

ASSESSMENT III

Candidate Ability to Plan Instruction

Candidates for initial licensure in the History Secondary Education program are well prepared to plan NCSS standards based instruction. All candidates are intensively trained in the content they must teach by the time they enroll in the SED 410: History/Social Studies Practicum. In order to enroll they must pass the Praxis II Content Social Studies exam with a minimum score of 157 and maintain a separate minimum GPA of 3.0. All course work must be completed prior to entry into the final part of their professional preparation SED 421: Student Teaching and SED 422: Student Teaching Seminar.

The bulk of class time in Practicum is spent translating content into lessons and units suitable for the secondary classroom. Candidates have the opportunity to work with the lessons and ideas they develop in the classroom during their six week field experience in a public high school and middle school setting. The field experience is comprised of two three week settings, 60-70 hours, in a public high school and middle school. The artifact that best exemplifies the candidates' ability to plan lessons is found in the Implemented Lesson Plan prepared by completers in all three cohorts (Lesson Plan Attached). Candidates build on their ability to plan NCSS standards based instruction during their student teaching experience. All candidates are required to create units and lessons for the three classes that they teach each day (two preps). Every lesson taught must be accompanied by a fully matured lesson plan. The artifact that best demonstrates the candidates' ability to plan instruction at the student teaching level is the Implemented Unit Plan utilized by program completers in Cohorts 1 and 2 in the Exit Portfolio. The Implemented Unit Plan as found in the Exit Portfolio is at the heart of the Teacher Candidate Work Sample and is evidenced in the relevant sections we have attached here.

The candidates performance on these assessments is a result of substantial instruction in the content area at the baccalaureate level coupled with social science preparation found in the candidates' cognate requirement. Not surprisingly the results from the Implemented Unit found in both the Exit Portfolio and Teacher Candidate Work Sample mirror the results found in the Implemented Lesson Plan. The hard work done in creating model units and lessons in which candidates learn how to translate thick content into useable curriculum suitable for secondary and middle level students has paid off. Candidates across all three cohorts demonstrate a range between competence (3) and strength (4) or an average of approximately 3.5 on all indicators of the Implemented Lesson Plan. This same strong showing is replicated in the Implemented Unit Plan for Cohorts I and II and in the Implemented Unit found in the Teacher Candidate Work Sample. These results are certainly due in part to the fact that our program scrubs candidates from the program early. Candidates not completing the program (these include only those who enter Practicum) do so for reasons not having to do with scholarship which lies at the heart of successful planning.

This does not mean that we cannot improve in this category. As we will discuss in the final section of the report we believe that our Candidate Ability to Plan Instruction will only improve as we move 80% of our Cohorts towards our ideal score of 162 on the Praxis II Content Social Studies Examination in combination with our more intensive examination of our candidates ability to plan instruction in contrast to their effect on student learning.