

**Program Report for the  
Preparation of Secondary Social Studies Teachers  
National Council for the Social Studies (NCSS)**

**NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER  
EDUCATION**

**C O V E R   S H E E T**

**Institution** William Carey University **State** MS

**Date submitted** September 1, 2007

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**Program documented in this report:**

**Name of institution's program (s)** Social Social Studies Teacher Education

**Grade levels for which candidates are being prepared** 7-12

**Degree or award level** Bachelor of Science

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

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

**Title of the state license for which candidates are prepared**  
\_\_\_\_\_

**Program report status:**

- Initial Review**
- Response to a Not Recognized Decision**
- Response to National Recognition With Conditions**
- Response to a Deferred Decision**

**State licensure requirement for national recognition:**

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

**Yes**       **No**

## **Section I - Context**

1. Description of any state or institutional policies that may influence the application of NCSS standards.

Academic programs that lead to teacher licensure must be accredited by the State of Mississippi using NCATE standards. In social studies NCATE , in turn, uses program standards from the NCSS for the initial preparation of mathematics teachers. At William Carey University, students preparing to teach secondary social studies must complete the major in social science and the minor in education. The program of study in mathematics correlates to the NCSS standards for social studies teachers at the secondary level.

2. Description of field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

All students being licensed to teach must complete EDU 300, Introduction and Foundations of Education. This course has an associated pre-teaching field experience component, consisting of 21 hours at a local school, done concurrently with the course. In addition, students must complete a 65-day student teaching component in a secondary school, working under the supervision of a teacher at the school site.

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.

For admission to the program, students must have at least 2.5 GPA on the teacher education liberal arts core, must achieve a passing score on the Praxis I or have an ACT of 21 with no sub-score below an 18, and have at least a grade of C or better in both English composition courses, ENG 101-102.

Students must satisfy all requirements for entry into student teaching which include an overall GPA of at least a 2.5, grades of C or better in all professional education course and all courses in social studies, and achieve the required scores on the Praxis II (PLT and the specialty area). Students must satisfactorily complete the student teaching as well as all university requirements for completion of the program.

4. Description of the relationship of the program to the unit's conceptual framework.

The statement of purpose for the social studies program in the Department of History and Social Science is "in accordance with the stated purpose of the University, this department strives to promote an understanding of past and present human societies in order to enhance student learning." Faculty members teach and students learn in a caring, Christian environment and provide leadership that enables students to become learners, thinkers, and decision-makers. We believe that a strong liberal arts core is the

foundation for more advanced study and social studies majors receive that foundation by completing the Bachelor of Science core curriculum.

## Section II – List of Assessments

	<b>Name of Assessment</b>	<b>Type or Form of Assessment</b>	<b>When the Assessment Is Administered</b>
1	Praxis II Social Studies Content Knowledge	Comprehensive Exam	Student teaching
2	Major Field Test	Comprehensive Exam	Prior to graduation
3	Planning and Preparation (10 day unit)	Rubric – STAI	Student teaching
4	Student Teacher Assessment Instrument- Overall Rating – Supervising Teacher and Supervising Professor	Observation Analysis	Student teaching
5	Mississippi Teacher Education Performance Report	Employer Survey	End of first year of teaching
6	Student Teacher Assessment Instrument – Items 23-28 (Classroom Management) – Supervising Teacher and Supervising Professor Observations.	Observation Analysis	Student Teaching
7	Student Teacher Assessment Instrument – (Environment and Student Diversity) – Supervising Teacher Observations	Observation Analysis	Student Teaching
8	Program of Study in Social Studies	Locally produced rubrics with checklist	End of course
9	Historiography Paper	Research Paper	Senior Year in HIS 421 or 440
10	Graduate follow-up report	Survey	After graduation

## Section III Relationship of Assessments to Standards

<b>NCSS Standard</b>	<b>Applicable Assessment from Section II</b>
1.0 Culture  <i>Social studies programs should include</i>	<b>#1, #2, #6, #8</b>

