<table>
<thead>
<tr>
<th>1. Institution Name</th>
<th>Seton Hall University</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. State</td>
<td>New Jersey</td>
</tr>
<tr>
<td>3. Date submitted</td>
<td>09/15/2008</td>
</tr>
<tr>
<td>4. Report Preparer's Information:</td>
<td></td>
</tr>
<tr>
<td>5. NCATE Coordinator's Information:</td>
<td></td>
</tr>
<tr>
<td>6. Name of institution's program</td>
<td>Secondary Social Studies Program</td>
</tr>
<tr>
<td>7. NCATE Category</td>
<td>Social Studies Education</td>
</tr>
</tbody>
</table>
8. Grade levels\(^{(1)}\) for which candidates are being prepared

<table>
<thead>
<tr>
<th>Grade levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 - 12</td>
</tr>
</tbody>
</table>

\(^{(1)}\) e.g. Early Childhood; Elementary K-6

9. Program Type

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

10. Degree or award level

- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

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

- Yes
- No

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

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

| New Jersey Teacher of Social Studies |

14. Program report status:

- Initial Review
- Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized
- Response to National Recognition With Conditions

15. State Licensure requirement for national recognition:

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

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

Seton Hall University was founded in 1856 and is the oldest Catholic diocesan university in the United States. With a tradition of quality education based on Christian values, the University takes pride in its concern for the intellectual, ethical and spiritual development of its 10,000 undergraduate and graduate students.

The New Jersey Department of Education (NJDOE) approved a new set of professional teacher standards in January 2004, The New Jersey Professional Standards for Teachers (NJPST). These standards are based on the Interstate New Teacher Assessment and Support Consortium Standards (INTASC) developed in 1992. At Seton Hall University (SHU), we aligned our Conceptual Framework to the INTASC standards in 2004, therefore all of the Secondary Education courses required of Social Studies candidates are aligned with both the NJPST and INTASC standards.

The NJDOE mandates a relevant content-area background with a minimum of 30 credits in one of the content areas of the social studies to be eligible for social studies certification. All secondary education majors in our program are dual majors. SHU Candidates seeking social studies certification must complete a full History major in the College of Arts and Sciences, as well as take four courses in the allied fields of economics, geography, sociology and political science (see attachment). The History department requires that students maintain a GPA of 2.0 in order to be eligible for graduation with a degree in History. All candidates also earn a B.A. in Secondary Education. NJDOE policy mandates that all students must maintain a minimum GPA of 2.75 in order to be enrolled in education classes.

The state of New Jersey has compiled a set of Core Curriculum Content Standards (revised in 2004) that guide K-12 teaching and learning in social studies education. The content represented in these standards is reflected in the NCSS Themes.

Two final state policies effect the preparation of social studies candidates at Seton Hall University. The first policy is the state licensing requirement that students seeking secondary social studies certification take and pass the Praxis II content area test with a minimum score of 157. Required course work, both within the content major and in EDST 3604 Social Studies Education, is selected in part to help prepare students for this exam. Additionally the secondary education program offers Praxis preparation workshops for students each fall. Although attendance at these workshops is voluntary, the decision to fund this program was in response to a recognized need to assist candidates in preparing for the Praxis II. The other policy sets the requirements of student teaching for individuals seeking a “Teaching Certificate with Advanced Standing,” (This is the certification that individuals who have successfully completed a teacher preparation program and met all state licensing requirements receive in the state of NJ. An alternate certification can be awarded to individuals who have a degree in a relevant content area and have passed the Praxis in the required area, but who have not completed a teacher training program.) The state requires that candidates complete fifteen weeks of student teaching in the content area relevant to the certification sought. This experience must be under the supervision of a cooperating teaching who possesses the appropriate content certification, and a university faculty member. Although the state student teaching regulations do not require the University faculty member be a certified teacher in the content area, in compliance with NCSS standards only experienced and certified teachers of social studies supervise teacher candidates during the student teaching semester.
The candidates in the Secondary Education program at Seton Hall University complete a variety of field experiences prior to the capstone student teaching experience. The expectations for candidates increase developmentally from early field experiences to the student teaching semester. Field experiences and expectations are aligned with education courses which the students generally take in a progressive order. The goal is to have students apply the knowledge that they learn in their courses immediately in the field and reflect on field experiences with a group of their peers in their classes.

This short overview describes the evolution of field experiences for students seeking secondary social studies certification at Seton Hall University. The Secondary Education Program has moved from isolated field experiences to a developmental model using cohort groups with partner schools in the early, pre-clinical field experiences. The majority of secondary education majors participate in the pre-clinical experiences during their sophomore year. The primary aim of this pre-clinical experience is for the teacher candidates to develop an understanding of working with adolescent learners, and the application of behavioral, developmental and motivational strategies and theories addressed in the coinciding courses the students are taking. Students spend a between 25 - 30 hours working with middle school students during these pre-clinical experiences. Although one of these two pre-clinical experiences is conducted in a middle school social studies classroom, the focus of these experiences is not on the students’ ability to plan or teach content associated with the NCSS themes and therefore data from these pre-clinical experiences is not offered as part of the program report.

During the next stage teacher candidates are required to complete two field placements of sixty hours each. Students are now in their junior and senior years and have had extensive preparation in lesson planning, instruction and assessment strategies in their education courses. The students have also built a strong knowledge base associated with the NCSS themes through study in their history major and courses in the allied fields of sociology, geography, political science and economics. Due to this content and pedagogical preparation, students are assessed during these field experiences on their ability to effectively plan and teach content associated with the NCSS themes. The final field experience is completed while students are enrolled in the Social Studies methods course. Assignments in this course are linked directly to the NCSS themes and the field. All field placements for candidates seeking social studies certification occur in secondary social studies classrooms with certified and experienced social studies teachers as cooperating teachers. In addition, all social studies candidates are supervised by university faculty who are also certified and experienced social studies teachers. Each field experience is evaluated with a developmentally appropriate field experience rubric to assess students’ progress in relation to INTASC standards. Additionally, a separate rubric is included to assess student’s progress related specifically to the planning for instruction and teaching the NCSS Ten Themes.

The capstone experience for all teacher candidates is the clinical practice semester (student teaching). In accordance with NJ standards for secondary certification, all candidates must complete fifteen weeks of teaching in the content area in which they are seeking certification. All Seton Hall candidates seeking secondary social studies certification complete student teaching in social studies classrooms with cooperating teachers who are certified and experienced social studies teachers. In addition, all social studies candidates are supervised by university faculty who are also certified and experienced social studies teachers. During the student teaching semester all candidates are required to enroll in the Student Teaching Seminar course provided by the College of Education. During this semester the teacher candidates apply the knowledge, skills and dispositions they have been developing through study in the secondary education program and in the History program. It is at this stage that candidates are assessed on their ability to effectively teach social studies content to secondary students.

Seton Hall University is located in South Orange, NJ. It is right next to the city of Newark as well as
being surrounded by a wide array of middle to upper class communities. The university mission speaks of graduates as servant leaders in a diverse world. The teacher and leader preparation programs in our college actively place students in a wide array of field placements; urban, suburban, public, and private. These settings are diverse in multiple ways: i) socioeconomic status; ii) racial, ethnic, religious, and linguistic backgrounds; iii) new immigrant cultures; and iv) special needs. Secondary education, as a part of the larger community at Seton Hall and in the College, follows the goal of using a range of field placements that reflect diversity and inclusionary practices.

The secondary education program is also committed to providing candidates with an array of professional and educational experiences that link candidates to the real world of social studies education. Examples of some of these experiences are; participating in the State We the People…the Citizen and the Constitution, high school competition as timekeepers or facilitators; assisting with the N.J. History Day; attending and presenting at conferences; attending educational seminars and/or interning at the NJ Historical Society and the Museum of NJ. All of the additional experiences are supervised by Seton Hall faculty who possess social studies certification and are experienced teachers of social studies. A breakdown and description of requirements for each field placement are included as an attachment.

Candidate field experiences are arranged through the Office of Field Experiences and Accreditation in the College of Education & Human Services. All contacts with the schools, teachers, and supervisors are made through this office. Evaluation forms are sent to this office with a file, open to faculty and students, regarding each candidate’s field experiences while at the college.

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 8,000 characters)

Admission and Retention
Secondary Education majors are automatically admitted to the Secondary Education program upon acceptance at Seton Hall University as entering freshmen. To stay in the program they must maintain a minimum cumulative grade point average of 2.75 as mandated by the state of NJ. If a student’s GPA falls below a 2.75, the student is put on academic probation and prohibited from registering from any education classes or field experiences for one semester. At the end of the semester if the students’ GPA is still below a 2.75 the student will be placed on probation and prohibited from taking any education classes for one full year. If at the end of the probationary year a candidate cannot raise his/her overall GPA to 2.75 or higher, the student is dismissed from the program. A new department policy will go into effect for candidates entering the program as of fall 2008. These candidates will have the added requirement of earning a grade of C or higher in all of their professional education classes in order to count the class as fulfilling the education course requirement. Under this new policy, education courses in which a student received a grade below a C, can be retaken one time.

Another area that affects a students standing in the program is one’s performance in the field. The Seton Hall field evaluation forms are aligned with the INTASC standards and completed by field supervisors and cooperating teachers. On these forms, candidates can receive a pass, a pass with reservation, or a fail. An intervention is created by program faculty and the field office for candidates who receive a “pass with reservation”. The candidate must show improvement related to the intervention plan throughout the next placement. If the candidate receives a “pass with reservation” during their last field placement they are required to complete an additional placement. If a second “pass with reservation” occurs, the College Retention Committee would review the situation to determine if the behaviors are continuous or different and what was the level of response to the intervention plan. Candidates must repeat a failed internship and adhere to a highly structured intervention plan. If two failures occur the
candidate is removed from the program.
Early warning forms may also be completed by a university faculty member or cooperating teacher who is supervising a given student at any time during a field experience. If an early warning form is submitted to the retention committee a student will be called in to meet with the committee and an intervention plan will be drafted and put into place with the goal of remedying the concern and enabling the student to successfully complete the field experience.

Program Exit
Candidates complete the program and are recommended for Social Studies certification by Seton Hall University when they (1) successfully completed all courses required for the Education major, (with no lower than a C for candidates beginning in fall 2008) in an education course and an overall GPA of 2.75 or higher, (2) have completed all of the courses required for the History major as well as the for courses required for the allied fields, with an overall GPA of a 2.0 in accordance with the GPA requirement for the College of Arts and Sciences, (3) complete the courses required as part of the Liberal Arts Core requirement set forth by the Secondary Education Program (4) meet the university minimum number of credits required for graduation, (5) successfully complete the two pre-clinical experiences and two field experiences and, (6) complete the student teaching semester.

4. Description of the relationship (2) of the program to the unit's conceptual framework.
(Response limited to 4,000 characters)

In 2004 Seton Hall University College of Education and Human Services created a conceptual framework with the goal to prepare candidates who are competent, socially conscious, reflective professionals. This goal permeates all of the experiences that our secondary education students have while in our program.

Following John Goodlad’s (1991) dual model we define competence as knowledge and understanding for one’s self and how to convey it to others. Secondary Social Studies candidates develop competence in the content areas of social studies through studies in their History major, courses in the four allied fields, and in required courses for their education major. In education classes content knowledge is built on and the skills essential for effective teaching are developed. Education classes and field work are based on a developmental model designed to facilitate the candidates’ ability to effectively plan, teach and assess content present in all of the NCSS ten themes. Students begin to explore their content area early in the secondary program as they are introduced to lesson, unit and curriculum development in EDST 2003 Instructional Theory into Practice and EDST 2510 Philosophy and Curriculum.

Assignments in these courses require that teacher candidates integrate content standards from the NJCCS and professional organizations, (NCSS Themes for social studies candidates) into assignments as they learn to become teachers. As students advance, content knowledge is deepened through the completion of required course work in the History and Education majors. Education classes and field experiences require students to build specific knowledge of how to integrate content knowledge into effective teaching practices. Through this multi-stage approach Seton Hall candidates are able to develop into competent professionals.

Our program is committed to the vision that all students can learn and all have the right to the opportunity to learn. Course work and experiences in the program are designed to equip candidates with the empathy and understanding that is necessary to be socially conscious educators. Candidates are taught to recognize that diversity exists in every gathering of students and to celebrate the potential contributions this diversity presents to classrooms, schools, and society. These themes underlie early coursework in EDST1501 History of Education in the U.S. and EDST 3510 Culture, Community and Schools. Candidates also learn to respect diversity and how to use a variety of educational resources to meet the needs of individual learners. Field experiences expose candidates to different school settings
The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework.

