

Angelo State University: NCSS Report

Section I: Contextual Information

State and Institution Standards That Influence the Application of the SPA Standards

This report combines information for both our social studies education program and our history education program.

The state of Texas mandates four fields of teacher certification that are subject to the NCSS standards: early childhood to fourth grade, fourth to eighth grade in social studies, eighth to twelfth grade in social studies, and eighth to twelfth grade in history. The EC-4 level has no specific social studies or history certification, but the generalist Texas Examinations of Educator Standards (TExES) for that level contains a social studies section. All students who desire to teach at the EC-4 level pursue a degree in Interdisciplinary Child Development and Learning. Angelo State University offers teacher education and certification in all four of these state-delineated fields. At this institution all students who are to receive history or social studies teaching degrees must major in history, with a choice of specialization in either history secondary or social studies composite secondary teaching. Each field has different requirements within the major.

The Texas State Board for Educator Standards, a division of the Texas Education Agency, has set ten standards for social studies teachers and four for history teachers. In order to be licensed as teachers in Texas, candidates in all four fields of history or social studies teaching must pass a TExES content exam and a TExES pedagogy exam reflecting their mastery of the subject matter defined in the state standards. These standards are listed below.

Social Studies Standards (EC-4, 4-8, 8-12)

Standard I. The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.

Standard II. The social studies teacher effectively integrates the various social science disciplines.

Standard III. The social studies teacher uses knowledge and skills of social studies, as defined by the Texas Essential Knowledge and Skills (TEKS), to plan and implement effective curriculum, instruction, assessment, and evaluation.

Standard IV. History: The social studies teacher applies knowledge of significant historical events and developments, as well as of multiple historical interpretations and ideas, in order to facilitate student understanding of relationships between the past, the present, and the future.

Standard V. Geography: The social studies teacher applies knowledge of people, places, and environments to facilitate students' understanding of geographic relationships in Texas, the United States, and the world.

Standard VI. Economics: The social studies teacher knows how people organize economic systems to produce, distribute, and consume goods and services, and uses this knowledge to enable students to understand economic systems and make informed economic decisions.

Standard VII. Government: The social studies teacher knows how governments and structures of power function, provide order, and allocate resources, and uses this knowledge to facilitate student understanding of how individuals and groups achieve their goals through political systems.

Standard VIII. Citizenship: The social studies teacher understands citizenship in the United States and other societies, and uses this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices.

Standard IX. Culture: The social studies teacher understands cultures and how they develop and adapt, and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States, and the world.

Standard X. Science, Technology, and Society: The social studies teacher understands developments in science and technology, and uses this knowledge to facilitate student understanding of the social and environmental consequences of scientific discovery and technological innovation.

History Standards (8-12)

The state history standards repeat Standards I-IV listed above for social studies.

The ten state social studies standards address nine of the ten specific and separate NCSS Interdisciplinary Thematic Standards: Culture and Cultural Diversity (1.1); Time, Continuity, and Change (1.2); People, Places and Environments (1.3); Individuals, Groups, and Institutions (1.5); Power, Authority, and Governance (1.6); Production, Distribution, and Consumption (1.7); Science, Technology, and Society (1.8); Global Connections (1.9); and Civic Ideals and Practices (1.10). They do not address Individual Development and Identity (1.4). The four state history standards address specifically the NCSS Disciplinary Standard of History and in the broad sense all of the Interdisciplinary Thematic Standards addressed by state social studies standards. They do not address Individual Development and Identity.

All history majors at Angelo State who intend to teach either history or social studies are required to pass a wide variety of courses in different disciplines in order to provide themselves with a broad and solid foundation. This course of studies includes 18 hours of U.S. history (six lower division and twelve upper division), six hours of Western Civilization, nine hours of upper division non-U.S. history, and a sophomore level course in the practice of historical writing for a total of 36 history hours. The required U.S. history portion includes History 4350: Themes in U.S. History, the capstone of the history program. Intended primarily for seniors, it provides an in-depth examination of fundamental subjects and issues including constitutional and political development, the frontier experience and regional conflict, emigration, ethnicity, industrialization, urbanization, and the U.S. as a world power. Students seeking a secondary credential in history are also required to take six lower-division hours of federal and state government and Geography 3303: World Regional Geography, which includes a cultural geography component. Those seeking a social studies credential must in addition to the history courses above complete six hours in geography chosen from among three courses on physical,

human, and world regional geography, 18 hours in government including six lower-division hours on federal and state government and twelve advanced hours, and six hours in economics including a course on both macroeconomic and microeconomic analysis and one on comparative economic systems. All history and social studies teacher candidates must also complete six to twelve hours of a foreign language depending on their level of ability when they begin. For the same students eight hours in natural science lab courses are required, as are three hours in mathematics and three in computer literacy.

Angelo State has no separate geography department. All geography courses are taught in the History Department. Until the end of the spring semester 2006, four such courses were offered by a professor who taught both history and geography. Following his death, the department opted to hire a full-time geography professor and expand the program offerings. We are still in a state of transition at present. Already, though, we have added a new course, Geography 3305: Geography for Educators, which social studies and history education students at all levels are required to take beginning in academic year 2007-08. We anticipate that the addition of this course will with the geography courses already in place and required meet all state standards for knowledge and skills in geography.

Field and Clinical Experiences Required for the Program

Before undertaking to student teach, all students must have finished a series of field-based courses. For those pursuing certification at the EC-4 level and for grades 4 to 8 with a specialization in social studies, continuous field experiences occur throughout the program, combining content with practice through development from observer to practitioner. The clinical experiences begin early in the program and include diverse students and settings. The first Early Childhood sophomore level course requires observation in daycare settings such as Head Start for one hour per week over a ten-week period. After this prerequisite course, a junior level Early Childhood course requires two hours per week for ten weeks in a public school setting. One of the initial sophomore reading courses requires one hour per week for ten weeks in the HOSTS (Helping One Student to Succeed) program, an individual tutoring project in the public schools. The junior level child development course requires one hour a week for 13 weeks in the HOSTS program. Senior level course work preparatory to student teaching comprises Internship I, a block of concurrent individual practicum courses on elementary and middle school instructional strategies in mathematics, science, and language arts and social studies, plus a field-based capstone reading practicum. The language arts and social studies course (Ed 4311) addresses the development of the elementary school learner, including special student populations, with emphasis on social, emotional, and intellectual development. Problem solving, critical thinking, and other appropriate strategies are studied using concepts from the social studies and language arts. The reading practicum integrates with the social studies practicum, involving twelve weeks and 36 hours in a public school classroom throughout the semester.

Equally, students pursuing certification for grades 8 to 12 in either history or history with a social studies composite program must before student teaching complete a set of three individual field-based courses composed of Ed 4320: Reading in Secondary Schools Content Areas; Ed 4321: Secondary School Organization and Curriculum; and Ed 4322: Teaching Techniques in the Secondary School. Each of these three courses entails 10 clock hours of field experience apiece (30 total hours) in a secondary school, consisting of observation, some small group teaching and

tutoring, and written assignments. In addition to these courses, the student must complete Ed Psych 3311: Adolescent Development, which includes a field case study assignment.

Student teaching requires enrollment in one of the three following courses, depending on level: Ed 4971: Teaching Internship in Early Childhood to Grade 4; Ed 4972: Teaching Internship in Grade 4 to Grade 8; Ed 4973: Supervised Teaching in the High School. Each is a nine semester-credit-hour course in supervised full-time teaching in the public schools lasting for a 14-week semester. Concurrently, student teachers at the EC-4 level enroll in Ed 4315: The Elementary School: Organization and Management, in which in addition to the organization and management of the elementary school, district classroom management policies, policies on the assessment of teachers, and legal and ethical aspects of teaching are studied. A minimum of 25 clock-hours of field experience in an accredited elementary classroom is required. Student teachers at the Grades 4-8 and secondary levels while student teaching are likewise required to take concurrently Ed 4323: Teaching Techniques in the Secondary School, a study of the teaching process including planning, classroom management, and questioning strategies.

During student teaching all students must keep an electronic portfolio. Students are evaluated according to the ten standards of the Interstate New Teacher Assessment and Support Consortium (INTASC). The portfolio reflects the student's proficiencies and shows what he/she has done to meet the ten standards. Supervisors interact with the student teacher weekly, conferring to insure that the student has developed the right approach to the task, examining lesson plans, etc. This all becomes part of the student's portfolio. The portfolio *demonstrates* that the student can take his or her content and pedagogical knowledge and teach successfully, adapting to a real classroom situation.

All student teachers use the TaskStream computer program as a platform for the portfolio and a means to do lesson plans and units. After graduation TaskStream becomes a professional portfolio in the student's employment search.

Criteria for Admission, Retention, and Exit from the Program

Students who seek teacher certification in any of the four history/social studies programs are required to (1) secure admission to the teacher education program, (2) complete the certification program, (3) gain approval to take the appropriate TExES exams, and (4) gain recommendation for certification.

Admission to the Teacher Education Program

Students must apply for admission when they have completed at least 60 semester credit hours (SCH) but no more than 75 SCH, with a cumulative grade point average of 2.50. These hours must include courses that demonstrate proficiency in reading, writing, mathematics, communication, and critical thinking. All course work used to demonstrate proficiency must have a grade of C or better. The student must have completed:

Reading	History 1301, 1302 or Government 2301, 2302
Writing	English 1301, 1302
Mathematics	Mathematics 1302 or an equivalent course
Communication	Communication 2301 or 2331

All applicants must possess sound physical and mental health and acceptable moral character. The Admission Committee may require the student to undergo physical and/or psychiatric evaluation.

Admission to the Student Teaching Program

At the time of application the student must have met all criteria for admission to the teacher education program, completed a minimum of 95 SCH with a cumulative grade point average of 2.50, and met the applicable requirements listed below.

Certification in Early Childhood Education to Grade 4: Students must have completed all courses in the Interdisciplinary Child Development and Learning major in order to be eligible to student teach (Internship II). All students are required to complete Internship I as a block prior to entering Internship II. Internship I consists of four professional education courses: three cover instructional strategies in mathematics, science, language arts, and social studies; the fourth is a reading practicum. All courses in the interdisciplinary major and in pedagogy and professional responsibility must be completed with grade point averages of 2.50 and with no grade lower than a C.

Certification, Grades 4 to 8: Students pursuing social studies certification at this level must have completed all courses in the Interdisciplinary Child Development and Learning major with a concentration in social studies in order to be eligible to student teach. They are required to complete the same Internship I courses described under EC-4 as a block prior to entering Internship II. All courses in the interdisciplinary major and in pedagogy and professional responsibility must be completed with grade point averages of 2.50 and with no grade lower than a C.

Certification, Grades 8 to 12: In order to student teach, a student pursuing either history or social studies secondary certification at this level must have completed a minimum of 24 hours in the history major (including 9 advanced hours) with a grade point average in the major of 2.50 (cumulative and in residence) and no grade in the required courses in the major lower than a C. In addition the student must have completed all required advanced pedagogy and professional responsibilities training comprising four courses in secondary school organization and curriculum, teaching techniques in the secondary school, adolescent psychological development, and reading in the secondary school content areas. The latter four courses must be passed with grade point averages of 2.50 (cumulative and in residence) and with no grade lower than a C.

All applicants to the student teaching program must possess sound physical and mental health and acceptable moral character. The Admission Committee may require the student to undergo physical and/or psychiatric evaluation.

