

Section IV

Assessment 2 – Narrative Content Knowledge

1. Description of assessment and its use in the program

This assessment is a three-part performance evaluation (See **Attachment A**) that requires teacher candidates to plan and implement lessons based on each of the NCSS Ten Themes. For this assessment, the relevant element of the lesson is the content knowledge associated with a particular theme (Element 2). This assessment is used to determine the level of content knowledge possessed by the teacher candidate that is required to plan and implement an effective lesson aligned with a specific theme. The assessment has a simple rubric allowing the assessor (usually the college supervisor) to determine whether the teacher candidate provides evidence that he/she has addressed the relevant standard contained in the lesson. In addition, the rubric calls for the teacher candidate to show evidence of the specific content knowledge addressed in the lesson that he/she has prepared and taught. The rubric has three levels of performance: Unacceptable is scored as 1, Developing as 2, and Acceptable as 3. A score of three is the desired goal. (See **Attachment B**)

2. Description of how this assessment specifically aligns with the standards

This assessment aligns specifically with each of the content standards (Ten Themes). By focusing on the specific theme, the teacher candidate must use the content of the course in which he/she is student teaching and integrate the specified theme into the course curriculum. Because the Ten Themes can be easily integrated into any Social Studies curriculum, this is especially beneficial to teacher candidates preparing for broad-field secondary Social Studies certification. Teacher candidates must be knowledgeable in the content of the disciplines represented by the Ten Themes. More importantly, teacher candidates must have enough depth of knowledge of each theme in order to integrate that theme into their instruction in any area of the social studies. This may prove to be a difficult task when the teacher candidate does not teach an entire year or semester's course, but must look for opportunities where the Ten Themes can be integrated into his/her instruction.

3. Analysis of data findings

The data was gathered from teacher candidates during their student teaching experience in the Spring of 2006 and is arranged so that results can be seen from two perspectives—scores per standard and scores per teacher candidate. (See **Attachment C**)

Looking at the data on the scores per standard, several observations can be made. There does not appear to be a strong ability to align standards and actual content, which hinders accurate assessment of the content knowledge of the teacher candidate. The range of scores (1.64-2.08) is too low and does not reflect what we

know to be the content knowledge of the teacher candidates as noted in their PRAXIS II scores. Two standards (1.4 and 1.7) have lessons missing from two teacher candidates. Under Standard 1.2, Teacher Candidate #1 submitted a lesson that could simply not be assessed on that standard. The highest scores by standard were for Standards 1.1, 1.6, and 1.8 which does not seem to offer any correlation. The lowest score by standard was a 1.64 in Standard 1.7. This standard was one with only eleven scores (out of 13 possible scores). The integration of economics into some curricula may prove challenging, but is definitely possible.

In terms of the data presented on the scores per teacher candidate, several things can be noted. The range of 1.1-3.0 generally reflects the teacher candidates' range of content knowledge. The higher scores of 2.63-3.0 accurately identify those teacher candidates who have demonstrated outstanding achievement in their content areas. Similarly, the lower scores of 1.1-1.3 accurately identify the teacher candidates who may have more difficulty communicating their content knowledge in their lesson plan.

4. Interpretation of how data provides evidence for meeting standards

It became apparent upon first glance at the teacher candidates' lessons that a thorough understanding of the standards is an absolute necessity if this assessment is to be effective at assessing content knowledge. There appears to be three layers of understanding necessary to communicate content knowledge. One layer, of course, is the knowledge of the content associated with the standard. The next layer is a thorough understanding of the standard being addressed. The third layer is actually communicating evidence from the first two layers in an effective, clear lesson plan.

While teacher candidates are expected to create numerous lessons and units throughout their Social Studies teacher preparation program, the on-the-job, real-world environment of student teaching requires a more practical and less theoretical application. The correlation of standards with content teaching needs to be closely monitored and mentored during the teacher candidates' clinical experience. The assessment can indeed indicate both the breadth and depth of the teacher candidates' Social Studies content knowledge provided that the goals of the assessment are clearly communicated and timely, constructive feedback is given as the lessons are prepared and taught.

5. Attachments of assessment documentation

- A. Assessment tool
- B. Scoring guide for assessment
- C. Candidate data derived from assessment

Section IV
Assessment 2 – Attachment A

Keene State College
Student Teacher Performance Evaluation
(Secondary Social Studies)

This form is to be completed by the university supervisor and the cooperating teacher at the culmination of the student teaching experience.

Student Teacher _____

Date _____

Supervisor/Cooperating Teacher _____

School _____ Subject(s) _____ Grade(s) _____

Please evaluate the above-named student teacher in three ways for each NCSS content standard—Element 1) evidence of planning; Element 2) evidence of content knowledge; and Element 3) evidence of assessment of student learning. Please circle the appropriate quantitative scale for each area of each NCSS standard.

Key for evaluation scale (See attached rubric):

1. Unacceptable
2. Developing
3. Acceptable

NCSS Theme I
Culture and Cultural Diversity

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **culture** and **cultural diversity**.*

Description: The study of culture prepares students to answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about culture? In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

A. Evidence of planning	1	2	3
B. Evidence of content knowledge	1	2	3
C. Evidence of assessment of student learning	1	2	3

Comments/Suggestions:

NCSS Theme II Time, Continuity and Change

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **time continuity and change**.*

Description: Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop an historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? This theme typically appears in courses in history and others that draw upon historical knowledge and habits.