<p><i>experiences that provide for the study of culture and cultural diversity.</i></p>	
<p>2.0 Time, Continuity and Change</p> <p><i>Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.</i></p>	<p><b>#1, #2, #6, #8, #9</b></p>
<p>3.0 People, Places and Environments</p> <p><i>Social studies programs should include experiences that provide for the study of people, places, and environments.</i></p>	<p><b>#1, #2, #6, #8, #9</b></p>
<p>4.0 Individual Development and Identity</p> <p><i>Social studies programs should include experiences that provide for the study of individual development and identity.</i></p>	<p><b>#1, #6, #8</b></p>
<p>5.0 Individuals, Groups and Institutions</p> <p><i>Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.</i></p>	<p><b>#1, #2, #6, #8, #9</b></p>
<p>6.0 Power, Authority and Governance</p> <p><i>Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.</i></p>	<p><b>#1, #2, #6, #8, #9</b></p>
<p>7.0 Production, Distribution and Consumption</p> <p><i>Social studies programs should include experiences that provide for the study of</i></p>	<p><b>#1, #2, #6, #8</b></p>

<i>how people organize for the production, distribution, and consumption of goods and services.</i>	
8.0 Science, Technology and Society  <i>Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.</i>	<b>#1, #2, #6, #8</b>
9.0 Global Connections  <i>Social studies programs should include experiences that provide for the study of global connections and interdependence.</i>	<b>#1, #2, #6, #8, #9</b>
10.0 Civic Ideals and Practices  <i>Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.</i>	<b>#1, #2, #6, #8</b>

**SECTION IV  
Evidence for Meeting Standards**

**Subject-Area Courses for Social Studies Teacher Licensure  
at William Carey University  
Correlated to National Council for Social Studies Standards**

WILLIAM CAREY UNIVERSITY                      DEPARTMENT OF EDUCATION  
DEGREE CHECKLIST: CERTIFICATION AREA --- SOCIAL STUDIES

Name \_\_\_\_\_ ID Number \_\_\_\_\_

PRAXIS I: Reading (170) (CBT 316) \_\_\_\_\_ Writing (172) (CBT 318) \_\_\_\_\_  
 Mathematics (169) (CBT 314) \_\_\_\_\_ ACT (21): \_\_\_\_\_ (English (18) \_\_\_\_\_  
 Mathematics (18) \_\_\_\_\_ Reading (18) \_\_\_\_\_ Science/Reasoning (18) \_\_\_\_\_  
 AND PRAXIS II: PLT \_\_\_\_\_ Area Specialty \_\_\_\_\_

BACHELOR OF SCIENCE TEACHER EDUCATION CORE (44 hours)

___ ENG 101 (3)	___	___	___ Soc. Sci (3)	___	___
___ ENG 102 (3)	___	___	(SOC 101, 111, PSC 201)		
___ ENG 211 (3)	___	___	___ Lab Sci (4)	___	___
___ ENG Lit or PHI 201 (3)	___	___	___ Lab Sci (4)	___	___
___ Fine Arts (3)	___	___	___ PHY SCI (3)	___	___
(MUM 101, ART 200/THE 135)			___ MAT 131 (3)	___	___
___ HIS 101 or 201	___	___	___ PSY 201 (3)	___	___
___ HIS 102 or 202	___	___	___ COM 101 (3)	___	___
Total Quality Points _____			divided by 44 = _____ GPA		

ADDITIONAL CORE/TEACHER EDUCATION REQUIREMENTS (27-29 hours)