TEXES Eligibility

In order for students to be eligible to take the Texas Examinations of Educator Standards, they must have completed the approved certification program requirements for each examination.

Recommendation for Certification

In order for the certification officer (here, the Dean of the School of Education) to recommend a student for certification, the student must have earned a 2.50 overall grade point average, must have completed all required courses in the teacher certification areas with a grade point average of 2.50 and with no grade lower than a C. In addition the student must have earned a 2.50 grade point average in all advanced education and reading courses. All other university requirements must be completed. The student must also continue to demonstrate sound physical and mental health and acceptable moral character.

The student must furthermore have achieved satisfactory scores (240 is the minimum) on all required Texas certification tests, i.e. the TExES content and pedagogy examinations.

Relationship of the Program to the Unit's Conceptual Framework

Among its purposes Angelo State University seeks 1) to provide students with a basis for making sound decisions and mature judgements which depend upon an understanding of the social, scientific, literary, artistic, political, and philosophical traditions of many cultures; 2) to help each student reach maximum capability with respect to communications, effective reasoning, and analytical thinking, and to provide standards of physical and intellectual discipline which lead to optimal personal development and useful, responsible citizenship; 3) and to educate students for living and working in a competitive global society.

Among its own purposes the Educator Preparation Program at Angelo State seeks generally to prepare individuals who change the world by educating children. The faculty and staff prepare professional education leaders to have the knowledge, skills, and dispositions to meet changing societal needs in diverse school and community settings. This program develops reflective candidates who embrace student-centered learning in successful partnerships with diverse families, schools, and communities. The Educator Preparation Program believes that by expanding their worldviews, it enlightens teacher candidates in ways that promote strong minds and spirits. It prepares prospective teachers to be critical thinkers employing current pedagogical knowledge and effective practices. These candidates must demonstrate a belief that all children can learn, a respect for individual and cultural differences, a dedication to life-long learning, and a commitment to professional and ethical standards. The teacher program molds the candidates so that by combining their knowledge of their content areas with pedagogical skills, they are able to design effective learning experiences in which students are active participants capable of defining their own problems, generating their own solutions, and demonstrating their own understandings. Candidates acquire and exhibit a set of dispositions to meet the diverse needs of students. Through an understanding of multicultural education, they employ a social justice perspective, searching for alternatives to inequalities associated with race, social class, language, gender, age, and other categories of diversity.

The program of the History Department at ASU rests on the conviction that history matters fundamentally in a changing world. It seeks to explain to its students how civilizations evolve and how the past connects to the present. It gives context to events and historical forces that unfold around us.

The History Department assists collegians in acquiring a comprehensive understanding of world events and the manner by which humankind is affected by historical currents. The history program also aims to have its students write competently, read analytically, think critically, and conduct research independently. It provides a strong course of study, the latest knowledge accrued from research findings, and practical pedagogical skills applicable to a rapidly altering global society.

This program aims specifically to help students: 1) to develop a fundamental knowledge and an understanding of historical events; 2) to recognize political, economic, and social causation in history; 3) to appreciate cultural achievements of different civilizations, whether American, European, Latin American, or Asian; 4) to hone skills in research, writing, reading, oral communication, and critical thinking; 5) to engage in active learning through personal inquiry and problem solving; 6) to gain usable specialized vocabulary needed for careers in history-related fields; 7) and to acquire bibliographical expertise and familiarity with historiography.

In the broadest sense the History Department's American history program, which constitutes the core of its offerings, serves to deepen the intellectual awareness of its students so that they may learn to place themselves, their time, and their society in relative context to other times and societies and see how their world as it is today came to be. The history program aims to show its students both how the national values of justice and democracy first came into being and how these values have been either vindicated or threatened over the course of our history, in order that the students understand that these values have never been so firmly rooted as always to be safe without an active defense. The program aims to show its students how our enormously diverse society evolved and how the tolerance of differences of class, race, religion, and gender has proved historically to be the only possible means to allow it to cohere. And the program aims to show its students that being good citizens of the United States today requires them to be good citizens of the world because so many of the challenges that we face now are international in nature, whether they be economic or environmental or related to national security.

The department's courses in European, Asian, and Latin American history broaden the students' perspective on the world still more and help to place their own nation into global context. The European courses, with a strong emphasis on the elements of civilization that became basic to the western outlook—particularly Greek rationalism, the Judeo-Christian heritage, and the tradition of economic progress—present the students with a better means with which to judge the wider culture of which their country is still a part and a reference point in the examination of other cultures.

Finally, the additional courses in economics, government, and geography pursued by history majors with a social studies composite teaching field allow them further perspectives from which to judge the contemporary world and their place in it.

History and Social Studies Program Assessments and Their Relationship to the Teacher Education Unit

Teacher candidates who are history or history/social science composite majors at Angelo State are subject to six assessments, of which the second and sixth are unique to those majors alone.

The first assessment is to pass the Texas Examinations of Educator Standards (TExES). The purpose of these examinations is to ensure that each educator has the prerequisite content and professional knowledge necessary for an entry-level position in Texas public schools. Candidates complete a minimum of two examinations: a level-specific test of content knowledge and skills and a level-specific test of pedagogy and professional responsibilities. A student's ability to pass the first examination derives from the knowledge and skills that he/she has acquired in the history or history/social studies program courses.

The second assessment is the requirement to pass the Major Field Test (MFT) in history. This is the nationally normed examination administered by the Educational Testing Service of Princeton, New Jersey. The three domains in which our students are required to qualify on the MFT are 1) U.S. history, 2) European history, and 3) African, Asian, and Latin American history. Besides measuring the student's basic factual knowledge, the MFT helps to evaluate his/her ability to analyze and solve problems, understand relationships, and interpret material. The results of the test allow the History Department to assess an individual student's level of achievement in comparison to others in our program and to national returns.

The third assessment, of a candidate's ability to plan instruction, is measured in the coursework and experiences of Ed 4322: Teaching Techniques in the Secondary School. Candidates complete a series of assignments designed to illustrate, develop, and implement plans for the delivery of instruction appropriate to secondary education content. Technology is utilized in the planning process with formats from Lesson Builder and TaskStream. Candidates also complete demonstration teaching with their peers.

The fourth assessment is evaluation of student teaching. Candidates are evaluated during student teaching using the INTASC (Interstate New Teacher Assessment and Support Consortium) standards for preparing and licensing new teachers. The standards describe what every beginning education professional should know and be able to do. The standards include knowledge, disposition, and performance statements representing a deep level of understanding and performance. Of necessity a candidate's knowledge of the history/social studies discipline which is demonstrated in the student teaching phase is based upon his or her learning in the History Department program.

The fifth assessment, candidate impact on student learning, is accomplished as a part of formative evaluation during student teaching. This amalgam of input draws on the candidate's ability to analyze his or her effectiveness in learner-centered instructional decisions. It consists of three parts, all integral to each other. The first part involves a classroom background study, focusing on demographics and the diversity of student needs. The second consists of candidate reflections and adjustments in instruction based upon the candidate's analysis of instructional effectiveness. The third part is a disaggregation of the evaluative information from INTASC principles 1, 3, 4, 8, and 9. Each of the ten INTASC principles contributes to both formative and summative evaluation of student teaching. However, numbers 1, 3, 4, 8, and 9 focus on the candidate's ability to analyze instructional effectiveness and decision-making.

The sixth assessment, and one like the second that is unique to the History Department, is the student's successful completion of the department's capstone course, Hist 4350: Themes in United States History. The culmination of the history program, it provides an in-depth examination of fundamental themes of United States history. Ordinarily taken only by seniors, the course is required for all students seeking secondary teacher certification in either history or the history/social studies composite program. Students must pass the course with at least a "C" grade.

Attachment A

Program of Studies: History Major with Secondary Teacher Certification from Fall 2007

The following are all required courses. Degree and certification requirements will sometimes exceed the 130-semester-credit-hour minimum for a baccalaureate degree.

Academic Major

History 1301: History of the United States to 1865

History 1302: History of the United States, 1865 to the Present

History 2331: History of Western Civilization to 1660

History 2332: History of Western Civilization after 1660

History 2373: Historical Writing

History 3301: History of Texas or History 4302: The American West

History 4350: Themes in United States History

Advanced U.S. History: 6 hours excluding History 3301, 4302, and 4350

Advanced non-U.S. History: 9 hours chosen from Latin American, Asian, or European history courses, or topics in military history, special topics, or directed reading and research

Other Requirements

Communication 2301: Public Speaking or Communication 2331: Argument and Debate

Computer Literacy: 3 hours chosen from one of nine different computer courses in various departments

English 1301: English Composition

English 1302: Writing Across the Curriculum

Sophomore Literature: 6 hours chosen from 4 English Dept. courses: Readings in British Literature, Readings in American Literature, Readings in World Literature, or Introduction to Literary Studies

Government 2301: Federal and State Government

Government 2302: Federal and State Government

Mathematics 1302: College Algebra or one of 7 other mathematics courses

Natural Science: 8 hours of 2 lab science courses in biology, chemistry, geology, physics, or physical science

Physical Activity: 1 hour (2 courses) chosen from a variety of activity courses

Social Science: 3 hours chosen from among sociology, economics, and psychology

Visual and Performing Arts: 3 hours from among art, drama, and music

Modern Languages: 6-12 hours in French, German, Spanish, or Russian (Hours depend on the level of ability at which the student begins college study. The student must either pass or test out of the beginning year's courses [1301 and 1302] and then pass the second year's courses [2311 and 2312].)

Geography 3303: World Regional Geography

History 4381: Geography for Educators (a new course temporarily numbered as a history course)

Professional Education

Education 4321: Secondary School Organization and Curriculum

Education 4322: Teaching Techniques in the Secondary School

Education 4323: Teaching Techniques in the Secondary School

Education 4630: Supervised Teaching in the Secondary School or Education 4973: Supervised Teaching in the High School

Educational Psychology 3311: Adolescent Development

Reading 4320: Reading in the Secondary School Content Areas

Minor

18 hours

Electives

1-7 hours

Program of Studies: History Major with Secondary Composite Social Studies Certification from Fall 2007

The following are all required courses, with 130 semester-credit-hour minimum for a baccalaureate degree.

Academic Major

History 1301: History of the United States to 1865

History 1302: History of the United States, 1865 to the Present

History 2331: History of Western Civilization to 1660

History 2332: History of Western Civilization after 1660

History 2373: Historical Writing

History 3301: History of Texas or History 4302: The American West

History 4350: Themes in United States History

Advanced U.S. History: 6 hours excluding History 3301, 4302, and 4350

Advanced non-U.S. History: 9 hours chosen from Latin American, Asian, or European history courses, or topics in military history, special topics, or directed reading and research

Other Requirements

Communication 2301: Public Speaking or Communication 2331: Argument and Debate

Computer Literacy: 3 hours chosen from one of nine different computer courses in various departments

English 1301: English Composition

English 1302: Writing Across the Curriculum

Sophomore Literature: 6 hours chosen from 4 English Dept. courses: Readings in British Literature, Readings in American Literature, Readings in World Literature, or Introduction to Literary Studies

Mathematics 1302: College Algebra or one of 7 other mathematics courses

Natural Science: 8 hours of 2 lab science courses in biology, chemistry, geology, physics, or physical science

Physical Activity: 1 hour (2 courses) chosen from a variety of activity courses

Visual and Performing Arts: 3 hours from among art, drama, and music

Modern Languages: 6-12 hours in French, German, Spanish, or Russian (Hours depend on the level of ability at which the student begins college study. The student must either pass or

test out of the beginning year's courses [1301 and 1302] and then pass the second year's courses [2311 and 2312].)