5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system (Response limited to 4,000 characters)

Eight Assessments have been used to assess if our candidates possess the necessary content knowledge, the ability to effectively plan for social studies instruction and their ability to teach social studies content and positively affect student learning. Most of these assessments are unique to the secondary education program or to the secondary social studies program; only the PRAXIS II test data and course grades are not unique to the program. The specific assessments that have been created and adopted by the secondary education program faculty and are used in all of the secondary education courses are the lesson plan model and rubric, the field evaluation forms, and the Teacher Work Sample model and rubric. Although these assessments have been created by the secondary education faculty, these instruments do reflect the unit’s goals as expressed in the Conceptual Framework. Each of the assessments is designed for candidates’ to demonstrate content and pedagogical knowledge, to apply knowledge of and practices to address diversity within classrooms and schools, and to reflect on one’s understanding of themselves as a teacher and the practice of teaching. In addition to these assessments, the social studies secondary education program utilizes three unique assessments when evaluating candidates. The first of these unique assessments is a supplement to the field form. This supplement is designed to measure a candidates’ ability to effectively integrate NCSS standards in lesson planning and teaching. A second unique assessment is the use of quizzes in order to assess content knowledge related to NCSS standards VIII and IX. These quizzes are administered during the semester when students are enrolled in EDST 3604 Social Education, the required methods course for social studies candidates. The third assessment unique to the secondary education social studies program is a “Global Studies” assignment social studies candidates complete in EDST 3604 Social Education. In-depth descriptions of these assignments is offered as part of Section IV of this report. As with the assessments utilized by the entire secondary education program, the assessments unique to the secondary education social studies program are all designed to further the goals articulated in the College of Education and Human Services conceptual Framework of creating competent, socially conscious and reflective professionals. This is evident in that students must demonstrate content knowledge to successfully complete all of these assignments. The field evaluation form supplement is specifically designed to assess candidates’ ability to use content and pedagogical knowledge in secondary education classrooms. The “Global Studies” assignment also require that students’ demonstrate the ability to plan and teach relevant social studies content, and reflect on the social and global implications of past and current events. A final assessment used to evaluate social studies candidates preparation in the area of
content knowledge is a Technology assignment completed in the required course EDST3700 Integrating Technology into the Curriculum. The Technology assignment calls for students to reflect on the impact technology has had on teaching and society in general. This assessment is not unique to the secondary education or secondary social studies program; all students in the unit are required to take this course and complete this assignment.

(3) This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

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

See Attachments panel below.

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

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

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># of Candidates Enrolled in the Program</th>
<th># of Program Completers(4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>2007</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

9. Faculty Information
Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.
<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Highest Degree, Field, &amp; University (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment: Indicate the role of the faculty member (6)</td>
<td></td>
</tr>
<tr>
<td>Faculty Rank (7)</td>
<td></td>
</tr>
<tr>
<td>Tenure Track</td>
<td></td>
</tr>
<tr>
<td>Scholarship (8), Leadership in Professional Associations, and Service (9); List up to 3 major contributions in the past 3 years (10)</td>
<td></td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools (11)</td>
<td></td>
</tr>
</tbody>
</table>

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<tr>
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<tr>
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<tr>
<td>Faculty Rank (7)</td>
<td></td>
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<tr>
<td>Tenure Track</td>
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<tr>
<td>Scholarship (8), Leadership in Professional Associations, and Service (9); List up to 3 major contributions in the past 3 years (10)</td>
<td></td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools (11)</td>
<td></td>
</tr>
<tr>
<td>Highest Degree, Field, &amp; University&lt;sup&gt;(5)&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member&lt;sup&gt;(6)&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>Faculty Rank&lt;sup&gt;(7)&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>Tenure Track</td>
<td></td>
</tr>
<tr>
<td>Scholarship&lt;sup&gt;(8)&lt;/sup&gt;, Leadership in Professional Associations, and Service&lt;sup&gt;(9)&lt;/sup&gt;: List up to 3 major contributions in the past 3 years&lt;sup&gt;(10)&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools&lt;sup&gt;(11)&lt;/sup&gt;</td>
<td></td>
</tr>
</tbody>
</table>

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| Faculty Member Name |
| Highest Degree, Field, & University<sup>(5)</sup> |
| Assignment: Indicate the role of the faculty member<sup>(6)</sup> |
| Faculty Rank<sup>(7)</sup> |
| Tenure Track |
| Scholarship<sup>(8)</sup>, Leadership in Professional Associations, and Service<sup>(9)</sup>: List up to 3 major contributions in the past 3 years<sup>(10)</sup> |
| Teaching or other professional experience in P-12 schools<sup>(11)</sup> |

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(5) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(6) e.g., faculty, clinical supervisor, department chair, administrator

(7) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(8) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(9) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(10) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(11) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

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**SECTION II - LIST OF ASSESSMENTS**

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

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

<table>
<thead>
<tr>
<th>Type and Number of Assessment</th>
<th>Name of Assessment (12)</th>
<th>Type or Form of Assessment (13)</th>
<th>When the Assessment Is Administered (14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment #1: Licensure assessment, or other content-based assessment (required)</td>
<td>PRAXIS II Social Studies: Content Knowledge</td>
<td>Standardized Test</td>
<td>Prior to applying for state licensure</td>
</tr>
<tr>
<td>Assessment #2: Content knowledge in social studies (required)</td>
<td>Course Grades</td>
<td>Course Grades</td>
<td>Throughout the program</td>
</tr>
<tr>
<td>Assessment #3: Candidate ability to plan instruction (required)</td>
<td>Social Studies Lesson Plan</td>
<td>Lesson Plan</td>
<td>During junior methods course EDST 3604 Social Education</td>
</tr>
<tr>
<td>Assessment #4: Student teaching (required)</td>
<td>NCSS Field Evaluation Form</td>
<td>Clinical Evaluation</td>
<td>During junior and senior field experiences</td>
</tr>
<tr>
<td>Assessment #5: Candidate effect on student leaning (required)</td>
<td>Teacher Work Sample</td>
<td>Project</td>
<td>During the Professional Seminar EDST 4500 as part of the Clinical Teaching experience</td>
</tr>
<tr>
<td>Assessment #6: Additional assessment that addresses NCSS standards (required)</td>
<td>NCSS Quizzes</td>
<td>Quizzes</td>
<td>During junior methods course EDST 3604 Social Education</td>
</tr>
<tr>
<td>Assessment #7: Additional assessment that addresses NCSS standards (optional)</td>
<td>Global Studies Assignment</td>
<td>Course Project</td>
<td>During junior methods course EDST 3604 Social Education</td>
</tr>
<tr>
<td>Assessment #8: Additional assessment that addresses NCSS standards (optional)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS
For each NCSS standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NCSS standards.

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

<table>
<thead>
<tr>
<th>NCSS STANDARD - Themes</th>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
<th>#6</th>
<th>#7</th>
<th>#8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Culture and Cultural Diversity. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>g</td>
<td>g</td>
<td>g</td>
</tr>
<tr>
<td>1.2 Time, Continuity, and Change. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>e</td>
<td>e</td>
<td>e</td>
</tr>
<tr>
<td>1.3 People, Places, and Environment. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment.</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>g</td>
<td>g</td>
<td>g</td>
</tr>
<tr>
<td>1.4 Individual Development and Identity. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>e</td>
<td>e</td>
<td>e</td>
</tr>
<tr>
<td>1.5 Individuals, Groups and Institutions. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions.</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>g</td>
<td>g</td>
<td>g</td>
</tr>
<tr>
<td>1.6 Power, Authority, and Governance. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority and governance.</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>e</td>
<td>e</td>
<td>e</td>
</tr>
<tr>
<td>1.7 Production, Distribution, and Consumption. Candidates in social studies should possess the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption of goods and services.</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>g</td>
<td>g</td>
<td>g</td>
</tr>
<tr>
<td>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.</td>
<td>e</td>
<td>e</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>e</td>
<td>e</td>
</tr>
<tr>
<td>1.9 Global Connections. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections and interdependence.</td>
<td>g</td>
<td>g</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>g</td>
</tr>
<tr>
<td>1.10 Civic Ideals and Practices. Candidates in social studies should possess</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices.

### 2. SOCIAL SCIENCE DISCIPLINES

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

### 3. PROGRAMMATIC STANDARDS FOR INITIAL LICENSURE

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

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

### SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in
Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards.

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

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

For each assessment, the compiler should prepare a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
   (a) the assessment tool or description of the assignment;
   (b) the scoring guide for the assessment; and
   (c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be available.

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

<table>
<thead>
<tr>
<th>Assessment 1 Praxis</th>
</tr>
</thead>
</table>

See **Attachments** panel below.
2. **CONTENT KNOWLEDGE:** Assessment of content knowledge in the social studies or the specific social science discipline to be taught. NCSS standards addressed in this assessment could include the knowledge elements of Standards 1.1-1.10, 2.1-2.5, 3.1, and 3.2. Examples of assessments include comprehensive examinations, course grades where the course is appropriate to a standard, grades for specific units or segments of courses when only part of a course is appropriate to a standard, and portfolio tasks.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

<table>
<thead>
<tr>
<th>Assessment 2 Required Courses- Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>See Attachments panel below.</td>
</tr>
</tbody>
</table>

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

Provide assessment information (items 1-5) as outlined in the directions for Section IV

<table>
<thead>
<tr>
<th>Assessment 3 Lesson Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>See Attachments panel below.</td>
</tr>
</tbody>
</table>

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

Provide assessment information (items 1-5) as outlined in the directions for Section IV
Assessment 4 Clinical Evaluation NCSS Questions

See Attachments panel below.

---

5. *EFFECTS ON STUDENT LEARNING: Assessment that demonstrates candidate effects on student learning. NCSS standards that could be addressed in this assessment include student learning elements of Standards 1.1-1.10 and Standards 2.1-2.5. This assessment does not have to address every standard. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

---

Assessment 5 Teacher Work Sample

See Attachments panel below.

---

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

Provide assessment information (items 1-5) as outlined in the directions for Section IV

---

Assessment 6 NCSS Quizzes

See Attachments panel below.

---

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

Provide assessment information (items 1-5) as outlined in the directions for Section IV

---

Assessment 7 Global Studies Assignment

See Attachments panel below.

---

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

Provide assessment information (items 1-5) as outlined in the directions for Section IV

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

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

(Response limited to 12,000 characters)

The seven assessments that the program used to assess candidates content knowledge and ability to plan, teach and effect student learning have been effective in helping program faculty to identify program strengths and weaknesses. Additionally the program faculty is pleased overall with the data and analysis based on the assessments. However, room for growth always exists. Several actions have already been taken to improve our program and plans for other modifications are underway. These changes are presented below in three broad categories; content knowledge; professional and pedagogical knowledge, skills and dispositions; and student learning.

Content Knowledge

1. Data gathered and analyzed on the PRAXIS II Social Studies Content Knowledge exam prior to the fall of 2007 indicated to program faculty that our candidates content knowledge, as measured by the exam, could be improved overall, but in particular in the area of economics. As a result of this analysis several changes have been made. One such change was the hiring of a new PRAXIS review instructor by faculty in the College of Education. The instructor focused candidates’ preparation relevant content areas of the exam. In addition one of our program faculty, who had taught economics at the secondary level, provided a review session just on economic concepts and skills. The data analyzed for this program report indicates a large increase from a median score of percent correct of 44% in 2007 to a median score of percent correct of 59% in 2008. Additionally, of the candidates who took the Praxis II after the review session (nine), all but one passed the exam. Among those who passed was an individual who had previously failed the exam. For these reasons the program faculty is committed to continuing the practice of holding review sessions which emphasize practical test taking information, a review of general content associated with all the sections, and a special focus on economic concepts and skills.

2. Another area of change that has occurred in part as a result of analysis of PRAXIS data is the hiring of a new faculty member in the College of Arts and Sciences who is a Geographer. The review process has encouraged meetings between Education and Arts and Science faculty. These meetings have resulted in a sharing of information and some collaboration, such as in the creation of the NCSS Quizzes discussed in assessment six. Although geography scores on the PRAXIS have been acceptable, all recognize that they could be improved. As a partner committed to the preparation of our candidates, the History department sought to hire a more qualified individual to teach the Fundamentals of Geography course required of all candidates.

3. Another positive development that is underway is a possible change to the courses required by the
History Department. This potential change is the result of the newly elected Chairperson of the History Department commitment to work with our program faculty to ensure that our candidates are better prepared with the content knowledge they are expected to possess as measured by the PRAXIS II Social Studies: Content Knowledge. After meeting with our program faculty and reviewing PRAXIS II review materials, the chairperson has recommended that our candidates may be better prepared through taking World History I & II rather than the currently required Western Civilization I & II. This is an idea that will be further explored by both the education and history faculty with the goal to improve our candidate’s content knowledge in mind.

4. As previously explained, the NCSS quizzes used to assess content knowledge associated with theme VIII Science, Technology and Society, and theme IX Global Connections will be eliminated from our assessment process. While these assessments have been useful, they have only enabled us to measure our candidates’ knowledge of discreet facts identified by History faculty members. Program faculty believe that a move to assessments such as the Global Studies Assignment cited as assessment 7, provide a more authentic measure of students’ knowledge and pedagogical abilities related to NCSS content. This belief was confirmed by the success of the piloting of the Global Studies Assignment this past spring. In addition to the candidates’ grades, feedback from the student audience, administrators and teachers was extremely positive.

Professional and pedagogical knowledge, skills and dispositions
1. The use of the new NCSS field evaluation allowed for faculty to better ascertain the level of skill candidates’ possess when teaching NCSS content and therefore the program plans to continue the use of the form. The form also proved useful in conferencing with candidates after an observation. The rubric ratings allowed for candidates to receive specific feedback related to NCSS themes. However, an identified area to improve upon is the need to communicate the developmental expectations to our candidates. In addition, the program faculty recognize a need to better inform University social studies supervisors on the use of the NCSS field evaluation form and our program expectations. In particular, we would like for supervisors to offer more concrete feedback in the narrative section of the form. Through on-going conversations with University supervisors we envision this goal will be achieved.

