning outcomes, standards and outcomes.
- ◆ To provide examples of the quality of the SGU Teacher Education program. The portfolios are units of measure which present evidence that SGU is providing initial and on-going assessment that focuses on opportunities and experiences which lead to student development of learning outcomes, standards, and outcomes determined by the Commission, the Oklahoma Regents, the State Department of Education, and St. Gregory's University.
- ◆ To demonstrate to prospective employers the evidence of a candidate's professional growth. Work on a professional portfolio will assist a candidate in developing the skills to be used throughout a teacher's teaching career and to document professional development.

Table 12 shows checkpoints for the Teacher Education Portfolio throughout the program.

**Table 12. Checkpoints for Teacher Education Portfolio**

	<b>Criteria for Evaluation</b>	<b>Time of Evaluation</b>
<b>Checkpoint 1</b>	Organizational set up, Philosophy of Education, Summary of field experiences, Artifacts and reflection from 2 competencies, OGET, transcripts, letters of recommendation.	Foundations of Teaching (ED 3012)
<b>Checkpoint 2</b>	Resume, Goals for Personal and Professional Development, Artifacts from 3 additional competencies, summary of field experiences, revised work from previous checkpoint	Admission to Teacher Education
<b>Checkpoint 3</b>	Artifacts from 5 additional competencies, summary of field experiences, revised work from previous checkpoint	Application to Student Teaching
<b>Checkpoint 4 (Final)</b>	Artifacts from 5 additional competencies, summary of field experiences, evaluation of portfolio revised work from previous checkpoint	Student Teaching Seminar, Prior to graduation

**Brief Analysis of Data**

Scores from the Portfolio Evaluation are reported in Table 13, with a brief analysis. At each checkpoint candidates' portfolios receive a number ranking 3=Target, 2=Satisfactory, and 1=Needs Improvement on each Major Learning Objective (MLO). The evaluation instrument and a rubric to explain the criteria for determining performance rankings is included in Attachment H. Scores of 1 (or lower) on any item require the candidate to resubmit the item at the next checkpoint. The final portfolio is scored by 2 faculty in the candidate's subject area, 3 if necessary on a particular MLO, if there is a large discrepancy between scores. Mean scores are reported on the *Comprehensive Learning Portfolio Score Summary* (Attachment I). At the final checkpoint, Student Teaching Seminar, the portfolio must receive an overall mean score between 2.5-4.49 to pass with reservations. Mean scores between 4.5-7.49 pass and mean scores of 7.5 or greater pass with distinction.

**Table 13. Candidates Scores on the Major Learning Portfolio Evaluation**

Major Learning Objectives	Mean Scores		
	Candidate 1	Candidate 2	Mean of all Candidates
1	7.5	6	6.75
2	8	7.5	7.75
3	7	9	8
4	6	8.5	7.25
5	6	6	6
6	6	8.5	7.25
7	5.5	7	6.25
8	5.5	8.5	7
9	3.5	8.5	6
10	5.5	9	7.25
11	6	7	6.5
12	7	8	7.5
13	5	7	6
14	6	9	7.5
15	5.5	8.5	7
Overall Mean Score	6.0=P	7.86=PWD	6.93

Although it is difficult to make analysis based on only 2 candidates, it should be noted that both candidates passed each MLO and made an overall passing or better score on the portfolio. Candidates earned an overall mean score of 7.75 on MLO#2, in which they demonstrated an ability to identify how students learn and develop and how they vary in their approaches to learning. In MLO #12, regarding the importance of assisting students with career awareness and MLO #14, which addressed the knowledge and application of the legal aspects of teaching, candidates earned a mean score of 7.5. These three MLOs could indicate areas in which candidates demonstrate strengths in their knowledge, skills and professional growth in becoming effective teachers.

There were, however, some components of the portfolio which could be viewed as limitations in the candidates' ability to demonstrate their skills and experiences. MLO #5, which required candidates to show an ability to identify, synthesize, and apply best practices related to motivation and behavior for the purpose of creating learning environments that encourage positive social interaction, self-motivating behavior, and active engagement in learning; MLO #9, in which candidates demonstrated an ability to design and apply a variety of assessment strategies to evaluate and modify the teaching/learning process; and MLO#13, which required candidates to demonstrate an ability to comprehend the process of continuous lifelong learning, the concept of making learning enjoyable, and modifying instruction when change leads to greater student learning and development, each received a mean score of 6.