Professional Education

Education 4321: Secondary School Organization and Curriculum

Education 4322: Teaching Techniques in the Secondary School

Education 4323: Teaching Techniques in the Secondary School

Education 4630: Supervised Teaching in the Secondary School or Education 4973: Supervised Teaching in the High School

Educational Psychology 3311: Adolescent Development

Reading 4320: Reading in the Secondary School Content Areas

Minor

Government 2301: Federal and State Government

Government 2302: Federal and State Government

Government: 12 advanced hours chosen from among 25 courses

Economics 2300: Economic Analysis

Economics 3331: Comparative Economic Systems

Geography: 6 hours chosen from among 2301: Physical Geography; 3302: Human Geography; or 3303: World Regional Geography

History 4381: Geography for Educators (a new course temporarily numbered as a history course)

Electives

3-9 hours

Candidate Information

N.B.: All candidates and completers in both programs were at the baccalaureate level.

Program: History Certification

Academic Year	No. of Candidates Enrolled In the Program	No. of Program Completers
2006-2007	17	4
2005-2006	18	3
2004-2005	13	0

Program: Social Studies Certification

Academic Year	No. of Candidates Enrolled In the Program	No. of Program Completers
2006-2007	4	5
2005-2006	4	1
2004-2005	7	1

All completers in the above charts were certified at the level of grades 8-12, with the exception of one student who was certified in social studies at the grade 4-8 level in 2005-2006.

Students who pass the TExES exam in a given year are not necessarily completers of the certification program in that year. They may pass the exam but complete other program requirements at a later date.

Attachment B

Program Faculty Expertise and Experience: **History and Geography Faculty**

Faculty Name	Highest Degree	Role	Rank	Tenure Track	Major Contributions
Arnoldo DeLeon	Ph.D., History, Texas Christian University Fields: Texas and Mexican-American	Faculty	Professor	Yes	12 books published in Mexican-American and Texas history; incumbent, endowed history chair; Research Fellow in the Mexican American Studies Visiting Scholars Program, University of Houston
David Dewar	Ph.D., History, University of Kansas Fields: American colonial and Rev. War	Faculty	Assistant Professor	Yes	Former Asst. Director, Humanities and Western Civ. Program, Univ. of Kansas; Former Director, Univ. of Kansas Summer School in Britain; 3 major articles on American colonial history
Charles Endress	Ph.D., History, Tulane University Fields: modern Europe, ancient world	Faculty	Professor	Yes	History Dept. Head, 1973-2004; Colonel, U.S. Army Reserve; Piper Award winner, 1986, as one of ten outstanding Texas college professors.
Shirley Eoff	Ph.D., History, Texas Technical University Fields: modern Britain, 20 th cent. U.S.	Faculty	Professor	Yes	Author, <i>Viscountess Rhondda: Equalitarian Feminist</i> ; selectee, National Endowment of the Humanities Summer Institute on Medicine and Literature, Penn State, 2002; many articles
James Hindman	Ph.D., History, Texas Technical	Faculty	Professor	Yes	President Emeritus, Angelo State University

	University Fields: Late 19 th and 20 th century U.S., U.S. foreign policy				
John Klingemann	Ph.D., History, University of Arizona Fields: Latin America, southwest borderlands	Faculty	Assistant Professor	Yes	Fulbright-Garcia Robles Fellowship for Mexico; Champion-Davis Fellowship, Oaxaca Summer Institute VII; articles on southwest borderlands history
Brian McKnight	Ph.D., History, Mississippi State University Fields: 19 th cent. U.S., Civil War	Faculty	Assistant Professor	Yes	Author, <i>Contested Borderland: The Civil War in Appalachian Kentucky and Virginia</i> ; two forthcoming books on Civil War; numerous articles
Virginia Noelke	Ph.D., History, University of Texas, Austin Fields: History of the West, Am. Indians, Am. cultural	Faculty	Professor	Yes	Faculty member since 1971 and presently head of Hist. Dept.; Chairman, U.S. Citizens Stamp Advisory Committee (Washington, D.C.), 1980-2004; work in progress on Texas livestock industry
Dennis Pate	Ph.D., History, University of California, Los Angeles Fields: medieval and early modern Europe	Faculty	Professor	Yes	Fulbright Scholar, University of Munich; Research Fellow, Institute for European History, Mainz, Germany; 28 years on history faculty
GaryPumphrey	Ph.D., Geography, Texas Technical University Fields: water and land use	Faculty	Assistant Professor	Yes	Recently graduated; articles on conservation and wind as renewable source of energy
Guoqiang Zheng	Ph.D., History, University of Toledo Fields: Chinese and Asian, U.S.- Chinese	Faculty	Associate Professor	Yes	Numerous articles on Chinese history and Chinese-American relations; two books in progress, one on Zhou Enlai and the Korean War, the other on U.S.-Chinese relations,

	relations				1948-1960
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Education Faculty: Coursework Professors

Faculty Member Name	Highest Degree, Field, University	Assignment	Rank	Tenure Track (Yes/No)	Scholarship, Membership, Service	Teaching or other prof. exp., P-12
Jaynell Bodine	Ed.D., Ed. Leadership, Texas Tech Univ.	Ed. 4323	Assist. Prof.	Yes	Mem., Learning Disabilities Assoc.; Mem., Amer. Ed. Research Assoc.	1 yr., Jr. High English; 1 yr., Special Ed., K-12
Nancy Hadley	Ed.D., Curric. & Instruction, Univ. of N. Texas	Ed. 4323	Assoc. Prof.	Yes	Mem., Tx. Ed. Council; Mem., Tx. Ctr. for Ed. Tech	12 yrs. High School Math
Douglas John	Ed.D., Second. Ed., Univ. of N. Texas	Ed. 4321	Prof.	Yes	33 yrs. at ASU; Mem., Tx. Ed. Agency Blue Ribbon Schools State Review Panel; many prof. papers;	5 yrs. Social Studies Teacher
K. F. Leifeste	Ed.D., Ed. Leadership, Texas Tech Univ.	Ed. 4321	Assoc. Prof.	Yes	Mem., Nat. Coun. of Professors of Ed. Admin.	10 yrs., High School Math, Bio
Mary McGlamery	Ed. D., Ed. Psych., Tx. A & M. U.	Ed. 4321 Ed. 4322	Assist. Prof.	Yes	Mem., Inter. Mind, Brain, and Ed. Soc.; Mem., Amer. Asso. of Teacher Educators	5 yrs. teacher, 5 yrs. counselor
Eva Mouto-Choate	M. Ed., Counseling Ed., Hardin-Simmons Univ.	Rdg. 4320	Adjunct Staff	No	Member Alpha Delta Kappa	6 yrs., Jr. High teacher, 1 yr., High School teacher
Lu Stephens	Ed.D., Ed. Leadership,	Ed. 4322	Assist. Prof.	Yes	Mem., Tx. Asso. of	24 yrs. school administration

	Univ. of N. Texas				School Administrators; Mem., Tx. Asso. of Women School Executives	
Peggy Tharp	M.Ed., Secondary Ed., Univ. of Northern Iowa	Ed. 4322 Ed. 4321	Adjunct Staff	No		31 yrs., High School French Teacher

Education Faculty: Supervisors of Student Teachers

The following seven persons served as supervisors of student teachers in history and social studies during the three academic years covered in this study. They all held the rank of lecturer. None of them were tenure track, and none of them served as teaching faculty in the College Education. All indicated teaching experience pertains to secondary teaching.

Faculty Member Name	Highest Degree, Field, University	Teaching or Other Professional Experience in P-12 Schools
Debbie Ditmore	M. Ed., Education, Angelo State University	30 years teaching
Hontas Hines	M. Ed., Counseling, Hardin Simmons University	49 years teaching
Judy Hight	M. Ed., Supervision/Special Ed., Angelo State University	7 years teaching; 25 years admin.
Patricia Holbrook	M. Ed., Elementary Ed., Sul Ross State University	37 years teaching
Sarah Hubbard	M. Ed., Secondary Social Studies, Mississippi College	35 years teaching
Dean Hudgins	M. Ed., School Administration, Angelo State University	12 years teaching; 20 years admin.
Coralie Wetzel	M. Ed., Secondary English and Music, Angelo State University	32 years teaching

Section II: Assessments and Related Data

	Title of Assessment	Type or Form of Assessment	When Assessment Is Administered
1	Texas Examination of Educator Standards (TExES)	State-normed examination	During or after student teaching
2	Major Field Text (MFT)	Competitive examination	Senior year
3	Plan Instruction	Lesson/unit plan	Ed 4322
4	Assessment of Student Teaching	Observation/evaluation	During student teaching
5	Assessment of Candidate Effect on Student Learning	Teaching work sample	During student teaching
6	History Capstone Course (Hist 4350)	Course grades	During the course

Section III: Standards Assessment Chart for Social Studies

NCSS Standard	Applicable Assessments from Section II
Themes	
1.1 Culture and Cultural Diversity. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.	<div><u> </u> #1 <u> </u> #2</div> <div><u> </u> #3 <u> </u> #4</div> <div><u> </u> #5 <u> </u> \$6</div>
1.2 Time, Continuity, and Change. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.	<div><u> </u> #1 <u> </u> #2</div> <div><u> </u> #3 <u> </u> #4</div> <div><u> </u> #5 <u> </u> \$6</div>
1.3 People, Places, and Environment. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environments.	<div><u> </u> #1 <u> </u> #2</div> <div><u> </u> #3 <u> </u> #4</div> <div><u> </u> #5 <u> </u> \$6</div>
1.4 Individual Development and Identity. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.	<div><u> </u> #1 <u> </u> #2</div> <div><u> </u> #3 <u> </u> #4</div> <div><u> </u> #5 <u> </u> \$6</div>
1.5 Individuals, Groups, and Institutions. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions.	<div><u> </u> #1 <u> </u> #2</div> <div><u> </u> #3 <u> </u> #4</div> <div><u> </u> #5 <u> </u> #6</div>
1.6 Power, Authority, and Governance. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority, and governance.	<div><u> </u> #1 <u> </u> #2</div> <div><u> </u> #3 <u> </u> #4</div> <div><u> </u> #5 <u> </u> \$6</div>
1.7 Production, Distribution, and Consumption. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption of goods and services.	<div><u> </u> #1 <u> </u> #2</div> <div><u> </u> #3 <u> </u> #4</div> <div><u> </u> #5 <u> </u> \$6</div>
1.8 Science, Technology, and Society. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology, and society.	<div><u> </u> #1 <u> </u> #2</div> <div><u> </u> #3 <u> </u> #4</div> <div><u> </u> #5 <u> </u> \$6</div>
1.9 Global Connections. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections and interdependence.	<div><u> </u> #1 <u> </u> #2</div> <div><u> </u> #3 <u> </u> #4</div> <div><u> </u> #5 <u> </u> \$6</div>
1.10 Civic Ideals and Practices. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices.	<div><u> </u> #1 <u> </u> #2</div> <div><u> </u> #3 <u> </u> #4</div> <div><u> </u> #5 <u> </u> \$6</div>

NCSS Standard	Applicable Assessments from Section II
Social Science Discipline	
2.1 History. Candidates who are to be licensed to teach history at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of history.	<div data-bbox="1084 447 1159 474"><u> </u> <u> </u> #1</div> <div data-bbox="1195 447 1269 474"><u> </u> <u> </u> #2</div> <div data-bbox="1084 480 1159 508"><u> </u> <u> </u> #3</div> <div data-bbox="1195 480 1269 508"><u> </u> <u> </u> #4</div> <div data-bbox="1084 514 1159 541"><u> </u> <u> </u> #5</div> <div data-bbox="1195 514 1269 541"><u> </u> <u> </u> \$6</div>

Section IV: Evidence for Meeting Standards

Assessment 1: TExES Examinations

The Texas Examinations of Educator Standards (TExES) are a battery of two examinations which the state requires every person to pass who is seeking educator certification. The purpose of these examinations is to ensure that each educator has the requisite content knowledge and professional and pedagogical knowledge necessary for an entry-level position in Texas public schools.