A. Evidence of planning	1	2	3
B. Evidence of content knowledge	1	2	3
C. Evidence of assessment of student learning	1	2	3

Comments/Suggestions:

NCSS Theme III People, Places and Environments

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **people, places, and environments**.*

Description: The study of people, places and human-environment interactions assists students as they create spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding provided by questions such as: Where are things located? Why are they located where they are: What do we mean by "region"? How do landforms change? What implications do these changes have for people? In schools, this theme typically appears in units and courses dealing with area studies and geography.

A. Evidence of planning	1	2	3
B. Evidence of content knowledge	1	2	3
C. Evidence of assessment of student learning	1	2	3

Comments/Suggestions:

NCSS Theme IV

Individual Human Development and Identity

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of ideas associated with **individual human development and identity**.*

Description: Personal identity is shaped by one's culture, by groups, and by institutional influences.

Students should consider such questions as: How do people learn? Why do people behave as they do? What influences how people learn, perceive and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood? In schools, this theme typically appears in units and courses dealing with psychology and anthropology.

A. Evidence of planning	1	2	3
B. Evidence of content knowledge	1	2	3
C. Evidence of assessment of student learning	1	2	3

Comments/Suggestions:

NCSS Theme V

Individuals, Groups and Institutions

*Teachers of social studies at all levels should provide developmentally appropriate experiences as they guide learners in the study of **interactions among individuals, groups, and institutions**.*

Description: Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people's lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? In schools, this theme typically appears in units in courses dealing with sociology, anthropology, psychology, political science, and history.

A. Evidence of planning	1	2	3
B. Evidence of content knowledge	1	2	3
C. Evidence of assessment of student learning	1	2	3

Comments/Suggestions:

NCSS Theme VI

Power, Authority and Governance

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **power, authority, and governance**.*

Description: Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U. S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can individuals' rights be protected within the context of majority rule? In schools, this theme typically appears in units or courses dealing with government, politics, political science, history, law, and other social sciences.

A. Evidence of planning	1	2	3
B. Evidence of content knowledge	1	2	3
C. Evidence of assessment of student learning	1	2	3

Comments/Suggestions:

NCSS Theme VII

Production, Distribution, Consumption

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of how **people organize for the production, distribution, and consumption of goods and services**.*

Description: Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors to be produced (land, labor, capital, and management)? In schools, this theme typically appears in units in courses dealing with economic concepts and issues.

A. Evidence of planning	1	2	3
B. Evidence of content knowledge	1	2	3
C. Evidence of assessment of student learning	1	2	3

Comments/Suggestions:

NCSS Theme VIII Science, Technology, Society

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **science** and **technology**.*

Description: Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change? This theme draws upon the natural and physical sciences and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics, and government.

A. Evidence of planning	1	2	3
B. Evidence of content knowledge	1	2	3
C. Evidence of assessment of student learning	1	2	3

Comments/Suggestions:

NCSS Theme IX Global Connections and Interdependence

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **global connections** and **interdependence**.*

Description: The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as health care, the environment, human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances. This theme typically appears in units in courses dealing with geography, culture, and economics, but may also draw upon the natural and physical sciences and the humanities.

A. Evidence of planning	1	2	3
B. Evidence of content knowledge	1	2	3
C. Evidence of assessment of student learning	1	2	3

Comments/Suggestions:

NCSS Theme X

Civic Ideals and Practices

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **civic ideals** and **practices**.*

Description: An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.

A. Evidence of planning	1	2	3
B. Evidence of content knowledge	1	2	3
C. Evidence of assessment of student learning	1	2	3

Comments/Suggestions:

Signature of College Supervisor

Section IV
Assessment 2 - Attachment B

KSC Student Teacher Performance Evaluation
Element 2 – Evidence of Content Knowledge

Unacceptable (1)	Developing (2)	Acceptable (3)
Lesson not aligned with specific theme; little or no evidence of specific content knowledge	Teacher candidate looks for and accepts feedback; actively seeks continuous improvement in content knowledge	Clearly addresses specific theme; depth of specific content knowledge apparent

Section IV
Assessment 2 – Attachment C

Evidence of Content Knowledge (Element 2)
N=13

Standards	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10	
Teacher Candidates											Average Per Teacher Candidate
1	2	N/A	2	N/A	2	2	1	3	2	1	1.88
2	3	3	2	2	3	3	N/A	3	2	3	2.67
3	3	3	3	3	3	3	3	3	3	3	3.0
4	1	2	1	1	1	1	1	1	1	1	1.1
5	1	2	2	2	2	2	1	2	2	2	1.8
6	2	2	2	1	2	2	2	2	2	2	1.9
7	1	1	1	2	1	1	3	1	1	1	1.3
8	3	3	3	3	3	3	2	3	3	3	2.9
9	3	2	2	3	2	2	1	3	1	2	2.1
10	3	3	2	N/A	3	3	N/A	2	3	2	2.63
11	1	1	1	2	2	1	1	1	1	1	1.2
12	2	1	2	2	1	2	2	2	2	2	1.8
13	2	1	2	1	1	2	1	1	1	1	1.3
Average per Standard	2.08	1.85	1.92	2.0	2.0	2.08	1.64	2.08	1.85	1.85	

Scores by Standard:

Range: 1.64-2.08

Mean: 2.01

Median: 2.0

Scores by Teacher Candidates:

Range: 1.1-3.0

Mean: 1.97

Median: 1.88