Program Report Format
Program Annual Report for 2007-2010
ESU Revised Version 4/6/10

(MASTER OF ARTS IN TEACHING SOCIAL SCIENCES)

Kansas State Department of Education

COVER SHEET

Institution: Emporia State University

Accredited By: ☒ KSDE ☒ NCATE

Date Submitted: August 5, 2010

Name of Preparer(s): Darla J. Mallein

Unit Head Name: Phillip Bennett

Unit Head Phone Number: 620-341-5367 Unit Head Email: pbennett@emporia.edu

Level of the Program: ☐ Initial ☒ Advanced

Grade levels for which candidates are being prepared:
☐ K-6 ☐ 5-9 ☒ 6-12 ☐ K-12

Is this program being offered at more than one site? ☐ Yes ☒ No

If yes, please list the sites at which the program is offered:

Program Report Status:

☐ New Program ☒ Continued Program ☐ Dormant Program

(NEW PROGRAMS MUST SUBMIT SYLLABI)

A PROGRAM WILL NOT BE RECOMMENDED FOR FULL APPROVAL IF IT MEETS FEWER THAN 75% OF THE STANDARDS.
GENERAL DIRECTIONS

The following directions are designed to assist institutions as they complete this program report. To complete the report, institutions must provide data from multiple assessments that, taken as a whole, will demonstrate candidate mastery of the Kansas standards. These data will also be used to answer the following questions. Reviewers expect these prompts to be answered by the report.

- Have candidates mastered the necessary knowledge for the subjects they will teach or the jobs they will perform?
- Do candidates meet state licensure requirements?
- Do candidates understand teaching and learning and can they plan their teaching?
- Can candidates apply their knowledge in classrooms and schools?
- Are candidates effective in promoting student learning?

To that end, the program report form includes the following sections:

I. **Contextual Information** – provides the opportunity for institutions to present general information to help reviewers understand the program.

II. **Assessments and Related Data** – provides the opportunity for institutions to submit multiple assessments, scoring guides or criteria, and assessment data as evidence that standards are being met.

III. **Standards Assessment Chart** – provides the opportunity for institutions to indicate which of the assessments are being used to determine if candidates meet program standards.

IV. **Evidence for Meeting Standards** – provides the opportunity for institutions to discuss the assessments and assessment data in terms of standards.

V. **Use of Assessment Results to Improve Candidate and Program Performance** – provides the opportunity for institutions to indicate how faculty are using the data from assessments to improve candidate performance and the program, as it relates to content knowledge; pedagogical and professional knowledge, and skills; and effects on student learning.

Page limits are specified for each of the narrative responses required in Sections IV and V of the report, with each page approximately equivalent to one text page of single-spaced, 12-point type. Each attachment required in Sections I and IV of the report should be kept to a maximum of five text pages. Although attachments longer than five pages will be accepted electronically, staff will require institutions to revise reports submitted with lengthy attachments.

Except for the required attachments, institutional responses can be entered directly onto the form. Specific directions are included at the beginning of each section.
SECTION I—CONTEXT

Complete the following contextual information:

1. A program of study that outlines the courses and experiences required for all candidates to complete the program. The program of study must include course titles and hours of credit per course. (This information may be provided as an attachment from the college catalog or as a student advisement sheet—maximum of five text pages.) NEW PROGRAMS MUST SUBMIT SYLLABI IN THE DOCUMENT WAREHOUSE AND IN A FOLDER ON THE CD.

2. Chart with the number of candidates and completers. (Title-Chart with Candidate Information) Limit of 6 pages, not including the charts.

1. Program of Study:

Provide the following contextual information:

- Description of the relationship of the program to the unit’s conceptual framework.

The Teachers College Conceptual Framework reflects the philosophy that for educators to help all students learn, they must have a command of content, critical ideas and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. The candidate preparing for a career in education is immersed in an academic milieu that values a number of tenets the faculty believe to be essential for the professional development and growth of teachers, other school personnel, and others in the helping professions: especially, the value of diversity; the relevance of authentic assessment; the essentials of professionalism; the importance of collaboration; the value of leadership; the significance of access to information; the usefulness of appropriate technology, and the power of reflection. ESU’s professional education programs offered through The Teachers College are devoted to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice begin their professional lives as professional educators.

The unit embraces the idea that while successful professional educators can be highly effective in different ways, common proficiencies draw on shared understanding of how to foster student learning. The Conceptual Framework identifies six proficiencies resulting from this shared understanding. Specifically, the Professional provides service to society, applies interdisciplinary scholarly knowledge, engages in effective practice, responds to uncertainty and change, relies on self-reflection, and belongs to a professional community.

From beginning to end, Candidates enrolled in the Master of Arts in Teaching Social Sciences program are encouraged to strengthen and reflect upon their role as the Professional. For example:

a. When applying for admission to the program, Candidates must be reflective when they identify their goals for completing the program and how it will help them become the Professional who is a critical thinker, creative planner, and effective practitioner as described in the Teachers College mission statement.

b. Throughout the program, Candidates are required to take both content and pedagogy courses. These classes require Candidates to demonstrate their ability to integrate and use concepts from their general, content, and professional studies in the classroom setting as well as demonstrate their ability to incorporate theory, research, and practice when planning lessons that will help all students learn. For example, the SS 740 Advanced Methods for Teaching Social Studies course requires Candidates to conduct a mini-teach for their peers that demonstrates a research-based strategy, plus, they must also
create a lesson plan that incorporates several research-based strategies accompanied by rationale statements that explain the research that supports their selection of strategies. Candidates are also required to take a technology course so they can learn and apply current technology-based theories and practice to their classrooms. The content courses in the MAT program help Candidates not only expand their content knowledge but also hone their critical thinking and writing skills with book reviews and research papers.

c. At the end of the program, Candidates are required to complete the culminating MAT project in which they must demonstrate their content knowledge, critical thinking skills, and writing skills when discussing a social science-related topic of their choice in the content portion of the MAT project and then demonstrate their pedagogical knowledge and skills when creating a unit plan that can be used to teach their 6-12 students the historical topic in the pedagogical portion of the project. Their practitioners’ skills are tested during their oral defense when Candidates have to answer questions about content and pedagogy from their committee members.

d. Upon completion of the program, Candidates are required to compile a portfolio that showcases their professional development throughout the MAT program. The portfolio includes a reflective essay in which Candidates must explain and provide specific examples of how their coursework and assignments fit the goals of the conceptual framework and improved their role as the Professional.

Program Requirements:
The 36 required hours* are distributed as follows: 
12 hours either in one Social Science subject area or 6 hours in each of two areas that will be designated as an area(s) of concentration. These concentration area(s) include the following subject areas contained within our department: American history, world history, geography, or political science.

