

# Secondary Education - Social Studies MAT

## Group 1: Cycle 1 - Fall 2017 - Summer 2019

Currently status is: Report Accepted

### ASSESSMENT REPORT FOR Group 1: Cycle 1 - Fall 2017 - Summer 2019

#### Mission Statement

The Secondary Social Studies programs supports the development of teachers that understand and articulate the knowledge and practices of authentic and powerful social studies. They are able to interpret and use high leverage practices with learns in support of learners' development of disciplinary inquiry and skill in becoming active global citizens.

#### Goal 1.

The goal of the Secondary Social Studies program is to equip pre-service teacher candidates with advanced content and pedagogical knowledge in secondary social studies while providing opportunities for them to take informed action as professionals.

#### Curriculum Matrix

#### Curriculum

Please see attached curriculum matrix for how students are assessed.

#### Learning Outcome 1.

Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.

#### Measures and Criteria

Key Assessment #1 Licensure Exam

Key Assessment #2 Course grades

#### Methods

Data are maintained on this program in the College of Education Chalk and Wire assessment management system (maintained by program faculty and the Office of Assessment and Accreditation). Data from courses are submitted into the system by degree candidates and scored by instructors or other appropriate personnel throughout the semester of key assessment application (as indicated on the *List of Key Assessment* table).

A Data Summary Report which aggregates data by key assessment criteria for at least three applications is provided to the program annually by the Office of Assessment and Accreditation. In addition, faculty receive annual reports on data from surveys of interns, coaching teachers, and supervisors, and data from surveys of completers and employers of completers. Data are analyzed by faculty with recommendations for program change annually as described here:

With the adoption of new SPA standards, only the Secondary Social Studies Program faculty analyze the summary of key assessment data at least once annually. A further collaborative analysis will take place once every three years when data will be analyzed by the faculty and College of Arts & Sciences faculty (e.g. geography, history, etc.) and university supervisors. The questions guiding analysis of data will be:

- To what extent do candidates demonstrate the elements of the USC Conceptual Framework (CF) and meet the standards of the NCSS at admission, midpoint, and program completion?
- What do our candidates clearly do well and in what areas do they need more assistance?
- What changes can be made in the program to assist candidates to be as prepared as possible as high school science teachers?

The evaluation of key assessment data resulting from faculty analysis is used to make program changes which are reported annually to the Office of Assessment and Accreditation using the *Program Changes Form*. Any program changes are reported to the program's department chair and facilitated through the Assistant Dean for Enrollment Management and Academic Program Development.

Besides being used for ongoing program assessment, Program Assessment Plans, Data Summary Sheets, and Program Change Forms are

- Submitted annually to the USC Office of Institutional Research, Assessment, and Analytics via the COE Office of Assessment and Accreditation
- Reviewed by the Professional Education Unit's Quality Assurance Committee in the rotation review cycle (at least once every three years or more frequently, as needed, to meet assessment standards)
- Used to develop program reports for the Specialized Professional Associations (e.g., ACEI, NCTM) once every seven years
- Included in the CAEP review (once every seven years)

## Results

### Assessment #1: Licensure assessment or other content-based assessment

#### Praxis II Data

#### MAT Candidates

	<b>2016-17 Cohort (n=5)</b>	<b>2017-18 Cohort (n=3)</b>	<b>2018-19 Cohort (n=4)[1]</b>
<b>Social Studies: Content &amp; Interpretation</b> Test Code 0086 or 5086  SC Passing Score: 153	Range: 176-190  Avg. Score: 181.8  100% pass rate  n=4	Range: 179-181  Avg. Score: 180  100% pass rate  n=3	Range: 167-182  Avg. Score: 176  100% pass rate  n=3
<b>PLT: 7-12</b> Test Code 0624 or 5624  SC passing score=157	Range: 172-193  Avg. Score: 181.5  100% pass rate  n=4	Range: 181-190  Avg. Score: 184.3  100% pass rate  n=3	Range: 171-189  Avg. Score: 181  100% pass rate  n=3

#### Summary of Praxis Subscores 2018-19

## Target Performance Level

The acceptable level of performance is passing with the goal of 80% of candidates meeting the goal.

## Results

In 2019, 100% of program candidates passed the required licensure exams (Praxis II Social Studies Content & Interpretation & PLT). All but one (MT student 3), exceeded the pass score of 153 by at least 14 points. In 2019, MT students struggled most with the behavioral sciences followed by geography and economics. MAT students struggled the most with the behavioral sciences followed by geography. The average score on the PLT demonstrated a marginal decline between 2018 and 2019 for both MT (177.2 to 175) and MAT (184 in 2018 to 181 in 2019) candidates. The strength of the MT and MAT program is in US History, World History and Government/Civics.