**Alignment of Assessment with NCSS Standards**

Table 14 shows the alignment of the Portfolio Components with NCSS Themes.

**Table 14. Alignment of Portfolio Components with NCSS Themes**

<b>Major Learning Objectives</b>	<b>NCSS Themes</b>
MLO #1	1.1-1.10 (content varies)
MLO #2	1.4,3.1
MLO #3	1.1-1.10 (varies),1.4
MLO #4	3.1
MLO #5	1.1,1.4,3.1
MLO #6	1.4,3.1
MLO #7	3.1
MLO #8	1.1-1.10 (varies)
MLO #9	3.1
MLO #10	3.1
MLO #11	1.4
MLO #12	1.4,3.1
MLO #13	1.4,3.1
MLO #14	1.10
MLO #15	

### **How the Data Provides Evidence for Meeting the Standards**

Mean scores from the Portfolio Evaluation (Table 13) were used to determine candidates' self-report of their mastery of knowledge, skills and attitudes expected of a teacher education candidate during their time at St. Gregory's University. In this manner, the portfolio addresses the NCSS standards. The Portfolios also demonstrates the effectiveness of the University in guiding candidates' learning, and results will be used to improve our educational practices.

The culminating evaluation instrument is the *Comprehensive Learning Portfolio Score Summary*, which is included as Attachment I. This is a record of the evaluation results from the Common Core and Major Learning Portfolio and submitted to the registrar by the candidate's advisor. Failure to complete or pass the portfolio process will result in an "Incomplete" for the Student Teaching Seminar and delay graduation. This instrument is also used to determine candidates' mastery of the education major learning objectives and make program changes to improve their knowledge and skills in areas of weakness.

## ATTACHMENT H

### Major Learning Portfolio Stage II: \_\_\_\_\_ Major Reviewer Responses

Student Advisor and department Faculty review each student; a third Instructor will review if there are major differences in responses  
 Student Name \_\_\_\_\_ Advisor \_\_\_\_\_ Reviewer 1 \_\_\_\_\_ (Reviewer 2) \_\_\_\_\_ Date \_\_\_\_\_

<b>MAJOR STUDENT LEARNING OUTCOMES</b>  Upon completion of the common core curriculum, the student will be able to:	Artifact is acceptable; Reflection shows correlation between artifact & outcome.  <i>0-1-2-3    comments helpful</i>	Reflection demonstrates achievement of outcome  <i>0-1-2-3    comments helpful</i>	Reflection is well thought out, organized, grammatically correct  <i>0-1-2-3    comments helpful</i>	<b>TOTAL</b>
MLO #1: Demonstrate and apply the central concepts and methods of inquiry of the subject matter discipline(s) that I teach.				
MLO #2: Identify how students learn and develop and how they vary in their approaches to learning.				
MLO# 3: Devise and design learning experiences that make subject matter meaningful to students and support students' intellectual, social, and physical development.				
MLO#4: Compare and contrast the curriculum integration process with other approaches to teaching and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.				
MLO#5: Identify, synthesize, and apply best practices related to motivation and behavior for the purpose of creating learning environments that encourage positive social interaction, self-motivating behavior, and active engagement in learning.				

	Artifact is acceptable; Reflection shows correlation between artifact & outcome. <i>0-1-2-3 comments helpful</i>	Reflection demonstrates achievement of outcome <i>0-1-2-3 comments helpful</i>	Reflection is well thought out, organized, grammatically correct <i>0-1-2-3 comments helpful</i>	<b>TOTAL</b>
MLO#6. Demonstrate a knowledge of and use of communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.				
MLO#7: Mastery of effective technology application.				
MLO#8: Devise and design instruction based upon the Oklahoma core curriculum, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community.				
MLO#9: Comprehend, design, and apply a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring adaptation of instruction based upon assessment and reflection.				
MLO#10: Evaluate the effects of choices and actions on others, modifying those actions when needed, and actively seeking opportunities for continued professional growth.				