3 hours in each of two areas other than areas of concentration (for a total of 6 hours). These hours can include graduate level courses from economics or sociology as well as the social science disciplines listed above that were not selected as the area(s) of concentration. (Please note that these six subject areas coordinate with the subject areas covered by the 6-12 History/ Government teaching license in the state of Kansas.)

6 hours in any of the Social Sciences or, with approval of the MAT adviser, 6 hours in a second teaching field outside of the Social Sciences

*Please note: The major selling point of our MAT program is that Candidates have the freedom to select any social science courses numbered 500 or above to fulfill the 24 hours of content requirements. Since most of our Candidates select an area of concentration that matches what they are currently teaching, the Candidates are able to select courses that cover topics they teach in their 5-12 classrooms. To fulfill the “6 hours in any of the Social Sciences,” many Candidates also select courses from their area of concentration so they can end up with a total of 18 hours in that subject area. Some Candidates opt to select an area of concentration in a subject area they hope to be able to teach when an opening comes up in their building, such as an AP course or a course offered as dual credit with a junior college. Regardless, the Candidates’ appreciation of being able to choose their own courses rather than being forced to take a slate of required courses is often reflected in the required Mat Portfolio reflective essay as well as annual surveys and exit surveys conducted by the Social Sciences department.

3 hours in SS 740, Advanced Methods for Teaching Social Sciences – This is the graduate level methods course for MAT Candidates.

3 hours in SS 842, Master’s Project – Candidates conduct research and write a research paper on a topic of their choice and then create a pedagogical project that can be conducted in an educational setting. It is similar to a thesis, but not as formal.
6 hours from the Teachers College which includes:

- 3 hours in ED 865 Advanced Theory and Practice in Teaching
- 3 hours in IT 700 Foundations of Instructional Technology (or an approved course)

*At least 22 hours must be earned in courses numbered 700 and above.

Candidates must obtain approval from the MAT program director before enrolling in, adding, dropping, or withdrawing from classes each semester. They must also obtain approval from the MAT director before enrolling in independent studies or courses outside of the department.

**Graduation Requirements:**
All graduate courses used to meet the program requirements for the MAT in Social Sciences must result in a B- grade or higher or a P.

Candidates must successfully complete the MAT project with a minimum grade of B- or higher.

Candidates must successfully defend their MAT project in an oral defense with a 2/3 affirmative vote of the three-member committee.

Candidates must complete a portfolio that demonstrates how the MAT program has helped the Candidate improve his/her skills as a critical thinker, creative planner, and effective practitioner.

- **Indication of the program’s unique set of program assessments and their relationship of the program’s assessments to the unit’s assessment system.**

The unit’s assessment system for advanced programs consists of four decision points.

**Decision Point 1: Admission to Program of Study**
Upon satisfactory fulfillment of the admission criteria including completed Graduate School application; an undergraduate GPA of at least 3.0 in last 60 hours of undergraduate course work or at least 2.5 overall GPA; at least a 3.0 GPA in social science coursework, and successful completion of at least six hours, the Candidate will be admitted to a program of study for Master of Arts in Teaching Social Sciences. Admission to a program of study is the formal approval by a department for pursuit of a graduate degree or program after it is determined that all specified admission criteria have been met. Candidates are expected to continuously demonstrate personal characteristics appropriate to the profession.

**Decision Point 2: Admission to Field Experience**
The field experience for the MAT program is the MAT project, which includes a research paper on a social science topic and a unit plan created to teach that topic to students in the appropriate 5-12 classroom. Before permission can be granted to complete the advanced level field experience, Candidates must have successfully completed at least 30 hours of required coursework, earned a grade of at least a “B” in each course or a GPA of at least 3.0, completed the required technology course, and gained approval of MAT project committee.

**Decision Point 3: Completion of Field Experience**
Candidates must successfully complete their field experiences before being assessed for program completion. In the MAT program, the Field Experience is the MAT project that combines a research paper and a unit plan on a social science topic of the Candidate’s choice. Candidates present their completed MAT project to a panel of three professors. During this oral exam, Candidates discuss their topic, arguments, and sources used as well as their unit plan and the research that supports the strategies and activities they selected to teach the topic. Candidates must receive a minimum grade of B on the
MAT project before being allowed to proceed to program completion decision point.  

**Decision Point 4: Program Completion**

All advanced candidates must demonstrate a practical knowledge, grounded in theory, of key concepts and skills included in the curriculum pertinent to their field of study. Program completion requires completion of all content and pedagogical coursework with a GPA of at least 3.0, completion of departmental requirements, successful completion of the field experience activity, and completion of all degree/program requirements (portfolio).

- **Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program.**

**Admission Requirements for the MAT: The following are minimum requirements:**

- Completion of a Bachelor's Degree from an accredited college or university with an overall GPA of not less than 2.5 in last 60 hours

- Grade point average of not less than 3.0 in social science courses which apply to social science teaching fields (GPA less than 3.0 may result in probationary admission to MAT program, as described below)

- License to teach in the secondary Social Sciences (or have completed all the requirements for post-baccalaureate licensure in the middle or secondary Social Sciences).

Candidates are also required to submit a Statement of Purpose that explains how the MAT can develop their skills as The Professional Educator, two letters of recommendation from employers or university professors, and a sample daily lesson plan that includes standards, objectives, procedures (activities), assessments, and a rationale.

**Admission Decisions:**
The MAT program director will evaluate all application packets on the basis of each Candidate's capacity for advanced study in the teaching of social studies. **Candidates may be admitted according to the following status:**

- **Accepted:** no restrictions.

- **Accepted Conditionally:** used for graduating seniors who must obtain a Bachelor's degree and licensure before admission and/or used for students in process of completing post-baccalaureate licensure. Their final GPA must be evaluated, and if necessary, they will be admitted on a probationary basis.

- **Accepted with Probationary Requirements:** Candidates must achieve a 3.0 GPA in their first 6 or 9 hours of study, the number to be determined by MAT program director.

**Satisfactory Progress and Degree Candidacy:**
After Candidates have completed a minimum of 6 hours of graduate study, the MAT program director will determine if they are making satisfactory progress so that conditional or probationary status (if any) can be repealed and MAT candidacy granted or denied.

Satisfactory progress entails a minimum GPA of 3.0. Candidates who are not making satisfactory progress will be informed by the MAT program director in writing that they must achieve a minimum GPA of 3.0 in coursework taken over the next semester or they will be denied candidacy and asked to terminate their graduate study.
If degree candidacy can be granted, the MAT program director and the Candidate will complete a degree plan, which the MAT program director will file with the Graduate Office. This degree plan must be filed at least two semesters prior to graduation date.

- Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

The Master of Arts in Teaching Social Sciences is not a licensure program. Therefore, no field experience such a student teaching or an internship is required.

\[1\] KSDE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program’s requirements.

\[2\] This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under KSDE/NCATE Standard 2.
2. Chart with Candidate Information:

**Directions:** Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Please report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master’s, doctorate) being addressed in this report.

