

MAJOR FIELD ASSESSMENT REPORT B.A. IN SOCIAL STUDIES EDUCATION 2006-2010

MISSION

The Strategic Mission of Southeastern Louisiana University is to lead the educational, economic, and cultural development of southeast Louisiana.

The major objectives of the B.A. in Social Studies Education are to provide students with general humanistic knowledge in the fields of History, Political Science, and Philosophy; to aid them through this knowledge to analyze and interpret problems and achievements of past and present societies; to further their intellectual development through opportunities to think, to speak, and to write logically and analytically; to prepare them to become dynamic citizens who understand the structure, powers, and procedures of national and state governments and have some knowledge of other world governments as well; and to provide specific background training for such professions as law, journalism, government service, and teaching.

SCOPE

This report provides assessment information concerning all Goals and Expected Outcomes in the Major Field Assessment Plan for the Bachelor of Arts in Social Studies Education Program for the academic years 2006-07, 2007-08, 2008-09, and 2009-10.

In 2003 the Department of History and Political Science adopted a new, more detailed Major Field Assessment Plan for the B.A. in Social Studies Education, replacing the previous plan, which took effect in 1996. The department adopted additional modifications in 2006.

NEW ASSESSMENT PLAN FOR 2011-12

Currently the department a still more comprehensive Major Field Assessment Plan that will be implemented in the 2011-12 academic year. The new plan will include—among other things—a portfolio evaluation and an exit exam, both of which will be administered in the capstone course for the B.A. in Social Studies Education, History 497. Faculty will evaluate student performance on both using a detailed rubric.

GOAL 1

Social Studies Education majors will have a broad knowledge of Social Studies content areas.

A. Expected Outcome

Social Studies Education majors will have knowledge of American and World History, Economics, Geography, Political Science, and Sociology.

Assessment (I)

All students completing the B.A. in Social Studies Education have earned a grade of C or better in each of their Social Studies content courses, which include the following:

Old Curriculum (effective through 2002-2003)

- a. 6 hours Western Civilization Survey*
History 101 and 102

- b. 6 hours American History Survey
History 201 and 202
- c. 3 hours Louisiana History
History 321
- d. 3 hours Asian History—Upper Level
History 444 or 445
- e. 3 hours Latin American History—Upper Level
History 446, 447, 448, or 449
- f. 3 hours Capstone Course (Major Problems in American History)
History 497
- g. 6 hours Macroeconomics and Microeconomics
Economics 201 and 202
- h. 6 hours Geography
Geography 103 and Geography 300/400-level elective
- i. 6 hours Federal, State, and Local Politics Survey
Political Science 201 and 202
- j. 3 hours Comparative World Politics
Political Science 425 or 426
- k. 6 hours Sociology
Sociology 103 and Sociology 411 or 471

New Curriculum (effective 2003-2004)

- a. 6 hours Western Civilization Survey*
History 101 and 102
- b. 6 hours American History Survey
History 201 and 202
- c. 4 hours Louisiana History
History 321 and 322
- d. 3 hours American History—Upper Level
History 469, 473, 474, 475, 476, 477, 478, 479, 480, 482, 485, 487, 488,
489, 492, 493, 495, or 496
- e. 3 hours Asian or Russian History—Upper Level
History 444, 445, or 454
- f. 3 hours British or European History—Upper Level*
History 409, 410, 416, 418, 419, 423, 424, 429, 433, 434, 437, 438, 439,
440, or 468
- g. 3 hours Latin American History—Upper Level
History 446, 447, 448, or 449

- h. 3 hours History Elective—Upper Level
Any History 400-level
- i. 3 hours Capstone Course (Major Problems in American History)
History 497
- j. 3 hours Macroeconomics and Microeconomics
Economics 102
- k. 6 hours World Regional Geography
Geography 431 and 432
- l. 6 hours Federal, State, and Local Politics Survey
Political Science 201 and 202
- m. 6 hours Comparative World Politics
Political Science 425, 426, and/or 428
- n. 3 hours Population, Race and Ethnic Relations, or Globalization
Sociology 401, 411, or 465
- o. 3 hours Advanced Sociology
Sociology 471

*Western Civilization and most upper-level British and European History courses include attention to African History in discussions of imperialism.

Assessment (II)

Social Studies Education majors, when taking the PRAXIS II exam, will score at least 149 on the Social Studies: Content Knowledge section and at least 161 on the Social Studies: Interpretation of Materials section.

Social Studies: Content Knowledge

	Pass	Fail	%Pass
2006-2007 11	0	100	
2007-2008 15	0	100	
2008-2009 13	0	100	
2009-2010 08	0	100	

Social Studies: Interpretation of Materials

	Pass	Fail	%Pass
2006-2007 11	0	100	
2007-2008 15	0	100	
2008-2009 13	0	100	
2009-2010 8	0	100	

B. Expected Outcome

Social Studies Education majors will express satisfaction with the quality of instruction and the overall learning environment provided by the Department of History and Political Science.

Assessment

Southeastern Louisiana University Exit Survey

1=very dissatisfied, 5=very satisfied

	1	2	3	4	5
Clarity of the degree requirements					
2006-2007	00.0	00.0	36.4	45.5	18.2
2007-2008	00.0	00.0	33.3	26.7	40.0
2008-2009	00.0	00.0	15.4	53.8	30.8
2009-2010	00.0	00.0	25.0	37.5	37.5
Opportunities interact w/faculty outside class					
2006-2007	00.0	9.1	27.3	36.4	27.3
2007-2008	00.0	13.3	26.7	26.7	33.0
2008-2009	00.0	00.0	23.1	38.5	38.5
2009-2010	00.0	00.0	25.0	50.0	25.0
Effectiveness of faculty as teachers					
2006-2007	00.0	9.1	36.4	36.4	18.2
2007-2008	00.0	6.7	26.7	33.3	33.3
2008-2009	00.0	00.0	00.0	61.5	38.5
2009-2010	00.0	00.0	00.0	62.5	37.5
Friendliness and helpfulness of office staff					
2006-2007	00.0	18.2	18.2	27.3	36.4
2007-2008	6.7	13.3	26.7	46.7	6.7
2008-2009	00.0	00.0	46.2	23.1	30.8
2009-2010	12.5	00.0	12.5	50.0	25.0
Faculty interest in academic development					
2006-2007	9.1	00.0	45.5	18.2	27.3
2007-2008	6.7	6.7	20.0	40.0	26.7
2008-2009	00.0	7.7	15.4	46.2	30.8
2009-2010	00.0	00.0	00.0	75.0	25.0
Effectiveness of beginning courses					
2006-2007	18.2	00.0	27.3	27.3	27.3
2007-2008	6.7	6.7	26.7	33.3	26.7
2008-2009	00.0	7.7	7.7	46.2	38.5
2009-2010	00.0	00.0	37.5	25.0	37.5
Quality of instruction in advanced courses					
2006-2007	00.0	00.0	36.4	45.5	18.2
2007-2008	00.0	13.3	20.0	33.3	33.3
2008-2009	00.0	00.0	7.7	30.8	61.5
2009-2010	00.0	00.0	12.5	25.0	62.5
Faculty treatment of students inside/outside the classroom					
2006-2007	00.0	00.0	36.4	36.4	27.3
2007-2008	00.0	6.7	20.0	40.0	33.3
2008-2009	00.0	00.0	00.0	53.8	46.2
2009-2010	00.0	00.0	00.0	37.5	62.5
Professional activities, associations, clubs					
2006-2007	00.0	00.0	54.5	45.5	00.0
2007-2008	6.7	6.7	33.3	26.7	26.7
2008-2009	00.0	7.7	23.1	38.5	30.8
2009-2010	00.0	00.0	50.0	25.0	25.0
Interaction w/faculty research/scholarship					