Student Learning
1. The recording of data on the subsections of the TWS and lesson plan were very useful in identifying specific areas of strengths and weaknesses in the program. For example we can chart progress in students planning ability from junior to senior year. While this is very useful, more narrative comments on the TWS and lesson plan scoring system would help both students and faculty to gather more in-depth information on areas needing additional focus. For this reason a program goal is for narrative comments to be included on the scoring system in order to make feedback more specific and enhance the information provided to students.

2. This year candidates were asked to include comparative data on student performance based on pre and posttests as part of the TWS. This proved to be very informative for both our candidates and our program faculty. As evidenced in the analysis of the data presented in Assessment # 5, this data demonstrated that our candidates teaching was effecting student learning in positive ways. For this reason the program faculty suggests that this data become a required and assessed part of the TWS. This is a topic that will be pursued across the secondary education department and the entire Educational Studies program at Seton Hall.

Through the NCSS NCATE process the program faculty gained valuable insight into our program. Program faculty look forward to continuing to make changes to our program based on the data yielded from our identified assessments. The data compiled for this report indicates that our program has been successful in preparing candidates with the content knowledge and skills to effectively plan, teach and
effect student learning.

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

1. Describe what changes or additions have been made in response to issues cited in previous recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report or a response to condition report are available on the NCATE web site at http://www.ncate.org/institutions/process.asp?ch=4 (Response limited to 24,000 characters.)

Please click "Next"

This is the end of the report. Please click "Next" to proceed.
Attachment: Secondary Social Studies Program Requirements

**Social Studies Certification-Advisement Form**

You must have 15 HIST courses. You must get pin from Secondary Ed., then go to History advisor (Only by having your history advisor approve your courses can you be certain you are meeting graduation requirements.)

<table>
<thead>
<tr>
<th>Fall – Hist/Ed Majors</th>
<th>Spring – Hist/Ed Majors</th>
</tr>
</thead>
</table>
| 1a HIST 1201 Western Civ  
HIST 1301 American History | 1b HIST 1202  
HIST 1302 |
| 2a Advanced European #1  
HIST 2180 Intro to Historical Research  
Allied Field #1 Political Science | 2b Advanced European #2  
Allied Filed #2 Sociology  
Advanced History – *free choice* |
| 3a Advanced American #1  
Advanced History – *free choice*  
Allied Filed #3 Economics | 3b Advanced American #2  
Advanced History – free choice  
Advanced Third World #1,  
Allied Field #4 Geography |
| 4a Advanced Third World #2  
HIST 5199 Senior Seminar | 4b Student Teaching |

__________            __________

Education Advisor            History Advisor

- Social studies certification does not prepare students to teach psychology

**Secondary Education Professional Course Sequence:**

<table>
<thead>
<tr>
<th>Course In Sequence</th>
<th>Semester Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDST1501: Education in the United States Past and Present</td>
<td></td>
</tr>
<tr>
<td>EDST3510: Culture, Community and School</td>
<td></td>
</tr>
<tr>
<td>EDST1301: Educational Psychology</td>
<td></td>
</tr>
<tr>
<td>EDST2003: Instructional Theory into Practice</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Semester Completed</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>EDST3301: Education Evaluation</td>
<td></td>
</tr>
<tr>
<td>EDST3700: Integrating Technology into Curriculum</td>
<td></td>
</tr>
<tr>
<td>EDST2501: Introduction to Philosophy of Education and Curriculum</td>
<td></td>
</tr>
<tr>
<td>EDST3601: English Methods</td>
<td></td>
</tr>
<tr>
<td>EDST4500: Student Teaching Seminar</td>
<td></td>
</tr>
</tbody>
</table>

**Secondary Education Liberal Arts Core:**

<table>
<thead>
<tr>
<th>Required Course</th>
<th>Semester Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Signature Course 1</td>
<td></td>
</tr>
<tr>
<td>University Signature Course 2</td>
<td></td>
</tr>
<tr>
<td>College of Education Signature Course</td>
<td></td>
</tr>
<tr>
<td>BMIE1001: Introduction to Computer Technology</td>
<td></td>
</tr>
<tr>
<td>ENGL1201: College English I</td>
<td></td>
</tr>
<tr>
<td>ENGL1202: College English II</td>
<td></td>
</tr>
<tr>
<td>MATH (any course not designated developmental math)</td>
<td></td>
</tr>
<tr>
<td>SCIENCE (any course offered by a science department)</td>
<td></td>
</tr>
<tr>
<td>HISTORY (any course offered by the History department)</td>
<td></td>
</tr>
<tr>
<td>ART/MUSIC (any course offered by the Art or Music departments)</td>
<td></td>
</tr>
<tr>
<td>RELIGION (Any course offered by the Religion department)</td>
<td></td>
</tr>
<tr>
<td>PSYCH1213: Adolescent Psychology</td>
<td></td>
</tr>
<tr>
<td>PSYCH1221: Exceptional Child Psychology</td>
<td></td>
</tr>
<tr>
<td>Additional 3 credit course in English, History, Math or Science</td>
<td></td>
</tr>
<tr>
<td>Number of Field Hours</td>
<td>Connected Course/Location/ Field Description/Requirements</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>20</td>
<td>EDST 1301: Educational Psychology Location: Summit Public Schools Placement in Program: Sophomore year and Classroom Practice Supervision: Secondary Education faculty member and two certified Middle-school teachers Activities: Tutoring at-risk students, small group and one on one Tutoring for ESL and low-performers Assessments: Field evaluations completed by supervisor and cooperating</td>
</tr>
<tr>
<td>15</td>
<td>EDST 2003: Instructional Theory into Practice Plainfield and Newark Public Schools Placement in Program: Sophomore year Supervision: For Social Studies candidates, Secondary Education faculty member who is a certified social studies teacher Activities: <em>Project Citizen</em>: Facilitating groups of middle-school students Assessments: Field evaluations completed by supervisor and cooperating teacher</td>
</tr>
<tr>
<td>60</td>
<td>EDST 2510: Philosophy and Curriculum Partner School Placement in Program: Junior year, spring semester Supervision: Certified social studies teachers act as cooperating teachers and supervisors Activities: Observation, small-group instruction, whole class instruction of two lessons Assessments: Reflections on lessons taught, field evaluations completed by supervisor and cooperating teacher</td>
</tr>
<tr>
<td>60</td>
<td>EDST 3604: Social Education Diverse Partner Site Placement in Program: Senior year, fall semester Supervision: Certified social studies teachers act as cooperating teachers and supervisors Activities: whole class instruction for one week</td>
</tr>
<tr>
<td>600 (15 weeks, 40 hours per Week)</td>
<td>EDST 4500: Senior Seminar Professional Development or Partner School</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Placement in Program: Senior year, spring semester Supervision: 8 visits by NJ certified social studies teacher Activities: role gradually increases throughout the semester from small group instruction to whole class instruction. Eventually candidate assumes responsibility for the teaching of all of the lessons Assessments: Teacher Work Sample, field evaluations completed by supervisor (8) and cooperating teacher (2)</td>
</tr>
</tbody>
</table>
Assessment # 1 Content Knowledge

PRAXIS II Social Studies: Content Knowledge

Description of Assessment: Candidates seeking Secondary Social Studies Certification in the state of NJ must take the PRAXIS II Social Studies: Content Knowledge exam and pass with an overall score of 157. The PRAXIS II Social Studies: Content Knowledge exam tests candidates’ knowledge in six areas: U.S. History; World History; Government, Civics & Political Science; Geography; Economics; and Behavioral Sciences. Test takers receive an overall score on the exam, (out of a possible 200 points), as well as scores on each of the individual subsections. The PRAXIS II test scores are offered as evidence of content knowledge for the 2007 and 2008 Seton Hall University (SHU) program completers.

How the Assessment Aligns with the Standards
The six content areas of the PRAXIS II Social Studies: Content Knowledge exam are aligned with the content associated with eight of the NCSS Themes. These are themes I, II, III, IV, V, VI, VII, X. The only themes not specifically addressed are Theme VIII Science and Technology and Theme IX Global Connections.

Analysis of Data Findings and Evidence of Meeting the Standards
The results of the PRAXIS II Social Studies Content Knowledge exam for our candidates are very encouraging. Among program completers in 2008 the percentage of students who passed the exam with the minimum standard set by the state of NJ of 157 was 87%. The passage rate among the 2007 program completers is 80%. Further, in each of these groups the failure rate is represented by only one individual. The subscores on the PRAXIS II exam provided insight into which content areas of the exam our candidates were performing well or weak on. The results of the subscore analysis revealed that among the program completers in 2007 our candidates performed strongest on the Behavioral Sciences section. The sections on U.S. History and World History were second and third respectively, with the geography and civics and government sections following closely. The weakest section was Economics. Among the program completers in 2008, our candidates scored highest on the U.S. History, Civics and Government, and World History sections. Although Economics was once again the weakest section, the median score was just slightly below the other sections and much above the subsection score on Economics among the program completers in 2007 (44% in 2007, 59% in 2008). Program faculty attribute the rise in scores on the Economics section to the fact that economics content was stressed during the PRAXIS review session held by the program during the fall of 2007. Most of the candidates who took the PRAXIS II Social Studies Content exam during the 2007-2008 year attended this review session. Therefore the PRAXIS results were very encouraging and the faculty have committed to continuing the PRAXIS review session along with the emphasis on economics content.
Attachment A & B

Students receive information directly from ETS on the PRAXIS II content and test evaluation.

Attachment C Data for Social Studies Praxis

The table below represents PRAXIS II Social Studies Content Knowledge data for program completers from 2004-2007.

<table>
<thead>
<tr>
<th>Year</th>
<th>Institution Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06</td>
<td>N= 100%</td>
</tr>
<tr>
<td>2006-07</td>
<td>N= 80%</td>
</tr>
<tr>
<td>2007-08</td>
<td>N= 87%</td>
</tr>
</tbody>
</table>

The table below represents PRAXIS II Social Studies Content Knowledge data for program completers from 2007-2008. Data was not collected on subscores prior to 2007, so we are not reporting subscore ranges for 2006 program completers.

<table>
<thead>
<tr>
<th>Program Completers 2007</th>
<th>Section I US History</th>
<th>Section II World History</th>
<th>Section III Civics &amp; Government</th>
<th>Section IV Geography</th>
<th>Section V Economics</th>
<th>Section VI Behavioral Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Range of Percentage Correct</td>
<td>50% - 79%</td>
<td>36% - 79%</td>
<td>48% - 71%</td>
<td>50% - 74%</td>
<td>31% - 60%</td>
<td>62% - 85%</td>
</tr>
<tr>
<td>Median Score - Percentage Correct</td>
<td>69%</td>
<td>67%</td>
<td>64%</td>
<td>65%</td>
<td>44%</td>
<td>75%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Completers 2008</th>
<th>Section I US History</th>
<th>Section II World History</th>
<th>Section III Civics &amp; Government</th>
<th>Section IV Geography</th>
<th>Section V Economics</th>
<th>Section VI Behavioral Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Range of Percentage Correct</td>
<td>62% - 78%</td>
<td>40% - 79%</td>
<td>52% - 86%</td>
<td>53% - 89%</td>
<td>47% - 84%</td>
<td>54% - 69%</td>
</tr>
<tr>
<td>Median Score - Percentage Correct</td>
<td>70%</td>
<td>65%</td>
<td>67%</td>
<td>60%</td>
<td>59%</td>
<td>60%</td>
</tr>
</tbody>
</table>
The table below represents PRAXIS II Social Studies Content Knowledge data for each program completer from 2005-2008. The N for 2008 is 7 rather than 9 because 2 individuals who took the PRAXIS in June, 2008, did not have their scores available to be included in the program report.

<table>
<thead>
<tr>
<th>Program Completers 2006</th>
<th>Praxis Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Completers 2007</th>
<th>Praxis Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Completers 2008</th>
<th>Praxis Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment 2: Content Knowledge-Course Grades

Description of the Assessment: All candidates seeking secondary social studies certification are required to complete a combination of history, social science and education courses that help prepare students with the content knowledge relevant to NCSS Standards and the knowledge necessary to become effective secondary education social studies teachers (see attachment A). Many of the courses that social studies candidates are required to take are well aligned with the NCSS content standards, therefore grades in these courses have been used as one assessment to evaluate the content knowledge of our candidates.

How the Assessment Aligns with the Standards: Below is an outline of the NCSS Standards addressed through required course work, the relevant required courses and brief course descriptions taken from the University course catalogue.