<table>
<thead>
<tr>
<th>Program (initial): (insert name of program)</th>
<th>Academic Year</th>
<th># of Candidates Enrolled in the Program</th>
<th># of Program Completers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2007-2008</td>
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<tr>
<td></td>
<td>2008-2009</td>
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<td></td>
<td>2009-2010</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Program (alternative): (insert name of program)</th>
<th>Academic Year</th>
<th># of Candidates Enrolled in the Program</th>
<th># of Program Completers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2007-2008</td>
<td></td>
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<tr>
<td></td>
<td>2008-2009</td>
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<tr>
<td></td>
<td>2009-2010</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Program: Master or Arts in Teaching Social Sciences**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># of Candidates Enrolled in the Program</th>
<th># of Program Completers</th>
<th>Master’s/Ed. Specialist/Doctoral</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>16</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>2008-2009</td>
<td>21</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>2009-2010</td>
<td>23</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

3. An enrolled candidate is officially admitted to the program.
4. KSDE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program’s requirements.
SECTION II—ASSESSMENTS AND RELATED DATA

In this section, list the multiple assessments that are being submitted as evidence for meeting the Kansas standards for this content area. All programs must provide a **minimum of six assessments, maximum of eight assessments**; assessments #1-6 are required for all programs. For each assessment, indicate the type or form of the assessment and when it is required/administered in the program.

Include an updated Assessments Chart in the format shown below.

<table>
<thead>
<tr>
<th>Name of Assessment (^5)</th>
<th>Type or form of Assessment (^6)</th>
<th>When the Assessment Is Required/ Administered (^7)</th>
</tr>
</thead>
</table>
| 1. [Licensure assessment, or other content-based assessment] \(^8\)  
  * (Required)  
  a. Praxis II  
  b. PLT | Not Applicable to MAT Program as it is not a licensure program. | NA |
| 2. [Assessment of candidate ability to plan instruction]  
  * (Required) | Type 1: MAT Project Scoring Guide (rubric) | During final semester of program |
| 3. [Assessment of clinical experience] \(^9\)  
  * (Required)  
  MAT Project: Section I (Content), Section 2 (Pedagogy), and Section 3 (Oral Defense) | Type 1: MAT Project Scoring Guide (rubric) | During final semester of program |
| 4. [Assessment of candidate effect on student learning]  
  * (Required)  
  MAT Portfolio Section III: Self-Reflective Essay on Impact of MAT Program on Candidates and Student Learning | Type 4: MAT Portfolio Analysis Scoring Guide (rubric) | Upon conclusion of final semester of program |

*Required Assessments

\(^{5}\)Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

\(^{6}\)Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, portfolio).

\(^{7}\)Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and number], or completion of the program).
Assessment #1a Praxis II sub-score data may be used as an assessment for meeting content standards. A data table for Praxis II content test and a data table for sub-score data must be submitted but a rubric is not required.

Clinical experience includes practica, student teaching and internships.

<table>
<thead>
<tr>
<th>5.</th>
<th>[Content-based assessment]</th>
<th>MAT Project Section 1: Content</th>
<th>Type 1: MAT Project Scoring Guide (rubric)</th>
<th>During final semester of program</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>[Content-based assessment (Required)]</td>
<td>MAT Portfolio Section 1B: Improved Content Knowledge</td>
<td>Type 4: MAT Portfolio Analysis Scoring Guide (rubric)</td>
<td>Upon conclusion of final semester of program</td>
</tr>
<tr>
<td>7.</td>
<td>[Additional assessment that addresses Kansas content standards ]</td>
<td>MAT Portfolio Section IC: Integration of Social Sciences</td>
<td>Type 4: MAT Portfolio Analysis Scoring Guide (rubric)</td>
<td>Upon conclusion of final semester of program</td>
</tr>
<tr>
<td>8.</td>
<td>[Additional assessment that addresses Kansas content standards ]</td>
<td>MAT Portfolio Section II: Technology Project</td>
<td>Type 4: MAT Portfolio Analysis Scoring Guide (rubric)</td>
<td>Upon conclusion of final semester of program</td>
</tr>
</tbody>
</table>

*Required Assessments

10. Course grades-based assessments can only be used for Assessment 5.
For each Kansas standard on the chart below, identify the assessment(s) in Section II that address each standard. **One assessment may apply to multiple Kansas standards.** In Section IV you will describe these assessments in greater detail and summarize and analyze candidate results to document that a majority of your candidates are meeting Kansas standards. To save space, the knowledge and performance indicators of the Kansas standards are not identified here, but are available at – [www.ksde.org](http://www.ksde.org). The full set of standards provides more specific information about what should be assessed. **Please include information on assessments used for PreK if this is an all-level program.**

<table>
<thead>
<tr>
<th>Emporia State University Social Sciences Department Standards for Master of Arts in Teaching Social Science (Please note: There are no state standards for this non-licensure program).</th>
<th>APPLICABLE ASSESSMENTS FROM SECTION II</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 1:</strong> To improve teaching through mastery of content in one or more of the social science disciplines: American history, world history, geography, and political science.</td>
<td>5, 6</td>
</tr>
<tr>
<td><strong>Standard 2:</strong> To develop a familiarity with content of additional social sciences disciplines outside of area of concentration and the integration of these disciplines with selected area of concentration.</td>
<td>7</td>
</tr>
<tr>
<td><strong>Standard 3:</strong> To help impact student learning through the Candidate’s mastery of social sciences teaching methods and skills. These methods and skills include the use of current research-based techniques and strategies as well as the ability to align current state curriculum standards to daily lesson plans/unit plans.</td>
<td>2, 4</td>
</tr>
<tr>
<td><strong>Standard 4:</strong> To promote the integration of technology and current technological advances and methodologies into the social studies classroom.</td>
<td>8</td>
</tr>
<tr>
<td><strong>Standard 5:</strong> To develop Candidates’ skills as the Professional: Critical Thinker, Creative Planner, and Effective Practitioner as outlined in Teachers College Mission Statement.</td>
<td>3, 4</td>
</tr>
</tbody>
</table>
SECTION IV—EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: Information on the multiple assessments listed in Section II and the data findings must be reported in this section. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards.

For each assessment, the evidence for meeting standards should include the following information:

- A brief description of the assessment, project, portfolio and its use in the program. Explain specificity of the assessment to the standard/s. An assessment may assess several standards at the same time;
- The alignment of the assessment with the specific KSDE standards addressed by the assessment, as they are identified in Section III;
- A brief summary of the data findings;
- An interpretation of how that data provides evidence for meeting standards.

The response to each assessment is limited to the equivalent of two text pages.