2006-2007	9.1	00.0	45.5	27.3	18.2
2007-2008	00.0	6.7	20.0	33.3	40.0
2008-2009	00.0	7.7	38.5	30.8	23.1
2009-2010	12.5	12.5	12.5	25.0	37.5
Availability of required courses					
2006-2007	9.1	9.1	27.3	45.5	9.1
2007-2008	6.7	26.7	20.0	26.7	20.0
2008-2009	00.0	15.4	53.8	7.7	23.1
2009-2010	12.5	12.5	25.0	25.0	25.0
Availability of elective courses					
2006-2007	9.1	9.1	27.3	36.4	18.2
2007-2008	00.0	20.0	20.0	33.3	26.7
2008-2009	00.0	7.7	46.2	30.8	15.4
2009-2010	00.0	12.5	37.5	12.5	37.5
Quality of instruction on standards/ethics					
2006-2007	00.0	00.0	36.4	36.4	27.3
2007-2008	00.0	13.3	26.7	26.7	33.3
2008-2009	00.0	00.0	7.7	46.2	46.2
2009-2010	00.0	00.0	25.0	37.5	37.5
Opportunities to collaborate w/other students					
2006-2007	00.0	00.0	18.2	45.5	36.4
2007-2008	00.0	00.0	40.0	26.7	33.3
2008-2009	00.0	00.0	23.1	23.1	53.8
2009-2010	00.0	00.0	12.5	50.0	37.5
Library resources related to your major					
2006-2007	00.0	00.0	18.2	36.4	45.5
2007-2008	6.7	6.7	26.7	26.7	33.3
2008-2009	00.0	00.0	7.7	23.1	69.2
2009-2010	00.0	00.0	00.0	50.0	50.0
Use of appropriate technology in classroom					
2006-2007	00.0	18.2	18.2	18.2	45.5
2007-2008	00.0	6.7	26.7	20.0	46.7
2008-2009	00.0	00.0	7.7	15.4	76.9
2009-2010	00.0	00.0	12.5	25.0	62.5
Facilities and equipment related to major					
2006-2007	00.0	00.0	36.4	27.3	36.4
2007-2008	20.0	00.0	20.0	33.3	26.7
2008-2009	00.0	00.0	7.7	30.8	61.5
2009-2010	00.0	00.0	00.0	37.5	62.5
Help from faculty re further education					
2006-2007	9.1	00.0	54.5	18.2	18.2
2007-2008	6.7	6.7	33.3	26.7	26.7
2008-2009	00.0	00.0	15.4	46.2	38.5
2009-2010	00.0	00.0	12.5	62.5	25.0
Size of classes in major					
2006-2007	00.0	00.0	27.3	45.5	27.3
2007-2008	6.7	00.0	33.3	33.3	26.7
2008-2009	00.0	00.0	7.7	15.4	76.9
2009-2010	00.0	00.0	00.0	50.0	50.0
Help from faculty re employment					
2006-2007	9.1	9.1	36.4	36.4	9.1
2007-2008	13.3	13.3	33.3	33.3	6.7
2008-2009	00.0	15.4	23.1	15.4	46.2
2009-2010	12.5	00.0	62.5	00.0	25.0
Global perspectives of courses					
2006-2007	00.0	9.1	27.3	36.4	27.3

2007-2008	6.7	00.0	33.3	26.7	33.3
2008-2009	00.0	00.0	15.4	38.5	46.2
2009-2010	00.0	12.5	12.5	50.0	25.0
Relevancy of courses					
2006-2007	00.0	00.0	27.3	54.5	18.2
2007-2008	00.0	20.0	33.3	20.0	26.7
2008-2009	00.0	00.0	7.7	46.2	46.2
2009-2010	00.0	12.5	12.5	50.0	25.0
“Real-world” experiences, exposure, examples in/out of classroom					
2006-2007	00.0	9.1	36.4	27.3	27.3
2007-2008	6.7	13.3	26.7	13.3	40.0
2008-2009	00.0	00.0	7.7	30.8	61.5
2009-2010	00.0	00.0	12.5	37.5	50.0
Overall quality of department					
2006-2007	00.0	9.1	27.3	36.4	27.3
2007-2008	00.0	13.3	26.7	26.7	33.3
2008-2009	00.0	00.0	15.4	30.8	53.8
2009-2010	00.0	00.0	12.5	37.5	50.0
Overall quality of degree program					
2006-2007	00.0	00.0	27.3	63.6	9.1
2007-2008	00.0	26.7	33.3	20.0	20.0
2008-2009	00.0	00.0	23.1	46.2	30.8
2009-2010	00.0	00.0	00.0	50.0	50.0
Usefulness of academic advice from advisor					
2006-2007	18.2	00.0	27.3	27.3	27.3
2007-2008	26.7	20.0	26.7	13.3	13.3
2008-2009	30.8	15.4	23.1	23.1	7.7
2009-2010	12.5	00.0	12.5	50.0	25.0
Advisor’s knowledge of requirements					
2006-2007	27.3	00.0	27.3	18.2	27.3
2007-2008	33.3	26.7	26.7	6.7	6.7
2008-2009	46.2	7.7	38.5	00.0	7.7
2009-2010	12.5	12.5	25.0	25.0	25.0
Accessibility of advisor					
2006-2007	27.3	00.0	18.2	36.4	18.2
2007-2008	33.3	13.3	26.7	13.3	13.3
2008-2009	30.8	15.4	30.8	15.4	7.7
2009-2010	12.5	00.0	12.5	50.0	25.0
Advisor’s concern w/academic goals					
2006-2007	36.4	9.1	27.3	18.2	9.1
2007-2008	26.7	00.0	46.7	13.3	13.3
2008-2009	30.8	23.1	23.1	15.4	7.7
2009-2010	12.5	00.0	25.0	37.5	25.0
How many times did you meet with advisor 10 minutes or more in previous academic year?					
2006-2007	36.4	45.5	18.2	00.0	00.0
2007-2008	26.7	40.0	20.0	6.7	6.7
2008-2009	30.8	38.5	15.4	00.0	15.4
2009-2010	12.5	12.5	37.5	37.5	00.0
(1=did not meet; 2=once; 3=2 or 3 times; 4=4 or 5 times; 5=6 or more times)					
1=did not participate, 5=very satisfied					
Satisfaction with practicum, internships, or other hands-on experience outside of classroom					
2006-2007	00.0	00.0	00.0	45.5	54.5
2007-2008	00.0	6.7	6.7	60.0	26.7
2008-2009	7.7	00.0	7.7	30.8	53.8