At varying levels of intensity and with varying emphases, the generalist EC-4 certification content examination, each of the two social studies certification content examinations, and the history certification content examination test the candidate in the following areas: history, geography, economics, government, citizenship, culture, and science, technology, and society. The focus is on both national and world affairs. An additional domain in the content exam for both social studies certification programs and the history certification program concerns foundations, skills, research, and instruction in their respective disciplines. Similarly, the pedagogy and professional responsibility examinations (PPR) for all four of these programs test the candidate's knowledge in four general areas, each program in its own specific way. The four areas are:

- 1) design instruction and assessment to promote student learning
- 2) create a positive and productive classroom environment
- 3) implement effective, responsive instruction and assessment
- 4) fulfill professional roles and responsibilities

A more detailed description of these examinations is provided in Attachment A to this assessment.

By their very content the TExES examinations align closely with the NCSS Thematic Standards cited in Section III.

The data findings on these exams for the three years under study (2005-2007) show first that not many students have taken the tests. (The EC-4 examinations is not included in these results because their social studies section is not disaggregated in the total scores.) But they show secondly that the results are generally very good. (Please note that the state furnished data only for final, but not initial, pass/fail rates on the PPR exams.) Only one student in Social Studies 4-8 took the content exam in the three year period; that student passed on the initial attempt. He did not attempt the PPR. In History 8-12, no student took the exams in completion year 2005, but three students in 2006 and three in 2007 took the content exams, and all six of them passed on the initial attempt. On the PPR exams for History 8-12 in completion year 2005, no exams were taken. On the same exam for the same certification in 2006, two students out of two passed in completion year 2006 and four students out four passed in 2007. In Social Studies 8-12 one student took both exams in completion year 2005 and passed on the final attempt; in 2006 one student took both exams and passed on the initial attempt. In completion year 2007 three students in Social Studies 8-12 took the content exam; two passed on the initial attempt, and one did not pass on either attempt. On the PPR for Social Studies 8-12 in completion year 2007, five students took the exam and four passed; one did not.

On the content examinations, our social studies and history certification students thus had a 100% pass rate in all three years on either the initial or the final attempt, most of them on the initial

attempt. The only exception was one social studies student in 2007. The state deems a 70% pass rate on the initial attempt for any completer cohort to be acceptable, and 80% to be acceptable for the final attempt. Once the final attempts had been made, Angelo State students had more than surpassed the state standard for each of the three years in each of the three certification programs with the sole exception of Social Studies 8-12, where there was a 66.7% final pass rate in the most recent year due to the failure of the one student.

On the PPR exams Angelo State students in both the History 8-12 and the Social Studies 8-12 programs achieved a state-defined acceptable pass rate in all three years under review. In History 8-12 the pass rate was 100% in the two years in which students took exams. In Social Studies 8-12 our students achieved a 100% pass rate in two of the three years and an 80% pass rate in one year.

Given these high pass rates, the results of the TExES examinations for academic years 2005-2007 provide evidence for meeting the standards cited in Section III.

Attachment A: Description of the Assessment

Texas Administrative Code (TAC) Section 230.5(b) requires every person seeking educator certification in Texas to perform satisfactorily on comprehensive examinations. The purpose of these examinations is to ensure that each educator has the prerequisite content and professional knowledge necessary for an entry-level position in Texas public schools. The Texas Examinations of Educator Standards (TExES) program was developed for this purpose.

The TExES Educator Standards, based in the Texas Essential Knowledge and Skills (TEKS), form the foundation for the TExES tests. Developing the tests was a collaborative process involving classroom teachers and other educators from public and charter schools, university and educator preparation program faculty, representatives from professional educator organizations, content experts, and members of the community.

Each TExES test is a criterion-referenced examination designed to measure the knowledge and skills delineated in corresponding TExES test frameworks. The tests include both individual, or stand-alone, test items (questions) and items that are arranged in clustered sets based on real-world situations faced by educators.

Candidates complete a minimum of two examinations, a level-specific test of content knowledge and skills and a level-specific test of pedagogy and professional responsibilities (PPR). The test framework is based on the educator standards for a particular content field. The content covered by this test is organized into broad areas of content called domains. Each domain covers one or more of the educator standards for this field. Within each domain the content is further defined by a set of competencies. Each competency is composed of two major parts: 1) the competency statement, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do, and 2) the descriptive statements, which describe in greater detail the knowledge and skills eligible for testing.

Generalist EC-4

Generalist EC-4 Content Examination. The social studies domain comprises 15% of the content exam. Standards assessed:

The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.

The social studies teacher effectively integrates the various social science disciplines.

The social studies teacher uses knowledge and skills of social studies, as defined by the TEKS, to plan and implement effective curriculum, instruction, assessment, and evaluation.

History: The social studies teacher applies knowledge of significant historical events and developments, as well as of multiple historical interpretations and ideas, in order to facilitate student understanding of relationships between the past, the present, and the future.

Geography: The social studies teacher applies knowledge of people, places, and environments to facilitate students' understanding of geographic relationships in Texas, the United States, and the world.

Economics: The social studies teacher knows how people organize economic systems to produce, distribute, and consume goods and services, and uses this knowledge to enable students to understand economic systems and make informed economic decisions.

Government: The social studies teacher knows how governments and structures of power function, provide order, and allocate resources, and uses this knowledge to facilitate student understanding of how individuals and groups achieve their goals through political systems.

Citizenship: The social studies teacher understands citizenship in the United States and other societies, and uses this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices.

Culture: The social studies teacher understands cultures and how they develop and adapt, and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States, and the world.

Science, Technology, and Society: The social studies teacher understands developments in science and technology, and uses this knowledge to facilitate student understanding of the social and environmental consequences of scientific discovery and technological innovation.

Competencies:

Social Science Instruction
History
Geography and Culture
Government, Citizenship, and Economics

Generalist EC-4 PPR Examination. This exam covers four domains.

Domain I: Designing Instruction and Assessment to Promote Student Learning.
Standard assessed: The teacher designs instruction appropriate for all students which reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Domain I Competencies:

The teacher understands human development processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and promote all students' learning.

The teachers understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Domain II: Creating a Positive, Productive Classroom Environment. Standard assessed: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Domain II Competencies:

The teacher knows how to foster a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

Domain III: Implementing Effective, Responsive Instruction and Assessment. Standards assessed:

The teacher designs instruction appropriate for all students which reflects an understanding of relevant content and is based on continuous and appropriate assesement.

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.

All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

All teachers communicate information in different formats and for diverse audiences.

All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the TEKS into the curriculum.

Domain III Competencies:

The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

The teacher provides appropriate instruction that actively engages students in the learning process.

The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

The teacher monitors student performance and achievement; provides students with timely, high quality feedback; and responds flexibly to promote learning for all students.

Domain IV: Fulfilling Professional Roles and Responsibilities. Standard assessed: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Domain IV Competencies:

The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

Social Studies 4-8

Social Studies 4-8 Content Examination. This exam consists of two domains.

Domain I: Social Studies Content (71% of test). Standards assessed:

History: The social studies teacher applies knowledge of significant historical events and developments, as well as of multiple historical interpretations and ideas, in order to facilitate student understanding of relationships between the past, the present, and the future.

Geography: The social studies teacher applies knowledge of people, places, and environments to facilitate students' understanding of geographic relationships in Texas, the United States, and the world.

Economics: The social studies teacher knows how people organize economic systems to produce, distribute, and consume goods and services, and uses this knowledge to enable students to understand economic systems and make informed economic decisions.

Government: The social studies teacher knows how governments and structures of power function, provide order, and allocate resources, and uses this knowledge to facilitate student understanding of how individuals and groups achieve their goals through political systems.

Citizenship: The social studies teacher understands citizenship in the United States and other societies, and uses this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices.

Culture: The social studies teacher understands cultures and how they develop and adapt, and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States, and the world.

Science, Technology, and Society: The social studies teacher understands developments in science and technology, and uses this knowledge to facilitate student understanding of the social and environmental consequences of scientific discovery and technological innovation.

Domain I Competencies:

History
Geography
Government and Citizenship
Culture; Science Technology, and Society

Domain II: Social Studies Foundations, Skills, and Instruction (29% of test). Standards assessed:

The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.

The social studies teacher effectively integrates the various social science disciplines.

The social studies teacher uses knowledge and skill of social studies, as defined by the TEKS, to plan and implement effective curriculum, instruction, and evaluation.

Domain II Competencies: Social studies foundations and skills; social studies instruction and assessment.

Social Studies 4-8 PPR Examination. This exam consists of four domains.

Domain I: Designing Instruction and Assessment to Promote Student Learning.
Standard assessed: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Domain I Competencies:

The teacher understands human development processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and promote all students' learning.

The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Domain II: Creating a Positive, Productive Classroom Environment. Standard assessed: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Domain II Competencies:

The teacher knows how to foster a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

Domain III: Implementing Effective, Responsive Instruction and Assessment. Standards assessed:

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.

All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

All teachers communicate information in different formats and for diverse audiences.

All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the TEKS into the curriculum.

Domain III Competencies:

The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

The teacher provides appropriate instruction that actively engages students in the learning process.

The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

The teacher monitors student performance and achievement; provides students with timely, high quality feedback; and responds flexibly to promote learning for all students.

Domain IV: Fulfilling Professional Roles and Responsibilities. Standard assessed: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Domain IV Competencies:

The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

Social Studies 8-12

Social Studies 8-12 Content Examination. This exam consists of six domains.

Domain I: World History (17% of test). Standard assessed: The social studies teacher applies knowledge of significant historical events and developments, as well as of multiple historical interpretations and ideas, in order to facilitate student understanding of relationships between the past, the present, and the future.

Domain I Competencies:

Ancient World Civilizations
World History from 476 AD to 1350
World History from 1350 to 1815
World History from 1815 to the Present .

Domain II: U.S. History (22% of test). Standard assessed: The social studies teacher applies knowledge of significant historical events and developments, as well as of multiple historical interpretations and ideas, in order to facilitate student understanding of relationships between the past, the present, and the future.

Domain II Competencies:

Exploration and Colonization
The Revolutionary Era and the Early Years of the Republic;
Westward Expansion, the Civil War, and Reconstruction
The United States as a World Power
Political, Economic, and Social Developments from 1877 to the
Present

Domain III: Geography, Culture, and the Behavioral and Social Sciences (17% of test). Standards assessed:

Geography: The social studies teacher applies knowledge of people, places, and environments to facilitate students' understanding of geographic relationships in Texas, the United States, and the world.

Culture: The social studies teacher understands cultures and how they develop and adapt, and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States, and the world.