For each assessment listed, you will need to attach the following:

- Scoring guides, criteria or rubric (specific to content of standard/s) used to score candidate responses on the assessment;
- A table (include # of candidates) with the aggregated results of the assessment providing, where possible, data for at least the most recent three years. Data should be organized according to the categories used in the rubrics/scoring guide/criteria. Provide the percentage of candidates achieving at each category.

For each assessment #1a (sub-score data) and assessment #5 (course grades-based assessment), you will include the following information:

- Praxis II sub-score data tables must be clearly labeled to indicate alignment with the standard it is assessing. Section IV narrative must clearly show alignment of sub-score data to the standard or elements of the standard.
- Course grades-based assessments have a brief description in the matrix. A more detailed and specific discussion of the alignment of activities, exams, and project in the course to the standard should be included in the narrative description of assessment 5. The course grades-based assessments data tables will be included in the narrative of assessment 5. Each course grades-based assessment is numbered and lettered as 5A, 5B, 5C, 5D, 5E and 5F. Use the same number and letter in the narrative and the data table. If the course grades-based assessments are used as evidence for meeting two standards, the course key assessments’ data (exams, projects, portfolio tasks) must be disaggregated in a data table for each of the two standards. This is necessary to provide evidence of meeting each standard. One course MAY NOT MEET more than two standards.

In the two columns for attachments, click in the box for each attachment to be included with the report. Each attachment should be no longer than five pages. The two attachments related to each assessment must be included for the program report to be complete. The report will not be reviewed until it is complete.

Assessment #1: (Required) CONTENT KNOWLEDGE: Data from licensure tests for content knowledge. Provide assessment information as outlined in the directions for Section IV. (PRAXIS II content and PLT data will be provided by The Teachers College.). Limit of 2 pages excluding attachments.
The Master of Arts in Teaching Social Sciences is NOT a licensure program; therefore, Assessment 1 does not apply to this program.

<table>
<thead>
<tr>
<th>Attachments</th>
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</thead>
<tbody>
<tr>
<td><strong>Assessment #1</strong></td>
</tr>
<tr>
<td>(Required)</td>
</tr>
<tr>
<td>Praxis II</td>
</tr>
<tr>
<td>PLT</td>
</tr>
</tbody>
</table>

11 Licensure test data must reflect the percentage of candidates who have passed the state licensure test for each year since the last accreditation visit. The most recent year of data must include the range of total scores and sub-scores on the licensure test. Data must be presented for all program completers, even if there were fewer than 10 test takers in a given year. Sub-score data tables will report the N, the % if candidates’ performance and the average performance range provided in the Praxis report.

Assessment #2: (Required) PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE AND SKILLS: Assessment that demonstrates candidates can effectively plan classroom-based instruction. Examples of assessments include the evaluation of candidates’ abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans. Provide assessment information as outlined in the directions for Section IV.

Assessment 2: Part II of SS 842 Master of Arts in Teaching Social Sciences Project: Project Created for Educational Setting

**Description of assessment:** The MAT Project is designed to integrate the content knowledge and pedagogical skills Candidates have obtained in their graduate courses to demonstrate their ability to plan a unit of instruction. The pedagogical portion of the MAT project (Part II: Project Created for Educational Setting) involves the creation of a classroom-based project that a) focuses on the social science topic selected for the content portion; b) is tied to the appropriate state curriculum standards, and c) supports research-based methodologies and strategies. Regardless of the type of project the Candidates select (e.g., Web Quest, a simulation, oral history project, etc.), they must create a set of daily lesson plans to accompany their educational project. These lesson plans must align objectives, activities, and assessments with current state social studies standards for grades 5-12. Candidates must also provide detailed, step-by-step procedures for the completion of the project and include all handouts and assessments needed to carry out the project (other teachers should be able to replicate the projects with ease). Candidates must also provide a rationale that explains their selection and use of research-based techniques and strategies that support what the Candidate learned while completing the MAT program. S/he must also cite support for their pedagogical decisions from the field of educational research.

A committee of three professors from the social sciences department uses a scoring guide to evaluate the written and oral portions of the MAT projects. One of the professors must be from the Candidate’s area of concentration (i.e., American history, world history, geography, or political science) while the second may be from any of the other social science disciplines (including economics or sociology). The third committee member is always the director of the MAT program. The professor who is from the Candidate’s area of concentration assumes the role of content expert and oversees the research and writing of the content portion of the MAT project while the MAT director serves as the expert for the pedagogical portion and oversees the creation of the classroom-based project and the writing of the lesson plans, rationale, and any supplemental materials used to carry out the lesson plans.
All three professors are responsible for reading the final draft of the entire MAT project and writing questions to ask during the oral examination. The oral examination is conducted towards the end of the Candidate’s final semester in the program.

The “Project Completed for Education Setting” portion of the MAT project is worth 30 points, with a pass score of 24 or higher. Since three committee members evaluate the MAT Projects, the scores are averaged together to determine pass scores. (See Attachment 1 for a copy of the MAT Project Scoring Guide and Assessment 2 for table with scores for Section II of the MAT Project: Project Completed for Education Setting.”

It should be noted that Candidates are not allowed to defend their MAT Projects if the content expert and/or the pedagogical expert decide that the project does not meet the criteria outlined on the MAT project scoring guide. Candidates who need to do additional work on the research and/or pedagogical portion of their project must then postpone to the following semester and make the needed improvements so they can successfully complete and defend their projects. Thus, all Candidates should pass the MAT project requirements set by the social sciences department at the time of their oral examination.

Alignment with MAT Advanced Program Standards:
Standard #3: To help impact student learning through the Candidate’s mastery of social sciences teaching methods and skills. These methods and skills include the use of current research-based techniques and strategies as well as the ability to align current state curriculum standards to daily lesson plans/unit plans. This standard focuses on the pedagogy associated with teaching social sciences in today’s classrooms and the impact our Candidates have on student learning. Consequently, all Candidates are strongly encouraged to select topics related to their current teaching assignments and to create projects they can actually use in their classrooms. By creating lesson plans, Candidates demonstrate their ability to apply current research-based techniques and strategies to topics that fit within the realm of the Kansas state social studies curriculum standards for grades 5-12. Furthermore, Candidates must “defend” their choices in the rationale section of each lesson plan by explaining WHY they selected their activities and assessments and HOW they think they will impact student learning. They must also support their choices with documented research articles, books, etc. In some cases, Candidates are able to teach the lesson/unit plan to their students before their oral examination, so they are able to discuss their impact on student learning in the rationale section of the lesson plans and/or during their oral examination.

Summary of Data (See Assessment 2 Table 1: MAT Project Scores: Project Created for Educational Setting)

Standard #3: Table 1 displays the mean scores, percentage of mean scores, and range of scores that the seven Candidates who completed the program the past three years have received on the projects they created for an educational setting. Out of a possible score of 30, scores for the seven Candidates ranged from 27.3 to 30 with a mean score of 29.13. The mean percentage score for all seven Candidates was 97.1%.