___ REL 101 (3)	___	___	___ BUS 102 (3)	___	___
___ REL 102 (3)	___	___	___ PSY 203 (3)	___	___
___ PED ___(1)	___	___	___ PSY 204 (3)	___	___
___ PED ___(1)	___	___	___ Eng. Prof.	___	___
___ MAT/SCI Elect (3)	___	___	SOCIAL STUDIES SPECIALTY COURSES (42 hours)		
___ HIS 201 (3)	___	___	___ HIS 403/404 (3)	___	___
___ HIS 202 (3)	___	___	___ SOC 101 (3)	___	___
___ HIS 331 (3)	___	___	___ SOC 111 (3)	___	___
___ HIS 421 (3)	___	___	___ PSC 201 (3)	___	___
___ HIS 369 (3)	___	___	___ ECO 201 (3)	___	___
___ HIS Elec (3)	___	___	___ ECO 202 (3)	___	___
(upper level)			___ HIS/SOC/PSC (3)	___	___
___ HIS/SOC/PSC (3)	___	___	(upper level)		
(upper level)					

PROFESSIONAL EDUCATION (27 hours)

___ EDU 300 (3)	___	___	* ___ EDU 446 (3)	___	___
___ EDU 300.1 (0)	___	___	* ___ EDU 450 (3)	___	___
___ EDU 372 (3)	___	___	* ___ EDU 484 (12)	___	___
* ___ EDU 436 (3)	___	___	(Must have passing scores on PRAXIS II prior to EDU 484)		

\*Admission to Teacher Education required.

Student teaching application \_\_\_\_\_ Student teaching semester \_\_\_\_\_

<b>HIS 101 World History to 1500</b>	<b>NCSS/ITS/1.1, 1.2, 1.8, 1.9</b>	<b>NCSS/DS/1</b>
<b>HIS 102 World History since 1500</b>	<b>NCSS/ITS/1.1, 1.2, 1.8, 1.9</b>	<b>NCSS/DS/1</b>
<b>HIS 201 United States to 1865</b>	<b>NCSS/ITS/1.1, 1.2, 1.8</b>	<b>NCSS/DS/1</b>
<b>HIS 202</b>	<b>NCSS/ITS/1.1,</b>	<b>NCSS/DS/1</b>

<b>United States since 1865</b>	<b>1.2, 1.8</b>	
<b>HIS 331 Mississippi History</b>	<b>NCSS/ITS/1.2</b>	<b>NCSS/DS/1</b>
<b>HIS 369 Introduction to Cultural Geography</b>	<b>NCSS/ITS/1.3, 1.6</b>	<b>NCSS/DS/2</b>
<b>HIS 403-404 Geography of the Americas, Geography of Asia, Africa, Australia</b>	<b>NCSS/ITS/1.3, 1.6</b>	<b>NCSS/DS/2</b>
<b>HIS 421 Historiography</b>	<b>NCSS/ITS/1.2</b>	<b>NCSS/DS/1</b>
<b>SOC 101 Introduction to Sociology</b>	<b>NCSS/ITS/1.1, 1.4, 1.5, 1.6, 1.9</b>	
<b>SOC 111 Introduction to Cultural Anthropology</b>	<b>NCS/ITS/1.1, 1.4, 1.5, 1.9</b>	
<b>PSC 201 American Federal Government</b>	<b>NCSS/ITS/1.6, 1.10</b>	<b>NCSS/DS/3</b>
<b>ECO 201 Principles of Economics I- Macroeconomics</b>	<b>NCSS/ITS/1.7</b>	<b>NCSS/DS/4</b>
<b>ECO202 Principles of Economics II- Microeconomics</b>	<b>NCSS/ITS/1.7</b>	<b>NCSS/DS/4</b>
<b>HIS upper level</b>	<b>NCSS/ITS/1.1, 1.2, 1.9</b>	<b>NCSS/DS/1</b>
<b>HIS upper level</b>	<b>NCSS/ITS/1.1, 1.2, 1.9</b>	<b>NCSS/DS/1</b>
<b>HIS, SOC, PSC elective</b>	<b>NCSS/ITS/1.1 and 1.2 or 1.6</b>	<b>NCSS/DS/1 or 3</b>

