

Changes Based on Data

PROGRAM: Initial program: K- 12 Social Studies

Name of Assessment	Results/ Data	Changes Made Date	Changes Planned Date	How data is shared with faculty, candidates, and professional community
Content Knowledge: Praxis Data	2007-08- 78% 2008-09- 100% 2009-10- 100%	<ol style="list-style-type: none"> 1. Required passing Praxis prior to student teaching (Fall 2008). 2. Better advising and better aligned required coursework in history and social sciences (Fall 2010). 3. Professor took social studies Praxis to help better prepare teacher candidates (Summer 2011) 	<ol style="list-style-type: none"> 1. Continue to meet with History Department about required coursework to better prepare candidates for Praxis (Fall 2011) 2. Discuss content of Praxis in advising sessions and in CISE 411 (Fall 2011) 3. Offer praxis review sessions for candidates (2011-2012) 	<ol style="list-style-type: none"> 1. Social studies professor meets with director of field experiences and members of history department to discuss Praxis data. 2. Data discussed with Department at Education Retreat.
Student Teaching Final Report	Generally scores in social studies were very high. The lowest mean scores (2.7) were in v16 and v18; develops a sense of community and works collaboratively with colleagues and families respectively.	<ol style="list-style-type: none"> 1. Introduced TWS, which includes section on how contextual factors affect student learning (Fall 2009). 2. Required contextual factors report linked to school placement in CIED 203 (Fall 2009) 	<ol style="list-style-type: none"> 1. Continue to revise and reflect on TWS (Fall 2011) 2. Introduce the TWS in earlier classes (i.e. CISE 325) (Spring 2011) 3. Greater emphasis on communities and families in CISE 335 (Fall 2011). 	<ol style="list-style-type: none"> 1. Data discussed with Department at Education Retreat 2. Data discussed at College Council and College Assessment Committee meetings.
TWS Data Aggregates Scores from 2009-2011: Assessment #3 and # 5: Planning	Scores were mostly at target in all areas; lowest scores (70 %)were in Assessment #3 rubric item 13; uses a variety of instruction, activities, assignments and resources	<ol style="list-style-type: none"> 1. Require a greater variety of lesson writing and resources in CISE 411 (Fall 2010). 	<ol style="list-style-type: none"> 1. Ensure that teacher candidates are placed with cooperating teachers who use a variety of instruction in social studies. (Spring 2012) 	<ol style="list-style-type: none"> 1. Data discussed with Department at Education Retreat 2. Data discussed at College Council and College Assessment Committee meetings.

<p>SPA competencies- National Council for the Social Studies (NCSS)</p>	<p>There was much room for improvement in the SPA assessments overall. The lowest scores were in V8 and V9, which address <i>production, distribution</i> and <i>consumption</i> and <i>technology impacts society</i>.</p>	<p>1. NCSS standards introduced and applied to lesson planning in CISE 411 (Fall 2010) 2. Required coursework in economics (Fall 2006).</p>	<p>1. Revisit the SPA assessment form to perhaps allow for different standards to apply to different courses (i.e. U.S. History vs. Economics courses) (Spring 2012) 2. Place greater emphasis on SPA standards in lesson planning in CISE 411 (Fall 2011)</p>	<p>1. Data discussed with Department at Education Retreat 2. Data discussed at College Council and College Assessment Committee meetings.</p>
--	---	---	--	---