## Assessment #2: Assessment of Content Knowledge

Course  
Grades

### Content Area GPA in Undergraduate Major

	MT Mean GPA	MAT Mean GPA	Range	% Meeting Minimum Expectations (2.75 or higher)
<b>2017-2018 graduates</b>	3.45 (n=11)	3.17 (n=4)	2.58 – 3.94	94% (n=15/16)

### Content Area GPA in Undergraduate Major

	MT Mean GPA	MAT Mean GPA	Range	% Meeting Minimum Expectations (2.75 or higher)
<b>2018-2019 graduates</b>	3.36 (2.75-4.0) (n=9)	2.93 (2.5-3.5) (n=4)	2.5-4.0	89% (n=12/13)

### MAT Candidates Course Means, Ranges and % Meeting Expectations

	2017-2018 graduates	
	NCSS Standard Element(s) Addressed by Course	Mean Course grade and (range) % of candidates meeting minimum

			<b>expectation</b>
US HIST	1a, 1b, 1c	3.5 (3.0 – 4.0) n=2	100%
US HIST	1a, 1b, 1c	3.0 n=2	100%
POLI	1a, 1b, 1c	2.0 n=1	100%
ECON	1a, 1b, 1c	3.5 (3.0 – 3.5) n=2	100%
GEOG	1a, 1b, 1c	3 (2.0 – 4.0) n=2	100%
ANTH	1a, 1b, 1c	4.0 n=1	100%
PSYC	1a, 1b, 1c	4.0 n=2	100%
SOCY	1a, 1b, 1c	4.0 n=1	100%
<b>Summary</b>			100%

	<b>NCSS Standard Element(s) Addressed by Course</b>	<b>2018-2019 graduates (n=4)</b>	
		<b>Mean Course grade and (range)</b>	<b>% of candidates meeting minimum expectation</b>
US HIST	1a, 1b, 1c	2.5 (2-3) N=3	100%
US HIST	1a, 1b, 1c	2.5 (2-3) N=3	100%
POLI	1a, 1b, 1c	3.13 (3-4) N=4	100%
ECON	1a, 1b, 1c	3.25 (2.5-4) N=2	100%
GEOG	1a, 1b, 1c	2.0 N=1	100%
ANTH	1a, 1b, 1c	3.5 N=1	100%

PSYC	1a, 1b, 1c	4.0 N=1	100%
SOCY	1a, 1b, 1c	3 (2-4) N=3	100%
<b>Summary</b>			100%

### Target Performance Level

The acceptable level of performance is passing with the goal of 80% of candidates meeting the minimum 2.75 GPA.

### Results

The program exceeded the goal of 80% of candidates meeting the minimum 2.75 GPA requirement. For the 2018-19 graduates, 89% (n=12/13) had with an average MT GPA of 3.36 and MAT GPA of 2.93. For 2017-18, 94% (15/16) of graduates exceeded the minimum 2.75 GPA requirement with an average MT GPA of 3.45 and MAT GPA of 3.17

### Use of Results

Students have consistently met, and in most cases exceeded, the program goals of 80% passage on the licensure exam. However, given the emphasis on the disciplines of civics, history, geography and economics, we are working on ways to improve students content knowledge with an emphasis on how each discipline uses inquiry. During the fall of 2019, faculty have met with college of arts and sciences faculty in history and geography to explore ways to do this. In addition, workshops on economics have been incorporated into the advanced methods course on economics.

### Learning Outcome 2.

Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.

### Measures and Criteria

Key Assessment #3 Inquiry Design Model Unit Plan

### Methods

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## Results

### IDM Unit Plan

### MAT Candidates

<b>Spring 2019 (n=4)</b>	<b># Exemplary</b>	<b># Exceeds Expectations</b>	<b># Meets Expectations</b>	<b># Does not meet Expectations</b>
Questioning	0	4	0	0
Disciplinary Inquiry	3	1	0	0
Taking Informed Action	4	0	0	0
Lesson Plans	0	4	0	0
Unit Alignment	4	0	0	0
Lesson Alignment	4	0	0	0
Behavioral Objectives	4	0	0	0
Bell-Ringer/Starter	4	0	0	0
Cooperative Learning	2	2	0	0
Technology Integration	3	1	0	0
Assessment of Student Learning: Formative	2	2	0	0
Performance Task				
Assessment of Student Learning: Summative	3	1	0	0
Performance Task Objectives,	4	0	0	0

Instruction, and Assessment				
Narrative	2	2	0	0
Introduction				
Narrative Introduction:	2	2	0	0
Contextual Factors and Student Characteristics				
Materials / Resources	3	0	0	1
Assessment of Student Learning: Pre-Assessment	2	2	0	0
Data Analysis				
Assessment of Student Learning: Post	2	2	0	0
Assessment Data Analysis				
Final Reflection	2	2	0	0
Organization	3	1	0	0
Overall Adherence	3	1	0	0