<table>
<thead>
<tr>
<th>Course Name and Number</th>
<th>SPA Standard (Theme) Addressed</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 1101 Introduction to Sociology</td>
<td>1.1 Culture</td>
<td>An introduction to the sociological perspective, exploring basic concepts and theories relevant to various dimensions of social life.</td>
</tr>
<tr>
<td>EDST 3510 Culture, Community and School</td>
<td>1.1 Culture</td>
<td>Implications of race, ethnic background, religion, language and gender on schooling of children. Community organizations that impact on the school. Analysis of various cultures that influence American education. Special attention to recognition and integration of multicultural education.</td>
</tr>
<tr>
<td>HIST 1301 American History I</td>
<td>1.2 Time, Continuity, and Change</td>
<td>Colonial America through the end of the Civil War</td>
</tr>
<tr>
<td>HIST 1032 American History II</td>
<td>1.2 Time, Continuity, and Change</td>
<td>Reconstruction to the present</td>
</tr>
<tr>
<td>HIST 1201 Western Civilization I</td>
<td>1.2 Time, Continuity, and Change</td>
<td>Development of Western civilization from its origins in the Near East to the Scientific Revolution</td>
</tr>
<tr>
<td>HIST 1202 Western Civilization II</td>
<td>1.2 Time, Continuity, and Change</td>
<td>Development and expansion of Western Civilization from the Enlightenment and Industrial Revolution to the present</td>
</tr>
<tr>
<td>PSYC 1213 Adolescent Psychology</td>
<td>1.4 Individual Development and Identity.</td>
<td>Fundamental biological, cognitive and psychosocial changes during adolescence in the context of family, school and peer group.</td>
</tr>
<tr>
<td>Course Name and Number</td>
<td>SPA Standard (Theme) Addressed</td>
<td>Course Description</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>PSYC 1221 Exceptional Child Psychology</td>
<td>1.4 Individual Development and Identity</td>
<td>Overview of psychological, biological, sociological and educational aspects of exceptionality.</td>
</tr>
<tr>
<td>EDST1301 Educational Psychology and Classroom Practice</td>
<td>1.4 Individual Development and Identity</td>
<td>The components of the learning process and the contributions of psychology to education. Student characteristics, the process of human growth and the role of intelligence in the context of family and schooling. Environmental factors, social class, and cultural and racial differences on the development and measurement of teaching. Leading learning theories and their applications to teaching. Personal and social factors impacting on motivation and learning. Theories of the cognitive process.</td>
</tr>
<tr>
<td>SOCI 1101 Introduction to Sociology</td>
<td>1.5 Individuals, Groups, and Institutions</td>
<td>An introduction to the sociological perspective, exploring basic concepts and theories relevant to various dimensions of social life.</td>
</tr>
<tr>
<td>POLS 1001 Introduction to Political Science</td>
<td>1.6 Power, Authority, and Governance</td>
<td>Introduction to the foundations of the academic discipline of political science. Course offers a broad overview of the various schools of political science analysis, including democratic transitions, political development and revolution as well as a survey of the basic concepts and principles.</td>
</tr>
<tr>
<td>ECON 1402 Principles of Economics I</td>
<td>1.7 Production, Distribution, and Consumption</td>
<td>Introductory approach to the development of microeconomic analysis. Principles governing economic behavior in a market-oriented system: exchange, market pricing, production and costs, market structures and their effects on product and factor markets</td>
</tr>
<tr>
<td>POLS 1001 Introduction to Political Science</td>
<td>1.10 Civic Ideals and Practices</td>
<td>Introduction to the foundations of the academic discipline of political science. Course offers a broad overview of the various schools of political science analysis, including democratic transitions, political development and revolution as well as a survey of the basic concepts and principles.</td>
</tr>
</tbody>
</table>

Analysis of Data Findings and Evidence of Meeting the Standards

The majority of the courses listed above are provided to students through the College of Arts and Sciences. The College of Arts and Sciences has established a 2.0 as the criteria in order for a course to count towards graduation and successful completion of the History major. The secondary social studies education program has adopted this standard and therefore considers a
course grade of a 2.0 or better as evidence of content knowledge. Applying this standard, the vast majority of program completers for the past two years have demonstrated content knowledge related to the NCSS standards identified above. The median grades were regularly well above the minimum standard of 2.0, typically ranging from 3.11 – 3.75. Among the program completers in 2007 only one candidate received a grade below the minimum requirement of a 2.0 (C) as a final course grade. Among the program completers for 2008, only one candidate received two final course grades below the minimum requirement. Overall the secondary education program faculty is pleased with the students’ demonstration of content knowledge relevant to the NCSS Themes.
Attachment A: Advisement Information for Secondary Social Studies Candidates

Below is the advisement information provided to secondary education social studies candidates. First is a list of courses that correlate to NCSS Themes that all candidates are required to take, either as part of the Liberal Arts core requirements or as a Secondary Education requirement. This information is presented to students in the program catalogue along with the other Liberal Arts and Secondary Education Course requirements. The second document is an advisement form provided only to candidates seeking social studies certification. The advisement form identifies the number of credits required for certification in the content area and the course required.

Required courses that correlate to NCSS Themes
Psych 1213: Adolescent Psychology
Psych 1221: Exceptional Child
EDST3510: Culture, Community and Schools
EDST1301: Educational Psychology and Classroom Practice

Social Studies Certification

HISTORY DEPARTMENT
Proposed Schedule
Year-by-Year
History/Education Majors – 57 Credits

<table>
<thead>
<tr>
<th>Fall – Hist/Ed Majors</th>
<th>Spring – Hist/Ed Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a HIST 1201 Western Civ</td>
<td>1b HIST 1202</td>
</tr>
<tr>
<td>HIST 1301 American History</td>
<td></td>
</tr>
<tr>
<td>2a Advanced European #1</td>
<td>2b Advanced European #2</td>
</tr>
<tr>
<td>HIST 2180 Intro to Historical Research</td>
<td>Allied Field #2 Sociology</td>
</tr>
<tr>
<td>Allied Field #1 Political Science</td>
<td>Advanced History – free choice</td>
</tr>
<tr>
<td>3a Advanced American #1</td>
<td>3b Advanced American #2</td>
</tr>
<tr>
<td>Advanced History – free choice</td>
<td>Advanced History – free choice</td>
</tr>
<tr>
<td>Allied Field #3 Economics</td>
<td>Advanced Third World #1,</td>
</tr>
<tr>
<td></td>
<td>Allied Field #4 Geography</td>
</tr>
<tr>
<td>4a Advanced Third World #2</td>
<td>4b Student Teaching</td>
</tr>
<tr>
<td>HIST 5199 Senior Seminar</td>
<td></td>
</tr>
</tbody>
</table>
- You must have 15 HIST courses. You must get pin from Secondary Ed., then go to History advisor
- Only by having your history advisor approve your courses can you be certain you are meeting graduation requirements

________________________________________  __________________________
Education Advisor                      History Advisor

* Social studies certification does not prepare students to teach psychology
Attachment B: University Grading Scale

The minimum grade point average for History majors is set by the College of Arts and Sciences at a 2.0 and the minimum GPA requirement for education majors is set by the State of NJ at 2.75. These standards are conveyed to students through the program catalogues. The following is the University’s grading scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Quality Point</th>
<th>Letter Grade</th>
<th>Quality Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>D</td>
<td>1.0</td>
</tr>
</tbody>
</table>
Attachment C: Required Courses Grade Data

The table below depicts candidates’ average course grades and the percentage of candidates who meet the minimum expectation (2.0=C)

<table>
<thead>
<tr>
<th>Course Name and Number</th>
<th>SPA Standard (Theme) Addressed</th>
<th>2006/2007</th>
<th>2007/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Average Grade/N</td>
<td>% of Candidates Meeting the minimum expectation</td>
<td>Average Grade/N</td>
</tr>
<tr>
<td>SOCI 1101 Introduction to Sociology</td>
<td>1.1 Culture</td>
<td>3.13/100%</td>
<td>3.58/100%</td>
</tr>
<tr>
<td></td>
<td>1.5 Individuals, Groups, and Institutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDST 3510 Culture, Community and School</td>
<td>1.1 Culture</td>
<td>3.46/100%</td>
<td>3.44/100%</td>
</tr>
<tr>
<td></td>
<td>1.4 Individual Development and Identity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 1301 American History I</td>
<td>1.2 Time, Continuity, and Change</td>
<td>3.2/100%</td>
<td>3.22/100%</td>
</tr>
<tr>
<td>HIST 1032 American History II</td>
<td>1.2 Time, Continuity, and Change</td>
<td>3.5/100%</td>
<td>2.95/100%</td>
</tr>
<tr>
<td>HIST 1201 Western Civilization I</td>
<td>1.2 Time, Continuity, and Change</td>
<td>2.75/80%</td>
<td>3.62/100%</td>
</tr>
<tr>
<td>HIST 1202 Western Civilization II</td>
<td>1.2 Time, Continuity, and Change</td>
<td>3.25/100%</td>
<td>3.33/100%</td>
</tr>
<tr>
<td>GEOG 1111 Fundamental of Geography</td>
<td>1.3 People, Places, and Environments.</td>
<td>3.13/100%</td>
<td>3.16/87%</td>
</tr>
<tr>
<td>PSYC 1213 Adolescent Psychology</td>
<td>1.4 Individual Development and Identity.</td>
<td>3.77/100%</td>
<td>3.75/100%</td>
</tr>
<tr>
<td>PSYC 1221 Exceptional Child Psychology</td>
<td>1.4 Individual Development and identity</td>
<td>3.6/100%</td>
<td>3.11/100%</td>
</tr>
<tr>
<td>SOCI 1101 Introduction to Sociology</td>
<td>1.5 Individuals, Groups, and Institutions</td>
<td>3.13/100%</td>
<td>3.58/100%</td>
</tr>
</tbody>
</table>
The following table depicts the grade distribution for candidates in the 2006-2007 and 2007-2008 academic years. Although these courses are required of all of our candidates, the number of students (N) reported may vary. Fourteen candidates completed our program between 2007 and 2008, however some students do not have grades for a particular course for one of three reasons: (i) student may have received credit for a course based on A.P. exam results; (ii) student may have received transfer credit for a course, or (iii) a student may have received a waiver from the College of Arts & Sciences to take a course at another institution. In the case where a student takes a course at another institution, the course is assessed for content consistency and must be approved in advance by faculty from the College of Arts & Sciences.

<table>
<thead>
<tr>
<th>Course Name and Number</th>
<th>SPA Standard (Theme) Addressed</th>
<th>Grade Distribution # of Candidates Receiving Each Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>SOCI 1101</td>
<td>Introduction to Sociology</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDST 3510</td>
<td>Culture, Community and School</td>
<td></td>
</tr>
<tr>
<td>HIST 1301</td>
<td>American History I</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 1032</td>
<td>American History II</td>
<td></td>
</tr>
<tr>
<td>HIST 1201</td>
<td>Western Civilization I</td>
<td></td>
</tr>
</tbody>
</table>

The following table depicts the grade distribution for candidates in the 2006-2007 and 2007-2008 academic years. Although these courses are required of all of our candidates, the number of students (N) reported may vary. Fourteen candidates completed our program between 2007 and 2008, however some students do not have grades for a particular course for one of three reasons: (i) student may have received credit for a course based on A.P. exam results; (ii) student may have received transfer credit for a course, or (iii) a student may have received a waiver from the College of Arts & Sciences to take a course at another institution. In the case where a student takes a course at another institution, the course is assessed for content consistency and must be approved in advance by faculty from the College of Arts & Sciences.
<table>
<thead>
<tr>
<th>Course Name and Number</th>
<th>SPA Standard (Theme) Addressed</th>
<th>Grade Distribution # of Candidates Receiving Each Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 1202 Western Civilization II N = 11</td>
<td>1.2 Time, Continuity, and Change</td>
<td>A</td>
</tr>
<tr>
<td>GEOG 1111 Fundamental of Geography N = 13</td>
<td>1.3 People, Places, and Environments.</td>
<td></td>
</tr>
<tr>
<td>PSYC 1213 Adolescent Psychology N = 12</td>
<td>1.4 Individual Development and Identity.</td>
<td></td>
</tr>
<tr>
<td>PSYC 1221 Exceptional Child Psychology</td>
<td>1.4 Individual Development and Identity.</td>
<td></td>
</tr>
<tr>
<td>EDST1301 Educational Psychology and Classroom Practice N = 14</td>
<td>1.4 Individual Development and Identity.</td>
<td></td>
</tr>
<tr>
<td>SOCI 1101 Introduction to Sociology N = 13</td>
<td>1.5 Individuals, Groups, and Institutions</td>
<td></td>
</tr>
<tr>
<td>POLS 1001 Introduction to Political Science N = 13</td>
<td>1.6 Power, Authority, and Governance.</td>
<td></td>
</tr>
<tr>
<td>ECON 1402 Principles of Economics I N = 13</td>
<td>1.7 Production, Distribution, and Consumption</td>
<td></td>
</tr>
<tr>
<td>POLS 1001 Introduction to Political Science N = 13</td>
<td>1.10 Civic Ideals and Practices</td>
<td></td>
</tr>
</tbody>
</table>
Assessment #3: Social Studies Lesson Plan

Description of Assessment:

The secondary education program at Seton Hall has been designed to align its goals and objectives with both the national INTASC standards and the New Jersey Professional Standards (NJPS). The standard lesson plan format adopted by the secondary education program was also created with these standards in mind and the goals of the Conceptual Framework to create competent, socially conscious, reflective professionals. The lesson plan model is divided into five areas: Introduction; Goals and Objectives; Methodology; Materials and Resources; and Presenting and Assessing. While this is a uniform model, students may be required to include additional elements within their content areas, as is the case for all students seeking secondary social studies certification. During junior year, when social studies candidates take EDST 3604 Social Education, they are required to demonstrate correlations between stated objectives, NJ Core Content Standards for Social Studies and the NCSS Themes.