Domain III Competencies:

Physical Geography Concepts, Natural Processes, and Earth's Physical
Features
Global and Regional Patterns of Culture and Human Geography
Interactions between Human Groups and the Physical Environment
Sociological, Anthropological, and Psychological Concepts and
Processes

Domain IV: Government and Citizenship (13% of test). Standards assessed:

Government: The social studies teacher knows how governments and structures of power function, provide order, and allocate resources, and uses this knowledge to facilitate student understanding of how individuals and groups achieve their goals through political systems.

Citizenship: The social studies teacher understands citizenship in the United States and other societies, and uses this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices.

Domain IV Competencies:

Democratic Principles and Government in the United States
Citizenship and Political Processes in the United States
Types of Political Systems

Domain V: Economics and Science, Technology, and Society. Standards assessed:

Economics: The social studies teacher knows how people organize economic systems to produce, distribute, and consume goods and services, and uses this knowledge to enable students to understand economic systems and make informed economic decisions.

Science, Technology, and Society: The social studies teacher understands developments in science and technology, and uses this knowledge to facilitate student understanding of the social and environmental consequences of scientific discovery and technological innovation.

Domain V Competencies:

Economic Concepts and Types of Economic Systems
Structure and Operation of the U.S. Free Enterprise System
Science, Technology, and Society

Domain VI: Social Studies Foundations, Skills, Research, and Instruction (17% of test). Standards assessed:

The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.

The social studies teacher effectively integrates the various social science disciplines.

The social studies teacher uses knowledge and skills of social studies, as defined by the TEKS, to plan and implement effective curriculum, instruction, assessment, and evaluation.

Domain VI Competencies:

Social Studies Foundations and Skills
Sources of Social Studies Information; Interpreting and Communicating
Social Studies Information
Social Studies Research
Social Studies Instruction and Assessment

Social Studies 8-12 PPR Examination. This exam consists of four domains.

Domain I: Designing Instruction and Assessment to Promote Student Learning (31% of test). Standard assessed: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Domain I Competencies:

The teacher understands human development processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and promote all students' learning.

The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Domain II: Creating a Positive, Productive Classroom Environment (15% of test).
Standard assessed: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Domain II Competencies:

The teacher knows how to foster a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

Domain III: Implementing Effective, Responsive Instruction and Assessment (31% of test). Standards assessed:

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.

All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

All teachers communicate information in different formats and for diverse audiences.

All teachers know how to plan organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the technology applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Domain III Competencies:

The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

The teacher provides appropriate instruction that actively engages students in the learning process.

The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

The teacher monitors student performance and achievement, provides students with timely, high quality feedback, and responds flexibly to promote learning for all students.

Domain IV: Fulfilling Professional Roles and Responsibilities (23% of test). Standard assessed: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Domain IV Competencies:

The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

History 8-12

History 8-12 Content Examination. This exam consists of three domains.

Domain I: World History (37% of test). Standards assessed:

History: The social studies teacher applies knowledge of significant historical events and developments, as well as of multiple historical interpretations and ideas, in order to facilitate student understanding of relationships between the past, the present, and the future.

Geography: The social studies teacher applies knowledge of people, places, and environments to facilitate students' understanding of geographic relationships in Texas, the United States, and the world.

Economics: The social studies teacher knows how people organize economic systems to produce, distribute, and consume goods and services, and uses this knowledge to enable students to understand economic systems and make informed economic decisions.

Government: The social studies teacher knows how governments and structures of power function, provide order, and allocate resources, and uses this knowledge to facilitate student understanding of how individuals and groups achieve their goals through political systems.

Citizenship: The social studies teacher understands citizenship in the United States and other societies, and uses this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices.

Culture: The social studies teacher understands cultures and how they develop and adapt, and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States, and the world.

Science, Technology, and Society: The social studies teacher understands developments in science and technology, and uses this knowledge to facilitate student understanding of the social and environmental consequences of scientific discovery and technological innovation.

Domain I Competencies:

Ancient World Civilizations
World History from 476 AD to 1350
World History from 1350 to 1815
World History from 1815 to the Present
Geography and Culture in World History
Government and Citizenship in World History
Economics, Science, Technology in World History.

Domain II: U. S. History (42% of test). Standards assessed:

History: The social studies teacher applies knowledge of significant historical events and developments, as well as of multiple historical interpretations and ideas, in order to facilitate student understanding of relationships between the past, the present, and the future.

Geography: The social studies teacher applies knowledge of people, places, and environments to facilitate students' understanding of geographic relationships in Texas, the United States, and the world.

Economics: The social studies teacher knows how people organize economic systems to produce, distribute, and consume goods and services, and uses this knowledge to enable students to understand economic systems and make informed economic decisions.

Government: The social studies teacher knows how governments and structures of power function, provide order, and allocate resources, and uses this knowledge to facilitate student understanding of how individuals and groups achieve their goals through political systems.

Citizenship: The social studies teacher understands citizenship in the United States and other societies, and uses this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices.

Culture: The social studies teacher understands cultures and how they develop and adapt, and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States, and the world.

Science, Technology, and Society: The social studies teacher understands developments in science and technology, and uses this knowledge to facilitate student understanding of the social and environmental consequences of scientific discovery and technological innovation.

Domain II Competencies:

Exploration and Colonization
Revolutionary Era and the Early Years of the Republic
Westward Expansion, the Civil War, and Reconstruction
The United States as a World Power
Political, Economic, and Social Developments from 1877 to the Present
Geography and Culture in U.S. History
Government and Citizenship in U.S. History
Economics, Science, and Technology in U.S. History

Domain III: Foundations, Skills, Research, and Instruction (21% of test). Standards assessed:

The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.

The social studies teacher effectively integrates the various social science disciplines.

The social studies teacher uses knowledge and skills of social studies, as defined by the TEKS, to plan and implement effective curriculum, instruction, assessment, and evaluation.

Domain III Competencies:

History Foundations and Skills
Sources of Historical Information; Interpreting and Communicating
Historical Information
Historical Research
History Instruction and Assessment

History 8-12 PPR Examination. This exam consists of four domains.

Domain I: Designing Instruction and Assessment to Promote Student Learning.
Standard assessed: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Domain I Competencies:

The teacher understands human development processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and promote all students' learning.

The teachers understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Domain II: Creating a Positive, Productive Classroom Environment. Standard assessed: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Domain II Competencies:

The teacher knows how to foster a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

Domain III: Implementing Effective, Responsive Instruction and Assessment. Standards assessed:

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.

All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

All teachers communicate information in different formats and for diverse audiences.

All teachers know how to plan organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Domain III Competencies:

The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

The teacher provides appropriate instruction that actively engages students in the learning process.

The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

The teacher monitors student performance and achievement, provides students with timely, high quality feedback, and responds flexibly to promote learning for all students.

Domain IV: Fulfilling Professional Roles and Responsibilities. Standard assessed: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Domain IV Competencies:

The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

Attachment B: Scoring Guide for the Assessment

Educational Testing Service scores the examinations. A total test scaled score is reported on a scale of 100-300. The passing standard is set by the State Board for Educator Certification (SBEC) and is approved by the State Board for Texas Education. This score represents the minimum level of competency required to be an entry-level educator in this field in Texas public schools. Scores are reported in the major content domains of the test and in the specific content competencies of the test. This information is useful in identifying candidate strengths and weaknesses in content preparation and/or pedagogy and professional responsibilities preparation.

A cohort is based on completers who have taken tests during the year of completion. A "completer" at Angelo State University is someone who graduates on a bachelor's degree plan that includes certification or a degree-holder who completes a post-baccalaureate certification plan. A completion year runs from September 1 through August 31. A final pass rate is the percentage of successful last attempts by a completer cohort through the second December 31 following the academic year of completion. The acceptable final pass rate is 80% (240 points). An initial pass rate is the percentage of tests passed by a completer cohort through December 31 following the academic year of completion. The acceptable initial pass rate is 70% (210 points).

TExES results for EC-4 are not disaggregated among the various fields covered by the exam. Social studies scores are commingled with others in this generalist test and therefore cannot be reported separately.

Students who pass the TExES exam in a given year are not necessarily completers of the certification program in that year. They may pass the exam but complete other program requirements at a later date.

Attachment C: Assessment Data for Content Examination

History Pass Rates for Completion Years 2005-2007

(All scores are for History 8-12)

Completion Year 2007

	Tests Taken	Tests Passed	Pass Rate
Initial	3	3	100%
Final	3	3	100%

Completion Year 2006

	Tests Taken	Tests Passed	Pass Rate
Initial	3	3	100%
Final	3	3	100%

Completion Year 2005

	Tests Taken	Tests Passed	Pass Rate
Initial	0		
Final	0		

Social Studies Pass Rates for Completion Years 2005-2007

Social Studies 4-8

Completion Year 2007

	Tests Taken	Tests Passed	Pass Rate
Initial	0		
Final	0		

Completion Year 2006

	Tests Taken	Tests Passed	Pass Rate
Initial	1	1	100%
Final	1	1	100%

Completion Year 2005

	Tests Taken	Tests Passed	Pass Rate
Initial	0		
Final	0		

Social Studies 8-12

Completion Year 2007

	Tests Taken	Tests Passed	Pass Rate
Initial	3	2	66.70%
Final	3	2	66.70%

Completion Year 2006

	Tests Taken	Tests Passed	Pass Rate
Initial	1	1	100%
Final	1	1	100%

Completion Year 2005

	Tests Taken	Tests Passed	Pass Rate
Initial	1	0	0%
Final	1	1	100%

Assessment Data for Pedagogy and Professional Responsibilities Examination

The results of initial exams are not available from the state. The data given here are for final pass rates. Although one student in the Social Studies 4-8 program took the content exam in 2005-2006, he did not take the PPR exam and so his results are not reported here.

History 8-12 Pass Rates

Completion Year 2007

	Tests Taken	Tests Passed	Tests Failed	% Pass Rate
Final	4	4	0	100%

Completion Year 2006

	Tests Taken	Tests Passed	Tests Failed	% Pass Rate
Final	2	2	0	100%

Completion Year 2005

	Tests Taken	Tests Passed	Tests Failed	% Pass Rate
Final	0			

Social Studies 8-12 Pass Rates

Completion Year 2007

	Tests Taken	Tests Passed	Tests Failed	% Pass Rate
Final	5	4	1	80%

Completion Year 2006

	Tests Taken	Tests Passed	Tests Failed	% Pass Rate
Final	1	1	0	100%

Completion Year 2005

	Tests Taken	Tests Passed	Tests Failed	% Pass Rate
Final	1	1	0	100%

Assessment 2: Major Field Test (MFT)

The Major Field Test is a nationally-normed history examination developed and administered by the Educational Testing Service. It is designed to measure the basic knowledge and understanding achieved by senior undergraduates in their major field of study.

Candidates for the B.A in history are required to complete the MFT in history in order to be eligible for graduation. Students may take this test after completing all history requirements or in the semester immediately prior to graduation. The Angelo State History Department uses the scores from these examinations to evaluate the quality and effectiveness of its program.

The MFT addresses the following NCSS Thematic Standards: Culture and Cultural Diversity; Time Continuity, and Change; Individuals, Groups, and Institutions; Power, Authority, and Governance; Production, Distribution, and Consumption; Global Connections; and Civic Ideals and Practices. To a lesser extent it also addresses People, Places, and Environment and Science, Technology, and Society but not sufficiently to warrant its citation for these standards in Section III.