Interpretation of Data:
Standard #3: Since all seven candidates scored higher than the required pass score of 24 (80%) and achieved a pass rate of 100%, there is evidence that our Candidates met Standard 3, which requires Candidates to be able to use research-based teaching methods and principles to plan a unit of instruction that aligns with current state curriculum standards.
Assessment #2
[Assessment of candidate ability to plan instruction] (Required); include name of the assessment: MAT Project Section II: Project Created for an Educational Setting

Assessment #3 (Required)   PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE AND SKILLS:  Assessment that demonstrates candidates' knowledge and skills are applied effectively in practice. *Clinical experience includes practica, student teaching and internships.

Assessment #3:  MAT Project:  Section I: Evaluation of Written Project; Section 2:  Project Created for Educational Setting; Section 3:  Evaluation of Oral Presentation of Project

Description of Assessment:  It should be noted that since the MAT in Social Sciences program isn’t a licensure program, Candidates are not required to complete student teaching or an internship. Instead, Candidates are required to prepare a culminating project that requires them to apply both the content and pedagogical knowledge they gained during their MAT program to a project that can be used in a classroom setting. While not as in-depth as a thesis, the content portion of the MAT project requires Candidates to demonstrate knowledge of relevant historiography and/or research methodologies in a 30-40 page research paper related to a topic in their area of concentration. The pedagogical portion involves the creation of a classroom-based project (unit plan) that focuses on the topic the Candidates selected for the content portion. Throughout the unit plan, Candidates must tie the content to the appropriate state curriculum standards and select research-based methodologies and strategies to teach the content to their students. Both the content and pedagogical portions of the MAT project must reflect current trends in the social science disciplines and the field of secondary education. Candidates defend the completed project in front of a three-member committee during an oral examination (aka “the defense”). During the defense, they must be able to answer questions about content and pedagogy, the sources they used to create both pieces of the project, as well as the project’s impact on current or future students. In some ways, the defense serves as a trial run for how the Candidates will present the information to their students, especially when they are asked to clarify content or explain how they will conduct some of their activities with their students.

Section I of the MAT Project Scoring Guide evaluates the social science content portion of the MAT project, the Candidate’s ability to effectively organize his/her ideas, and the proper and accurate documentation of sources. The total score for this section is 45 points. Section II of the MAT Project Scoring Guide is worth 30 points and evaluates the project created for an educational setting based on lesson plans that meet the requirements listed above in the description of this assessment (e.g., uses state curriculum standards and research-based methodologies, etc.). Section III of the MAT Project Scoring Guide evaluates the Oral Presentation (defense) of the MAT project and is worth 25 points. During the defense, the Candidate must be able to answer questions about the social sciences content, the research-based lesson plans, as well as how the pedagogical project will impact student learning. When all sections’ scores are combined, there are a total of 100 points possible. Candidates must score a total of 80 points or higher to receive
a passing score on the MAT Project as well as credit for the SS 842 Master of Arts in Teaching Social Sciences Project course. (See Attachment 1: MAT Project Scoring Guide for a complete description of the criteria.)

Alignment with MAT Advanced Program Standards:
Standard # 5: To develop Candidates’ Skills as the Professional: Critical Thinker, Creative Planner, and Effective Practitioner as outlined in the Teachers College Mission Statement.
The MAT Project truly is a culminating project that allows the Candidates to demonstrate the skills of the Professional educator that is described in the Teachers College Mission statement and conceptual framework. When creating the MAT project, Candidates must use their critical thinking skills when researching and writing the content portion of the MAT project. For example, they must be able to posit a thesis for their research paper and then provide reliable and appropriate evidence for that thesis in a coherently written research paper. Critical thinking skills are also used when selecting appropriate activities and strategies for daily lesson plans; all strategies and activities must be supported with current research. Candidates just can’t select an activity based on its appeal to them or their students; they must know WHY the activity is “good for kids.” When planning the daily lessons for the unit plan, Candidates are able to show their creativity when they open each daily lesson with an activity that not only activates their students’ prior knowledge but also hooks them into the lesson, when they select a variety of student-centered developmental activities designed to engage the students AND meet the diverse learning styles of ALL students, and finally, when they close each daily lesson with an effective activity that requires the students to summarize key information from the day’s lesson. Candidates demonstrate their skills as an effective practitioner when they write the Rationale section of each daily lesson plan and explain WHY they selected every single activity and discuss the research that supports the use of each strategy/activity. They also use the state curriculum standards as a guide for their lesson plans and align their objectives, activities, and assessments to those curriculum standards. During the oral defense, Candidates are asked questions about both the social science content of the research paper and the pedagogical content of the unit plan. Their mastery of the social science content and current educational theories and practice are clearly evident during the oral defense. As noted earlier, their answers to questions about the content and their explanation of activities often serve as a trial run for how they will present that information to their students. Thus, the MAT Project as a whole is an excellent assessment for our Candidates’ skills as the Professional who is a critical thinker, creative planner, and effective practitioner.

Summary of Data (See Assessment 3: SS 842 Master of Arts in Teaching Social Sciences Project Total Points Table 1):
Standard #5: Table 1 displays the mean scores, mean percentage scores, and the range of scores that the seven Candidates who completed the program the past three years received from their committee members on all three sections of the MAT project (content, pedagogical project, and oral presentation). Out of a possible score of 100, the total scores for these seven Candidates ranged from 88 to 97.7, with a mean score of 92.6 (92.6%).

Interpretation of Data:
Standard #5: According to the MAT Project scoring guide, the Candidates’ total scores for all components of the MAT project must equal 80 points or higher to receive a passing grade for the SS 842 Master of Arts in Teaching Social Sciences Project course. Since all seven candidates scored higher than 80 points, for a 100% pass rate, the social science department believes there is evidence that our program completers have demonstrated their critical thinking skills, their creative planning skills, and their effectiveness as practitioners – all skills we envision for the Professional described in the Teachers College Mission statement and conceptual framework.

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<td>Assessment #3</td>
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Assessment 4: Assessment of candidate effect on student learning.

Assessment 4: MAT Portfolio Section III: Self-Reflective Essay on Impact of MAT Program on Candidates and Student Learning

Description of assessment: As a graduation requirement, the Social Sciences department requires MAT Candidates to compile a portfolio that demonstrates their professional development and impact on student learning as a result of completing the MAT program at ESU. Section III of the Portfolio requires Candidates to write a self-reflective essay in which they clearly and thoroughly describe how the MAT program has improved their skills as the Professional who is a Critical Thinker, Creative Planner, and Effective Practitioner (ESU Missions Statement/Conceptual Framework) and how it has impacted student learning in their classrooms. They must include specific examples of the principles and methods of teaching they have learned during their coursework as well as explain how the application of these principles and methods in their classrooms will impact or has impacted student learning. The director of the MAT program evaluates the MAT Portfolio. According to the MAT Portfolio Scoring Guide, Section III, Self-reflective Essay, is worth a total of 13 points. Candidates must score 10 or higher to meet Standard #5. The entire Portfolio is worth 50 points, and Candidates must score 40 or higher in order to fulfill the portfolio requirement for graduation. (See Attachment 4: MAT Portfolio Scoring Guide.)