Prior to the spring of 2007 lesson plans were graded with a holistic approach and students received a final grade and instructor comments only. During the 2006-2007 academic year the secondary education faculty created and adopted a standard scoring rubric for all secondary education lesson plans. This rubric was applied for the first time when scoring social studies candidates’ lesson plans during the spring of 2007 in the social studies methods course EDST 3604 Social Education. Under the new scoring system each of the five areas is assessed based on numeric scale of 0 – 4. The five point scale allows for students to receive very instructive feedback on each section of the lesson plan. The rankings are: Unacceptable, Approaching Acceptable, Acceptable, Highly Acceptable and Exceeds Target. This range enables instructors to take into account various developmental stages of the students based on their place in the program, as well as to help students differentiate between an acceptable, but perhaps more elementary lesson plan, versus a more advanced lesson plan. The new system also enables program faculty to ascertain more specific data regarding candidates’ ability to plan effectively. The minimum acceptable standard is for students to receive a rating of “Acceptable”. A description of the elements required under each section of the secondary education lesson plan is presented below with correlations to national and state teaching standards:

Lesson Plan Introduction: Grade level, content, title of the lesson

Goals and Objectives: The goal describes the big idea of what will be taught, it aligns with New Jersey Curriculum Standards, and the objectives are observable and measurable (INTASC 7; NJPS 4) During methods class all social studies candidates are required to demonstrate that content correlates to NCSS themes as well

Methodology: Description of the instructional strategies used as well as information about methods and grouping decisions based on the student needs, strengths, and developmental level (INTASC 2,4,7; NJPS 2, 4)

Materials/Resources: Full list of resources needed and used by the teacher and students. Technology is included as a resource.

Presenting/Assessing: Key components included within this section are the time required, introduction to the lesson, outline of the content addressed, supporting activities and
practice opportunities, closing, accommodations and modifications for learners, critical questioning included, and assessment (why chosen, link to objective, and the specific tool used) (INTASC 1,3,7,8; NJPS 1,3,4,5,7)

How the Assessment Aligns with the NCSS Standards

Data analyzed for this program report falls into two categories, student lesson plans created and assessed before and after spring 2007. Candidates who completed the program in 2007 fall under the old system of grading and therefore the data analyzed for 2007 program completers is based on final lesson plan grades for two lesson plans completed during the methods course, EDST 3604 (Attachment E). The data analyzed for program completers in 2008 is primarily drawn from the new system of assessing lesson plans based on the scoring rubric. Under the scoring rubric, the areas of the lesson plan that are most relevant to assessing our candidates’ ability to successfully plan instruction relevant to the NCSS Themes are the “Goals & Objectives”, “Methodology” and “Presenting/Assessing” sections. As previously stated, during the junior methods course, EDST 3604 Social Education, candidates are required to demonstrate connections between lesson goals and objectives and content represented in the NCSS themes. The section on methodology is important in assessing our social studies candidates’ ability to incorporate instructional strategies that support the development of skills and dispositions relevant to the NCSS Themes. In the final section, “Presenting/Assessing”, candidates must demonstrate their content knowledge through a content outline and the methods of assessment incorporated are important in terms of advancing skills associated with the NCSS themes. For these reasons each of these sections was evaluated and the data for these sections is reported in Attachment E for the 2008 program completers. The lesson plans that candidates create in EDST 3604 are authentic plans that students use to teach in their field placements. For this reason the content and relevant NCSS themes selected vary based on the setting (e.g. World History, U.S. History, Economics, etc.) a student is placed in for the field assignment, therefore this assignment is not correlated to any single NCSS theme. It is expected that students will address several themes in their planning, with potential for all to be addressed over time.

Analysis of Data Findings and Evidence of Meeting the Standards

The data on our candidates’ ability to effectively plan relative to the NCSS themes is positive. For the 2008 program completers who were assessed on their planning ability using the scoring rubric, all of the students achieved the minimum standard on the three relevant sections; “Goals & Objectives”, “Methodology” and “Presenting/Assessing”. However, the program faculty recognizes room for improvements on the “Goals and Objectives” section where 50% of the candidates received a rating of “Acceptable”, (the rest received ratings of “Highly Acceptable” and “Exceeds Target”). Program faculty would like to see improvement in this area with a higher percentage of candidates scoring at the higher levels. The data from the program completers in 2007 is equally encouraging. The median grade on the lesson plan is a 3.53 and the range of lesson plan grades is 2.33 – 4.0, all grades above the minimally acceptable standard of 2.0. The average of the lesson plan grades for each student ranged from 2.83 – 4.0.
## ATTACHMENT A: Secondary Education Lesson Plan Model

### Seton Hall University
College of Education & Human Services
Interactive Lesson Plan

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting/Grade Level:</td>
<td>University Linked Course:</td>
</tr>
<tr>
<td>School:</td>
<td>Lesson Theme or Topic:</td>
</tr>
</tbody>
</table>

Composition of Class (please note number of students):

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
<th>ESL</th>
<th>IEP</th>
<th>504</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Learning Objectives and Standards

Learning objectives for the lesson (outcomes):

Standards addressed:
- New Jersey Core Curriculum Content Standards
- New Jersey Core Curriculum Technology Standards

Rationale: Briefly explain why the stated learning objectives match the NJ Core Curriculum Content Standards reported here:

### Materials/Resources

(Describe materials needed to prepare/conduct the lesson, e.g., manipulatives, visuals, special reading materials, Websites)

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
</table>

#### Technology Used

- Assistive Technology
- Audio CD’s/Cassette Tapes
- CD-ROM/Commercial Software
- Computer/printer
- Inspiration Program
- Internet/Websites
- PowerPoint
- SmartBoard
- Tape Recorder/CD Player
- VCR/TV/DVD
- Virtual Field Trip
- WebQuest
- Other

### Strategies

What grouping will you use?

- Grouping for instruction: One to One
- Kind of grouping: Ability

What instructional strategies will you use?

- Cooperative Learning
- Compare Contrast
- Discovery/Inquiry
- Direct Instruction
- Drill/Practice
- Graphic Organizers
- Group Discussion
- Game
- Internet
- Deductive Learning
- Inductive Learning
- Lecture
- Lab
- Library Resources
- Peer editing
- Problem Solving
- Project Based Learning
- Reading for Meaning
- Research
- Role Playing/Skit
- Socratic method
- Simulation
- Other

What are students doing?

- Cooperative Learning
- Discussing
- Listening
- Manipulatives
- Games
- Painting, drawing, creating graphics
- Presenting
- Reading
- Role-playing/skit
Explain choices for materials, grouping and strategies:

Procedure for Teaching
(Provide a step-by-step plan of your activities. Use checklists to complete lesson)

Time Allocated:

Procedure:

Step 1: Introduction to the students:

Step 2: Activities:

Step 3: Closing:

Step 4: Accommodations and Modifications:

- Assistive technology
- Additional examples
- Change size, format, requirements of assignment
- Cooperative learning in heterogeneous groups
- Give clue
- Pair students
- Rephrase question
- Specialized reading material
- Other

Explain reasons for choosing these accommodations:

Step 5: Assessment:

- Oral or written quiz/test
- Observation
- Self evaluation
- Drawing
- Worksheet
- Learning log/Quick write/Journal
- Peer editing/evaluation
- Interview/Conference
- Other

Explain how the assessment helps you know students met objectives:

Reflection

What area(s) of thinking did the lesson cover?

- Knowledge – define, memorize, repeat, record, list, recall, name, relate
- Comprehension – restate, summarize, discuss, describe, explain, express, identify, locate
- Application – exhibit, solve, interview, simulate, apply, demonstrate, dramatize, illustrate
- Analysis – interpret, classify, differentiate, compare, organize, contrast, dissect, inventory
- Synthesis – compose, plan, propose, produce, generalize, formulate, systemize, create
- Evaluation – judge, assess, measure, appraise, estimate, infer, score, predict, revise, conclude

Provide sample questions and activities at different levels of thinking

Complete for on-site lesson only

1) To what extent did students learn what you intended? How do you know?
2) How did your lesson address students’ critical thinking?
3) How much time did you actually use? Describe transitions between activities.
4) Note difficulties while teaching the lesson. How did you adjust?
5) Did you do anything differently than what you planned? If so, what and why?
6) Identify the strengths of the lesson.
7) What would you do differently in the lesson if you were to teach it again?
Attachment B: Scoring Guide for Secondary Lesson Plan

Secondary Education Lesson Plan Scoring Rubric and Scale:

The following levels of assessment are used when scoring the lesson plan. These levels are applied to each major section of the lesson plan and for the product as a whole (not each sub-element).

- (4) Exceeds Expectation: all criteria are included and addressed with full detail, extensive analysis, and critical connections.
- (3) Highly Acceptable: most criteria (@90% and above) are included and are addressed with appropriate detail, analysis, and connections.
- (2) Acceptable: many criteria (@80% to 89%) are included with appropriate detail, analysis, and connections.
- (1) Approaching Acceptable: some criteria (@70% to 79%) are included with limited detail, analysis, and connections.
- (0) Unacceptable: few to no criteria (less than 69%) are included with poor detail, analysis, and connections.

Below is an example of the scoring rubric the instructors use when evaluating the lesson plans for secondary education social studies candidates

Secondary Education Lesson Plan Scoring Guide

Part I: Introduction.
___ Provides information required at the start of the lesson (e.g. name, grade, school, lesson topic, etc.)
No score

Part II: Objectives.
___ Objectives address the content and skills students demonstrate as a result of lesson.
___ Objectives are measurable and observable.
___ Connection between the lesson topic and the NJCCS explained.

Score, Part II:
0 Unacceptable  1 Moderately Acceptable  2 Acceptable  3 Highly Acceptable  4 Exceeds Expectations

Part III: Materials and Resources (technology is included on the checklist).
___ Cites specific materials and resources needed by teacher to conduct the lesson.
___ Cites specific materials and resources needed by students to participate in the lesson.

Score, Part III:
0 Unacceptable  1 Moderately Acceptable  2 Acceptable  3 Highly Acceptable  4 Exceeds Expectations

Part IV: Presenting and Assessing the Lesson (weighted x 2)
___ Indicates time required to complete the lesson.
___ Step 1: Provides an explanation for how the lesson will be introduced to students.
___ Step 2: Provides a step by step plan for delivering instruction.
___ Step 3: Provides an explanation for how the lesson will close—using summary strategies and building a connective bridge for students’ future learning.
___ Step 4: Accommodations and modifications: explains alterations in presentation, materials, activities, and assessments to support the learning needs of students with diverse needs (e.g. classified, ESL, learning styles).
___ Step 6: Assessment: explains why the assessment was chosen and the means of determining student learning (e.g. scoring guide, observation, etc.).

Score, Part IV:

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unacceptable</td>
<td>Moderately Acceptable</td>
<td>Acceptable</td>
<td>Highly Acceptable</td>
<td>Exceeds Expectations</td>
</tr>
</tbody>
</table>

**Part V: Reflection.**

___ Explains kinds of thinking employed in lesson.
___ For on-site lessons: addresses reflective questions

Score, Part V:

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unacceptable</td>
<td>Moderately Acceptable</td>
<td>Acceptable</td>
<td>Highly Acceptable</td>
<td>Exceeds Expectations</td>
</tr>
</tbody>
</table>

_______ Total score: 20 points
Attachment C: Data for Lesson Plans, Secondary Social Studies Candidates

Data Tables The following tables present data on the ability of 2007 and 2008 program completers to effectively plan social studies lessons. The first table presents the aggregate scores for the lesson plan subsections for program completers in 2008. The second table presents median scores and the percentages of candidates who met the minimum standard for each subsection. The final table consists of the median scores and the percentages of candidates who met the minimum standard based on overall lesson plan grades among the 2007 program completers. As explained previously, the system of scoring the subsections had not yet been adopted and therefore was not applied when this group completed the assignment.

Lesson Plan Data for 2007 Program Completers (Based on final lesson plan grades)

Scale: (Exceeds Expectations=4, Highly Acceptable=3, Acceptable=2, Moderately Acceptable=1, Unacceptable=0)

<table>
<thead>
<tr>
<th>Median Grade for Lesson Plan for 2007 Program Completers</th>
<th>Percentage of program completers receiving a grade of 2.0 or higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.53 (Highly Acceptable)</td>
<td>100%</td>
</tr>
</tbody>
</table>

Aggregate scores for lesson plan elements for program completers 2008 (N=8)

<table>
<thead>
<tr>
<th>Lesson Plan Elements Assessed</th>
<th>Target – Exceeds Expectations (4)</th>
<th>Highly Acceptable (3)</th>
<th>Acceptable –meets expectations (2)</th>
<th>Moderately Acceptable (1)</th>
<th>Unacceptable – below expectations (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goals &amp; Objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methodology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials &amp; Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presenting &amp; Assessing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Plan Data for 2008 Program Completers

Scale: (Exceeds Expectations=4, Highly Acceptable=3, Acceptable=2, Moderately Acceptable=1, Unacceptable=0)

<table>
<thead>
<tr>
<th>Lesson Plan Elements Assessed</th>
<th>Median Lesson Plan Score</th>
<th>Percentage of program completers at or above acceptable (minimum level)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals &amp; Objectives</td>
<td>2.75</td>
<td>100%</td>
</tr>
<tr>
<td>Methodology</td>
<td>4.12</td>
<td>100%</td>
</tr>
<tr>
<td>Presenting &amp; Assessing</td>
<td>4.5</td>
<td>100%</td>
</tr>
</tbody>
</table>

* Data is available for only 2008 program completers. One of the completers for 2008 was part of an earlier cohort group and completed EDST 3604 before the current lesson plan model and scoring guide had been adopted, and before data specific to lesson planning was collected.
Assessment # 4: NCSS Field Evaluation Forms

Description of the Assessment

All secondary education candidates are evaluated in the field based on developmentally appropriate field evaluation forms. Therefore a pre-clinical evaluation form is used during the sophomore field experience, a junior evaluation field form and a clinical evaluation form. Each of the forms reflect the INTASC standards and the SHU Conceptual Framework. All of the forms assess candidates’ general pedagogical knowledge, skills and dispositions in support of their development as effective teachers.