2009-2010	00.0	00.0	00.0	87.5	12.5
Satisfaction with study abroad and/or student exchange experiences					
2006-2007	90.9	00.0	00.0	00.0	9.1
2007-2008	80.0	00.0	00.0	20.0	00.0
2008-2009	92.3	00.0	00.0	00.0	7.7
2009-2010	75.0	00.0	12.5	12.5	00.0
Satisfaction with honors program					
2006-2007	90.9	00.0	9.1	00.0	00.0
2007-2008	86.7	00.0	00.0	6.7	6.7
2008-2009	92.3	00.0	00.0	00.0	7.7
2009-2010	87.5	00.0	12.5	00.0	00.0
Satisfaction with undergraduate research programs					
2006-2007	100.0	00.0	00.0	00.0	00.0
2007-2008	93.3	00.0	00.0	6.7	00.0
2008-2009	92.3	00.0	7.7	00.0	00.0
2009-2010	100.00	00.0	00.0	00.0	00.0

1=very dissatisfied, 5=very satisfied

Preparation for communicating effectively with pupils					
2006-2007	9.1	00.0	27.3	27.3	36.4
2007-2008	00.0	00.0	33.3	33.3	33.3
2008-2009	00.0	00.0	23.1	23.1	53.8
2009-2010	00.0	00.0	00.0	50.0	50.0
Preparation for communicating effectively with parents					
2006-2007	9.1	18.2	27.3	27.3	18.2
2007-2008	00.0	13.3	53.3	13.3	20.0
2008-2009	00.0	00.0	30.8	30.8	38.5
2009-2010	00.0	00.0	12.5	62.5	25.0
Preparation for communicating effectively with colleagues					
2006-2007	00.0	9.1	45.5	36.4	9.1
2007-2008	00.0	6.7	40.0	26.7	26.7
2008-2009	00.0	00.0	7.7	53.8	38.5
2009-2010	00.0	00.0	00.0	50.0	50.0
Preparation for developing instructional objectives					
2006-2007	00.0	00.0	54.5	36.4	9.1
2007-2008	6.7	00.0	40.0	20.0	33.3
2008-2009	00.0	00.0	7.7	38.5	53.8
2009-2010	00.0	00.0	12.5	25.0	62.5
Preparation for planning a logical sequence of lessons					
2006-2007	00.0	9.1	27.3	45.5	18.2
2007-2008	6.7	13.3	20.0	26.7	33.3
2008-2009	00.0	00.0	7.7	38.5	53.8
2009-2010	00.0	00.0	00.0	25.0	75.0
Preparation for developing specific lesson plans					
2006-2007	00.0	9.1	36.4	45.5	9.1
2007-2008	6.7	13.3	13.3	33.3	33.3
2008-2009	00.0	00.0	15.4	15.4	69.2
2009-2010	00.0	00.0	12.5	12.5	75.0
Preparation for implementing appropriate methods/materials					
2006-2007	00.0	00.0	54.5	27.3	18.2
2007-2008	00.0	26.7	6.7	33.3	33.3
2008-2009	00.0	00.0	23.1	30.8	46.2
2009-2010	00.0	12.5	00.0	12.5	75.0
Preparation for implementing appropriate techniques/methods					

2006-2007	00.0	9.1	36.4	36.4	18.2
2007-2008	00.0	6.7	33.3	26.7	33.3
2008-2009	00.0	00.0	23.1	38.0	46.2
2009-2010	00.0	12.5	00.0	12.5	75.0
Preparation for evaluating effectiveness of instructional efforts					
2006-2007	9.1	00.0	27.3	45.5	18.2
2007-2008	00.0	13.3	20.0	33.3	33.3
2008-2009	00.0	00.0	7.7	38.5	53.8
2009-2010	00.0	00.0	12.5	37.5	50.0
Preparation for infusing technology in the curriculum					
2006-2007	00.0	18.2	9.1	45.5	27.3
2007-2008	00.0	00.0	26.7	26.7	46.7
2008-2009	7.7	00.0	00.0	23.1	69.2
2009-2010	00.0	00.0	12.5	12.5	75.0

GOAL 2

Social Studies Education majors will have the necessary skills to teach the Social Studies disciplines in secondary schools.

A. Expected Outcome

Social Studies Education majors will demonstrate knowledge of the principles of teaching the Social Studies.

Assessment (I)

Social Studies Education majors will make a grade of C or better in History 322, Louisiana History Practicum, and History 497, the capstone course, which includes multiple opportunities for students to gain teaching experience.

Grades Earned in History 322 by Graduating Social Studies Education Majors

	A	B	C	D	F	N/A	% C or better
2006-2007	5	0	0	0	6		100%
2007-2008	12	0	0	0	3		100%
2008-2009	12	1	0	0	0		100%
2009-2010	8	0	0	0	0		100%

N/A= History 322 is a new course that that was not offered prior to the spring semester 2004.

Grades Earned in History 497 by Graduating Social Studies Education Majors

	A	B	C	D	F	N/A	% C or better
2006-2007	8	1	2	0	0		100%
2007-2008	8	6	1	0	0		100%
2008-2009	3	5	0	0	0		100%
2009-2010	5	3	0	0	0		100%

Assessment (II)

At least 95% of graduates will score at least a 3.0 on the appropriate indicators of the Student Teacher Evaluation and Professional Attribute Scale.

See attached results tables, published by the Office of Institutional Research and Assessment.

2006-2007	Table 1
2007-2008	Table 2
2008-2009	Table 3
2009-2010	Results not available yet

B. Expected Outcome

Social Studies Education majors will demonstrate knowledge of the non-instructional aspects of education such as human growth and development, learning theories, history and philosophy of public education, and technology for the classroom.

Assessment

Social Studies Education majors will score at least 161 on the Principles of Learning and Teaching section of the PRAXIS II exam.

		Pass	Fail	%Pass
2006-2007	11	0		100
2007-2008	15	0		100
2008-2009	13	0		100
2009-2010	8	0		100

C. Expected Outcome

Social Studies Education majors will be able to implement planning, managerial, and evaluation techniques in the classroom.

Assessment

At least 95% of graduates will score at least a 3.0 on the appropriate indicators of the Student Teacher Evaluation and Professional Attribute Scale.

See attached results tables, published by the Office of Institutional Research and Assessment.

2006-2007	Table 1
2007-2008	Table 2
2008-2009	Table 3
2009-2010	Results not available yet

GOAL 3

Social Studies Education majors will have the necessary skills to engage in scholarly research and critical analysis of primary and secondary sources.

