I. Mission

The Missouri Valley College Teacher Education Program is committed to providing educational and field experience opportunities designed to prepare students for successful careers in the teaching profession. The preparation of students will be accomplished through formal classroom instruction and a variety of clinical experiences in accordance with the standards set forth by the Missouri Department of Elementary and Secondary Education (MoDESE).

The particular mission of the Social Studies Education major within the Missouri Valley College Division of Education is to provide educational and field experience opportunities designed to prepare students for successful careers in Social Studies Education instruction at the 9-12 level.

II. Goals

1. To provide a baccalaureate education that prepares students for careers in Social Studies Education instruction at the 9-12 level.

2. To provide students with meaningful field experiences that will prepare them for careers in education and teaching, and to promote professionalism through membership and activities provided by the Missouri Valley College chapter of S-MSTA (Student-Missouri State Teachers Association).

3. To offer appropriate advising, counseling, and strategies that will assist students in meeting prerequisites for entry-level employment in the education field and/or entry into graduate or professional programs.

4. To prepare students to pass the PRAXIS examination and obtain state credentialing in the content area of Social Studies Education.

5. To prepare students to become members of a responsible citizenry through liberal learning, critical thinking, and academic excellence.

6. To promote a holistic, liberal arts perspective toward education that develops students in relationship to other persons, to other disciplines, to other cultures, to their religious/ethical systems and, therefore, to themselves.

III. Student learning outcomes
Students who complete the Missouri Valley College Social Studies Education major and certification program will:

1. Display a firm basis in the content knowledge area in which they are prepared to teach.

2. Exhibit professional knowledge and skills required to instruct, assess, and manage a Social Studies Education classroom (9-12), based upon current best practices of teaching.

3. Demonstrate knowledge of strategies used in teaching reading and writing across (or within) the Social Studies Education curriculum.

4. Show application of the 9 DESE Missouri Standards for Professional Educators (MoSPE) during education coursework and field experiences. It should be noted that the Education Division has transitioned into utilization of these recently adopted standards from the former DESE MoSTEP (Missouri Standards for Teacher Education Programs) system of 11 standards.

### IV. Course map

<table>
<thead>
<tr>
<th>SECONDARY SOCIAL STUDIES EDUCATION</th>
<th>SLO 1 Firm basis in content knowledge</th>
<th>SLO 2 Professional knowledge and skills, including technology applications</th>
<th>SLO 3 Demonstrate knowledge of strategies used in teaching reading/writing within a secondary curriculum</th>
<th>SLO 4 Application of the 11 DESE MoSTEP standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC 206</td>
<td>X</td>
<td></td>
<td></td>
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<td>ED 100</td>
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<td></td>
</tr>
<tr>
<td>ED 191</td>
<td>X</td>
<td></td>
<td>X</td>
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<td>ED 205</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
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<td>ED 322</td>
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<td>ED 335</td>
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</tr>
<tr>
<td>ED 405</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>ED 420</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>ED 444</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>ED 491</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>GE 250</td>
<td>X</td>
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<td>HS 104</td>
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<td>HS 105</td>
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<td>HS 115</td>
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<tr>
<td>ED 116</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
V. Assessment tools

SLO 1 (content area knowledge)

1. Passing C-BASE scores (as set and required by MO DESE)
   Used by our program AND DESE to assess basic content knowledge.
2. Content area (specific) PRAXIS II score (minimum score set and required for licensure by MO DESE is 152).

SLO 2 (professional knowledge and skills)

1. Passing PRAXIS II score (minimum score set and required for licensure by MO DESE is 152)
2. Student Teaching field experience (required by MO DESE)
   A. Scored with Candidate Teacher Professional Observation (4x min.) by the supervising professor and/or content area professor
   B. Scored with Student Teaching Formative Assessment (4x) by cooperating teacher.
   C. Scored with Student Teaching Summative Evaluation by cooperating teacher and supervising professor.
   D. Scored with Student Teaching Evaluation Criteria (520 points possible) to assess both summative evaluations, daily journals by student teacher, weekly lesson plans and reflections, self-evaluation, and evaluation of cooperating teacher and supervising professor.
3. Successful completion of Senior Projects (as required by our program for DESE) that include the following:
   Each section is scored with an individual rubric. Available upon request.
   A. Reflection Paper (200 points; 120 points passing)
      The department considers this to also be our summative assessment
of teacher writing competency as nearly 40% of the grade is based
upon the written structure, skills, and mechanics used in the paper.