Prior to the 2007-2008 academic year candidates were evaluated on their ability to effectively teach content related to the NCSS themes through observation by university supervisors. Supervisors were instructed to include the NCSS content themes addressed during an observed lesson as part of the overall assessment, particularly in the narrative section. Unfortunately the response to this instruction was inconsistent, primarily in terms of qualitative comments from the supervisors. For these reasons the program faculty decided to add a specialized form for supervisors and cooperating teachers to use when evaluating secondary social studies candidates.

The new form was used to evaluate all social studies candidates completing a junior or clinical field experience during the 2007-2008 academic year. The new form required supervisors and cooperating teachers to specify the NCSS themes addressed during an observed lesson and to provide feedback to the candidate through a scoring rubric. Applying the rubric criteria, the evaluator rates the candidates’ performance on each relevant NCSS theme. Candidates receive either a 0 for “unacceptable”, 1 for “approaching acceptable”, or 2 “acceptable”. Candidates are assessed on their ability to plan meaningful lessons that call for the students to be “aware of, actively working on, and achieving success with the theme” (from the scoring rubric). The score on the NCSS evaluation form together with the ratings on the standard field form determine if a student receives credit for the field placement. A student may receive a pass, pass with reservations, or no credit for field. Although there is no preset minimum number of NCSS themes that must be observed, the minimum acceptable score a candidate receives for themes addressed is a “1 – Approaching Acceptable” during a junior field experience. During the clinical experience a candidate is expected to receive a majority of 2’s as ratings for themes addressed. Scores lower than these during the junior and clinical field experience would serve as grounds for an intervention with the student and possible referral to the retention committee. Through the use of the NCSS specialized field form SHU program faculty are now able to ascertain which themes candidates have incorporated into their teaching experiences and the level of success the candidates are having in this pursuit.

How the Assessment Aligns with the Standards

As stated above, the new form allows for the university supervisor and cooperating teacher to evaluate secondary education social studies candidates on each of the NCSS themes that are observed during a lesson. The NCSS themes that a candidate addresses in any given lesson are determined by the course the candidate is teaching and
the curriculum required by the school hosting the candidate. For these reasons it is not expected that a candidate will address all of the themes in a single lesson. However, over the course of several field experiences and the clinical teaching semester, it is anticipated that all candidates will be assessed on their ability to effectively teach content based on most of the NCSS themes.

**Analysis of Data Findings and Evidence of Meeting the Standards**

Given that the new field form used to evaluate a candidate’s ability to effectively teach content related to the NCSS themes was put into effect beginning in the fall of 2007, data based on this form is only available for the program completers in 2008 and one program completer from 2007 who graduated in December of 2007. Additionally the data was obtained for these candidates during the clinical teaching experience only. The data revealed that six of the ten 2008 program completers were observed teaching content related to all ten themes during the clinical experience. These themes were I, II, III, V, VI & X. The percentage of candidates observed addressing the remaining themes was: IV – 80%, VII – 90%, VIII – 70%, and IX – 90%. The program faculty was satisfied with these percentages given the limited use of the form when evaluating these candidates. However, in the future the program faculty would like to see all candidates observed teaching content related to 8 of the 10 themes, or an overall minimum of 80% of candidates addressing each theme. The single candidate who completed the program in 2007, but was evaluated with the new form during clinical field in the fall of 2007, was observed teaching content associated with all of the 10 NCSS themes. In terms of the scores the candidates received from university supervisors and cooperating teachers, the data is also positive. The median scores for each theme ranged from a 1.7 – 2.0 and all candidates met the minimum standard of no lower than a 1 and all but one candidate had a majority of 2’s “Acceptable” for ratings. The program faculty hope that as the students become more familiar with the expectations of the evaluation form and it is used more frequently throughout several field experiences, all candidates will achieve the goal of a majority of 2’s “Acceptable” as ratings on themes observed while teaching.
Attachment A and B: NCSS Specialized Field Form and Rubric

All students are given the field evaluation forms prior to field experiences. The evaluation forms serve as guidance to the students as to the expectations of performance in the field.

Seton Hall University
College of Education and Human Services
Social Studies Field Evaluation Form

Quick Guide to the Social Studies Form
This field evaluation form is designed around the 10 NCSS content knowledge themes.

If you saw a candidate complete the described theme, please place a check next to it and then use the scale below to determine the level of performance for that theme.

<table>
<thead>
<tr>
<th>0 Unacceptable (U):</th>
<th>1 Approaching Acceptable (AA):</th>
<th>2 Acceptable (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The theme was not addressed in any substantive way throughout the lesson or in the candidate’s planning.</td>
<td>The theme was addressed by the candidate and students were directed to deal with aspects of the theme. Objectives need to more clearly articulate the intent of the focus of the theme and/or the student expectations. Expected student activity in the class needs to be more clearly stated.</td>
<td>The candidate planned for addressing the theme, clearly identifying why the theme was addressed and how students would engage in an exploration of the theme. Student work during the class demonstrated they were aware of, actively working on, and achieving success with the theme.</td>
</tr>
</tbody>
</table>

Candidate’s Name: ____________________________________________

School: ______________________________________________________

Grade/Class Type: ____________________________________________

Please circle your role: Teacher   Supervisor

Title/Type of Lesson: _________________________________________

Date of Visit: ____________________________
<table>
<thead>
<tr>
<th>Theme Addressed</th>
<th>Unacceptable</th>
<th>Approaching Acceptable</th>
<th>Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Culture and cultural diversity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Time, continuity, and change</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. People, places, and environments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Individual development and identity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Individuals, groups, and institutions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Power, authority, and governance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Production, distribution, and consumption</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Science, technology, and society</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Global connections</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Civic ideals and practices</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Narrative comments (please site evidence to support the candidate’s incorporation and effective use of the theme in the lesson observed):

**Name (Please print):** ________________________________

**Role:** ________________________________

**SIGNATURE:** ____________________________________________________
Attachment C: NCSS Specialized Clinical Data

Data collected with the new NCSS evaluation form and rubric
Scale: 2=Acceptable; 1=Approaching Acceptable; 0=Unacceptable

<table>
<thead>
<tr>
<th>NCSS Themes</th>
<th>2008 Program Completers Percentage of candidates observed successfully teaching the NCSS Theme N = 10</th>
<th>2008 Program Completers Median evaluation rating on field &amp; clinical evaluation forms Range 0 - 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme I</td>
<td>100%</td>
<td>1.7</td>
</tr>
<tr>
<td>Theme II</td>
<td>100%</td>
<td>2</td>
</tr>
<tr>
<td>Theme III</td>
<td>100%</td>
<td>1.9</td>
</tr>
<tr>
<td>Theme IV</td>
<td>80%</td>
<td>1.9</td>
</tr>
<tr>
<td>Theme V</td>
<td>100%</td>
<td>1.9</td>
</tr>
<tr>
<td>Theme VI</td>
<td>100%</td>
<td>1.9</td>
</tr>
<tr>
<td>Theme VII</td>
<td>90%</td>
<td>1.8</td>
</tr>
<tr>
<td>Theme VIII</td>
<td>70%</td>
<td>1.8</td>
</tr>
<tr>
<td>Theme IX</td>
<td>80%</td>
<td>1.8</td>
</tr>
<tr>
<td>Theme X</td>
<td>100%</td>
<td>2</td>
</tr>
</tbody>
</table>
Data based on old system of reporting evidence of NCSS Themes through observation and standard field evaluation form

<table>
<thead>
<tr>
<th>NCSS Themes</th>
<th>2007 Program Completers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentage of candidates observed successfully teaching the NCSS Theme</td>
</tr>
<tr>
<td>N = 1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theme I</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme II</td>
<td>100%</td>
</tr>
<tr>
<td>Theme III</td>
<td>100%</td>
</tr>
<tr>
<td>Theme IV</td>
<td>80%</td>
</tr>
<tr>
<td>Theme V</td>
<td>100%</td>
</tr>
<tr>
<td>Theme VI</td>
<td>100%</td>
</tr>
<tr>
<td>Theme VII</td>
<td>90%</td>
</tr>
<tr>
<td>Theme VIII</td>
<td>70%</td>
</tr>
<tr>
<td>Theme IX</td>
<td>80%</td>
</tr>
<tr>
<td>Theme X</td>
<td>100%</td>
</tr>
</tbody>
</table>
Assessment # 5 : Teacher Work Sample

Description of Assessment

The Teacher Work Sample (TWS) is required of all candidates completing their initial teaching certificate at Seton Hall University. The TWS is based on a unit that candidates design and teach during student teaching. The TWS is completed during the clinical experience as part of the professional seminar course, EDST 4500. The purpose of the TWS is to provide candidates with an opportunity to consider factors effecting student learning. The TWS offers candidates a forum to demonstrate their knowledge of (i) content; (ii) their learners’ developmental levels and the influence of contextual factors; (iii) instructional planning; (iv) varied instructional strategies; (v) assessment as a tool for planning and determining student learning, and (vi) and serving diverse learners.

The TWS format was created to reflect national (INTASC) and NJ Professional Standards (NJPS) for teaching, as well as the goals of the Seton Hall Conceptual Framework (SHCF) to create competent, socially conscious, reflective professionals. The TWS is divided into six areas: Contextual Statement; Goals and Objectives; Design of Instruction; Assessment; Evaluation; and Reflection. Each section of the TWS is scored based on a 0-4 scale with the rankings of: Unacceptable, Approaching Acceptable, Acceptable, Highly Acceptable and Exceeds Target. Although the five level ranking system allows instructors to give feedback to students on each section of the TWS, the instructor is also able to select from a list of sub-elements for each section so that students may receive specific comments relative to each section. The division of the TWS into six sections also enables the program faculty to ascertain areas of strength and weakness among our candidates. Below are descriptions of each section of the TWS.

Contextual Statement: This is a description of the community, district, school, classroom, and students the candidate is working with during their senior teaching.

Goals and Objectives: Candidates must create realistic and important goals and objectives that reflect the district curriculum, state and national content standards and relevant contextual factors.

Design of Instruction: Candidates give their students a pre-assessment in order to determine their current level of knowledge. Using that information, along with the knowledge gained through the contextual statement, candidates design a series of lessons addressing the unit objectives. A variety of instructional strategies and assessments should be incorporated throughout the mini-unit to monitor students’ progress and guide necessary instructional modifications.

Assessment: Candidates collect and present data from all the assessments used throughout the unit from the pre-assessment and post-assessment along with information about the daily assessments within the lessons.

Evaluation: After presenting the data in the assessment section, candidates must review the factors influencing student learning and consider why those results have occurred. Interpretation of the data and how to use it to inform next steps in teaching are at the core of this section.

Reflection: Upon completion of the entire project, candidates are asked to reflect on their own work as teachers as well as the role of assessment in a teacher’s daily life to support student learning.
How the Assessment Aligns with the Standards

As the TWS is completed during student teaching based on only one unit of instruction, there is no single NCSS theme or themes linked to this assessment. Rather any of the NCSS themes may be relevant depending on the course the candidate is teaching and the unit of study. It is anticipated that several NCSS themes will be addressed by each candidate, but no one is expected to address all of the themes for this assessment.

Each section of the TWS requires candidates to demonstrate content knowledge, pedagogical skills or the dispositions needed to positively impact student learning. However when assessing our candidates’ ability to effect student learning in the context of secondary social studies education two sections of the TWS are instructive. These are the “Assessment” and “Evaluation” sections. Pre-assessment data collected as part of the “Design of Instruction” section, is used to assist candidates in the unit planning and provides a basis for comparison with data collected through the unit assessments. In the “Assessment” section the candidates present the data from the pre-assessment along with post assessments in order to demonstrate student learning. In the “Evaluation” section candidates must analyze the data presented in the “Assessment” section to assess the impact of the educational experiences presented in the unit on student learning. Through this process teacher candidates must analyze and demonstrate their ability to effect student learning in the context of social studies classrooms. The program standard is for candidates to score at a ranking of “Acceptable” or better on these two sections in order to demonstrate that they have effected student learning in the social studies.

Analysis of Data Findings and Evidence of Meeting the Standards

The data on our candidates’ ability to effect student learning relative to the NCSS themes is positive. All of the 2007 and 2008 program completers met the minimum standard on the “Assessment” and “Evaluation” sections of the TWS. What is particularly encouraging about this data is that all of the 2008 program completers received rankings of “Highly Acceptable” and “Exceeds Target” on these sections. Among the 2007 program completers, two individuals received rankings of “Acceptable” on the “Assessment” section, and one individual received an “Acceptable” ranking on the “Evaluation” section, (the other candidates received higher rankings). The program faculty would like to see all candidates achieve rankings of “Highly Acceptable” or “Exceeds Target” in the future. Other important data drawn from the TWS comes from comparisons candidates did of the pre and posttest scores. Our candidates were able to document that 99% of the students they experienced an increase in scores form the pretest to the post test. The average increase in scores was 48%, or an average of a 30 point increase. This data reveals that the students taught by our candidates did increase their knowledge and understanding of NCSS related content as a result of our candidates’ teaching.
Attachment A-Assessment, Evaluation and Pre/Post Template Shared with Candidates, Teacher Work Sample

Candidates receive the following information in their senior seminar course, EDST 4500, about the sub-parts in the TWS: assessment, evaluation, and the pre/post template.

Narrative Explanation for Assessment

Section Objective: The teacher uses multiple assessment modes and approaches aligned with goals and objectives to assess student learning before, during, and after instruction.