A. Expected Outcome

Social Studies Education majors will be able to utilize the library resources (both print and electronic) necessary to conduct research in History, Economics, Geography, Political Science, and Sociology.

Assessment

At least 80% of Social Studies Education majors will earn a grade of B or better in Library Science 102.

Grades Earned in Library Science 102 by Graduating Social Studies Ed Majors

	A	B	C	D	F	P	% B or better
2006-2007	4	5	1	1	0	0	81%
2007-2008	10	5	0	0	0	0	100%
2008-2009	11	2	0	0	0	0	100%
2009-2010	5	3	0	0	0	0	100%

B. Expected Outcome

Social Studies Education majors will be able to carefully read and critically analyze both primary and secondary sources and to discuss these intelligently both orally and in writing.

Assessment

All 100 and 200-level History and Political Science courses require the use of department-approved texts (which include examples of primary documents) and readers (which include diverse historiographical perspectives). All 300 and 400-level History, Political Science, and Philosophy courses require advanced texts and additional mandatory readings, on which students must be tested; essay exams; term papers, critical book reviews, and/or document analyses; and book discussions and/or presentations by students. History 497, a required capstone course for all Social Studies Education majors, is an Undergraduate Seminar in Major Problems in American History which is conducted like a graduate-level seminar and requires students to read extensively, write multiple critical papers, make multiple oral presentations, and participate in vigorous seminar discussions.

All students completing the B.A. in Social Studies Education have earned a grade of C or better in each of their Social Studies content courses.

See above, Goal 2, A for a breakdown of grades in History 497.

C. Expected Outcome

Social Studies Education majors will acquire thorough knowledge and skill in professional writing and documentation according to the guidelines in the *Chicago Manual of Style*.

Assessment

All written work for 300 and 400-level History, Geography, Political Science, and Sociology courses must meet the minimum standards of good professional writing and—where necessary—utilize proper documentation.

All students completing the B.A. in Social Studies Education have earned a grade of C or better in each of their Social Studies content courses.

GOAL 4

Social Studies Education majors will possess global awareness and a multicultural perspective

A. Expected Outcome

Social Studies Education majors will acquire knowledge of world history, cultures, economies geography, governments, and peoples.

Assessment

The courses listed above (Goal 1, A) all contribute to global awareness and a multicultural perspective.

All students completing the B.A. in Social Studies Education have earned a grade of C or better in each of their Social Studies content courses.

B. Expected Outcome

Social Studies Education majors will acquire knowledge of multicultural education.

Assessment

Social Studies Education majors must earn a grade of C or better in Education 211, Multicultural Education.

Education 211 is a new course that has not been offered prior to the fall semester 2003.

C. Expected Outcome

Social Studies Education majors will have more opportunity to acquire knowledge of other countries through study abroad.

Assessment

Social Studies Education majors will increase their participation in the Study Abroad Program because of increased encouragement from faculty and more thorough dissemination of information about benefits, scholarships, and other inducements. A provisional goal is that by the 2005-2006 academic year, at least 5% of Social Studies Education majors will participate in Study Abroad. The continued viability of this goal will be subject to both economic and international conditions that may affect the feasibility of student travel abroad.

APPLICATION OF ASSESSMENT INFORMATION

A. Curriculum Redesign

In 2003 the Department of History and Political Science obtained approval for its redesigned curriculum from the Blue Ribbon Commission on Teacher Quality, the Board of Supervisors of the University of Louisiana System, and the Board of Regents.

B. Personnel

In 2003 the department hired a new tenure-track Assistant Professor in Public History—Dr. David Benac (Ph.D., University of Missouri)—who will take the leading role in developing a new Public History Option in the M.A. Program in response to growing demand for such an

option and in strengthening the department's relationship with the B.A. in Cultural Resource Management program (a logical recruiting base for the Public History Option).

In 2004 the External Review recommended creation of several standing committees, which resulted in the creation of a History Curriculum Committee, a Political Science Curriculum Committee, a Social Studies Education Curriculum Committee, and a Graduate Curriculum Committee, alongside a number of ad hoc committees created as necessary. The History Curriculum Committee is developing a new survey course on World History and a 300-level Methods course for implementation in 2007-08.

Veteran department faculty members have won a number of awards. Recipients of the Southeastern Louisiana University President's Award for Excellence in Research include Dr. Barbara Forrest, Dr. Bertram Groene (retired), Dr. Samuel Hyde, Dr. Lawrence Hewitt (retired), Dr. Michael Kurtz, and Dr. Andrew Traver. Recipients of the President's Award for Excellence in Teaching include Dr. Barbara Forrest, Dr. Michael Kurtz, Mr. Howard Nichols (retired), and Dr. William Robison. Recipients of the President's Award for Excellence in Service include Professor Charles Dranguet.

Dr. Samuel Hyde currently holds the Leon Ford Chair in History in the Center for Southeast Louisiana Studies. Mr. Howard Nichols (1995-98) and Dr. Barbara Forrest (2001-04) have held the Woman's Hospital Distinguished Teaching Professorship in the Humanities (1995-98). Dr. William Robison (1996-99) and Dr. Andrew Traver (2003-06) have held the Fay Warren Reimers Distinguished Teaching Professorship in the Humanities (1996-99). Dr. Jeffrey Bell (2002-06) and Dr. Harry Laver (2006-2009) have held the C. Howard Nichols Professorship in History and Government (2002-2006). Dr. Kurt Corbello (2002-06) and Dr. Peter Petrakis (2006-09) have held the Johnny R. Smith Professorship in History and Political Science (2002-2006).

The department has requested a new position for an Assistant Professor of Social Studies to facilitate new programs and procedures associated with the curriculum redesign and the closer relationship that has resulted between the department and the College of Education and Human Development.

C. Other Resources

a. Sims Memorial Library

Over the past decade the department has significantly upgraded the research collection in the Sims Memorial Library. It also has had considerable input into the library's decision to acquire numerous on-line research tools, including America: History and Life, Historical Abstracts, Ingenta, and JSTOR, to name but a few.