	Artifact is acceptable; Reflection shows correlation between artifact & outcome. <i>0-1-2-3    comments helpful</i>	Reflection demonstrates achievement of outcome <i>0-1-2-3    comments helpful</i>	Reflection is well thought out, organized, grammatically correct <i>0-1-2-3    comments helpful</i>	<b>TOTAL</b>
MLO#11: Relate positively with school colleagues, parents/families, and organizations in the community and actively engage them in support of students' learning and well-being.				
MLO#12. Comprehend the importance of assisting students with career awareness and apply career concepts to the academic curriculum.				
MLO#13 Comprehend the process of continuous lifelong learning, the concept of making learning enjoyable, and modify instruction when change leads to greater student learning and development.				
MLO#14: . Interpret the legal aspects of teaching including the rights of students, parents/families, as well as the legal rights and responsibilities of the teacher.				
MLO#15: Describe the Catholic Perspective in education and relate principle and theories to actual practice, demonstrating the reflective practitioner framework and a life of balance.				

### Portfolio Evaluation Rubric

Scoring	Artifact is acceptable.	Reflection shows correlation between artifact and outcome and demonstrates achievement of outcome.	Reflection is well thought out, organized, appropriate length with proper grammar and punctuation.
3	Multiple artifacts (2-3) clearly address all elements of learning outcome.	Reflection clearly shows correlation between artifact and outcome and demonstrates achievement of outcome.	Reflection is well thought out, organized, appropriate length with no grammar or punctuation errors.
2	1-2 artifact(s) address most elements of learning outcome.	Reflection shows correlation between artifact and most of the learning outcome and demonstrates some achievement of the learning outcome.	Reflection is organized, with proper grammar and punctuation, but needs to be expanded on.
1	Artifact addresses some of the learning outcome.	Reflection shows little correlation between artifact and learning objective. Achievement of the outcome is not clear.	Reflection is poorly organized, needs to be expanded on and has a few grammar and punctuation errors.
0	Artifact does not address learning outcome.	Reflection does not show correlation between artifact and outcome or demonstrate achievement of outcome.	Reflection is poorly organized and needs to be expanded on with several grammar and punctuation errors.

# Attachment I



## Comprehensive Learning Portfolio Score Summary

STUDENT: \_\_\_\_\_

MAJOR: \_\_\_\_\_

### CHECKLIST

The following items are present in the portfolio: *(NOTE: ALL ITEMS MUST BE CHECKED ON FINAL SUBMISSION)*

- Table of Contents with page numbers and active hyperlinks.
- Table of Contents clearly states to which CCO# or MCO# each Reflection and Artifact is related.
- Introduction.
- Numbered list of Common Core Student Learning Outcomes (CCO) is present.
- Numbered list of Major Core Student Learning Outcomes (MCO) is present.
- Conclusion.

### REFLECTIONS AND ARTIFACTS

**Scoring:**

7.5+ = Pass with distinction

May be given for unusual or creative artifact; superior demonstration of achievement of outcome; creative reflection; reflection demonstrates exceptional vocabulary and writing.

4.5-7.49 = Pass

Comments optional

2.5-4.49 = Pass with reservations

Comments required

0-2 = Not Passing

Comments required

**NOTE: A ZERO IN ANY CATEGORY SCORES A ZERO FOR THE TOTAL**

### SCORE SUMMARY

CCO 1 _____	CCO 6 _____	MCO 1 _____	MCO 6 _____	MCO 11 _____
CCO 2 _____	CCO 7 _____	MCO 2 _____	MCO 7 _____	MCO 12 _____
CCO 3 _____	CCO 8 _____	MCO 3 _____	MCO 8 _____	MCO 13 _____
CCO 4 _____	CCO 9 _____	MCO 4 _____	MCO 9 _____	MCO 14 _____
CCO 5 _____	CCO 10 _____	MCO 5 _____	MCO 10 _____	MCO 15 _____

TOTAL MEAN ON COMMON  
CORE: \_\_\_\_\_

TOTAL MEAN ON MAJOR  
CORE: \_\_\_\_\_

TABLE OF CONTENTS : \_\_\_\_\_

INTRODUCTION : \_\_\_\_\_

EVALUATION : \_\_\_\_\_

**GRAND TOTAL:** \_\_\_\_\_

Evaluator 1 \_\_\_\_\_  
 Evaluator 2 \_\_\_\_\_  
 Evaluator 3 \_\_\_\_\_

## ASSESSMENT#7: OKLAHOMA PROFESSIONAL TEACHING EXAM

### Description of the Assessment

The purpose of the Oklahoma Professional Teaching Examination (OPTE) is to help identify those examinees who have demonstrated the level of professional teaching knowledge necessary for entry-level educators in Oklahoma. The content covered by the OPTE is organized into subareas of test content as described below. Candidates usually take the OPTE at the end of the Student Teaching Internship and it is a requirement for licensure in Oklahoma.