Prompt: Design an assessment plan to monitor student progress before (pre-) during (formative) and after (post-) instruction linked to learning goals and objectives. Assessments should measure student learning and may include performance-based tasks, paper-and pencil tasks, or oral questions and answers with checklist-type record keeping. Describe why your assessments are appropriate to measure learning and use results of assessments to modify lesson planning that addresses all learners (students with special needs, ELL, gifted students, males, females, etc.)

Include: (1) a narrative overview of the assessment plan and describe your assessments and how they link to your instructional design (linking back to the instructional implications in the contextual statement); (2) include a table, along with your narrative, to illustrate the range of assessments used and potential modifications to serve all learners; (3) provide rubrics, scoring keys, and criteria checklists used throughout, and (4)**new in 2007-2008: include the pre/post learning gains/losses chart.

Narrative Explanation for Evaluation

Section Objective:
The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

Prompts: Analyze data from assessments to discuss student achievement by highlighting
a) Whole Class (*2007-2008: use the pre/post chart as a way to frame this overview)
b) Subgroups-Students with Special Needs, Males, Females, ELL, Gifted Students, other groups relevant to the context of your classroom and school.
c) Individuals-Student with an IEP, 504 Plan, ELL, Gifted.

Include: (1) Use graphs, tables, charts, and narratives to describe how children learned; (2) samples of students’ work (several) with comments to illustrate your points about their learning; (3) discuss the progression of learning from pre- through formative and post-assessments for select individuals and the whole class, and (iv) explain the results of your assessments in terms of your teaching effectiveness and student achievement.
The Pre/Post Learning Gains/Losses Template was provided to all candidates in teacher education completing a Teacher Work Sample during the 2007-2008 academic year.

<table>
<thead>
<tr>
<th>Student</th>
<th>Pre Score</th>
<th>Post Score</th>
<th>Change in Pre to Post</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Sum of Change

Enter Number of Students

Average Change from Pre-Post

Enter # of Students Who Made Positive Gains

Enter Number of Students

% of Students who Made Gains

#DIV/0!
Attachment B-Scoring Guide for the Teacher Work Sample

**TWS Scoring Guide:** The following levels of assessment are used when scoring the Teacher Work Sample. These levels are applied to each major section of the TWS and for the product as a whole (not each sub-element).

- **(4) Exceeds Expectation:** all criteria are included and addressed with full detail, extensive analysis, and critical connections.
- **(3) Highly Acceptable:** all criteria are included and are addressed with well developed detail, analysis, and connections.
- **(2) Acceptable:** all criteria are included with appropriate detail, analysis, and connections.
- **(1) Approaching Acceptable:** most criteria are included but there is limited detail, analysis, and connections.
- **(0) Unacceptable:** few to no criteria are included with poor detail, analysis, and connections.

<table>
<thead>
<tr>
<th>Unacceptable 0 (F-D+)</th>
<th>Approaching Acceptable 1 (C- to C+)</th>
<th>Acceptable 2 (B- to B+)</th>
<th>Highly Acceptable 3 (A- to A)</th>
<th>Exceeds Expectations 4 (A+)</th>
</tr>
</thead>
</table>

### Assessment Score:
__Every item in this portion of the TWS is fully addressed.\_
__A full and detailed explanation of how the assessment materials were modified to meet individual needs as linked to the instructional implications in the contextual factors is not included.\_
__None or few of the rubrics, scoring keys, and criteria checklists used to evaluate learning are included.\_

### Evaluation Score:
__Every item in this portion of the TWS is fully addressed.\_
__Assessment data for the whole class then broken down into subgroups for deeper analysis is incomplete. A related full discussion of why learning did or did not occur and how ongoing assessment data was specifically used to support learning is missing.\_
__More detailed graphs, tables, charts, and narratives should have been used to support the analysis.\_
__No student work (without names) is provided to highlight the analysis of student learning.\_

### Reflection Score:
__Every item in this portion of the TWS is fully addressed.\_
__The narrative highlighting what was learned about oneself as a teacher from this experience is limited in detail. (Such information might include the importance of having contextual information, using pre and post assessment data, and analyzing student learning. How this experience informed practice and inspired professional goals is articulated.)\_
Professional goals are not stated by the writer based on the reflections from this project.

<table>
<thead>
<tr>
<th>Final Score:</th>
<th>Comments:</th>
</tr>
</thead>
</table>

**Attachment C-Data for the Teacher Work Sample (Assessment, Evaluation and Pre/Post Learning Results)**

**TWS Data for Program Completers 2007 and 2008**

The table below displays median scores on the relevant components of the Teacher Work Sample for 2007 and 2008 Program Completers.

Scale:

<table>
<thead>
<tr>
<th>Unacceptable 0 (F-D+)</th>
<th>Approaching Acceptable 1 (C- to C+)</th>
<th>Acceptable 2 (B- to B+)</th>
<th>Highly Acceptable 3 (A- to A)</th>
<th>Exceeds Expectations 4 (A+)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Relevant Components of the TWS</th>
<th>Median score for 2007 program completers</th>
<th>Percentage of 2007 program completers at acceptable or higher</th>
<th>Median score for 2008 program completers</th>
<th>Percentage of 2008 program completers at acceptable or higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>3.0</td>
<td>100%</td>
<td>3.37</td>
<td>100%</td>
</tr>
<tr>
<td>Evaluation</td>
<td>3.5</td>
<td>100%</td>
<td>3.5</td>
<td>100%</td>
</tr>
<tr>
<td>Overall Score</td>
<td>3.74</td>
<td>100%</td>
<td>3.23</td>
<td>100%</td>
</tr>
</tbody>
</table>

The following table displays candidates’ score distributions for the Teacher Work Sample in 2007:

| Score Distribution for 2007 program completers |
|-----------------------------------|-----------------------------------|-----------------------------------|
| Assessment                        | Evaluation                       | Overall Score                    |

The following table displays candidates’ score distributions for the Teacher Work Sample in 2008:

<table>
<thead>
<tr>
<th>Score Distribution for 2008 program completers</th>
</tr>
</thead>
</table>
### 2008 Program Completers – TWS Pre and Posttest Comparison Data

The table below displays 2008 Program Completers (N= ) Pre-Post Student Assessment Data

<table>
<thead>
<tr>
<th>Average percentage increase from pre to posttest</th>
<th>Average point increase from pre to posttest</th>
<th>Percentage of students who improved from pre to posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>48%</td>
<td>30 points</td>
<td>99%</td>
</tr>
</tbody>
</table>
Assessment # 6 – NCSS Quizzes: Theme VIII Science, Technology and Society, and Theme IX Global Connections (Additional Assessment for Content Knowledge)

Assignment Description: During the NCSS program review process that the secondary social studies program underwent in 2004 program faculty realized that we lacked a clear assignment or course to assess content knowledge related to themes VIII and IX. These are also the two themes not specifically addressed through the PRAXIS II Social Studies: Content Assessment. In order to address this situation our program faculty met with faculty from the History department several times and ultimately it was decided to administer quizzes to all social studies teacher candidates to assess content associated within these two themes. The quizzes were created by History faculty based on content covered in the courses required for all history majors. The quizzes were administered to all Social Studies candidates in the methods course, EDST 3604 Social Education. This course typically comes during the spring of junior year when most candidates have completed the required foundational history courses. The minimum standard set by the program department is a rate of 85% correct responses.

How the Assessment Aligns with the Standards
Each of the quizzes was designed to specifically reflect the content represented by the NCSS Theme VIII Science, Technology and Society, Theme IX Global Connections. Candidates complete two separate quizzes, one for each standard (see attachment A).

Analysis of Data Findings and Evidence of Meeting the Standards
The findings from the data are positive. All of the program completers from 2007 and 2008 have achieved the minimum standard of 85% correct responses. Program faculty find these results to be acceptable.
NCSS Quiz Theme Eight: Science and Technology (Correct Answer is Bolded)

1. The Scientific Revolution had very little significant impact on Orthodox Christianity, neither Roman Catholic nor Protestant. (F)

2. Aristotle’s cosmology was destroyed by the Scientific Revolution (T)

3. The work of both Bacon and Descartes contributed to the development of modern Scientific Methodology. (T)

4. The invention of the printing press in the fifteenth century led to:
   a) a reduction in literacy, because society no longer needed so many people to copy documents by hand
   b) declining church attendance, because people could read religious material at home.
   c) greater familiarity with Latin, since manuals, grammar books and Latin texts became widely available at much lower cost.
   d) difficulties in communication, since Europeans no longer worried about penmanship and they had problems reading each others’ letters.

5. Which properly characterizes the attitude of the Lutheran and Catholic churches toward music during the sixteenth century?
   a) Lutherans thought all music was divinely inspired; Catholics thought music could lead people to sin, but, if it observed certain rules, it could assist people in their devotions.
   b) The Lutheran church thought all music was sinful; the Catholic Church sought to emphasize music in the liturgy.
   c) The Lutheran church forbade the singing of hymns; the Catholic Church encouraged the singing of hymns.
   d) The chief musical instrument in Lutheran churches was the guitar; in Catholic churches it was the organ.

6. The cotton gin invented in ______ had the effect of
   a) 1743, increasing the spread of slavery
   b) 1803, decreasing the use of slaves
   c) 1793, increasing the spread of slavery
d) 1793, decreasing the use of slaves
e) none of the above.
7. The spread of _____ is argued to have resulted in a market revolution in the United States.

a) steam transportation, electrification, and corporate charters  
b) steam transportation, the telegraph, and corporate charters  
c) steam transportation, the telegraph, and the cotton gin  
d) railroads, the telegraph, and the cotton gin  
e) railroads, the telegraph, and corporate charters.

8. The development of the railroads had a _____ effect on the U.S. because they

a) positive, lowered transportation costs  
b) positive, opened new land for development  
c) negative, monopolized certain markets  
d) negative, corrupted the political process  
e) all of the above.

9. The compass, astrolabe, and caravel were important discoveries because they

a) led to the European discovery of the Americas  
b) increased the availability of goods  
c) increased the variety of goods  
d) A and C  
e) A, B, and C.

10. The telegraph ______ American society because it

a) changed, made communications virtually instantaneous  
b) changed, unified the country  
c) did not affect, only increased already present trends  
d) A and B  
e) reflected, came out of American culture.

11. The invention of the combustion engine was _____ because it

a) important, revolutionized transportation  
b) unimportant, had little effect  
c) important, initiated a series of inventions  
d) unimportant, only substituted for equally good inventions  
e) important, spurred political developments that would make it useful.

12. Benjamin Franklin’s experiments with electricity, i.e. the kite in the storm, indicates that

a) colonial America was not very religious  
b) colonial America was at the forefront of scientific inquiry
c) scientific inquiry at that time was the work of gifted amateurs
d) individuals in America were desperate to prove their quality
e) C and D.


- a) wide acceptance
- b) some acceptance, some rejection
- c) widespread rejection
- d) little interest
- e) a lukewarm reaction everywhere.

14. Scientific racism was based on

- a) studies of skull volume
- b) studies of physiognomy
- c) studies of criminal convictions
- d) IQ tests
- e) all of the above.

15. The Knights of Labor

- a) favored a code of chivalry among American workers
- b) favored a minimum wage, workers’ compensation, and limits on immigration
- c) favored an eight hour day, segregation on account of race, and collective bargaining
- d) favored equal pay for equal work by men and women, an eight-hour day, and welcomed women and African-American workers
- e) all of the above.

16. The American Federation of Labor was

- a) an organization composed of national craft unions
- b) an organization composed of company unions
- c) an organization composed of lodges of workers
- d) an organization composed of ethnic improvement unions
- e) an organization composed of industry-wide unions

17. Upton Sinclair’s famous 1906 novel *The Jungle* described

- a) one man’s struggle to survive in the Amazon
- b) a teacher’s fight to educate troubled inner city students
- c) terrible working and sanitation conditions in the meatpacking industry
- d) the dog eat dog world of American business
- e) the workings of Congress
18. The beginning of the twentieth century in the United States is referred to as

   a) The New Era
   b) The Progressive Era
   c) The Gilded Age
   d) The Age of Jackson
   e) Antebellum America

19. At the end of the nineteenth and beginning of the twentieth centuries, “new immigration” was characterized by the influx of immigrants from

   a) Northern Europe
   b) Asia
   c) Central Europe
   d) Western Europe
   e) Southern and Eastern Europe.

20. The invention of the cotton gin in the 1790s resulted in

    a) dramatic increase in cotton production across the American south
    b) decrease in the number of slaves because seed removal was mechanized
    c) increased use of woolen goods
    d) exhaustion of the soil in New England
    e) all of the above.

21. The Transportation Revolution in the 19th century used new technology, such as steam power, to run boats and railroads. These resulted in

    a) faster travel
    b) cheaper charges for transporting raw materials and manufactured goods
    c) greater exchange of ideas leading to social reform
    d) all of the above
    e) none of the above.