b. Center for Southeast Louisiana Studies

The Center (formerly the Center for Regional Studies) is a valuable resource that has become much more "user friendly" to Social Studies Education majors and Social Studies teachers under the direction of Dr. Samuel C. Hyde. The Center maintains the Southeastern Louisiana University Archives and Special Collections and provides a closed-stack research library. Over 300 separate archival collections document regional history with critical holdings on the area's of farming, logging, railroading and maritime industries. Extensive collections explore the assassination of John F. Kennedy and document the life and political careers of longtime Southeast Louisiana United States Congressman James H. "Jimmie" Morrison, Louisiana Governor Jimmie Davis, and other regional political figures. Additional collections highlight the region's antebellum development, Civil War operations, ethnic diversity, and the struggle for civil rights, including the Carter Plantation Collection

documenting Livingston Parish life from the 1830s to present day; rare editions of regional Civil War-era newspapers, the Alexander Bartus Collection on the largest rural Hungarian community in the United States; and the Hebert and the William H. Sullivan Collections of Civil Rights-era Bogalusa, Louisiana. New collections under development examine Gulf South Colonial History and the Plain Folk of the South. An extensive photographic collection, including the Center's premier exhibit, *Piney Woods People: Pioneers on the Lumber Frontier of Southeast Louisiana*, records turn-of-the-century life in the backwoods of the Florida Parishes. The Wiley H. Sharp, Jr. Collection of Southeastern Indian Artifacts from various regional sites provides evidence on the activities of the early hunting and gathering people who occupied the Pontchartrain Basin nearly 3,500 years ago. Vintage maps, newspapers, census reports and oral histories complement the study of local and regional history. The *Florida Parishes History Outreach Program* networks area Public Junior and Senior High School and University teachers. Consulting services are available for regional museums and historical associations, and the Center provides speakers on regional history and cultural topics. On-site and traveling exhibits showcase southeastern Louisiana history.

c. Florida Parishes Social Science Research Center

In 1991 the Department of History and Political Science and the Department of Sociology and Criminal Justice founded the Florida Parishes Social Science Research Center to provide Southeastern's social science students with high-quality research experience and skills, to offer social science research services to local and regional communities, and to provide faculty with enhanced opportunities for scholarly research. In 2001 these two departments moved into Fayard Hall, a new technology-rich classroom building, which includes new state-of-the-art facilities for the FPSSRC. Among other things, students may acquire hands-on experience with polling under the supervision of nationally recognized pollster Dr. Kurt Corbello and laboratory work in research methods and statistics.

d. Fayard Hall

The Department of History and Political Science played a major role in planning this technology-rich classroom building. Besides the FPSSRC (see previous item) the building includes numerous classrooms with on-line data links at each desk, and the department is gradually installing LCD projectors in all the classrooms it utilizes (as budget permits), which makes possible the use of power point and various web sites, among other things.

e. Area of Excellence in Creative Arts and Culture Studies

In 2002 the Board of Regents recognized the Department of History and Political Science as forming part of an Area of Excellence in Creative Arts and Cultural Studies along with the Department of English, the Department of Music and Dramatic Arts, and the Center for Southeast Louisiana Studies. Annual reports for 2001 and 2002 are available upon request.

f. Lecture Series

In response to student demand for greater exposure to scholars from both on-campus and off-campus, the department has increased its role in Fanfare, the university's annual celebration (October) of the arts and humanities: after many years of informal participation, the department inaugurated the "Then and Now" Fanfare History and Politics Lecture Series in 2002. It also is the sole sponsor for the Constitution Day Lecture (September), Veterans Day Lecture (November), Black History Month Lecture Series (February), Holocaust Remembrance Day Lecture (April), and the Deep Delta Civil War Symposium (June), is co-sponsor for the Southeast Louisiana Historical Association Lectures (May and December), and Women's History Month (March), and provides sponsorship for numerous individual lectures, and helps generate an audience for the Judge Leon Ford III Lecture in History and

the Morrison Lecture on Politics and Government sponsored each year by the Center for Southeast Louisiana Studies.

g. Teaching American History Grant

In 2004 the U.S. Department of Education awarded a \$1 million Teaching American History Grant to Southeastern Louisiana University, the Tangipahoa Parish School Board, and Louisiana Public Broadcasting Corporation in partnership with the Historic New Orleans Collection, the Louisiana Department of Culture, Recreation, and Tourism, the Louisiana State Archives, the Louisiana State Museum, the Louisiana State Libraries, and the Region II Education Service Center.

In 2007 the department received a second \$900,000 TAH grant.

Table 1

Social Studies

2006-2007

(1=Has not developed or used this skill, 2=Is beginning to incorporate this skill, 3=Uses this skill appropriately and competently, 4=Uses this skill consistently with a high degree of competence and confidence)

Planning: The student teacher/intern plans effectively for instruction	
1. Specifies learner outcomes in clear, concise objectives	3.85
2. Includes activity/activities that develop(s) objectives	3.77
3. Identifies and plans for individual differences	3.23
4. Identifies materials, other than standard materials, as needed for lesson	3.92
5. States method(s) of evaluation to measure learner outcomes	3.54
6. Develops short term and long term instructional plans based on state standards and benchmarks, and or GLEs	3.77
7. Plans for the use of technology	3.85
8. Develops an Individualized Education Plan (IEP) and/or Individualized Family Plan (IFSP) as needed for the lesson	N/A
Management: The student teacher/intern maintains an environment conducive to learning, maximizes the amount of time available for instruction and manages learner behavior to provide productive learning opportunities.	
1. Organizes available space, materials and/or equipment to facilitate learning	3.77
2. Promotes a positive learning climate	4.00
3. Manages routines and transitions in a timely manner	3.69
4. Manages and/or adjusts time for activities	3.69
5. Establishes expectations for learner behavior	3.38
6. Uses monitoring techniques to facilitate learning	3.62
Instruction: The student teacher/intern delivers instruction effectively, presents appropriate content, and provides opportunities for student involvement in the learning process.	
1. Initiates lesson effectively	3.69
2. Uses technique(s) which develop(s) lesson objective(s)	3.62
3. Sequences lesson to promote learning	3.62
4. Uses a variety of teaching materials to achieve lesson objective(s)	3.92

Social Studies continued	
(1=Has not developed or used this skill, 2=Is beginning to incorporate this skill, 3=Uses this skill appropriately and competently, 4=Uses this skill consistently with a high degree of competence and confidence)	
Instruction continued	
5. Adjusts lesson when appropriate	3.85
6. Integrates technology into instruction	3.85
7. Presents content at a developmentally appropriate level	3.67
8. Presents accurate subject matter	3.75
9. Relates relevant examples, unexpected situations, or current events to the content	3.46
10. Integrates content across the curriculum	3.46
11. Accommodates individual differences	3.08
12. Demonstrates ability to communicate effectively with students	3.92
13. Stimulates and encourages higher order thinking at the appropriate developmental levels	3.23
14. Encourages student participation	3.85
15. Exhibits enthusiasm toward the subject content	3.69
16. Uses wait time	3.54
17. Uses effective questioning technique	3.38
18. Utilizes appropriate motivational techniques	3.46
19. Utilizes an effective lesson closure	3.31
20. Provides practice of skills 60% of class time for team sports, 50% for individual sports (Physical Education Instruction only)	N/A
Assessment: The student teacher/intern assesses student progress	
1. Consistently monitors ongoing performance of students	3.54
2. Uses appropriate and effective assessment techniques	3.69
3. Provides timely feedback to students regarding their progress	3.62
4. Produces evidence of student academic growth under his/her instruction	3.54
5. Develops well constructed assessment instruments	3.85
6. Utilizes a variety of formal and informal assessment techniques to monitor student learning	3.62