#### SUBAREA I—LEARNERS AND THE LEARNING ENVIRONMENT

- **Competency 0001**-The teacher understands how students learn and develop and can provide learning opportunities that support their intellectual, social, and physical development at all grade levels, including early childhood, elementary, middle level, and secondary.
- **Competency 0002**-The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.
- **Competency 0003**-The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning, thus providing opportunities for success.
- **Competency 0004**-The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning and development.

#### SUBAREA II—INSTRUCTION AND ASSESSMENT

- **Competency 0005**-The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community, and adapts instruction based upon assessment and reflection.
- **Competency 0006**-The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.
- **Competency 0007**-The teacher develops a knowledge of and uses a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- **Competency 0008**-The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social, and physical development of the learner.
- **Competency 0009**-The teacher shall have an understanding of the importance of assisting students with career awareness and the application of career concepts to the academic curriculum

#### SUBAREA III—THE PROFESSIONAL ENVIRONMENT

- **Competency 0010**-The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.
- **Competency 0011**-The teacher understands the State teacher evaluation process, "Oklahoma Criteria for Effective Teaching Performance," and how to incorporate these criteria in designing instructional strategies.

- **Competency 0012-** The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.
- **Competency 0013-** The teacher understands the legal aspects of teaching, including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher.

### CONSTRUCTED-RESPONSE MODULES

The content covered by the modules is assessed through the constructed-response component of the OPTE.

- CRITICAL ANALYSIS MODULE: Learners and the Learning Environment
- STUDENT INQUIRY MODULE: Instruction and Assessment
- TEACHER ASSIGNMENT MODULE: The Professional Environment

Table 15 displays the criteria and guides used to score candidate responses on the OPTE.

**Table 15: Criteria and Scoring Guides for Secondary Social Studies OPTE Exams**

Test Level	Sub Areas	# of Selected Response Questions	Proportion of Total Test Scaled Score to Selected Response	# of Constructed Response Questions	Proportion of Total Test Scaled Score to Constructed Response	Subarea Represented by Constructed Response
7-12	I-Learners and the Learning Environment II Instruction and Assessment III The Professional Environment	75	70%	3	30%	10%-Critical Analysis-Subarea I 10%-Student Inquiry-Subarea II 10%-Teacher Assignment Subarea III

### Brief Analysis of Data

Table 16 reports data for OPTE scores for teacher candidates who complete the Secondary Social Studies Education Program in 2012-13 and 2013-14..

**Table 16: Candidates' Scores on OPTE Certification Exam**

Candidate	OPTE Scores						
	Selected Response				Constructed Response		
	Total	Subarea I	Subarea II	Subarea III	Critical Analysis	Student Inquiry	Teacher Assignment
1 (2012-13)	267	259	276	290	266	228	265
Statewide Mean Scores	260.2	261	265	272	254	239	252
2(2013-14)	271	273	264	290	266	264	265
Statewide Mean Scores	261.8	261	265	273	259	247	253

Maximum score= 300, passing score=24

The OPTE is not a reliable assessment of a candidate’s ability to teach but it is a valuable assessment of a candidate’s ability to make pedagogical decisions, which is accurately defined as their “teaching knowledge”. It has been aligned to NCSS Standards by the Oklahoma Commission for Teacher Preparation (Table 17) and is, therefore, an assessment tool worthy of being used by units to determine candidates teaching knowledge.

From data reported in Table 16, both candidates earned a passing total score on the OPTE. Candidate #1 earned a passing score in all areas but Student Inquiry (Instruction and Assessment) and Subarea I (Learners and the Learning Environment). Candidate #2 earned a passing total score and a passing score in all subareas but Subarea II (Instruction and Assessment). The majority of mean scores (78%) were above the statewide mean. Therefore, although there are only two program completers, the unit can be confident that NCSS Standards are being adequately addressed within the Secondary Social Studies Education program. The areas in need of being addressed are consistent with those addressed in Assessments 1-6.

**Alignment of Assessment with NCSS Standards**

Table 17 shows the alignment of the OPTE with NCSS standards.