22. The invention of the cotton gin:

    a) ended slavery
    b) led to increased cotton production in the U.S. South
    c) led to decreased cotton production in the U.S. South
    d) was caused by a slave rebellion

23. The Scopes Monkey Trial provided evidence of:

    a) science conflicting with religious beliefs
    b) science supporting religious beliefs
    c) religious beliefs supporting science
d) both b and c

24. Which is an example of science and technology receiving government financial support as a result of the Cold War:

a) the New Deal  
b) Erie Canal  
c) National Aeronautics and Space Administration  
d) North Atlantic Fair Trade Agreement

25. The Progressive movement:

a) worked to eradicate the influence of science in American politics  
b) employed scientific research in an effort to enhance democracy and social welfare  
c) was an initiative designed to end disease  
d) was opposed by the scientific community

NCSS Quiz Theme Nine: Global Connections (Correct Answer Bolded)

1. The evolution of Christian Doctrine can be viewed as a response to the problem of heresy. (T)

2. Hammurabi’s Code and Moses Commandments were essentially the same. (F)

3. Christianity triumphed throughout the Roman empire in part because of:
   a) The effect of persecutions  
   b) the influence of the ‘mystery cults’  
   c) both A and B  
   d) neither A nor B

4. In the Versailles Treaty of 1919 it was agreed that:
   a. Serbia had to acknowledge its guilt for starting World War I.  
   b. The British would have to reduce the size of their Navy and submit to regular inspections.  
   c. The French were not permitted to build fortresses along their frontier with Germany.  
   d. In the area of Germany along the French border, known as the Rhineland, there would be no German military presence.

5. The League of Nations was created after World War I in order to:
   a. encourage free trade and eliminate tariffs  
   b. keep the peace among nations
c. defend its members against fascism
d. explore the possibilities of space travel

6. The “mutilated victory” that Mussolini inveighed against as he came to power was

a) The defeat of the Italian army by Ethiopia at the battle of Adowa in 1896.
b) The defeat by Giuseppe Garibaldi of the Kingdom of the Two Sicilies during Italian unification in 1860.
c) World War I.
d) The victory of the Italian national soccer team in the 1936

7. The Aztecs did not make war on Cortez initially because

a) Cortez’s arrival resembled an ancient prophecy
b) the Aztecs were not violent toward strangers
c) Cortez’s force was much too powerful
d) the Aztec’s religious faith forbade initiating conflict
e) all of the above.

8. Native American tribes could not cede land to the Europeans because

a) it required a formal ceremony that the Europeans did not understand
b) it required the agreement of all members of the tribe
c) Native American leaders were divided on whether to sell
d) Native Americans did not believe they owned land, the land owned them
e) Native Americans did not believe they owned land, they were entrusted with it.

9. The motive for the U.S. take-over of the Philippines, Puerto Rico, and Hawaii was primarily to

a) compete with the European empires
b) gain the resources of those territories
c) gain the consumers of those territories
d) gain footholds along various trade routes
e) civilize backward peoples.

10. The global reach of U.S. culture after World War II has _______ U.S. foreign policy because it

a) helped, converted others to American values
b) helped, weakened local traditions
c) hurt, created resentment against U.S. intrusions
d) hurt, strengthened U.S. rivals
e) A and C.
11. The U.S. went to war against Great Britain in 1812 because

a) there were lingering resentments from the American Revolution
b) Britain was an economic competitor
c) Britain was seizing U.S. ships
d) all of the above
e) none of the above.

12. The United States did not have a major slave revolt because

a) American slavery was very mild
b) most slaves had an affection for their masters
c) slave states were very effective in policing their slave populations
d) slaves knew they were outnumbered
e) all of the above.

12. Woodrow Wilson failed to gain U.S. Senate approval for the Treaty of Versailles because

a) his religious motivations were at odds with the times
b) the majority of the Senate did not want to tie the hands of U.S. policy-makers with the League of Nations
c) Wilson’s strokes made him appear insane
d) the Senate wanted reparations from Germany
e) the Republican majority did not want to give the Democrats a victory.

13. The American public sympathized with the Civil Rights movement during the 1950s and 1960s because

a) Martin Luther King, Jr., was very eloquent
b) they generally agreed with the cause
c) Southern white resistance was brutal
d) Jim Crow segregation was embarrassing internationally
e) all of the above.

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

15. Europeans established global empires between 1492 and 1700 in order to

a) gain an advantage over their European rivals
b) further trade
c) increase their wealth
d) all of the above
e) none of the above.
16. The infection and subsequent death of a majority of the Americas’ population after contact with Europeans demonstrates

a) the superior medical knowledge of Europeans  
b) the vulnerability of populations without animal husbandry  
c) the malnutrition of the Americas  
d) A, B, and C  
e) B and C.

17. Global warming is the result of

a) the post-World War II spread of industry  
b) deforestation set in motion by globalization  
c) the use of fossil fuels after the invention of the combustion engine  
d) a natural phenomenon independent of human activity  
e) A, B, and C.

18. The Mexican-American War was fought over the United States’ desire to

a) achieve their “Manifest Destiny”  
b) extend slavery  
c) resolve the dispute over the Republic of Texas  
d) all of the above  
e) none of the above.

19. President John F. Kennedy favored the Peace Corps in order to

a) lessen tensions between the United States and the Soviet Union  
b) aid Third World countries as part of the Cold War  
c) to advance peaceful responses to political problems  
d) convert foreign populations to a Christian world view  
e) give young people jobs outside the United States.

20. President Nixon signed nuclear weapons treaties with Leonid Brezhnev that

a) reduced nuclear stockpiles  
b) banned certain weapons  
c) limited the growth in nuclear weapons stockpiles  
d) A and B  
e) B and C.

21. President Carter’s policy on human rights was

a) ineffective because of the Cold War  
b) ineffective because Carter was insufficiently committed  
c) ineffective because it was contradicted by other U.S. actions
d) effective
e) moderately effective.

22. The International Monetary Fund’s original function was to
   a) provide loans to the developing world
   b) provide currency to the developing world
   c) help the developed world maintain the value of their currencies
   d) help the developing world maintain the value of their currencies
   e) aid in the reconstruction of Europe after World War II.

23. The United Nations’ function is to
   a) provide a world government
   b) provide a forum to peacefully settle disputes
   c) provide aid to the underdeveloped world
   d) provide neutral forces on a disputed border
   e) B, C, and D.

24. The United States in 1867 purchased
   a) Southern Arizona
   b) Louisiana
   c) Alaska
   d) Florida
   e) the Virgin Islands.

25. The Roosevelt Corollary declared that the US would
   a) protect the Western Hemisphere from European re-colonization
   b) intervene in Latin America to ensure stability, if necessary
   c) mediate any conflict that threatened world-wide markets
   d) maintain the balance of power in Europe
   e) topple any non-democratic regime in its sphere of influence.

26. Which event preceded the Spanish-American war?
   a) the Explosion of the *Maine*
   b) the attack on Pearl Harbor
   c) the attack on the Alamo
   d) the Zimmerman telegram
   e) the resumption of unrestricted submarine warfare.

27. Following the Spanish-American War, the United States moved into which of the following countries?
a) Spain
b) Mexico
c) Santo Domingo
d) the Philippines
e) Samoa.

28. During WWII the US developed nuclear power and used it to build and then drop two atomic bombs on Japan. Since then other countries have

a) become dependent on nuclear power for energy
b) dropped atomic bombs while waging war
c) all agreed to never use weapons of mass destruction
d) opposed the development of new technology
e) all but b.

29. In 1845 the US annexed Texas and with it came a dispute with Mexico over territory in the southwest. During the war some Americans

a) wanted to take all of Mexico
b) others wanted none because the land was not good for cotton
c) Mexico did not resist
d) none of the above
e) all of the above.

30. Which of the following put an end to a border dispute between the United States and Mexico:

a) Spanish American War
b) Treaty of Guadalupe-Hidalgo
c) North Atlantic Free Trade Agreement
d) Zimmerman Telegram

31. Which of the following is not an example of a U.S. government-funded initiative taking place outside of the United States:

a) Peace Corps
b) Central Intelligence Agency
c) League of Nations
d) Marshall Plan

32. The Chinese Restriction Act:

a) was supported by Irish immigrants who competed with Chinese immigrants for jobs
b) ordered the internment of Chinese immigrants during World War II
c) was an example of multiculturalism
d) did not change American immigration policy
Attachment B: Scoring Information-NCSS Quizzes

Students are informed by the instructor of EDST 3604 that the minimum standard on the NCSS quizzes is 85% correct response.
**Attachment C - Data Results for NCSS Quizzes**

*Scoring Guide: Candidates must score at 85% or higher*

<table>
<thead>
<tr>
<th>Median Score for NCSS Quiz – Theme VIII Science, Technology &amp; Society For Program completers 2008</th>
<th>Percentage of Students Meeting the Minimum Standard on Theme VIII Quiz for Program completers 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>85%</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Median Score for NCSS Quiz – Theme IX Global Connections For Program completers 2008</th>
<th>Percentage of Students Meeting the Minimum Standard on theme IX for Program completers 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>85%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Data on the individual scores for program completers in 2007 were not available, so there is no data on median scores.

<table>
<thead>
<tr>
<th>Percentage of Students Meeting the Minimum Standard For Program completers 2007</th>
<th>100%</th>
</tr>
</thead>
</table>
Assignment # 7 - Global Studies Assignment

Assignment Description: Although all candidates take the NCSS quizzes and are assessed on content knowledge associated with NCSS Theme IX Global Connections, program faculty felt it was important to expand on assessment measures related to this theme. As we become more globalized, it is more important than ever that our candidates are equipped with the knowledge, skills and dispositions to effectively prepare secondary students to be effective citizens and workers in the global environment. For these reasons the program faculty has created an assignment that assesses the ability of social studies candidates to demonstrate and incorporate knowledge of important global issues into lessons and then present these lessons to student audiences. During EDST 3604 Social Education, social studies candidates research a global topic, prepare lesson plans and present to a student audience. Students are assessed on each component of this assignment based on a five point scale, with 5 the highest score. The minimally accepted standard for this assignment is a C, however the program goal is for all candidates to receive a grade of B or better.

How the Assessment Aligns with the Standards
This assignment was designed with the content, skills and dispositions articulated in theme IX Global Connections. Specific exemplars identified by NCSS for Theme IX are reflected in this assignment. These are:

- Challenge learners to analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as those pertaining to human health, security, resource allocation, economic development, and environmental quality

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

Analysis of Data Findings and Evidence of Meeting the Standards
The data offered for this report does not include any program completers at this stage due to the fact that this is a new assignment. However, program faculty felt this was an important assessment to include as it will demonstrate our candidates’ content knowledge and the ability to effectively plan and teach content related to NCSS Theme IX Global Connections. We also plan to phase out the use of the NCSS quizzes. The NCSS quiz for theme IX will be replaced by this assignment and a new assignment will be created to assess content related to NCSS theme VIII. We feel that these types of assessments more authentically measure students’ knowledge and pedagogical abilities. We are also encouraged by how well students performed on this assessment. All of the students who completed this assignment met and exceeded the minimum standard. The median overall grade was a 3.85. Additionally all students scored well on the individual components of the assignment with median scores of: Content – 4.7, Planning – 4.2, and Instruction 4.3 (the highest possible score is a 5 on each section). Based on these results the program faculty feels confident that our candidates are well-prepared in terms of content knowledge and the ability to plan and teach content related to NCSS Theme 9.
Global Studies Assignment

In this assignment you will have the opportunity to increase your understanding of global issues by researching an aspect of a foreign country or region of the world, preparing lessons for a high school audience and delivering your lessons. The goals of this assignment are to increase your content knowledge of the foreign country or region of the world; to increase your understanding of the interrelated issues brought on through globalization; to apply your knowledge of best practices in social studies instruction; and to present to a student audience.

You will be assessed in each of the three broad areas of this assignment: Content knowledge, ability to plan lessons based on the content, and effective delivery of instruction. Criteria for each area are listed below. The following scale will be applied to assess each of the areas:

5 = Exceptional    4 = Very good    3 = Acceptable
2 = Approaching Acceptable    1 = Needs Improvement

I. Content
The student was able to:

Demonstrate content knowledge related to the assigned area
(e.g. historical, cultural or political aspect of the country under study)

Make connections between the content presented and U.S. society

Set the content in the larger global context

Overall category grade

II. Planning
The student was able to:

Incorporate best practices in social studies education in the lesson planning

Demonstrate alignment between objectives, strategies and assessment

Overall category grade
II. Instruction
The student was able to:

Incorporate best practices in social studies education in instruction  

Incorporate best practices in social studies education in methods of  

assessment  

Overall category grade  

Attachment C - Data for Global Studies Assignment

The data below is based on social studies candidates who completed this assignment during the spring of 2008 as part of EDST 3604 Social Education. These students are not program completers, however as explained in the narrative this data has been included because this assessment will replace the NCSS Theme IX quiz in order to assess candidates content knowledge and ability to plan and teach content related to Theme IX Global Connections.

Scale for Assignment (5 = Exceptional, 4 = Very good, 3 = Acceptable, 2 = Approaching Acceptable, 1 = Needs Improvement)

<table>
<thead>
<tr>
<th></th>
<th>Content</th>
<th>Planning</th>
<th>Instruction</th>
<th>Overall Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median Score/Grade</td>
<td>4.7</td>
<td>4.2</td>
<td>4.3</td>
<td>3.85/A</td>
</tr>
<tr>
<td>Percentage of students meeting the minimum standard (C or higher)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

The table below shows the Score Distributions for Candidates on the Global Studies Assignment

Scale for Assignment (5 = Exceptional, 4 = Very good, 3 = Acceptable, 2 = Approaching Acceptable, 1 = Needs Improvement)

<table>
<thead>
<tr>
<th># of Candidates Receiving Each Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>Content N = 2</td>
</tr>
<tr>
<td>Planning N = 2</td>
</tr>
<tr>
<td>Instruction N = 2</td>
</tr>
<tr>
<td>Overall Grade N = 2</td>
</tr>
</tbody>
</table>

* Students were unable to present to student audiences and were therefore excused from this portion of the assignment.