B. Interview Portfolio (70 points; 52 points passing)
C. Oral Presentation and Interview (200 points; 150 passing)

SLO3 (demonstrate teaching strategies used with reading/writing)
1. Student Teaching field experience (required by MO DESE)
   A. Scored with Candidate Teacher Professional Observation (4x min.) by supervising
      professor and/or content area professor.
   B. Scored with Student Teaching Formative Assessment (4x) by cooperating teacher.
   C. Scored with Student Teaching Summative Evaluation by cooperating teacher and
      supervising professor.
   D. Scored with Student Teaching Evaluation Criteria (520 points possible) to
      assess both summative evaluations, daily journals by student teacher, weekly
      lesson plans and reflections, self-evaluation, and evaluation of the cooperating
      teacher and supervising professor.
2. Successful completion of Senior Projects (as required by our program for
   DESE) that include the following:

Each section is scored with an individual rubric. Available upon request.
   A. Reflection Paper (200 points; 150 points passing)
   B. Interview Portfolio (70 points; 52 points passing)
   C. Oral Presentation and Interview (200 points; 150 passing)

SLO 4 (Application of 9 DESE MoSPE standards)
1. Passing PRAXIS II score (minimum scores set and required for licensure by
   MO DESE is 153)
2. Student Teaching field experience (required by MO DESE)
   A. Scored with Candidate Teacher Professional Observation (4x min.) by supervising
      professor and/or content area professor.
   B. Scored with Student Teaching Formative Assessment (4x) by cooperating teacher.
   C. Scored with Student Teaching Summative Evaluation by cooperating teacher and
      supervising professor.
   D. Scored with Student Teaching Evaluation Criteria (520 points possible) to
      assess both summative evaluations, daily journals by student teacher, weekly
      lesson plans and reflections, self-evaluation, and evaluation of the cooperating
      teacher and supervising professor.
3. Successful completion of Senior Projects (as required by our program for
   DESE) that include the following:

Each section is scored with an individual rubric. Available upon request.
   A. Reflection Paper (200 points; 150 points passing)

The department considers this to also be our summative assessment
of teacher writing competency as nearly 40% of the grade is based
upon writing structure, skills, and mechanics used in the paper.

B. Interview Portfolio (70 points; 52 points passing)
C. Oral Presentation and Interview (200 points; 150 passing)

VI. Summary of findings/Level of achievement of student learning outcomes
General Statements:
Fall 2013, Spring 2014 and Summer 2014 graduates: 1 male and 1 female (1 in Spring and
1 in Summer)
Of the two graduates, both only attended Missouri Valley College.

<table>
<thead>
<tr>
<th>Student</th>
<th>ACT</th>
<th>C-BASE English</th>
<th>C-BASE Writing</th>
<th>C-BASE Math</th>
<th>C-BASE Science</th>
<th>C-BASE Soc. Stud.</th>
<th>X taken</th>
<th>PRAXIS score</th>
<th>X taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>19</td>
<td>282</td>
<td>272</td>
<td>248</td>
<td>266</td>
<td>370</td>
<td>2</td>
<td>169/152</td>
<td>1</td>
</tr>
<tr>
<td>Student B</td>
<td>21</td>
<td>243</td>
<td>259</td>
<td>246</td>
<td>286</td>
<td>247</td>
<td>2</td>
<td>153/152</td>
<td>6</td>
</tr>
</tbody>
</table>

In looking at the C-BASE results in general, the mean scores were as follows: English (262.5), Writing (255.5), Math (247), Science (276), and Social Studies (308.5). This indicates that among the lowest areas for the group, as we have seen in the past, remain the English and Writing components. Math would appear to be a weakness for the 2013-14 group, by far, with the mean lowest mean result. Social Studies, as would be expected, has the highest mean result. Each student took the C-BASE twice to receive passing scores. There is no relative correlative effect between ACT score and Praxis II result. The student with the higher ACT took 6 times to pass the Praxis II exam. The student with the higher C-BASE Social Studies result took 1 time to pass the Praxis II exam.