**Table 17. Alignment of OPTE components with NCSS standards**

OPTE Competencies	NCSS Standards
Competency 0001	1.4
Competency 0002	1.4
Competency 0003	1.4, 3.1
Competency 0004	1.4, 3.1
Competency 0005	3.1
Competency 0006	3.1
Competency 0007	1.4, 3.1
Competency 0008	3.1
Competency 0009	1.4, 3.1
Competency 0010	3.1
Competency 0011	3.1
Competency 0012	1.4
Competency 0013	1.10

**How the Data Provides Evidence for Meeting the Standards**

The analysis of mean scores from Table 15 demonstrates the level of professional teaching knowledge of SGU candidates and provides information to make decisions about changes in the unit’s coursework and field experience requirements. At this time there are no additional concerns to be reported regarding candidates’ professional teaching knowledge that have not been previously addressed in Assessments 1-6.

## **Section V-USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE PERFORMANCE**

Although there were several improvements to the program stated when the Program Review was submitted in 2009, there have been only two completers since that time. However, the unit has made some adjustments to the program based on changes in administration, faculty, feedback from students in course evaluations, and recommendations from the Teacher Education Council. All program and unit changes are listed below in chronological order from most recent.

Changes for Secondary Social Studies Education Majors (2012-2013):

- An additional self-evaluation was added to SS3263 Methods of Teaching Secondary Social Studies to increase candidate proficiency in the use of a variety of teaching and assessment strategies. Candidates are now required to maintain an Individual Lesson Plan Chart while they are planning lessons. Additionally, the lesson plan template has been updated to require candidates to describe modifications made to instruction based on assessments. Both of these coursework revisions have been made to increase candidate proficiency in using multiple assessments, measuring student achievement, diagnosing student need, and modifying instruction based on these needs.
- Revisions have been made in GE3113 World Geography and Cultures to address a weakness in OSAT scores in geography and better address NCSS Standards in this content area.

Changes for Secondary Social Studies Education Majors (2011-2012)

- A required course (for the Common Core, non-lab science) was included in the degree plan to more adequately meet NCSS *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. The course is Frontiers of Science and Technology (NS 1313). This course covers the major developments in the history of science and contemporary scientific issues and traces the impact of science and technology on society over time and across cultures.

Changes for all Education Majors (2011-2012):

- Prior to this graduation requirement change, candidates were regarded as program completers (on Title II reports, etc) when they successfully completed all coursework and field experience requisites. However, some program completers would go directly into graduate school without taking the OSAT and/or OPTE or wait for an extended period of time before taking these certification exams. The wait was most often due to financial constraints. Nevertheless, this delay had a negative effect on the graduates' test scores.

The graduation requirement now states that candidates, in addition to completing all coursework and field experience conditions, must also pass all certification exams before they are conferred a degree and considered program completers. Those who do not meet the education program requirements may receive a degree in Liberal Arts, Social Sciences or whichever discipline is equivalent to the coursework they have completed.

- All student teachers are now required to keep a daily electronic journal of what they see and do, including specific behavioral and/or academic accomplishments or concerns. This journal will be emailed to the university supervisor each Friday by 6:00pm and the supervisor will respond to and return the journal by Sunday at 6:00pm. The journal will be included in the Education Portfolio and count as 25% of the grade in Student Teaching Seminar (ED 4322).
- Because the university faculty voted to eliminate Fundamentals of Leadership (SS 3213) from the Common Core requirements, exploring the teacher's role as an educational leader and developing a *Leadership Project* will be included in ED 3002 Middle Level Education.
- It was determined by the Teacher Education Council that the dispositions of all candidates were not being evaluated systematically throughout the program. Therefore, an evaluation instrument was developed collaboratively by the TEC, faculty and students taking education coursework for this purpose.

#### Changes for all Education Majors (2010-2011):

- All education majors take PY4223 Tests and Measurement instead of ED 4132 Education Evaluation in order to enhance their practical understanding and application of issues, theory, and uses of educational evaluation and assessment; criteria, construction and evaluation of teacher-designed tests; and values and limitations of tests.
- During Foundations of Teaching (ED 3012), prospective teacher education candidates are given the practice test for the Oklahoma General Education Test (OGET). Passing this test is a requirement for admission to the Teacher Education Program. This change has proven to be a satisfactory way to screen students who will be unlikely to succeed in this program and advise them into other, more appropriate, programs of study. It is anticipated that this change will also improve the quality of content knowledge and skills for all teacher education candidates.

#### Changes for all Education Majors (2009-2010):

- The Professional Education Mentoring course was terminated and all clinical experiences are linked to specific coursework. Secondary majors are required to complete a minimum

of 75 hours and elementary majors are required to complete a minimum of 100 hours prior to student teaching.