The questions in the examination cover topics in European, U.S., and world history (Africa, Asia, Latin America). Within these three major areas, questions may refer solely to either a single region of the world or a country. Other questions may deal with comparisons or interactions among regions and /or countries in different parts of the world. The test covers topics from prehistory to the present and from a wide variety of historical approaches. Questions cover the

full range of historical experiences, including the histories of women, ethnic groups, and minority groups.

The questions in the history test, regardless of geographical focus, cover the following types of history: cultural, diplomatic/military, economic, intellectual, political, and social. Cultural and intellectual history comprises 25-35% of the test; economic and social history comprises 35-45%; and political and diplomatic/military comprises 30-40%.

Cultural history examines the evolution of human values, attitudes, and beliefs over time. Topics include religious movements, education, literature and the arts, popular culture, and institutions such as museums, schools, and libraries engaged in the preservation and reproduction of particular value systems and identities.

Diplomatic /military history addresses such issues as relations among states and national groups as well as armed conflicts that have had significant historical impact. It also addresses the interaction between a state's domestic affairs and its foreign and military affairs.

Economic history addresses such issues as agriculture and industrial organization, the labor force, technology, trade, finance, economic theory, economic development, the distribution of wealth, and political economy.

Intellectual history examines philosophic, artistic, social, political, and scientific ideas, in addition to the thought of major intellectual figures. This category may also include questions about the ways in which ideas are perceived and diffused and the influence of ideas on institutions and events.

Political history addresses such issues as governmental decisions; the resolution of societal conflicts; the making of laws and public policy; the selection and conduct of national leaders; the origins, maintenance, and transformation of political institutions; and the distribution of power among and relations between various political constituents.

Social history addresses such topics as demography, migration, social welfare, living standards, working conditions, families, leisure and recreation, social classes and structures, and social interactions.

One may make three observations about the Angelo State MFT scores. The first is that except for one mean subscore in the first year reported here our history majors have consistently scored higher than the national mean for both total scores and the subscores in the three domains. The second is that no strong disparity of scores emerges among the three domains, indicating that our program appears to cover all three areas with approximately equal effectiveness and no significant weakness in one area as compared to others. The third is that for the three years reported the distinct trend in both our total scores and subscores is upward. At the same time, we have been adding more history majors, with the result that more than twice as many students took the exam in the most recent year reported as in the first year. We regard it as a sign of the strength of our program that we can increase the number of our students while producing an improvement in their performance.

These facts demonstrate our candidates' ability to meet the NCSS standards for certification in history in so far as content knowledge is concerned. They also demonstrate our candidates' ability to meet the NCSS standards for certification in social studies in so far as those standards apply to history content.

Attachment A: Description of the Assessment

The Major Field Test is a nationally-normed examination developed and administered by the Educational Testing Service. It covers three domains: European history, U.S. history, and African, Asian, and Latin American history. It is designed to measure the basic knowledge and understanding achieved by senior undergraduates in their major field of study. Each test is revised approximately every five years. The ETS states that it makes every effort to include questions that assess the most common and most important topics and skills within each major field of study.

The tests are designed to assess mastery of concepts, principles, and knowledge expected of students at the conclusion of an academic major in specific subject areas. In addition to factual knowledge, the tests evaluate students' abilities to analyze and solve problems, understand relationships, and interpret material.

ETS provides national comparative data from the tests so that participating colleges may judge how effective their academic programs are in relation to other programs.

All Major Field Tests are multiple-choice exams lasting two hours and are administered in a proctored environment.

The Major Field Test in history consists of about 160 multiple-choice questions, some of which may be grouped in sets and based on such materials as quotations, maps, graphs, diagrams, tables, cartoons, or artwork. The test takes into account the diversity of curricula and students' backgrounds. The questions are drawn from the courses of study most commonly offered in undergraduate programs.

The questions in the history test cover topics in European, U.S., and world history (Africa, Asia, Latin America). Within these three major areas, questions may refer solely to either a single region of the world or a country. Other questions may deal with comparisons or interactions among regions and /or countries in different parts of the world. The test covers topics from prehistory to the present and from a wide variety of historical approaches. Questions cover the full range of historical experiences, including the histories of women, ethnic groups, and minority groups.

The questions in the history test, regardless of geographical focus, cover the following types of history: cultural, diplomatic/military, economic, intellectual, political, and social. Cultural and intellectual history comprises 25-35% of the test; economic and social history comprises 35-45%; and political and diplomatic/military comprises 30-40%.

Cultural history examines the evolution of human values, attitudes, and beliefs over time. Topics include religious movements, education, literature and the arts, popular culture, and institutions such as museums, schools, and libraries engaged in the preservation and reproduction of particular value systems and identities.

Diplomatic /military history addresses such issues as relations among states and national groups as well as armed conflicts that have had significant historical impact. It also addresses the interaction between a state's domestic affairs and its foreign and military affairs.

Economic history addresses such issues as agriculture and industrial organization, the labor force, technology, trade, finance, economic theory, economic development, the distribution of wealth, and political economy.

Intellectual history examines philosophic, artistic, social, political, and scientific ideas, in addition to the thought of major intellectual figures. This category may also include questions about the ways in which ideas are perceived and diffused and the influence of ideas on institutions and events.

Political history addresses such issues as governmental decisions; the resolution of societal conflicts; the making of laws and public policy; the selection and conduct of national leaders; the origins, maintenance, and transformation of political institutions; and the distribution of power among and relations between various political constituents.

Social history addresses such topics as demography, migration, social welfare, living standards, working conditions, families, leisure and recreation, social classes and structures, and social interactions.

The history test is designed to measure the following abilities: knowledge of historical specifics; application of abstractions to historical particulars; historical thinking and understanding, including some attention to historiography; and analysis and evaluation of historical sources, including inferences that can be drawn from those sources.

Attachment B: Scoring Guide for the Assessment

Overall student scores are reported on a scale of 120-200; subscores are reported on a scale of 20-100.

Students are not required to achieve a minimum score in order to “pass.” The purpose of the MFT is, by examining student scores, to allow the history department to determine the effectiveness of its program and to identify the program’s strengths and weaknesses.

Attachment C: Assessment Data

Angelo State University History Student Scores

Academic Year	No. Examined	Total Mean Score	Subscore 1 Mean (U.S.)	Subscore 2 Mean (Europe)	Subscore 3 Mean (Africa, Asia, Latin America)
2006-2007	20	149	47	50	49
2005-2006	12	147	46	48	49
2004-2005	9	145.9	46.5	46.4	44.8

National Individual Student Scores*

Time Period	No. Examined	Total Mean Score	Subscore 1 Mean	Subscore 2 Mean	Subscore 3 Mean
Feb. 2003-Dec. 2006	5426	145	44.7	45.3	45.9

*This data is provided by ETS. It reflects the combined mean Major Field Test scores of 5426 students tested nationally between February 2003 and December 2006. The data is not entirely chronologically congruent with the Angelo State scores, but is the only comparative data available from ETS and does give some basis for comparison.

Note that the ETS data for both Angelo State and the nation-wide student population which we use for comparison is for all history majors and not just history certification students. ETS's computation of all mean data is done on the basis of all history students taking the test.

Assessment 3: Candidate Ability to Plan Instruction

In this assessment candidates demonstrate their ability to plan instruction through a variety of written assignments and a teaching demonstration.

This assessment aligns with the NCSS Thematic Standards for which it is cited in Section III in that that section stipulates that “candidates should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of” a particular topic or group of topics. By demonstrating their ability to plan instruction appropriately in this assessment, candidates complete one step in their fulfillment of the pedagogical aspect of the stipulation.

For both the secondary lesson plan rubric and the teaching demonstration rubric, no data were collected in the first two years of the study. In the final year of the study, when collection began at Angelo State, seven candidates undertook the work. Three of the seven achieved the highest possible level of competence and three reached the “satisfactory” or acceptable level. One student did not complete either assignment.

In reaching the levels of competence that they did, the six candidates completing the work provided the necessary evidence for meeting the NCSS standards.

Attachment A: Description of the Assessment

The measurement of a candidate's ability to plan instruction is assessed in the coursework and experiences of Ed 4322: Teaching Techniques in the Secondary School. Candidates complete a series of assignments designed to illustrate, develop, and implement plans for the delivery of instruction appropriate to secondary education content. Technology is utilized in the planning process with formats from Lesson Builder and TaskStream. Candidates also complete demonstration teaching with their peers.

Lesson Builder allows candidates to follow a flow chart to develop the lessons. Each lesson has three parts: Basic Information, Standards and Objectives, and Individual Plans for Instruction. The candidate follows a step-by-step process to plan lessons. The section on Basic Information includes subject and grade level, time frame for unit, unit title, lesson summaries, and notes related to the planning process. The second part of the plan focuses on Standards and Objectives and includes Texas Essential Knowledge and Skills (TEKS) appropriate to subject and grade level, student learning objectives for the unit lessons, and a description of instructional resources and materials. The third part addresses individual lessons and follows this format: introductory focus activity, procedure for presentation of lesson including student assessment, closure, assignments for students, and accommodations for differentiated instruction.

Additionally, the technology platform TaskStream provides another format for the development of instructional units and lessons. Candidates are required to subscribe to TaskStream and to utilize its format and resources. (This subscription continues through student teaching.) The structural format for lesson development using TaskStream is similar to Lesson Builder. Candidates are introduced to both formats.

Attachment B: Scoring Guide for the Assessment

Lesson plans and demonstration teaching are assessed with two levels of rubrics, one utilized to evaluate written units and lessons and one to evaluate demonstration teaching. The data generated from these experiences measures candidate proficiency in planning instruction. Examples of rubrics for lessons follow.

Candidates are expected to reach the “Satisfactory” (3) level to have demonstrated competence in planning instruction.

Secondary Lesson Plan Rubric

Levels	Unsatisfactory—1	Needs Improvement—2	Satisfactory—3	Exceeds Expectations--4
Criteria				
Submitted on time	More than three days late	One to two days late	Submitted on time	Submitted on time
Differentiated Instruction	No differentiation of instruction is mentioned.	Lesson plan includes minimal differentiated instruction, limited to either gifted students or students with special needs.	Lesson includes some differentiated instruction for gifted students and students with special needs.	Lesson clearly offers appropriate, creative, and well-integrated challenges for students of all levels, including gifted students and students with special needs
Instructional	Activities are	Activities relate	Activities relate	Activities

Activities	unrelated to objectives. Many activities are extraneous and irrelevant. No attempt is made to individualize activities for learning styles or strengths.	peripherally to objectives. Some activities are extraneous or irrelevant. Activities are not accessible to students with different learning styles and strengths.	to objectives. A few activities may be extraneous or irrelevant. Activities are accessible to students of more than one learning style or strength.	provide a logical path to meeting objectives. No activities are extraneous or irrelevant. Students of many learning styles and strengths can benefit from activities.
Teacher-Created Supporting Materials	No supporting materials are included.	Supporting materials and student handouts are messy, incomplete, and/or unappealing to students. Materials do no enhance lesson.	Supporting materials and student handouts are clear and complete. Materials enhance lesson.	Supporting materials and student handouts are clear, complete, and appealing to students. Materials enhance lesson significantly.
Resources	Many resources needed for lesson are not included in plan.	Some resources needed for this lesson are not included in plan.	Resources needed for this lesson are included in plan.	Resources needed for this lesson are included in plan, and notes about assembling materials, contacting outside guests, or locating additional resources are included as well.
Objectives	Objectives are missing, unclear, or are unrelated to standards.	Objectives do not provide a clear sense of what students will know and be able to do as a result of the lesson. Some of the objectives are related to standards.	Objectives provide some sense of what students will know and be able to do as a result of the lesson. Most of the objectives are related to standards.	Objectives provide a clear sense of what students will know and be able to do as a result of the lesson. All objectives are clearly and closely related to standards.
Standards	No standards are mentioned in lesson. Lesson is	Standards are alluded to in lesson, and lesson	Some relevant standards are referenced.	Key standards are referenced. Lesson is guided

	not related to standards.	is related to standards.	Lesson is influenced by standards. Too many or too few standards are included. (Lesson may name many standards instead of focusing on important, key standards; alternately, lesson may not name relevant key standards).	by standards.
Assessment	Assessment is unrelated to objectives and standards.	Assessment is somewhat related to objectives and standards. Assessment is not appropriate for all students' learning styles and strengths.	Assessment is related to objectives and standards. Assessment is less accessible for students with certain learning styles and strengths.	Assessment is directly related to objectives and standards. Assessment provides opportunities for students with varying learning styles and strengths to excel.
Mechanics	Spelling and grammar are unacceptable.	The lesson plan contains many spelling and grammatical errors.	The lesson plan contains few spelling and grammatical errors.	Spelling and grammar in lesson plan are flawless.
Grade Level Appropriateness	Objectives and activities are inappropriate for intended grade level.	Some but not all objectives and activities are appropriate for the intended grade level.	Most objectives and activities are appropriate for the intended grade level.	All objectives and activities are appropriate for the intended grade level.
Time Allotment	Objectives cannot be accomplished by most students in the time allotted.	Objectives may not all be accomplished by many students in the time allotted.	Objectives can be accomplished by almost all students in the time allotted.	Objective can be accomplished in the time allotted.