<table>
<thead>
<tr>
<th>Students</th>
<th>Interview Portfolio</th>
<th>Reflection Paper</th>
<th>Oral Presentation</th>
<th>ST Evaluation Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>55</td>
<td>177</td>
<td>157</td>
<td>510</td>
</tr>
<tr>
<td>Student B</td>
<td>46</td>
<td>122</td>
<td>158</td>
<td>499</td>
</tr>
</tbody>
</table>

In looking at the scores on the Senior Projects (which include the Interview Portfolio, Reflection Paper, and the Oral Presentation) and Student Teaching Evaluation Criteria, it appears there is some relation with the previous scores mentioned above. The student requiring the most attempts (6) on the PRAXIS also scored the lowest score in her concentration area on the C-BASE exam. This same student scored lower on the Interview Portfolio, Reflection Paper and Student teaching Evaluation Criteria assessments.

The assessment methods cost $45 for each C-BASE exam, and approximately $140 for each PRAXIS II exam. Students pay an additional stipend of $200 during their Student Teaching internship to help defray the costs of the cooperating teacher’s time. Students are also asked to purchase iPads or iPads “minis” at a cost of $300-$500 each. The college and faculty incur all other costs. This will be changing in the 2014-2015 term as the DESE tests and requirements will be different, and the cost of the exams will increase.

The summative measures are outlined in the chart on this page and indicate that our students have satisfied the program level learning outcomes required. So as not to be repetitious, we will summarize the end results. Graduates must complete 40+ hours of professional course work and also are assigned a final 12-week field experience (student teaching/internship). Both students earned A’s in the 2013-14 academic year for their Student Teaching experience. Additionally, they each successfully presented a summative Reflection Paper, Oral Presentation and Interview.
Portfolio (as outlined previously) to three Education faculty members. As mentioned previously, if students fall below a C on the Senior Projects, they are asked to resubmit.

Additionally, all courses are taught by faculty members with many years of related teaching and/or administrative experience, or by those with a terminal degree. All full-time faculty attended the fall and spring Missouri Association of Colleges of Teachers Education (MACTE) meetings and have become aware of impending changes in the state requirements for teacher education to meet specifications of the ESEA /NCLB waiver. Expected changes include the use of multiple dispositions to assess each student, changes in state teaching standards to Common Core, and teacher education standard revisions. All graduates of our program are employed in the education field.

VII. Analysis/Interpretation

It appears the Social Studies Education graduates are achieving the desired learning outcomes, as evidenced by the data above, in direct relationship to the learning outcomes and assessment tools used for each. Some achieve higher rates of success than others. Due to our program specifications, no students may receive a D or F statistically on any of their summative Senior Projects. Otherwise, they have to resubmit the work. Those receiving lower than a C statistically in Student Teaching would be asked to retake that field experience.

We do believe we provide the students good background in their Education course work and that is amplified by their field experiences. We also feel the students receive good training in their subject-specific course work in other departments. In addition, we are now requiring that our students use iPads for their upper level course work, further enhancing their experiences with classroom technology. It is having a tremendous positive impact on their comfort level with the apps and other technology. We also are giving a concerted effort to providing a number of study sessions, study guides and helpful websites to the students to help them prepare for both their entry and summative examinations.

As mentioned previously, writing and ELA (English/Language Arts) skills are among the low mean scores for the Social Studies graduates this year. However, it has been noticed in previous groups as well. So, in reality, writing and communication skills need to remain a focal point for us. We monitor this throughout the program and require an additional writing sample from them at entry into the Education Program, at which time we use a variety of counseling and tutoring options.

Again, our students seem to be thriving with the use of their iPads. All students use them both in their upper level courses and later in their Student Teaching experiences. We have heard many positive statements about apps that enhance the classroom experience, as many can be used with entire classes or for either remediation or enrichment purposes.

We believe the program is functioning well, but that we have much to do to stay abreast of all the impending state changes. Not only do we have to keep ourselves informed, we have to help our students understand the rationale behind the changes and help them prepare themselves for the new exams and upcoming transitions to new forms and requirements. We are working hard to accomplish this.
We feel the evidence provided in the previous section delineates the positive data from our 2013-2014 graduates. For the 2014-15 school year, the spring graduate has been hired to teach at Marshall High School and the summer graduate is currently interviewing.

**VIII. Action plan/Closing the loop**

For the coming year, our Education Department continues to work hard to meet the requirements set before us by the Missouri state department of education (DESE). Many changes are being made to the Social Studies Education major because of the ESEA Waiver given to the state of Missouri. The Waiver will be re-evaluated in fall 2014 by the federal Department of Education. Due to the changes, Education faculty have been meeting during the summer to discuss how to best meet the new requirements and make changes to the course work, as necessary. Changes were made in the spring to some of our course offerings and approved by the MVC Curriculum Committee.

