

2011-2012 APSU Teacher Unit

Annual Program Review

History Education 7-12

2011 History Education Program Review Committee:

Nancy Dye, Social Studies Coordinating Teacher, CMCSS
Stacie Dunn, Social Studies Teacher, Rossvie High School, CMCSS
James Ferebee, Social Studies Teacher, Kenwood Middle School, CMCSS
Danny Gilkey, retired principal, Hopkinsville Middle School, Christian County Schools,
Hopkinsville, KY and Instructor of History, APSU
Michael Moseley, Assistant Principal, West Creek Middle School, CMCSS
Janice Scott, White House Heritage School, Robertson County Schools
Dewey Browder, Chair and Professor of History, Department of History and Philosophy,
APSU
Michèle Butts, Professor of History and Secondary Social Studies Advisor, Department
of History and Philosophy, APSU

Program Description:

In preparing students to teach both United States and World History and the Social Studies in middle school and high school, the History Education Program requires a broad background in the Social Studies, a major in History, and a concentration in Economics, Geography, or Political Science. Completing introductory courses in Macroeconomics, World Geography, and American National Government grounds the teacher candidates in the Social Studies. The History major consists of American History I and II; World History I and II; eighteen hours of upper division U.S. and World History courses; a middle school methods course; and a high school methods course. In addition, teacher candidates in this program complete one concentration of at least six hours in directed Economics, Geography, or Political Science courses. Candidates in this program also complete the Professional Education minor.

Changes in the Program:

No major changes were made in the History Education 7-12 program in 2011-2012. An additional course on Jacksonian America will be added to the recommended courses in United States History upon approval by the Curriculum Committee and the Academic Council for next academic year. Changes in content, however, will be made within the Methods courses HIST 4410 and HIST 4950/5950 based upon the recommendations of the APSU History Education Program Review Committee. These mainly address the deconstruction and development of objectives and activities related to the Common Core Standards being adopted statewide. These additions are being implemented within the Methods courses this academic year.

Program Strengths:

History Education candidates display their greatest strength in command of their content. The program directs students to complete broad upper division courses to provide the greatest coverage of History and to devote nine upper division hours of coursework to U.S. History and nine upper division hours to World History. To prepare History majors for both the PRAXIS II and the ACAT Exams, the department continues to provide review sessions each semester. The success of these measures is demonstrated by the high scores of History Education teacher candidates on the PRAXIS II Exam in U.S. and World History. Fifteen of the sixteen licensees passed their PRAXIS II on the first attempt.

In regard to their clinical performance, History Education students believe they are well prepared in most areas from developing objectives to reflection and demonstrating caring and respect. History 4410 Teaching History in the Middle School and History 4950 Teaching Social Studies in the Secondary Schools (high school level) methods courses emphasize developing teaching units; lesson planning and modification for diverse populations including English Language Learners; evaluating and assessing student learning; individualizing instruction; engaging students through a variety of teaching strategies; teaching critical thinking, reading in the Social Studies, and affective strategies; using technology to enhance instruction; and creating and managing the classroom environment. Their Clinical Supervisors agree that these students are well prepared for professional positions and awarded the group nearly perfect scores in nineteen areas.

Program Weaknesses:

Although History Education course requirements are well-balanced, access can affect individual students' content preparation and performances on the PRAXIS II and ACAT Examinations. Because of the limited number of historians in the Department of History and Philosophy, upper division courses recommended in the program are offered only once a year or every other year in a campus classroom. Some are always available either online or in a campus classroom. This situation frequently leaves History Education students little choice but to take other upper division courses which are narrower in scope than those recommended on the program guide. For example, History 4750 American Economic History is highly recommended by the History Education Program Review Committee, but only one professor is qualified to teach the course, which he offers once a year in the Fall semester. In compliance with Department policy based on principles of pedagogy, upper division course sections are limited in enrollment. Consequently, not all History Education students are able to enroll in the course.

Assessment of Candidates:

Assessment of individual History Education students' performances, with a few exceptions, generally reflects the group's fine performance as a whole. As cited above, History Education candidates overall believe they are well prepared to enter their profession, and this is clearly true of the majority. Their Clinical Supervisors found much to praise, and only five to eight professional areas appear to need significant attention and plans for improvement.

History Education program completers in 2011-2012 were academically strong. Fifteen of the sixteen students passed the PRAXIS II in World & U.S. History on their first attempt. One student passed with a score of 188 (136 required), and another scored 181. A score of 143 was the lowest, with a corresponding ACAT score of 382 (500). Examination of the candidates' GPA's, PRAXIS II scores, and ACAT scores indicates definite areas of weakness in preparation or retention of content information. The Department provides two weeks of review sessions before the exams, but attendance is entirely voluntary. Access to courses may be an issue.