## Praxis Licensure Exams

**Subject Area and PLT**  
Testing Cycle – 11/05 – 1/06

Praxis Licensure Exams	Passed 1 <sup>st</sup> Time	Failed 1 <sup>st</sup> Time	Failed 2 <sup>nd</sup> Time	Total
PLT	9	1		10
Elementary Ed 0016	9			
Elementary Ed 0014 Alt	10	8	7	25
Art 0133				
Spanish 0192				
M.S. Math 0069	1			1
Math Education 0061	1	1	1	3
Social Studies Ed 0081	1	1		2
Family-Consumer 0120				
Physical Education 0091	1			1
Exceptional Student 0353				
English Education 0041	2	4		6
Guidance 0420	7	1	1	9
Biology Educ 0235	1	4	2	7
Physics Educ 0265				
Chemistry Educ 0245				
M.S. Science Educ 0439				
Business Educ 0100	1			1
Totals	43	20	11	71

**Praxis Licensure Exams**  
**Subject Area and PLT**  
Testing Cycle – 2/06

Praxis Licensure Exams	Passed 1 <sup>st</sup> Time	Failed 1 <sup>st</sup> Time	Failed 2 <sup>nd</sup> Time	Total
PLT	12	1		13
Elementary Ed 0016	11			11
Elementary Ed 0014 Alt	8	12	3	23
Art 0133				
Spanish 0192				
M.S. Math 0069				

Math Education 0061	1			1
Social Studies Ed 0081	2	6		8
Family-Consumer 0120				
Physical Education 0091	1	2		3
Exceptional Student 0353	6	1		7
English Education 0041	2	6		8
Guidance 0420	1			1
Biology Educ 0235	1	2		3
Physics Educ 0265				
Chemistry Educ 0245				
M.S. Science Educ 0439		1		1
Business Educ 0100	1			1
M.S. Social Studies	1			1
Speech	2			2
Totals	49	31	3	82

**Praxis Licensure Exams**  
**Subject Area and PLT**  
 Testing Cycle – 3/06 – 4/06

Praxis Licensure Exams	Passed 1 <sup>st</sup> Time	Failed 1 <sup>st</sup> Time	Failed 2 <sup>nd</sup> Time	Total
PLT	17	1	0	18
Elementary Ed 0016	11	2	0	13
Elementary Ed 0014 Alt	14	20	3	37
Art 0133	2	0	0	2
Spanish 0192	1	0	0	1
M.S. Math 0069	3	0	0	3
Math Education 0061	5	2	1	8
Social Studies Ed 0081	3	4	0	7
Family-Consumer 0120	2	0	0	2
Physical Education 0091	4	1	0	5
Exceptional Student 0353	9	0	0	9
English Education 0041	7	4	2	13
Guidance 0420	6	3	1	10
Biology Educ 0235	3	3	1	6

Physics Educ 0265	1	0	0	1
Chemistry Educ 0245	0	2	0	2
M.S. Science Educ 0439	2	0	0	2
Business Educ 0100	2	0	0	2
Totals	91	42	8	141

**Praxis Licensure Exams  
Subject Area and PLT  
Testing Cycle – 5/06 – 6/06**

Praxis Licensure Exams	Passed 1 <sup>st</sup> Time	Failed 1 <sup>st</sup> Time	Failed 2 <sup>nd</sup> Time	Total
PLT				
Elementary Ed 0016				
Elementary Ed 0014 Alt				
Art 0133				
Spanish 0192				
M.S. Math 0069				
Math Education 0061			2	2
Social Studies Ed 0081				
Family-Consumer 0120				
Physical Education 0091				
Exceptional Student 0353				
English Education 0041				
Guidance 0420				
Biology Educ 0235				
Physics Educ 0265				
Chemistry Educ 0245				
M.S. Science Educ 0439				
Business Educ 0100				
Totals			2	2

**ETS Major Field Tests (MFAT)  
Departmental Summary  
Total Test and Subscores- Percentile Rank**

**History Examination—US History, European History,  
African/Asian/American History**

## Results tabulated from ETS report-- February 2007

### Percentile ranks

<b>86-100</b>	<b>14%</b>
<b>70-85</b>	<b>14%</b>
<b>50-69</b>	<b>0%</b>
<b>40-49</b>	<b>28%</b>
<b>10-39</b>	<b>28%</b>
<b>0-10</b>	<b>14%</b>

**#3– PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates can effectively plan classroom-based instruction.**

#### **Planning and Preparation (10 Day Unit) – STAI Rubric**

When observed by their College Supervisor, the student teachers' 10 Day unit will receive a mean score of 3.5 or higher (on a 4 point Likert scale) in five categories: (1) objectives, (2) procedures, (3) materials and technology, (4) assessments, and (5) accommodating individual differences.