For our part, it requires more rigor for Social Studies Education majors at the undergraduate level. This rigor will include a new series of testing and evaluation at all steps in the process of working toward their degree and eventual teacher certification in the state of Missouri. Included will be the MoGEA (Missouri General Education Assessment), which will replace the C-BASE. This assesses general knowledge in the core subjects considered critical for entrance into the Teacher Education program. In addition, students will take the MEP (Missouri Educator Profile), which is designed to measure each potential teacher’s aptitude and dispositions for working in the field of education. The students had been required to take this inventory twice, but a recent MoDESE change will only require taking the inventory once. The intent is to help us counsel and assist our students who show moderate to low scores. Students will also have to pass a content specialty exam similar to the PRAXIS, being designed by the Pearson Company (Missouri Standards Based Test). In addition, graduating seniors will be required to complete the MoPTA (the Missouri Performance Task Assessment) during their internship semester. This involves four primary tasks and a lot of analytical writing. The final task will be scored off campus by impartial, trained scorers. (While the phase-in originally slated to begin in Fall 2014, now scheduled for Fall 2015, we are doing everything possible to prepare our students to do well on these new assessments.)

As mentioned previously, an area of weakness we notice is the writing and ELA (English/Language Arts) skills of our students. With more consistency in the rubrics used in the general education core classes and continual monitoring by our department, we believe some headway is being made. In addition, the rigor of the entry exams is being increased in all areas, including the ELA area. The addition of a Writing Across the Curriculum program at MVC and Writing Intensive courses is also helping in this area, as is the use by our students of the tutoring services and study resources provided in the MVC Learning Center.

It is our hope to stay on top of the training needed to assist our students in preparation for each of the assessments and to continue to also adequately prepare them for classroom teaching and all of the myriad responsibilities that entails. The two (hopefully) go hand in hand, but our immediate plans are to continue attending state trainings and workshops that keep us apprised of the changes and enable us to be as informed as we can be.

In summary, here is a listing of the prominent MoDESE assessment changes:

- **Program/Class changes**
- **New assessment:**
MEP – Missouri Educator Profile indicator for work style and professional ethics
Replacement of major tests/requirements:
C-Base → MoGEA
Praxis → Mo Standards Based Test
Portfolio → Missouri Performance Task – 4 tasks to be completed during student teaching. Three of the tasks are to be graded by an outside agency. Task 4 must include 15 minutes of video.

Student Teaching – New form requirements for observing student teachers.

IX. Faculty/Student information

Table 1. Program Faculty
Program faculty are those who taught at least one course in the program in the past year.

FULL-TIME*
*The definition of ‘full-time’ for this table coincides with our standard MVC definition. Include all full-time faculty who taught in the program regardless of their division affiliation.

<table>
<thead>
<tr>
<th>Name</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earl Wellborn</td>
<td>Education/Physical Education</td>
</tr>
<tr>
<td>Debbie Mills</td>
<td>Education/Physical Education</td>
</tr>
<tr>
<td>Linda Gordon</td>
<td>Education/Physical Education</td>
</tr>
<tr>
<td>Pam Riggs</td>
<td>Education/Physical Education</td>
</tr>
<tr>
<td>Jackie Guthrey</td>
<td>Education/Physical Education/Communications, Humanities and Human Services</td>
</tr>
<tr>
<td>Charley Guthrey</td>
<td>Education/Social Science</td>
</tr>
<tr>
<td>Tamara King</td>
<td>Social Science</td>
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<td>Tiffany Bergman</td>
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<tr>
<td>Joshua Tetteh</td>
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<tr>
<td>Jerry Acay</td>
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<tr>
<td>Larry Stockman</td>
<td>Business</td>
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</table>

ADJUNCT
Include all adjunct faculty who taught at least one course in the program in the past year regardless of their division affiliation. (No list of names required.)

Number of adjunct: ________7________
Table 2. Student Profile

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<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

X. List of individuals who assisted in the completion of this report.

Earl Wellborn, Dean
Linda Gordon, Associate Professor
Debbie Mills, Associate Professor
Pam Stouffer, Administrative Assistant
Molly Boevers, Graduate Assistant