Social Studies continued (1=Has not developed or used this skill, 2=Is beginning to incorporate this skill, 3=Uses this skill appropriately and competently, 4=Uses this skill consistently with a high degree of competence and confidence)	
Assessment continued	
7. Interprets and utilizes standardized/non-standardized test results	3.08
Other: The student teacher	
1. Participates in grade level and subject area curriculum planning and evaluation	3.54
2. Establishes cooperative relationships with supervising teacher, paraprofessionals, parents, students, and other school personnel	3.92
3. Provides clear and timely information to parent/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning	3.62
4. Has read the School Improvement Plan for the school and discussed it with the supervising/mentor teacher	3.85
5. Has planned lessons to address the School Improvement Plan	3.77
6. Exhibits sensitivity to diverse community and cultural norms	4.00
7. Shows awareness of the purposes of professional organizations	3.62
7. Observes and/or participates in team evaluations (IEP's, etc.)	2.92
Professional Attributes Scale	
1. Attendance (1=Frequently absent, 2=Rarely absent, 3=Exemplary attendance)	2.46
2. Punctuality (1=Frequently late, 2=Generally punctual, 3=Always on time)	2.85
3. Professional Appearance (1=Occasionally appears inappropriately/unprofessionally dressed, 2=Is usually dressed appropriately, 3=Always dresses/appears in a professional manner)	2.85
3. Oral Expression (1=Makes frequent usage and/or grammatical errors, 2=Inarticulate, 3=Articulate, 4=Expressive, animated)	3.62
4. Written Expression (1=Written work contains misspellings and/or grammatical errors, 2=Written work is often unclear and disorganized, 3=Written work is organized and clearly expresses ideas)	2.85
6. Tact, Judgment (1=Thoughtless: Highly insensitive to other's feelings and opinions, 2=Somewhat or sometimes insensitive and undiplomatic, 3=Perceives what to do or say in order to maintain good relations with others and responds accordingly, 4=Diplomatic: Highly sensitive to other's feelings and opinions)	3.69

Social Studies continued	
Professional Attributes Scale Cont.	
7. Reliability/Dependability (1=Sometimes fails to complete assigned tasks and duties, 2=Sometimes needs to be reminded to attend to assigned tasks/duties, 3=Responsible: Attends to assigned tasks/duties on schedule without prompting, 4=Self-starter: Perceives needs and attends to them immediately)	3.54
8. Self Initiative/Independence (1=Passive: Depends on others for direction, ideas and guidance, 2=Has good ideas, works effectively with limited supervision, 3=Creative and resourceful: Independently implements plans)	2.54
9. Self-Confidence (1=Anxious: Often appears self-conscious, nervous, 2=Arrogant: Has unfounded belief in abilities, 3=Usually confident: comfortable in classroom situations, 4=Realistically self-assured; competently handles class demands)	3.54
10. Collegiality (1=Often works in isolation, 2=Reluctant to share ideas and materials, 3=Willingly shares ideas and materials)	3.00
11. Interaction with Students (1=Can appear threatening or antagonistic towards students, 2=Shy: Hesitant to work with students, 3=Relates easily and positively with students, 4=Outgoing: Actively seeks opportunities to work with students)	3.69
12. Response to Students Needs (1=Does not attempt to accommodate needs of unique learners, 2=Makes negative comments about students' ability to learn, 3=Usually accepts responsibility for all students' learning, 4=Consistently responds to the learning needs of all students)	3.85
13. Response to Feedback (1=Defensive: Unreceptive to feedback, 2=Receptive-- <u>but</u> does not implement suggestions, 3=Receptive-- <u>and</u> adjusts performance accordingly, 4=Solicits suggestions and feedback from others)	3.85
14. Ability to Reflect and Improve Performance (1=Reluctant to analyze performance, 2=Makes some effort to review skills, 3=Actively seeks ways to assess abilities, 4=Consistently deepens knowledge of classroom practice and student learning)	3.62
15. Professional Characteristics (1=Seldom, 2=Usually, 3=Always)	
A. Commitment - Demonstrates genuine concern for students and is dedicated to the teaching profession	3.00
B. Creativity - Seeks opportunities to develop imaginative instructional lessons	2.62
C. Flexibility - Responds to unforeseen circumstances in appropriate manner and modifies actions or plans when necessary	2.92

Social Studies continued	
Professional Attributes Scale Cont.	
D. Integrity - Maintains high ethical and professional standards	3.00
E. Organization - Is efficient, successfully manages multiple tasks simultaneously	2.77
F. Perseverance - Strives to complete tasks and improve teaching skills	3.00
G. Positive Disposition - Possesses pleasant interpersonal skills; is patient, resilient, optimistic and approachable	3.00
16. Potential as a Teacher (1=Recommend review of career options and consideration of profession other than teaching, 2=Recommend continuation in teaching profession, 3=Highly recommend continuation in teaching profession: Strong candidate)	2.92

Table 2

Social Studies
2008-2009

(1=Has not developed or used this skill, 2=Is beginning to incorporate this skill, 3=Uses this skill appropriately and competently, 4=Uses this skill consistently with a high degree of competence and confidence)

Planning: The student teacher/intern plans effectively for instruction	
1. Specifies learner outcomes in clear, concise objectives	4.00
2. Includes activity/activities that develop(s) objectives	4.00
3. Identifies and plans for individual differences	3.38
4. Identifies materials, other than standard materials, as needed for lesson	4.00
5. States method(s) of evaluation to measure learner outcomes	4.00
6. Develops short term and long term instructional plans based on state standards and benchmarks, and or GLEs	3.92
7. Plans for the use of technology	3.92
Management: The student teacher/intern maintains an environment conducive to learning, maximizes the amount of time available for instruction and manages learner behavior to provide productive learning opportunities.	
1. Organizes available space, materials and/or equipment to facilitate learning	3.85
2. Promotes a positive learning climate	4.00
3. Manages routines and transitions in a timely manner	3.77
4. Manages and/or adjusts allotted time for activities planned	3.92
5. Establishes expectations for learner behavior	3.77
6. Uses monitoring techniques to facilitate learning	3.85
Instruction: The student teacher/intern delivers instruction effectively, presents appropriate content, and provides opportunities for student involvement in the learning process.	
1. Initiates lesson effectively	3.92
2. Uses technique(s) which develop(s) lesson objective(s)	3.85
3. Sequences lesson to promote learning	3.77
4. Uses available teaching material(s) to achieve lesson objective(s)	4.00
5. Adjusts lesson when appropriate	4.00