1. A brief description of the assessment and its use in the program;  
The Student Teacher Assessment Instrument (STAI) In-Class Evaluation is the observation tool used by the College Faculty when observing student teachers in their final field practicum. Section G. Planning and Preparation (10 Day Written Unit) is designed to assess the student teacher's ability to build integrated units incorporating teaching procedures, student objectives within the Mississippi Curriculum Frameworks and District Benchmarks, appropriate materials and technology, developmentally age-appropriate assessments of student performance (including authentic assessments), and accommodations for learning differences.

2. The alignment of the assessment with the specific SPA standards addressed by the assessment, as they are identified in Section III;

ACEI standards addressed in this assessment include 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.4.

3. A brief summary of the data findings attached in Section II; and

***Student Teacher Assessment Instrument  
Student Teachers  
College Supervisor  
2005-2006***

4=Outstanding, Effective Practice 3= Acceptable, Safe to Practice  
2=Marginally Acceptable Practice 1=Ineffective, Unacceptable Practice

G. Planning and Preparation – 10 Day Unit		
39.	Title Page (STAI Unit, unit title, your name, date, grade level, subject area, college supervisor).	3.93
40.	The teacher selects and uses appropriate student <b>objectives</b> for unit lessons. Each objective should be labeled to a level of Bloom’s Taxonomy and referenced to district or state benchmarks.	3.86
41.	The teacher selects and uses appropriate teaching <b>procedures</b> for unit lessons. Should have at least one cooperative learning activity.	3.86
42.	The teacher selects and uses appropriate supplementary <b>materials and technology</b> for unit lessons.	3.86
43.	The teacher selects and uses appropriate materials and procedures for a minimum of four <b>assessments</b> of student progress. A variety of assessment types should be used <b>in addition to an attitudinal questionnaire.</b>	3.70
44.	The teacher uses information about students to provide learning experiences which <b>accommodate differences</b> in developmental and educational needs. Include objectives for remedial and/or advanced students.	3.72

4. An interpretation of how that data provides evidence for meeting standards.

The outcome was met in all indicators. Indicator 40 Writing Student Objectives incorporating Bloom’s Taxonomy was met at a 3.86 as was Indicator 41 Teaching Procedures (3.86) and Indicator 42 Materials and Technology (3.86). Indicator 43 Authentic Assessments (3.70) and Indicator 44 Accommodating Differences (3.72) were the lowest. While meeting the objective of 3.5, it remains a concern

for faculty that assessments and accommodations are still areas of relative difficulty for our student teachers. The department continues to search for ways to build resources in our Curriculum Labs to provide physical examples of accommodations and assessments for students to preview.

**#4 PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates' knowledge, skills, and dispositions in practice.**

**Student Teacher Assessment Instrument – Overall Rating –  
Supervising Teacher and Supervising Professor**

When observed by their College Supervisor and Supervising Teacher, the student teachers will receive a mean score of 3.5 or higher (on a 4 point Likert scale) in all teacher performance indicators.