Alignment with MAT Advanced Program Standards:
Standard #5: To develop Candidates’ skills as the Professional: Critical Thinker, Creative Planner, and Effective Practitioner as outlined in Teachers College Mission Statement. The Self-reflective essay requires Candidates to describe how the MAT program has improved his/her skills as a critical thinker, creative planner, and effective practitioner and how these skills will impact student learning in their present or future classrooms. All Candidates must provide specific examples from their coursework, assignments, or projects to demonstrate how they have contributed to the Candidates’ improvement in each of the three areas and how they have impacted student learning (or how Candidates think they will impact student learning if the Candidates are not currently teaching at the time they complete the portfolio).

Summary of Data (See Assessment 4: MAT Portfolio Section III: Self-Reflective Essay)
Standard #5: (See Table #1: MAT Portfolio Section III: Self-Reflective Essay Scores) Table 1 displays the mean scores, percentage of mean scores, and range of scores that the seven Candidates who completed the program the past three years received on their Self-Reflective Essay for the MAT Portfolio project. Out of a possible score of 13, all seven Candidates scored 13, for a mean score of 13 and a mean percentage of 100%.

Interpretation of Data:
Standard #5: As a general rule, “to be effective, one must be reflective,” so asking our Candidates to reflect upon the methods and skills they acquired while completing the MAT program also helps them improve as “critical thinkers, creative planners, and effective practitioners.” For each of the three descriptors of the Professional, Candidates are required to provide specific examples of coursework, assignments, or projects that contributed to his/her improvement in each of those areas in their reflective essay. By scoring 13 on the Self-Reflective essay, all seven Candidates/program completers met Standard 5, for a pass rate of 100%. This pass rate exceeds the pass rate of 80% that was established by social science faculty. It should be noted that prior to 2007-2008, Candidates were not doing well on this assessment, so faculty worked together to write clearer directions and descriptions of the information required for the reflective essay on the MAT Portfolio handout and the rubric. As these scores reveal, Candidates are doing a much better job of not only explaining how the MAT program has benefited them and their students but also supporting those benefits with specific examples from their coursework and assignments.

| Attachments |
|------------------|-------------------|------------------|
| **Assessment #4** | **Scoring Guides/Criteria/ Rubric** | **Data Table** |
| [Assessment of candidate effect on student learning*] (Required); include name of the assessment: MAT Portfolio: Section III: Self-Reflective Essay | Check the box if attached | Check if attached. |

**Assessment # 5: (Required) CONTENT KNOWLEDGE: MAT Project: Section 1: Evaluation of Written Project: Social Sciences Content/Organization/Documentation**

If submitting comprehensive examinations, projects, comprehensive portfolio tasks and scores/s aligned to standards, submit the Scoring Guides/Evaluation Criteria/Rubric and a Data Table. DO NOT USE THIS TABLE FOR COURSE GRADES-BASED ASSESSMENTS!!!

**Description of Assessment:** The Content portion of the MAT Project requires Candidates to research an in-depth topic related to their area of concentration. To demonstrate their content knowledge, Candidates must be able to: a) treat their topic fully and convincingly, b) use relevant and credible primary and secondary sources, c) correctly cite sources, and d) organize the information so the reader can easily identify the thesis or purpose of the project and its supporting ideas and conclusions. Usually, the written portion of the MAT project consists of at least three chapters (30-40 pages) that provide a wealth of information the Candidate can draw from when teaching the topic to students in his/her classroom. A professor in the Candidate’s area of concentration serves as the content expert whose role is to guide the Candidate throughout the research and writing process. On the day of the oral examination, the content expert and the other two committee members ask the Candidate questions about his/her project. In order to answer the questions successfully, the Candidates must have mastered the content in the MAT Project. The Content portion of the MAT project is evaluated on the following criteria: Content (worth 30 points), Organization (worth 10 points), and Documentation (worth 5 points) for a total of 45 points. All three sections of the Evaluation of the Written Project are included in the assessment because the social science department believes that mastery of the content includes Candidates being able to coherently communicate their understanding of the content in a written format. Candidates must also be familiar with the primary and secondary sources related to the topics they are researching as well as the proper documentation of those sources. Since each committee member evaluates the MAT project, the three scores are averaged together to figure the pass score. Candidates must
receive a combined average score of 36 or higher on the three sections in Section 1: Evaluation of the Written Project: Social Science Content/Organization/Documentation in order to meet Standard #1. (See Attachment 1: SS 842 MAT Social Sciences Project Scoring Guide.)

Alignment with MAT Advanced Program Standards:
Standard # 1: To improve teaching through mastery of content in one or more of the social science disciplines: American history, world history, geography, and political science. This standard addresses the ability of Candidates to improve their teaching through the mastery of content in one or more of the social science disciplines: American history, world history, geography, or political science. To meet this standard, Candidates are required to conduct research and share their findings on a topic related to their area(s) of concentration in a 30-40 page research paper. Most Candidates select a topic they currently teach and want to learn more about. Their mastery of the content is evident with the thesis they select, the arguments they use, the evidence they select to support their arguments, and the final conclusions they draw in the final chapter of the research portion of the MAT project.

Summary of Data (See Assessment 5: The MAT Project: Evaluation of Written Project: Social Sciences Content/Organization/Documentation)
Table 1: The MAT Project Scoring Guide Section 1 Scores: This table displays the mean scores, percentage of mean scores, and range of scores that the seven Candidates who completed the program the past three years received from their committee members on the content portion of the MAT Project. Out of a possible score of 45, the average scores for the seven Candidates ranged from 36 to 44.3, with a mean score of 41.43. The mean percentage score for all three years is 88.04%.

Interpretation of Data:
Standard #1: According to the MAT Project Scoring Guide, Candidates must score a total of 36 points or higher on the Content portion of the MAT project. Since all seven Candidates’ scores for Section 1 were higher than the required pass score, the social science faculty believe there is evidence that all seven program completers have improved their teaching by mastering content in their area of concentration. In other words, in order for Candidates to conduct sound historical research and then pose and defend an original thesis that is supported by relevant sources and then communicate the validity of their ideas to their committee members, Candidates must have mastery over the content. In other words, “you cannot defend well that which you do not understand.” Since all seven program completers met Standard 1, the pass rate is 100%, which exceeds the 80% pass rate established by social science faculty.