Secondary Teaching Demonstration Rubric

Levels	Try Again—1	Needs Work- Revise—2	Polish It—3	On Target—4
Criteria				
Instructional Activities	No activities	Lecture only	Activities relate to objectives.	Activities provide a logical path to meeting objectives. Age appropriate and address different levels of ability.
Teacher-Created Supporting Material	No supporting materials included.	Supporting materials and student handouts are messy, incomplete, and/or unappealing to students. Do not enhance lesson.	Supporting materials and student handouts are clear and complete. Materials enhance lesson.	Supporting materials and student handouts are clear, complete, and appealing to students. Materials enhance lesson significantly.
Objectives	Objectives are missing.	Objectives are not clearly stated or are not related to standards.	Objectives provide some sense of what students will know and be able to do as a result of the lesson.	Objectives clearly stated and provide a sense of what students will know and be able to do as a result of the lesson.
Focus/Entry Activity	No focus or entry activity.	Focus or entry activity not related to lesson or not appropriate. Does not get students ready to learn.	Focus or entry activity only partially effective.	Focus activity gets students attention. Age appropriate. Related to lesson or gets students ready to learn.
Content	Content not appropriate to grade or subject. No content included.	Content somewhat appropriate to grade and subject. Content not tied to objectives.	Content appropriate to grade and subject, but only loosely tied to objectives.	Content appropriate to grade and subject. Tied to objectives.
Closure	No closure. Lesson just ended.	Some closure attempted. Not effectively tied to content or objectives.	Closure appropriate to lesson. Not tied to or loosely tied to objectives.	Closure effective. Related to both content and objectives.
Presentational	Volume of voice	Some problems	Few problems	Vocal quality and

Style	inappropriate. No eye contact. No enthusiasm for subject. Major problems with content knowledge.	with volume and eye contact. Little enthusiasm for subject. Some problems with knowledge of content.	with vocal quality and eye contact. Held audience attention. Adequate knowledge of content.	eye contact appropriate. Obvious knowledge of subject and enthusiasm for topic.
Time Allotment	Objectives cannot be accomplished by most students in allotted time. Did not use time wisely. Lesson too long or too short.	Objectives only partially accomplished. Lesson did not fit time frame.	Objectives accomplished by almost all students in time frame. Good use of time.	Objectives are accomplished by all students in time frame. No wasted time.

Attachment C: Assessment Data

Secondary Lesson Plan

This data was not collected in 2004-2005 or 2005-2006. Collection was undertaken only in the last year of the study, 2006-2007.

Categories of evaluation are: Exceeds Expectations (4), Satisfactory (3), Needs Improvement (2), and Unsatisfactory (1). Candidates are expected to reach the “Satisfactory” level to have demonstrated competence in planning instruction.

In 2006-2007, a total of seven students undertook lesson planning for history or social studies certification. Three achieved a score of 4 and three achieved a score of 3. One student stopped attending class without dropping and did not complete the assignment.

Secondary Teaching Demonstration

This data was not collected in 2004-2005 or 2005-2006. Collection was undertaken only in the last year of the study, 2006-2007.

The categories of evaluation and scores are: On Target (4), Polish It (3), Needs Work-Revise (2), and Try Again (1). Candidates are expected to reach the Polish It (3) level to have shown competence in the teaching demonstration.

In 2006-2007, a total of seven students undertook the teaching demonstration for history or social studies certification. Three achieved a score of 4 and three achieved a score of 3. One student stopped attending class without dropping and did not complete the assignment.

Assessment 4: Evaluation of Student Teaching

Candidates are evaluated during student teaching using the INTASC (Interstate New Teacher Assessment and Support Consortium) standards for preparing and licensing new teachers. The standards describe what every beginning education professional should know and be able to do. The standards include knowledge, disposition, and performance statements representing a deep level of understanding and performance.

This assessment aligns with the NCSS Thematic Standards for which it is cited in Section III in that that section stipulates that “candidates should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of” a particular topic or group of topics. By demonstrating their ability to teach effectively in a classroom situation, candidates complete one step in their fulfillment of the pedagogical aspect of the stipulation.

For History 8-12 no data are available for 2004-2005. In the same category for 2005-2006, two students completed student teaching and both were rated “Proficient.” In the same category for 2006-2007, two students completed student teaching; one was rated “Proficient” and one “Distinguished.”

For Social Studies 8-12 no student undertook student teaching in 2004-2005. In the same category for 2005-2006, one student undertook student teaching and was rated “Basic.” In the same category for 2006-2007, five students undertook student teaching; two were rated “Proficient” and three were rated “Distinguished.”

Of the ten students in both History 8-12 and Social Studies 8-12, all therefore passed satisfactorily through student teaching, and only one received the lowest passing score of “Basic.” The other nine students were rated either “Proficient” or “Distinguished.” Three of the five in Social Studies during the last year of the study were rated with the highest score of “Distinguished.”

In reaching the levels of competence that they did, the ten candidates completing the work provided the necessary evidence for meeting the NCSS standards.

(Note: No student completed student teaching for Social Studies 4-8 during the years that we report here.)

Attachment A: Description of the Assessment

Candidates are evaluated during student teaching using the INTASC (Interstate New Teacher Assessment and Support Consortium) standards for preparing and licensing new teachers. The standards describe what every beginning education professional should know and be able to do. The standards include knowledge, disposition, and performance statements representing a deep level of understanding and performance.

The ten INTASC principles are:

Principle #1: The candidate understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle #2: The candidate understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

Principle #3: The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #4: The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle #5: The candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Principle #6: The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle #7: The candidate plans instruction based upon knowledge of subject matter, the community, and curriculum goals.

Principle #8: The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Principle #9: The candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Both formative and summative data are collected from candidates at decision points (benchmark conferences) throughout their student teaching experience. The INTASC standards are the guiding force behind these assessments.

While observing the candidate teaching, the cooperating teacher and the university supervisor use rubrics to describe actual levels of performance. The rubric descriptors (distinguished, proficient, basic, and unsatisfactory) provide for consistency and standardization in expectations for all student teachers regardless of their placement or circumstances.

To augment student teaching evaluation data, a discipline-specific content evaluation is conducted. The cooperating teacher completes an assessment of the candidate's proficiency in the content discipline. For history and social studies our program has adapted evaluations from Vanderbilt University to assess candidate proficiency in content aligned to the NCSS Standards and Themes. We began to collect this additional assessment data in the fall of 2007.

Additionally, candidates prepare a "best evidence" collection of artifacts demonstrating competence on the the standards. Candidates select artifacts for each INTASC principle

demonstrating skills or growth over the student teaching semester. Each artifact includes a reflection on why that piece was selected and how the piece shows growth or competence. The summative assessment of the candidate's student teaching experience incorporates evidence to determine the final evaluation.

Attachment B: Scoring Guide for the Assessment

Levels of performance on the INTASC standards are defined as follows:

Distinguished: The student teacher has demonstrated an exemplary ability to create a community of learners that has students highly motivated and engaged and assuming considerable responsibility for their own learning. *The student teacher has the potential to be an outstanding first-year teacher.*

Proficient: The student teacher clearly understands the concepts underlying the component and implements it well. This implementation is consistent and effective. *He/She demonstrates the likelihood of becoming an excellent teacher with more experience and mentoring.*

Basic: The student teacher appears to understand the concepts underlying the component and attempts to implement its elements. Implementation is intermittent and/or not entirely successful. Additional reading, observation, and experience (particularly supported by a mentor) may enable the teacher to become proficient in this area. *The student teacher will need significant guidance and ongoing skill development in order to be successful in the classroom.*

Unsatisfactory: The student teacher does not appear to understand the concepts underlying the component. Work on the fundamental practices associated with the elements is required to enable growth in this area. *Teacher certification will not be granted at this level.*

Attachment C: Assessment Data

Student Teaching Final Assessment Summary

Subject	Certificate Description	Student Teaching Year	Total No. Student Teachers	Unsatisfactory	Basic	Proficient	Distinguished
Social Studies	Social Studies 8-12	2006-2007	5	0	0	2	3
		2005-2006	1	0	1	0	0
		2004-2005	0				

History	History (8-12)	2006-2007	2	0	0	1	1
		2005-2006	2	0	0	2	0
		2004-2005	Unavail.	0	0	0	0

Note: No student completed student teaching for Social Studies 4-8 during the years that we report here.

Assessment 5: Candidate Impact on Student Learning

The current assessment of candidate impact on student learning is accomplished as a part of formative evaluation during student teaching. This amalgam of input draws on the candidate's ability to analyze his or her effectiveness in learner-centered instructional decisions. It consists of three parts, all integral to each other. The first part involves a classroom background study, focusing on demographics and the diversity of student needs. The second consists of candidate reflections and adjustments in instruction based upon the candidate's analysis of instructional effectiveness. The third part is a disaggregation of the evaluative information from INTASC principles 1, 3, 4, 8, and 9. Each of the ten INTASC principles contributes to both formative and summative evaluation of student teaching. However, numbers 1, 3, 4, 8, and 9 focus on the candidate's ability to analyze instructional effectiveness and decision-making.

This assessment aligns with the NCSS Thematic Standards for which it is cited in Section III in that that section stipulates that "candidates should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of" a particular topic or group of topics. By demonstrating their instructional effectiveness in a classroom setting, candidates complete one step in their fulfillment of the pedagogical aspect of the stipulation.

For History 8-12 no data are available for 2004-2005. In this category two students completed student teaching in 2005-2006, and two did the same in 2006-2007. The four students achieved an average rating of at least "Proficient" on all five of the INTASC principles, and on some principles the average was well above "Proficient."

For Social Studies 8-12 no student undertook student teaching in 2004-2005. One student did so in 2005-2006 and achieved a rating of "Basic." In the same category five students undertook student teaching in 2006-2007. Their average scores on four of the five INTASC principles was 2.6 and on the other 2.4. Thus, the five students on average scored well above "Proficient."