1. A brief description of the assessment and its use in the program;

The Student Teacher Assessment Instrument (STAI) is the In-Class Evaluation used by the Supervising Teacher and the College Supervisor when evaluating student teacher performance. There are five categories of student teacher performance evaluated by the College Supervising Professor: (1) Affective Beginning/Anticipatory Set; (2) Teaching; (3) Time on Task; (4) Interpersonal Skills; and (5) Assessment. The student teacher is evaluated on a scale of 1-4; 1 describes Ineffective, Unacceptable Practice; 2 describes Marginally Acceptable Practice; 3 describes Acceptable, Safe to Practice (Standard); and 4 describes Outstanding, Effective Practice. The STAI for the Supervising Teacher has five categories: (1) Planning and Preparation; (2) Communication and Interaction; (3) Teaching for Learning; and (4) Assessment of Student Learning. The STAI (both formative and summative) becomes the key diagnostic instrument used to build the professional development program for student teachers. The data has been collected over the past two academic years allowing the faculty to formulate new initiatives in curriculum and field practica to improve overall student performance.

2. The alignment of the assessment with the specific SPA standards addressed by the assessment, as they are identified in Section III;

ACEI Standards that are addressed in this assessment include: 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.4.

3. A brief summary of the data findings attached in Section II;

<b>School of Education - William Carey College            Student Teacher Assessment Instrument (STAI)            Supervising Teacher (2004-2006)</b>			
<b>Planning and Preparation</b>		<b>04-05 Mean</b>	<b>05-06 Mean</b>
1	The teacher selects and uses appropriate student objects for unit lessons.	3.93	3.96
2	The teacher selects and uses appropriate teaching procedures for unit lessons.	3.89	3.96
3	The teacher selects and uses appropriate supplementary materials and technology for unit lessons.	3.89	3.80
4	The teacher uses information about students to provide learning experiences which accommodate difference in developmental and education needs.	3.91	3.86
5	The teacher uses knowledge of students' backgrounds, interests, experiences, and prior knowledge to make instruction relevant and meaningful.	3.86	3.85
6	The teacher integrates knowledge from several subject areas in unit lessons.	3.84	3.85
7	The teacher incorporates multicultural perspectives into teaching units.	3.80	3.77
<b>Communication and Interaction</b>			
8	The teacher uses correct oral and written communication.	3.84	3.87
9	The teacher relates concepts using clear handwriting and appropriate language which is easily understood by and respectful toward others.	3.91	3.90
10	The teacher provides clear, complete directions for carrying out instructional activities.	3.82	3.86
11	The teacher communicates high expectations for learning to all students.	3.91	3.87
12	The teacher projects enthusiasm for teaching and learning.	3.89	3.85
13	The teacher listens to students and demonstrates interest in what they are saying by responding appropriately.	3.91	3.94
14	The teacher provides opportunities for students to work cooperatively with others to enhance learning.	3.86	3.96
15	The teacher meets and responds appropriately to parents/guardians.	3.76	3.87
<b>Teaching For Learning</b>			
16	The teacher demonstrates knowledge of the subject(s) taught.	3.94	3.87
17	The teacher uses a variety of appropriate teaching strategies.	3.91	3.87
18	The teacher provides opportunities for students to apply concepts in problem solving and critical thinking.	3.82	3.82
19	The teacher elicits and responds to student input.	3.89	3.96
20	The teacher probes, allows sufficient and equitable wait time, and encourages students to expand and support their responses.	3.80	3.86
21	The teacher uses questions to engage students in original, creative, and higher order thinking.	3.77	3.79
22	The teacher uses family and/or community resources in the student teaching experience to enhance student learning.	3.73	3.79

<b>Assessment of Student Learning</b>			
29	The teacher informs students of performance standards and assessment criteria.	3.86	3.96
30	The teacher provides timely feedback regarding academic performance and discusses corrective procedures to be taken.	3.86	3.90
31	The teacher provides opportunities for students to assume responsibility for learning and to engage in self-evaluation.	3.89	3.89
32	The teacher maintains records of student work/ performance and communicates progress to both parents and/or guardians and appropriate colleagues.	3.84	3.89
33	The teacher actively seeks opportunities to grow reflectively and professionally.	3.86	3.96

***Student Teacher Assessment Instrument***  
***Student Teachers***  
***College Supervisor***

4=Outstanding, Effective Practice 3= Acceptable, Safe to Practice  
2=Marginally Acceptable Practice 1=Ineffective, Unacceptable Practice