Social Studies continued	
(1=Has not developed or used this skill, 2=Is beginning to incorporate this skill, 3=Uses this skill appropriately and competently, 4=Uses this skill consistently with a high degree of competence and confidence)	
Instruction continued	
6. Integrates technology into instruction	3.85
7. Presents content at a developmentally appropriate level	3.92
8. Presents accurate subject matter	3.92
9. Relates relevant examples, unexpected situations, or current events to the content	3.85
10. Integrates content across the curriculum	3.62
11. Accommodates individual differences	3.54
12. Differentiates instruction to meet the needs of all students	3.46
13. Demonstrates ability to communicate effectively with students	3.85
14. Stimulates and encourages higher order thinking at the appropriate developmental levels	3.54
15. Encourages student participation	4.00
16. Exhibits enthusiasm toward the subject content	3.92
17. Uses wait time	3.85
18. Uses effective questioning technique	3.85
19. Utilizes appropriate motivational techniques	3.92
20. Utilizes an effective lesson closure	3.62
Assessment: The student teacher/intern assesses student progress	
1. Consistently monitors ongoing performance of students	3.85
2. Uses appropriate and effective assessment techniques	3.92
3. Provides timely feedback to students regarding their progress	3.85
4. Produces evidence of student academic growth under his/her instruction	3.85
5. Develops well constructed assessment instruments	3.92
6. Utilizes a variety of formal and informal assessment techniques to monitor student learning	3.92
7. Interprets and utilizes standardized/non-standardized test results	3.62

Social Studies continued	
(1=Has not developed or used this skill, 2=Is beginning to incorporate this skill, 3=Uses this skill appropriately and competently, 4=Uses this skill consistently with a high degree of competence and confidence)	
Other: The student teacher	
1. Participates in grade level and subject area curriculum planning and evaluation	3.92
2. Establishes cooperative relationships with supervising/mentor teacher, paraprofessionals, parents, students, and other school personnel	3.92
3. Provides clear and timely information to parent/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning	3.77
4. Has read the School Improvement Plan for the school and discussed it with the supervising/mentor teacher	3.92
5. Has planned lessons to address the School Improvement Plan	3.92
6. Exhibits sensitivity to diverse community and cultural norms	3.92
7. Shows awareness of the purposes of professional organizations	3.92
8. Observes and/or participates in team evaluations (IEP's, etc.)	3.62
Professional Attributes Scale	
1. Attendance (1=Frequently absent, 2=Rarely absent, 3=Exemplary attendance)	2.77
2. Punctuality (1=Frequently late, 2=Generally punctual, 3=Always on time)	2.92
3. Professional Appearance (1=Occasionally appears inappropriately/unprofessionally dressed, 2=Is usually dressed appropriately, 3=Always dresses/appears in a professional manner)	3.00
4. Oral Expression (1=Makes frequent usage and/or grammatical errors, 2=Inarticulate, 3=Articulate, 4=Expressive, animated)	3.62
5. Written Expression (1=Written work contains misspellings and/or grammatical errors, 2=Written work is often unclear and disorganized, 3=Written work is organized and clearly expresses ideas)	3.00
6. Tact, Judgment (1=Thoughtless: Highly insensitive to other's feelings and opinions, 2=Somewhat or sometimes insensitive and undiplomatic, 3=Perceives what to do or say in order to maintain good relations with others and responds accordingly, 4=Diplomatic: Highly sensitive to other's feelings and opinions)	3.31

Social Studies continued

Professional Attributes Scale Cont.

7. Reliability/Dependability (1=Sometimes fails to complete assigned tasks and duties, 2=Sometimes needs to be reminded to attend to assigned tasks/duties, 3=Responsible: Attends to assigned tasks/duties on schedule without prompting, 4=Self-starter: Perceives needs and attends to them immediately)	3.77
8. Self Initiative/Independence (1=Passive: Depends on others for direction, ideas and guidance, 2=Has good ideas, works effectively with limited supervision, 3=Creative and resourceful: Independently implements plans)	2.77
9. Self-Confidence (1=Anxious: Often appears self-conscious, nervous, 2=Arrogant: Has unfounded belief in abilities, 3=Usually confident: comfortable in classroom situations, 4=Realistically self-assured; competently handles class demands)	3.85
10. Collegiality (1=Often works in isolation, 2=Reluctant to share ideas and materials, 3=Willingly shares ideas and materials)	3.00
11. Interaction with Students (1=Can appear threatening or antagonistic towards students, 2=Shy: Hesitant to work with students, 3=Relates easily and positively with students, 4=Outgoing: Actively seeks opportunities to work with students)	3.62
12. Response to Students Needs (1=Does not attempt to accommodate needs of unique learners, 2=Makes negative comments about students' ability to learn, 3=Usually accepts responsibility for all students' learning, 4=Consistently responds to the learning needs of all students)	3.92
13. Response to Feedback (1=Defensive: Unreceptive to feedback, 2=Receptive-- <u>but</u> does not implement suggestions, 3=Receptive-- <u>and</u> adjusts performance accordingly, 4=Solicits suggestions and feedback from others)	3.69
14. Ability to Reflect and Improve Performance (1=Reluctant to analyze performance, 2=Makes some effort to review skills, 3=Actively seeks ways to assess abilities, 4=Consistently deepens knowledge of classroom practice and student learning)	3.69
15. Professional Characteristics (1=Seldom, 2=Usually, 3=Always)	
A. Commitment - Demonstrates genuine concern for students and is dedicated to the teaching profession	3.00
B. Creativity - Seeks opportunities to develop imaginative instructional lessons	2.69
C. Flexibility - Responds to unforeseen circumstances in appropriate manner and modifies actions or plans when necessary	3.00

Social Studies continued

Professional Attributes Scale Cont.

D.	Integrity - Maintains high ethical and professional standards	3.00
E.	Organization - Is efficient, successfully manages multiple tasks simultaneously	2.85
F.	Perseverance - Strives to complete tasks and improve teaching skills	3.00
G.	Positive Disposition - Possesses pleasant interpersonal skills; is patient, resilient, optimistic and approachable	3.00
16.	Potential as a Teacher (1=Recommend review of career options and consideration of profession other than teaching, 2=Recommend continuation in teaching profession, 3=Highly recommend continuation in teaching profession: Strong candidate)	2.85

Table 3

**Social Studies
2007-2008**

(1=Has not developed or used this skill, 2=Is beginning to incorporate this skill, 3=Uses this skill appropriately and competently, 4=Uses this skill consistently with a high degree of competence and confidence)

Planning: The student teacher/intern plans effectively for instruction	
1. Specifies learner outcomes in clear, concise objectives	4.00
2. Includes activity/activities that develop(s) objectives	3.87
3. Identifies and plans for individual differences	3.33
4. Identifies materials, other than standard materials, as needed for lesson	3.93
5. States method(s) of evaluation to measure learner outcomes	4.00
6. Develops short term and long term instructional plans based on state standards and benchmarks, and or GLEs	3.87
7. Plans for the use of technology	4.00
8. Develops an Individualized Education Plan (IEP) and/or Individualized Family Plan (IFSP) as needed for the lesson	4.87
Management: The student teacher/intern maintains an environment conducive to learning, maximizes the amount of time available for instruction and manages learner behavior to provide productive learning opportunities.	
1. Organizes available space, materials and/or equipment to facilitate learning	4.00
2. Promotes a positive learning climate	3.87
3. Manages routines and transitions in a timely manner	3.80
4. Manages and/or adjusts time for activities	3.80
5. Establishes expectations for learner behavior	3.60
6. Uses monitoring techniques to facilitate learning	3.80
Instruction: The student teacher/intern delivers instruction effectively, presents appropriate content, and provides opportunities for student involvement in the learning process.	
1. Initiates lesson effectively	3.73
2. Uses technique(s) which develop(s) lesson objective(s)	3.73
3. Sequences lesson to promote learning	3.87
4. Uses a variety of teaching materials to achieve lesson objective(s)	3.87