In reaching the levels of competence that they did, the ten candidates completing the work provided the necessary evidence for meeting the NCSS standards.

(Note: No student completed student teaching for Social Studies 4-8 during the years that we report here.)

Attachment A: Description of the Assessment

The current assessment of candidate impact on student learning is accomplished as a part of formative evaluation during student teaching. This amalgam of input draws on the candidate's ability to analyze his or her effectiveness in learner-centered instructional decisions. It consists of three parts, all integral to each other. The first part involves a classroom background study, focusing on demographics and the diversity of student needs. The second consists of candidate reflections and adjustments in instruction based upon the candidate's analysis of instructional effectiveness. The third part is a disaggregation of the evaluative information from INTASC principles 1, 3, 4, 8, and 9. Each of the ten INTASC principles contributes to both formative and summative evaluation of student teaching. However, numbers 1, 3, 4, 8, and 9 focus on the candidate's ability to analyze instructional effectiveness and decision-making.

Attachment B: Scoring Guide for the Assessment

Levels of performance on the INTASC standards are defined as follows:

Distinguished: The student teacher has demonstrated an exemplary ability to create a community of learners that has students highly motivated and engaged and assuming considerable responsibility for their own learning. *The student teacher has the potential to be an outstanding first-year teacher.*

Proficient: The student teacher clearly understands the concepts underlying the component and implements it well. This implementation is consistent and effective. *He/She demonstrates the likelihood of becoming an excellent teacher with more experience and mentoring.*

Basic: The student teacher appears to understand the concepts underlying the component and attempts to implement its elements. Implementation is intermittent and/or not entirely successful. Additional reading, observation, and experience (particularly supported by a mentor) may enable the teacher to become proficient in this area. *The student teacher will need significant guidance and ongoing skill development in order to be successful in the classroom.*

Unsatisfactory: The student teacher does not appear to understand the concepts underlying the component. Work on the fundamental practices associated with the elements is required to enable growth in this area. *Teacher certification will not be granted at this level.*

Rating Scale

3=Distinguished
2=Proficient
1=Basic
0=Unsatisfactory

The scores given in Attachment C, Assessment Data, represent the average scores of each group of candidates in any given year of a program.

Attachment C: Assessment Data

INTASC Principles

Principle #1: The student teacher understands the central concepts, tools, of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle #3: The student teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #4: The student teacher understands and uses a variety of instructional strategies to encourage students; development of critical thinking, problem solving, and performance skills.

Principle #8: The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Principle #9: The student teacher is a reflective practitioner who continually evaluates the effects of his/her choices on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Social Studies 8-12

Academic Year	No. of Student Teachers	Principle #1 Score	Principle #3 Score	Principle #4 Score	Principle #8 Score	Principle #9 Score
2006-2007	5	2.6	2.6	2.6	2.4	2.6
2005-2006	1	1	1	1	1	1
2004-2005	0					

History 8-12

Academic Year	No. of Student Teachers	Principle #1 Score	Principle #3 Score	Principle #4 Score	Principle #8 Score	Principle #9 Score
2006-2007	2	2	2.5	2.5	2	3
2005-2006	2	2.5	2	2.5	2	2
2004-2005	Unavailable					

Note: No student completed student teaching for Social Studies 4-8 during the years that we report here.

Assessment 6: History 4350: Senior Capstone Course

The sixth assessment is fulfillment of the requirements for History 4350: Themes in United States History. This is the capstone to the history program and provides an in-depth examination of fundamental themes of United States history for advanced students, usually seniors. The course is required of all students seeking secondary teacher certification in both history and history with a social studies composite teaching field.

The standards marked in this report's Section III (Standards Assessment Chart for Social Studies) for this assessment are culture and cultural diversity; time, continuity, and change; individuals, groups, and institutions; power, authority, and governance; global connections; and civic ideals and practices. The assessment addresses these standards in its examination of the following topics among others: constitutional and political development of the U.S. over time; the frontier experience and regional conflict; emigration and ethnicity; industrialization and urbanization; and the U.S. as a world power. This is accomplished through lectures, readings, annotated bibliographies, papers, and essay examinations.

The pass rates for the course for the three academic years recorded in the data are high: 90% for 2006-07, 87% for 2005-06, and 82% for 2004-05, indicating that in all years at least four-fifths of the students achieved the minimally required grade. Many students, of course, will have scored higher. These data indicate in turn that a high percentage of the students in the course in each year mastered the standards to which the assessment applies. Pass rates have improved with each successive year.

Attachment A: Description of the Assessment

The sixth assessment is fulfillment of the requirements for History 4350: Themes in United States History. This is the capstone to the history program and provides an in-depth examination of fundamental themes of United States history for advanced students, usually seniors. The course is required for all students seeking secondary teacher certification in both history and history with a social studies composite teaching field.

The standards marked in this report's Section III (Standards Assessment Chart for Social Studies) for this assessment are culture and cultural diversity; time, continuity, and change; individuals, groups, and institutions; power, authority, and governance; global connections; and civic ideals and practices. The assessment addresses these in its examination of the following topics among others: constitutional and political development of the U.S. over time; the frontier experience and regional conflict; emigration and ethnicity; industrialization and urbanization; and the U.S. as a world power. This is accomplished through lectures, readings, annotated bibliographies, papers, and essay examinations.

The goals of the course are to provide the students with a basic background in U.S. history; to help students acquire essential skills in historical methods; and to help students acquire the competencies required for the TEKS and the TExES. Lectures are interpretative of basic facts and place unfolding events within historical currents and watershed eras. Outside work acquaints students with writing academic exercises, compiling bibliographies, and learning the value of historiography.

Attachment B: Scoring Guide for the Assessment

In order to fulfill history program requirements, students must pass this course with a minimum of a “C” grade or 70% of the total points possible for all papers and exams. Grades are determined by adding up all the scores of the assigned work and examinations and determining the average. All exercises are of equal weight.

Attachment C: Assessment Data

Academic Year	No. Students Enrolled	No. Students Passed	Percentage Passed
2006-07	20	18	90%
2005-06	15	13	87%
2004-05	17	14	82%

Section V: Use of Assessment Results to Improve Candidate and Program Performance

It must be said at the outset that the results of our NCATE study will not result in any considerable change in how the Angelo State History Department approaches its teaching of history to either our certification students or our non-certification students. In so far as content education in history and geography is concerned, both kinds of students pass through virtually identical programs, and both attend the same classes. Our social studies composite certification students take additional social studies courses outside the History Department, but we anticipate no important changes in that aspect of the program either.

The chief conclusion that we have reached in this study is that those of our students who become public school teachers are leaving our program well prepared for the tasks ahead of them.

This is true with respect to both their content preparation and their pedagogical training. The History Department and the College of Education both feel that Angelo State already has a solid teacher education program in place. In both phases of the program there is a constant and continuous effort to improve in a general sense, but this is in the nature of ongoing adjustments to a program that is already well founded. The changes that we note below fall under the category of such adjustments.

The results of the key assessments show not only that our certification students, who make up about one-sixth of our department majors, are well qualified to enter the classroom but that their performance as it is measured during their preparation to be teachers is generally improving. On the TExES examination certification students in History 8-12 and Social Studies 4-8 achieved a 100% initial and final pass rate on the content exam in any of the three years covered by this study in which they took the exam. For Social Studies 8-12 only one student out of five did not pass at either the initial or final stage of the content exam. On the pedagogy and professional responsibility exam that comprises the second part of the TExES, Angelo State students in both the History 8-12 and the Social Studies 8-12 programs achieved a state-defined acceptable pass rate in all three years under review. In History 8-12 the pass rate was 100% in the two years in which students took exams. In Social Studies 8-12 our students achieved a 100% pass rate on the PPR in two of the three years and an 80% pass rate in one year.

Angelo State student scores on the Major Field Test in history were always higher than the national mean in total and in all three of the test's domains for all three years surveyed with the exception of one domain in the first year of the study. The clear tendency for both the total mean and the domain mean scores was towards improvement over the three years and towards higher performance above the national mean.

In our last measurement of content knowledge, the senior capstone course in U.S. history, a high pass rate of 82% was achieved in the first year, but scores continued to rise each year, so that 90% passed in the last year of the three years of assesement. The professor who teaches this course is a nationally noted scholar in ethnic studies who, let it be said, does not suffer fools gladly. Students who have passed the course have earned their grade.

Apart from the excellent scores on the PPR exam in the TExES battery, assessment results for the professional pedagogical preparation of our students are encouraging. None of our students who completed student teaching in either history or social studies during the three years examined had

an “Unsatisfactory” level of performance. Only one finished with a “Basic” level. All our other students finished with at least a “Proficient” level. In the last year of the study, three of our five student teachers in Social Studies 8-12 achieved a “Distinguished” rating. With respect to the student teacher’s impact on student learning, all our history and social studies candidates but one scored “Proficient” or higher on the five INTASC principles most critical to this particular assessment during the three-year study. In academic year 2006-2007, the average scores of the five student teachers in Social Studies 8-12 were much above the “Proficient” level for the five principles. These five students represented much the largest group in either history or social studies in any of the three years.

But although examination scores and assessments of pedagogical preparation tell us in a general way how our candidates might perform in the classroom in the future, such assessments are not specific enough to evaluate the students’ real ability to convey NCSS-based themes in history and social studies. One change, therefore, that the History Department has introduced as a result of the NCATE study is to ask our cooperating public school teachers to evaluate candidate proficiencies with a specific view to the NCSS standards. We intend to gather this information on a regular basis.

A second change that we have introduced at least in part because of the present study and the need to meet Texas state and NCSS standards more fully is the establishment of a “Geography for Educators” course, which all history and social studies certification students are required to take beginning in academic year 2007-08. This course is aimed directly at the goal of making our students better geography teachers in the classroom.

And third, again in part due to the general evaluation of our program in the NCATE process and in part due to our own felt professional responsibilities, our department is undertaking three initiatives for the improvement of the historical education of all our students, whether certification or non-certification. One is to create a tutoring program for the basic American history survey course, which all history majors must take. We have wanted to do this in the past, but could not for lack of graduate students. We are looking for ways to recruit more graduate students on general grounds and hope that there will be a sufficient number to serve as tutors.

The second initiative is to develop opportunities for our students for foreign study. Angelo State has several programs for summer foreign study, but none specifically in history. Our department has considerable expertise in Latin American, European, and Asian history; our students would profit from programs in foreign countries taught by our own faculty.

The third initiative is the one that holds the most immediate promise. It is to encourage professional participation by our undergraduates. We are actively seeking opportunities for our students to present papers at historical and geographical conferences. This department already has a record in this realm. At the 2008 national Phi Alpha Theta meeting, for example, four Angelo State history students gave papers. We intend that more be done along this line. Many opportunities exist for regional historical research particularly. We are also looking for ways to increase the number of student historical internships available locally. West Texas, a quite large piece of the American Southwest, has a rich historical tradition stretching back to the days of the Spanish Empire and not least a rich economic history. Endless topics offer themselves for student research, conference papers, and publication.

Our department believes that the NCSS standards and the Texas state standards both are good ones, and we believe that our students have learned on the basis of these standards. Our NCATE

study has revealed to us, however, that neither the Texas state standards nor our own program address NCSS standard IV, Individual Development and Identity.

The College of Education is not undertaking any changes in its program of pedagogical training as the result specifically of the results of this program report on history and social studies, though it constantly works to improve its program in general.