<b>A. Affective Beginning/Anticipatory Set</b>		<b>04-05</b>	<b>05-06</b>
1.	Teacher has materials and equipment ready.	3.90	3.98
2.	Teacher uses motivational, thought provoking, or unusual happening.	3.80	3.83
3.	Teacher reviews previous lesson and/or past experiences.	3.90	3.92
4.	Teacher states lesson purpose and plan.	3.88	3.92
5.	Teacher states importance/relevancy of lesson, and has students personalize lesson/relate importance of content to real life.	3.83	3.76
<b>B. Teaching</b>		<b>04-05</b>	<b>05-06</b>
6.	Teacher provides clear, concise and accurate information.	3.88	3.92
7.	Teacher clarifies expectations through models, rubrics and/or example.	3.85	3.93
8.	Teacher checks for understanding.	3.88	3.97
9.	Teacher uses instructional aids skillfully.	3.88	3.96
10.	Teacher gives clear verbal/written directions which are easily understood.	3.85	3.92
11.	Teacher provides opportunity for critical thinking and/or problem-solving.	3.83	3.90
12.	Teacher monitors individual / group learning, re-teaching when necessary.	3.90	3.96
13.	Teacher provides relevant independent and individual practice.	3.98	3.93
14.	Teacher provides appropriate closure to lesson.	3.80	3.86
<b>C. Time on Task</b>		<b>04-05</b>	<b>05-06</b>
15.	Teacher uses instructional time efficiently.	3.88	3.96
16.	Teacher keeps students on task through participation/		

	involvement.	3.83	3.90
17.	Teacher uses effective transitions within lesson and group changes.	3.90	3.89
18.	Teacher maintains learner involvement with pacing/ varied activities.	3.85	3.94
<b>E. Interpersonal Skills</b>		<b>04-05</b>	<b>05-06</b>
26.	Teacher is eager (facial expression, time, voice, gesture, etc.).	3.93	3.97
27.	Teacher uses proximity, moves around the room.	3.94	3.96
28.	Teacher demonstrates patience and empathy for rates of learning.	3.98	4.00
29.	Teacher shows sensitivity to learning styles of students.	3.90	3.97
30.	Teacher uses acceptable oral/written grammar.	3.78	3.86
31.	Teacher's pronunciation is clear and distinct.	3.95	3.96
32.	Teacher uses acceptable handwriting on board, handouts, materials, etc.	3.85	3.97
33.	Teacher matches methods to both the learners and objectives.	3.90	3.97
34.	Teacher incorporates student responses in discussion or lesson.	3.95	3.97
35.	Teacher sequences topics / procedures appropriately for flow of lesson.	3.96	4.00
36.	Teacher uses a variety of teaching methods and strategies (2 or 3).	3.93	3.98
37.	Teacher responds positively to students' academic input.	3.95	3.97
<b>F. Assessment</b>		<b>04-05</b>	<b>05-06</b>
38.	Teacher expands beyond workbook and worksheets.	3.95	3.90

4. An interpretation of how that data provides evidence for meeting standards.

All student teacher performance indicators met the objective of 3.5 or higher. With over 70 students in the field, this is a fairly accurate assessment of the entire program. When comparing Supervising Teacher scores with the College Supervisor scores, there were no significant differences. It is the conclusion of the student teacher faculty that the student teachers are being provided a strong pre-professional development program that is preparing them to enter the profession as "safe to practice" teacher candidates. The faculty will continue to assess this data term by term with a focus on those student teachers who are proving to be ineffectual in the classroom. The faculty has decided to complete the Clinical Educator Training under the Teacher Performance System in order to effectively use additional diagnostic instruments in Planning, Instructional Organization and Development, Presentation of Subject Matter, Communication: Verbal and Nonverbal, and Management of Student Conduct.

