Keene State College
Teacher Candidate Preparation Program
Secondary Social Studies

1. How have you used your data to make changes in the following areas of your program?
   a. advisement practices:

Student course grade data led to a redesign of the four year plan in secondary social studies advisement to encourage students to take the core courses that relate to the ten NCSS themes as early as possible so that they may make full use of that knowledge during both methods sections.

   b. assessment practices or tools:

Praxis data provided a limited view on content knowledge and ability to teach each of the 10 NCSS themes. With that in mind, new assessments were created to address each of the themes in EDUC 331. In addition to an assessment that requires the students to research and plan lessons for each of the themes that directly relates to one of the social science disciplines, the students are also expected to complete a project and lesson on themes 1.8 and 1.9, which do not directly align with a single social science discipline.

   c. curricular design:

In regards to the answer given above, the new secondary social studies curriculum has been redesigned with the transition towards having two methods courses instead of just one. The first methods course now addresses content in relation to the NCSS themes and the second course is focused on the instructional methods and strategies that social studies educators use to teach that content.

   d. Other:

The KSC clinical evaluation form did not provide any specific feedback on the candidates' ability to plan and teach the specific content required by the NCSS. Therefore, a new assessment tool was created to supplement the KSC form that is specific to the ten themes and provides more accurate aggregate feedback on our candidates' ability to plan and teach social studies.

2. How do evaluation instruments and feedback from pre-service candidate and partners (formative/summative) directly inform your program design and delivery?

The Secondary Social Studies program at KSC allows for sequential use of assessments throughout the program. In the past, all assessments were summative in nature given that they were administered upon leaving the program. New assessments have been created that are administered at various points throughout the candidates' final two years at KSC and allow for the collection of formative data that can be used in later courses to modify and adapt instruction to strengthen gaps in knowledge or skills that have been unsuccessfully acquired. This modification can happen on a yearly basis as the data provides feedback on specific needs. This redesign is in its infancy (this is the first semester) so how this will affect instruction still remains to be seen.

3. How is technology used in your program curriculum---
   a. to gather data and inform curriculum

TK20 is used exclusively to gather data from the candidates and to aggregate/disaggregate for analysis and reflection

b. to engage our pre-service candidates by modeling best practices in our classrooms

Technology is an integral part of the EDUC 331 and 431 courses as students learn to integrate content with best practice. EDUC 431 requires the use of technology in a student-produced lesson after the students review the best practices for technology in the social studies. As with anything technology related, this instruction is continuously updated and changing. However, it is possible to say that the focus is generally applied to web-based technologies since they are typically ahead of the curve.

c. to inform the curriculum design and pedagogy with students in the field?

Mid-term evaluations are collected using TK20 from cooperating teachers. The data from these evaluations are used as formative tools to address concerns while a student is in the field.

4. For your program, please list all forms of technology used to develop and / or reinforce content mastery for our pre-service candidate and in service candidates

Content mastery is largely assisted using technologies that students use through the secondary social studies website: www.kscsocialstudies.com/

5. How have you made program adjustments and changes through the examination of dispositional data (include unit and SPA related dispositional data) for our candidates over the past three years?

Dispositional data has become a more important formative focus in the Methods I and Methods II courses. The goal is to intervene/remediate before dispositional issues reach the field experience.

6. If you did not provide student work samples demonstrating "did not meet" quality, please explain why:

Currently the only work samples available under the new assessment program are from Assessment 5, which is administered during student teaching. Of the 2008-2009 program completers, there were no candidates who submitted work that qualified as "did not meet expectations".