Social Studies continued	
(1=Has not developed or used this skill, 2=Is beginning to incorporate this skill, 3=Uses this skill appropriately and competently, 4=Uses this skill consistently with a high degree of competence and confidence)	
Instruction continued	
5. Adjusts lesson when appropriate	3.93
6. Integrates technology into instruction	4.00
7. Presents content at a developmentally appropriate level	3.73
8. Presents accurate subject matter	3.80
9. Relates relevant examples, unexpected situations, or current events to the content	3.67
10. Integrates content across the curriculum	3.47
11. Accommodates individual differences	3.40
12. Demonstrates ability to communicate effectively with students	3.73
13. Stimulates and encourages higher order thinking at the appropriate developmental levels	3.60
14. Encourages student participation	3.93
15. Exhibits enthusiasm toward the subject content	3.87
16. Uses wait time	3.80
17. Uses effective questioning technique	3.73
18. Utilizes appropriate motivational techniques	3.87
19. Utilizes an effective lesson closure	3.73
20. Provides practice of skills 60% of class time for team sports, 50% for individual sports (Physical Education Instruction only)	5.00
Assessment: The student teacher/intern assesses student progress	
1. Consistently monitors ongoing performance of students	3.87
2. Uses appropriate and effective assessment techniques	3.93
3. Provides timely feedback to students regarding their progress	3.87
4. Produces evidence of student academic growth under his/her instruction	3.87
5. Develops well constructed assessment instruments	3.87
6. Utilizes a variety of formal and informal assessment techniques to monitor student learning	3.93

Social Studies continued	
(1=Has not developed or used this skill, 2=Is beginning to incorporate this skill, 3=Uses this skill appropriately and competently, 4=Uses this skill consistently with a high degree of competence and confidence)	
Assessment continued	
7. Interprets and utilizes standardized/non-standardized test results	3.53
Other: The student teacher	
1. Participates in grade level and subject area curriculum planning and evaluation	3.73
2. Establishes cooperative relationships with supervising teacher, paraprofessionals, parents, students, and other school personnel	3.93
3. Provides clear and timely information to parent/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning	3.67
4. Has read the School Improvement Plan for the school and discussed it with the supervising/mentor teacher	4.00
5. Has planned lessons to address the School Improvement Plan	3.93
6. Exhibits sensitivity to diverse community and cultural norms	4.00
7. Shows awareness of the purposes of professional organizations	3.93
8. Observes and/or participates in team evaluations (IEP's, etc.)	3.67
Professional Attributes Scale	
1. Attendance (1=Frequently absent, 2=Rarely absent, 3=Exemplary attendance)	2.67
2. Punctuality (1=Frequently late, 2=Generally punctual, 3=Always on time)	2.93
3. Professional Appearance (1=Occasionally appears inappropriately/unprofessionally dressed, 2=Is usually dressed appropriately, 3=Always dresses/appears in a professional manner)	2.93
4. Oral Expression (1=Makes frequent usage and/or grammatical errors, 2=Inarticulate, 3=Articulate, 4=Expressive, animated)	3.47
5. Written Expression (1=Written work contains misspellings and/or grammatical errors, 2=Written work is often unclear and disorganized, 3=Written work is organized and clearly expresses ideas)	3.00
6. Tact, Judgment (1=Thoughtless: Highly insensitive to other's feelings and opinions, 2=Somewhat or sometimes insensitive and undiplomatic, 3=Perceives what to do or say in order to maintain good relations with others and responds accordingly, 4=Diplomatic: Highly sensitive to other's feelings and opinions)	3.67

Social Studies continued	
Professional Attributes Scale Cont.	
7. Reliability/Dependability (1=Sometimes fails to complete assigned tasks and duties, 2=Sometimes needs to be reminded to attend to assigned tasks/duties, 3=Responsible: Attends to assigned tasks/duties on schedule without prompting, 4=Self-starter: Perceives needs and attends to them immediately)	3.67
8. Self Initiative/Independence (1=Passive: Depends on others for direction, ideas and guidance, 2=Has good ideas, works effectively with limited supervision, 3=Creative and resourceful: Independently implements plans)	2.80
9. Self-Confidence (1=Anxious: Often appears self-conscious, nervous, 2=Arrogant: Has unfounded belief in abilities, 3=Usually confident: comfortable in classroom situations, 4=Realistically self-assured; competently handles class demands)	3.80
10. Collegiality (1=Often works in isolation, 2=Reluctant to share ideas and materials, 3=Willingly shares ideas and materials)	3.00
11. Interaction with Students (1=Can appear threatening or antagonistic towards students, 2=Shy: Hesitant to work with students, 3=Relates easily and positively with students, 4=Outgoing: Actively seeks opportunities to work with students)	3.60
12. Response to Students Needs (1=Does not attempt to accommodate needs of unique learners, 2=Makes negative comments about students' ability to learn, 3=Usually accepts responsibility for all students' learning, 4=Consistently responds to the learning needs of all students)	3.93
13. Response to Feedback (1=Defensive: Unreceptive to feedback, 2=Receptive-- <u>but</u> does not implement suggestions, 3=Receptive-- <u>and</u> adjusts performance accordingly, 4=Solicits suggestions and feedback from others)	3.67
14. Ability to Reflect and Improve Performance (1=Reluctant to analyze performance, 2=Makes some effort to review skills, 3=Actively seeks ways to assess abilities, 4=Consistently deepens knowledge of classroom practice and student learning)	3.87
15. Professional Characteristics (1=Seldom, 2=Usually, 3=Always)	
A. Commitment - Demonstrates genuine concern for students and is dedicated to the teaching profession	3.00
B. Creativity - Seeks opportunities to develop imaginative instructional lessons	2.80
C. Flexibility - Responds to unforeseen circumstances in appropriate manner and modifies actions or plans when necessary	2.93

Social Studies continued	
Professional Attributes Scale Cont.	
D. Integrity - Maintains high ethical and professional standards	3.00
E. Organization - Is efficient, successfully manages multiple tasks simultaneously	2.87
F. Perseverance - Strives to complete tasks and improve teaching skills	3.00
G. Positive Disposition - Possesses pleasant interpersonal skills; is patient, resilient, optimistic and approachable	3.00
16. Potential as a Teacher (1=Recommend review of career options and consideration of profession other than teaching, 2=Recommend continuation in teaching profession, 3=Highly recommend continuation in teaching profession: Strong candidate)	2.87