History Education Program Completers 2011-2012

<u>GPA</u>	<u>PRAXIS II</u>	<u>ACAT</u>	<u>Weak Areas</u>
1. 3.39	158	590	Early Modern Europe
2. 3.03	158	321	All
3. 2.85	151	564	U.S. 1820-90/90-1940
4. 2.81	148	494	U.S. 1820-90/90-1940 Early Modern Europe
5. 2.90	174	593	Modern Europe
6. 3.60	181	502	U.S. 1820-90/ Early and Modern Europe
7. 3.60	159	517	All U.S.
8. 3.55	170	NA	
9. 3.08	158	MAT Student	
10. 3.37	141	491	(Political Science)
11. 3.94	188	688	None
12. 3.35	160	463	U.S. 1890-1940/ 1940+ Early & Modern Europe
13. 3.24	145	470	All but U.S. 1763-1820
14. 3.17	143	382	All but U.S. 1890-1940
15. 3.50	158	369	All
16. 3.46	163	605	Only U.S. 1890-1940

In professional terms, these students feel well prepared to take charge of their own classrooms. They are confident that they can establish appropriate goals and objectives; develop

goals and objectives that address students' needs and thinking processes; design instruction that encourages thinking, problem-solving, and decision-making; demonstrate a thorough understanding of content; collaborate with colleagues and administrators; use technology to enhance student learning; follow school policies; organize and maintain student records; demonstrate effective verbal and non-verbal communication; and design appropriate, grammatically correct, and logically organized communication. Areas in which they feel inadequately prepared include: interpreting and using assessment data; creating lesson plans that address the needs of students with diverse cultural and language backgrounds and different learning needs; creating a professional development plan to improve performance and expand teaching repertoire; maintaining accurate, up-to-date records; organizing, preparing, and monitoring group work; linking learning with students' prior knowledge; and gathering student information.

Clinical Supervisors of History Education students rate them quite highly. These students received very high scores in nineteen areas of professional performance. Nevertheless, their supervisors identified eight areas in which the students needed improvement: modeling, varieties of thinking, varied and high quality questioning, creative thinking, processing information, differentiating instruction, planning for diverse learners, and use of achievement data to design instruction. Overall, this group scored 89 percent on all seven standards in their Milestone IV Portfolio Reviews.

Despite this fine performance by the 2011-2012 candidates, current History Education students still struggle to pass Milestone II. Only 50 percent of these students passed Milestone II in the Fall of 2011. Particularly troubling is the fact that female and minority students are the ones failing to complete the Milestone. In the past male as well as minority students have had greater difficulty meeting Milestone II requirements. As the program has increased its diversity and produced three African American licensees in the past year, recurring questions remain as to why these particular students continue to struggle to meet the Milestones and standards. Financial limitations make it difficult for some students to afford the PRAXIS I Exam. Advisors recommend possible sources of aid, but students must find their own solutions. Low GPA's are the most common issue for these students. The History and Philosophy Department continues to study these students' circumstances and records to discover how the department can assist them in achieving their academic goals. Many History Education students are non-traditional; they have spent years in the military, in the workplace, or at home with small children. Some suffer from their poor academic performance when they first entered the university; the fine work done in their upper division History, Education, and concentration courses cannot offset their lower division course performances as they acquired their academic "sea legs."

While there is much to indicate the History Education program's effectiveness in producing well qualified beginning professionals, the Department of History and Philosophy continually strives for improvement. Methods course instructors will incorporate more practice and demonstration of modeling, varieties of thinking, varied and high quality questioning, creative thinking, processing information, differentiating instruction, planning for diverse learners, organizing group work, use of achievement data to design instruction, developing behavioral objectives to fulfill Common Core Standards, and developing higher order test questions. They will also address the TEAM rubric. This year History 4950 is adding a

Professional Development Plan as a Key Assessment in that course. The department continues to request additional faculty lines to broaden and increase course offerings, but Academic Affairs weighs personnel needs across the university and determines how additional faculty lines will be allocated. The department ordered one ARGOS survey of the final grades of female and minority students in History courses last academic year cross-referenced with these students' final grades in English 1020, and another pulling information on all History majors to see whether these students' difficulties might lie in content retention or writing skills. This data is being analyzed to determine our students' academic needs and to ascertain how the department can address them. The Department of History and Philosophy is seeking to recruit more female and minority students and to develop more effective support measures ensuring these students' academic success.

Assessment of Program Operations:

With their limited faculty, the Department of History and Philosophy offers a good variety of content and skill development courses. The History Education program recommends fourteen broad upper division United States History courses and eleven broad upper division World History courses that History Education students may choose in completing their content preparation. Because a Modern Europe course is recommended for History Education majors, both Modern Europe courses are offered each academic year, either online or on campus. One of the required methods courses is offered each semester: History 4950/5950 in the Fall and History 4410 in the Spring. Although the History Education advisors have counseled their students consistently well, advisement for the program is being consolidated into the hands of the Secondary Social Studies Coordinator to eliminate communication gaps and to ensure each History Education student receives "up-to-the-minute" effective advisement.

Summary of Proposed Changes:

In consultation with the History Education Program Review Committee, the Department of History and Philosophy is moving to incorporate the following recommendations:

1. Additions to content in the Methods courses:
 - (a) deconstruction and incorporation of the Common Core Standards
 - (b) use of "clear targets" for every lesson ("I can" statements)
 - (c) use of primary and secondary sources in reading and writing assignments
 - (d) development of high level text-based questions
 - (e) Balanced Assessment: writing the test first
 - (f) development of more effective multiple choice questions
 - (g) Instructional Core: development of challenging, standards-based tasks
 - (h) TEAM rubric in Instruction, Planning, Environment, and Professionalism
2. Improve History Education students' knowledge of Geography
3. Add "Jacksonian America" to the recommended U.S. History courses in the program guide upon approval by the Curriculum Committee and Academic Council

Assessment System:

Data provided by the College of Education is very useful in assessing the effectiveness of the History Education program. The surveys of program completers and their university supervisors especially reveal significant areas of strength and weakness that the department can address. It would be useful to know how History, Economics, Geography, and Political Science classroom teachers view History Education students' readiness to conduct real classrooms and fulfill the duties and responsibilities of professional educators.