**SECTION V**  
**Use of Assessment Results to Improve Candidate Performance**

In keeping with ongoing assessment and evaluation of the program in social studies secondary licensure, results of assessments enable faculty to adjust the program to enhance candidate performance and student learning outcomes. In recent years several adjustments have been made in response to data collection and evaluation. The most prominent of these is the ongoing implementation of a new capstone course to replace one of the program electives. It is entitled HIS 440, Senior Seminar and requires a major research project. It is being implemented because of concern in the department that MFAT scores in American, European and World History and Praxis content area scores are below state and national norms and because of concern that the necessary coverage of all social sciences disciplines in the program.

Another example of use of assessment results involves the recent decision to re-structure the curriculum in history and social sciences to reflect a broader coverage of regions and topics. During the 2006-2007 school year, in an effort to enhance student learning with respect to content knowledge, several new courses, including HIS 431 British Empire, HIS 460 the Holocaust, HIS 470 Roman Republic and HIS 472 Roman Empire.

In addition, faculty have agreed upon the importance of use of the Carey Center Museum and Research Collection as a focal point for supplementary activities designed to address score deficiencies in the world history content area.

Finally, a number of field experience courses (HIS 480) have been added in recent years in order to try to add a sense of immediacy to the learning process and also to enable candidates in the program to experience teaching in a variety of settings.

**ATTACHMENT A**  
**Candidate Information**

<b>Academic Year</b>	<b># of Candidates Enrolled in the Program</b>	<b># of Completers</b>
<b>2005-2006</b>	<b>11</b>	<b>3</b>
<b>2006-2007</b>	<b>12</b>	<b>4</b>

**ATTACHMENT B  
Faculty Information**

<b>Faculty Member Name</b>	<b>Highest Degree, Field, &amp; University</b>	<b>Assignment: Indicate the role of the faculty member</b>	<b>Faculty Rank</b>	<b>Tenure Track (Yes/No)</b>	<b>Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years</b>	<b>Teaching or other professional experience in P-12 schools</b>
<b>Myron Noonkester</b>	<b>Ph.D., University of Chicago</b>	<b>European and American History, British Empire, Historiography</b>	<b>Professor</b>	<b>Tenured</b>	<b>Institutes and Project Consultant, Teaching American History Grant, Lawrence County Schools</b>	<b>NA</b>
<b>Mark Nicovich</b>	<b>Ph.D., St. Louis University</b>	<b>Medieval History and Historiography, History of Christianity, Modern Warfare</b>	<b>Assistant Professor</b>	<b>Tenure Track</b>	<b>Institute, Teaching American History Grant, Lawrence County Schools</b>	<b>NA</b>
<b>Milton Wheeler</b>	<b>Ph.D., Tulane University</b>	<b>Colonial America, Russian History, World Civilizations</b>	<b>Professor</b>	<b>Tenured</b>	<b>District Governor, Rotary International</b>	<b>NA</b>
<b>Daniel Browning</b>	<b>Ph. D., Southwestern Seminary</b>	<b>Ancient Near East, Archaeology, Biblical Backgrounds</b>	<b>Professor</b>	<b>Tenured</b>	<b>2004 Humanities Month Lecturer; Contributor, <i>Magill's Guide to Military History</i></b>	<b>NA</b>
<b>Jimmy Dale Myers</b>	<b>M.A., Southeastern Louisiana</b>	<b>U. S. history</b>	<b>Instructor</b>	<b>Non-tenured</b>		<b>Secondary instructor, 1983-1984</b>

	<b>University</b>					
<b>Lyn Lavigne</b>	<b>M.A., University of Texas, Edinburg</b>	<b>U. S. History, World History</b>	<b>Visiting Lecturer</b>	<b>Part- time</b>	<b>Book on Hurricane Katrina, 2006.</b>	<b>NA</b>
<b>Wilson Thompson</b>	<b>Ph.D., University of Oregon</b>	<b>Sociology, Bureaucracy, Social Problems, Anthropology</b>	<b>Visiting Lecturer</b>	<b>Part- time</b>	<b>Humanities Month Lecturer, 2006</b>	<b>NA</b>