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<th>Assessment #5</th>
<th>Scoring Guides/Criteria/ Rubric</th>
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<tr>
<td>[Content based assessment that addresses Kansas content standards] aligned to standards; include name of the assessment: MAT Project: Section I: Social Sciences Content</td>
<td>Check the box if attached</td>
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IF COURSE GRADES-BASED ASSESSMENTS are submitted, the following matrix MUST be used in addition to the narrative detailed description of the assessments the program provides in the above #5 Content Knowledge description!
<table>
<thead>
<tr>
<th><strong>Assessments 5.A-F for SIX courses</strong></th>
<th><strong>Course Name &amp; Number</strong></th>
<th><strong>Program Standard Addressed by Course Assessment</strong></th>
<th><strong>Brief Description of how the Course addresses and assesses the standard from an AUTHENTIC source—such as a syllabus or course catalog. The description should provide evidence of the alignment of the course to the standard indicated on the chart in Section III. Cite your source in each description below.</strong></th>
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<tr>
<td><strong>EXAMPLE:</strong> Calculus I Math 172</td>
<td>Standard 6</td>
<td>Calculus of algebraic functions of one variable: limits differentiation, implicit differentiation, definite and indefinite integrals. Mean value theorem, maxima and minima, area, and volume. Vectors, polar coordinates, parametric equations, and vector valued functions and use of technology. Applications to other fields. Source: Blank University Undergraduate Catalog</td>
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<tr>
<td>5.A.</td>
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<td>5.F.</td>
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**Assessment 6: (Required) CONTENT KNOWLEDGE: Assessment of content knowledge.** Examples of assessments include comprehensive standard examinations, case studies involving many content standards, projects, comprehensive portfolio tasks and score/s aligned to standards and follow-up studies related to content knowledge. Provide assessment information as outlined in the directions for Section IV. Limit of 2 pages excluding attachments.

**Assessment 6: MAT Portfolio Section 1B: Improved Content Knowledge**

**Description of Assessment:** As a graduation requirement, the Social Sciences department requires MAT Candidates to compile a portfolio that demonstrates their professional development and impact on student learning as a result of completing the MAT program at ESU. One component of the Portfolio requires Candidates to select three papers or projects from their areas of concentration and one paper from a social science course outside their area of concentration. Since the Candidates take at least four courses in their area of concentration and two outside their area of concentration, they have plenty of social science content courses from which to select items for the portfolio. After selecting their content-related papers/projects, the Candidates are required to write an expository essay in which they clearly and thoroughly explain how these papers/projects reflect their improved content knowledge. Section IB of the MAT Portfolio Scoring Guide is worth 20 points. Candidates must score 16 or higher on Section IB in order to meet Standard #1. The director of the MAT program evaluates all portfolios. *(See Attachment 4: Portfolio Scoring Guide.)*

**Alignment with MAT Advanced Program Standards:**

**Standard # 1:** To improve teaching through mastery of content in one or more of the social science disciplines: American history, world history, geography, and political science. This standard addresses mastery of content in one or more of the social science disciplines. After selecting three papers or projects from their area of concentration and one paper/project from another social science course taken outside of the area of
concentration to complete program requirements, Candidates are required to use specific examples from the selected papers/projects to explain how these papers or projects reflect their improved social science content knowledge and skills. Although not required in this section, Candidates usually end up discussing how their improved content knowledge has impacted student learning. Furthermore, the Candidates submit graded papers and projects that either include the grades they earned written on them or Candidates mention the grades in their reflective essays. These formative assessments also measure the Candidates’ content knowledge.

**Summary of Data (See Attachment 4: MAT Portfolio Scores):**

**Standard #1: Assessment 6, Table 1: The MAT Portfolio Section IB: Improved Content Knowledge.** Table 1 displays the mean scores, percentage of mean scores, and range of raw scores that the seven Candidates who completed the program the past three years received on the “Improved Content Knowledge” portion of the MAT Portfolio. Out of a possible score of 20, the raw scores for the seven Candidates ranged from 16 to 20, with a mean score of 19. The mean percentage score for all three years is 95%.

**Interpretation of Data:**

**Standard #1:** Since all seven Candidates scored at least 16 points or higher on the “Improved Content Knowledge” portion of the Portfolio assessment, which results in a 100% pass rate, social science faculty believe there is evidence that our program completers have improved their content knowledge as a result of completing the MAT program.

| Attachments |
|---|---|---|
| **Assessment #6** | **Scoring Guides/Criteria/Rubric** | **Data Table** |
| [Content based assessment that addresses Kansas content standards] Required Examples of assessments include comprehensive standard examinations, case studies involving many content standards, projects, comprehensive portfolio tasks and score/s aligned to standards, and follow-up studies related to content knowledge; include name of the assessment: MAT Portfolio Section 1B: Improved Content Knowledge | Check the box if attached | Check the if attached. | X |

**Assessment 7: (Optional) Additional assessment that addresses Kansas content standards.** Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. Provide assessment information as outlined in the directions for Section IV. Limit of 2 pages excluding attachments

**Assessment 7: MAT Portfolio Section IC: Integration of Social Sciences**

**Description of Assessment:** As a graduation requirement, the Social Sciences department requires MAT Candidates to compile a portfolio that demonstrates their professional development and impact on student learning as a result of completing the MAT program at ESU. One component of the Portfolio requires Candidates to write an expository essay in which they clearly and thoroughly explain how the courses taken outside the area of concentration can be integrated into the Candidates’ own social studies classes he or she teaches and/or how knowledge from these other social
sciences disciplines have improved Candidates’ content knowledge and teaching skills. Candidates must provide specific examples from social sciences courses they have taken to complete degree requirements and/or from the papers/projects they must submit as part of the portfolio requirement. This section of the Portfolio is worth 6 points, and Candidates must score a 4, 5, or 6 in order to pass. The Director of the MAT program evaluates all of the portfolios. (See Attachment 4: MAT Portfolio Scoring Guide.)

Alignment with MAT Advanced Program Standards:
Standard #2: To develop a familiarity with content of additional social sciences disciplines (e.g., American history, world history, geography, AND, economics and sociology) and the integration of these disciplines with selected area of concentration. This standard requires Candidates to become familiar not only with the content from other social science disciplines that are outside their area of concentration but also the integration of the other disciplines with the Candidate’s area of concentration. Due to the interdisciplinary nature of the social sciences, it is nearly impossible to teach a social science class solely from the viewpoint of a single discipline. For example, how can a history/social studies teacher ignore geography, politics, or economics when discussing war? Thus, Candidates are required to explain how the courses taken outside of their area of concentration can be integrated into the social studies classes they currently teach (or may teach in the future).

Summary of Data (See Attachment 4: MAT Portfolio Scores):
Standard #2: Assessment 7, Table 1: MAT Portfolio Section 1C: Integration of Social Sciences Disciplines displays the mean scores, percentage of mean scores, and range of scores that the seven Candidates who completed the program the past three years received on the “Integration of Social Sciences Disciplines” portion of the MAT Portfolio. Out of a possible score of 6, the scores for the seven Candidates ranged from 4 to 6, with a mean score of 5.29. The mean percentage score for all 3 years is 88%.

Interpretation of Data:
Standard #2: This standard stresses the importance of integration of the social science disciplines as well as expanding content knowledge outside the Candidates’ area(s) of concentration. The Candidates’ ability to integrate the social sciences in their own classrooms is demonstrated in an expository essay where they provide specific examples of how the information they learned in the courses they took outside of their area of concentration can be integrated not only with their area of concentration but also with the content they teach in their social studies classrooms. Since all seven program completers met or scored higher than the required pass score of 4, the pass rate is 100%, which exceeds the pass rate of 80% established by the social science faculty.

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<th>Assessment #7</th>
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<td>[Additional assessment that addresses Kansas content standards ] Optional; include name of the assessment: MAT Portfolio Section 1C: Integration of Social Sciences</td>
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Assessment 8: (Optional) Additional assessment that addresses Kansas content standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. Provide assessment information as outlined in the directions for Section IV. Limit of 2 pages excluding attachments
Assessment 8: MAT Portfolio Project, Section II: Technology Project

Description of Assessment: One of the requirements for the MAT Portfolio asks Candidates to submit a project they completed in the required technology course. Although there is a recommended technology course for the program, Candidates are allowed the option of substituting another technology course. This decision was based on the realization that our Candidates come to us with a wide range of abilities and interests when it comes to technology, and this is often driven by the amount of technology that is available in their schools. Therefore, our Candidates have the option of selecting the technology course that best fits their technology needs and interests. Along with their graded technology project, Candidates are asked to submit a description of how the knowledge they acquired from the technology course and/or the creation of the submitted project will be integrated into his/her classroom. This section of the Portfolio is worth 5 points, and Candidates must score a 4 or higher to pass. (See Attachment #4: Portfolio Scoring Guide.)

Alignment with MAT Advanced Program Standards:
Standard #4: To promote the integration of technology and current technological advances and methodologies into the social studies classroom. This standard addresses the need for teachers to be able to incorporate the latest technology into their classrooms. For example, Social Studies classes are the perfect place to discuss current issues that can be easily accessed from reliable websites and video sources found on the internet. Not only do teachers need to know how to find quality sources, but they also need to know how to plan effective instructional activities that incorporate the vast resources available on the internet into their lessons and activities and how to plan assessments that require students to use technology to demonstrate what they have learned. Candidates also need to learn how to use the technology that is available in their buildings—a goal they often don’t have time to meet during a one-shot in-service session. Thus, Candidates are required to explain how the knowledge they acquired from the technology class they selected and the technology project they submitted for the portfolio will be integrated into their social studies classrooms.

Summary of Data (See Assessment 8: MAT Portfolio Scores, Section II Technology Project)
Standard #4: Table 1: The MAT Portfolio Project Scores for Section II: Technology Project displays the mean scores, percentage of mean scores, and range of raw scores that the seven Candidates who completed the program the past three years received on the “Technology Project” section of the MAT Portfolio. Out of a possible score of 5, the scores for the seven Candidates ranged from 4 to 5, with a mean score of 4.87. The mean percentage score for all three years is 97%.

Interpretation of Data:
Standard #4: By allowing the Candidates to choose a technology class that best fits their needs and ability levels, Candidates are more likely to integrate the knowledge and skills they learn from the technology class into their own classrooms. For example, a popular course taken by our Candidates is the Web Quest course. Once Candidates learn how to make one Web Quest and see how beneficial this web-based activity is for their students, they often end up making more for other topics in their classes; some have even created a Web Quest as part of their pedagogical project for the MAT project. The Candidates’ attitudes towards technology and their ability to integrate technology is easily discerned in the required expository essay that accompanies Section II of the Portfolio project as well as their graded technology project. Since all seven program completers met or scored higher than the required pass score of 4, the pass rate is 100%, which exceeds the pass rate of 80% established by social science faculty
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<td>[Additional assessment that addresses Kansas content standards ] Optional; include name of the assessment: MAT Portfolio Section II: Technology Project</td>
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SECTION V—USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE

Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments, but rather, it should summarize major findings from the evidence, the faculty’s interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty have taken to use information from assessments for improvement of both candidate performance and the program. **Limit of three pages.** *(This will be a summary of the Data Results and Action Taken/Recommendations from the Assessments and Related Data chart in Section II.)*

All assessments used in this report reveal not only a 100% pass rate but also an average mean percentage score of 80% or higher for all of our assessments. We believe this shows that our program is meeting the needs of our Candidates by improving their content and pedagogical knowledge and skills. At this time, we don’t see the need to make any major changes in our program other than continuing to fine-tune the directions we give to the Candidates for completing the projects we use for program assessments. For example, directions for all sections of the MAT Portfolio project were revised and approved by the department after the first year the portfolio assessment was implemented. After the directions for each section were rewritten, the expository and self-reflective essays improved immensely as the Candidates seemed to better understand what we were asking; i.e., how did their content, pedagogy, and technology knowledge and skills increase or improve as result of successfully completing the MAT program?

One of the reasons the Social Sciences Department doesn’t believe we need to make any major changes at this time is because several major changes were made prior to the implementation of this new assessment format. Under the direction of a new MAT program director, MAT candidates were given exit surveys after they had completed all program requirements and defended their MAT projects. Many useful suggestions were given on these exit surveys and changes were made accordingly. For example, one candidate noted that the MAT program did not prepare her to integrate new advances in technology in her classroom. Consequently, the Social Sciences Department submitted a curriculum proposal to the Council on Advanced Programs (CAP) and other university curriculum channels to require a technology course for all Candidates. Other suggestions included a guide book that contained important dates, forms for advising and the project proposal, contracts for completing the MAT project, as well as the directions for the MAT and portfolio projects and their scoring guides or rubrics.

Another reason the Social Sciences Department hasn’t made any major changes recently is because the Candidates have been very positive about the MAT program in the reflective and expository essays they submit in their portfolios. Candidates appreciate the flexibility of the program and how it enables them to tailor the program to meet their individual needs. This includes choosing their area(s) of concentration and the courses they want to take to fulfill the 24 content hours requirement, selecting a technology course that meets their needs, and creating an MAT project that focuses on a topic and project they can actually use in their classrooms. Also, the number of students in the MAT program has more than tripled since 2003! Thus, the Social Sciences Department is satisfied that our MAT program is providing the content and pedagogical skills and knowledge our classroom teachers need to teach in today’s diverse and often challenging classrooms.