

2007-2008 Annual Program Review Report

History 7-12

2008 History Education Program Review Committee:

Dr. Dewey Browder, Chair, Department of History and Philosophy, APSU
Dr. Michèle Butts, Professor and Secondary Social Studies Advisor, Department of History and Philosophy, APSU
Nancy Dye, Social Studies Consulting Teacher, Clarksville-Montgomery County School System, Clarksville, TN
Danny Gilkey, retired principal, Hopkinsville Middle School, Christian County Schools, Hopkinsville, KY
Michael Moseley, assistant principal, West Creek Middle School, CMCSS
Keith Parker, Social Studies teacher, West Creek Middle School, CMCSS
Janice Scott, History/Government teacher, White House Heritage School, Robertson County Schools, Springfield, TN
Jan Thompson, AP U.S. History teacher, Rossview High School, CMCSS

Assessment of Candidate

Based upon their strong performances on their Milestone IV reviews and PRAXIS II Tests, History Education Program completers appear to be well prepared to enter careers in professional education. Spring 2008 History majors met or exceeded Milestone IV portfolio standards. PRAXIS II test results provide useful evidence of how well History Education students grasp their History and concentration content.

PRAXIS II Tests

Current History Education Program completers have an excellent pass rate on the current PRAXIS II History Test (941). Under the previous, more rigorous History Test (940), however, the initial pass rate was lower with several students taking the test three times before earning a passing score. Examining these students' transcripts and score sheets reveals that three were "C" students overall, two had GPAs over 3.0, and one transferred in all history credit from another institution. Where complete test score sheets were available, these students did poorly in sections for which they had no course preparation.

In response to these outcomes, the Department of History and Philosophy revised the History Education Program advisement sheet. Subsequently, students are now directed to choose courses providing broad coverage within the major fields covered by sections of the PRAXIS II History Test. History Education students also are encouraged to attend the department's Major Field Exam Reviews in U.S. and World History offered each semester. Not only have students' test scores improved, but the students also are becoming better prepared to teach the full spectrum of United States and World History.

Concentration Tests

To prepare and equip students for professional careers in middle school and high school teaching, the History Education Program includes completion of a Social Studies core and a specialized concentration. Students may choose to focus on Economics, Geography, or Political Science. Those planning to teach on the high school level are encouraged to complete an additional concentration, but only one is required. If a student passes the PRAXIS II Test in the concentration, he or she is deemed “highly qualified” in that field as well as in History.

Overall, History Education students also perform extremely well in their concentrations. They have a perfect pass rate on the Government/Political Science Test with lower scores on the Federal/State/Local/Landmark Court Decisions and U.S. Politics sections of the PRAXIS II. The Secondary Social Studies advisor is working with the chair of the Department of Political Science and Sociology to address these weaknesses in preparation as they consider revision of their curriculum. Geography has become much more rigorous in recent years due to the advent of GIS technology, but History Education students’ scores have been very good. Inconsistencies within student files maintained in the Teacher Certification Office, however, render it impossible to draw any conclusions regarding what elements were missed by students who failed and repeated the Geography PRAXIS II.

Unfortunately, History Education students taking the Economics PRAXIS II Test are having great difficulty. Examination of both student transcripts and available PRAXIS II detailed results indicate multiple problems. History Education students consistently do poorly or fail the sections related to microeconomics, macroeconomics, and money and banking. For the most part, these students did not initially complete the Economics concentration in the program. They took the PRAXIS II after having completed only the first course in macroeconomics required in the Social Studies core. Those students completing the concentration often were forced to substitute another Economics course for the Money and Banking course or take a Special Problems in the topic in order to graduate, because the School of Business had not offered the Money and Banking course for the past two years. Lower GPAs also characterized some of these students.

The Secondary Social Studies Advisor is working with the Director of the School of Business to see that the required upper division course in Money and Banking is offered each year. Once it was brought to the attention of the Director, Money and Banking was placed on the 2008 Fall schedule. In addition, the Advisor and the Director will work more closely in the advisement and direction of students completing the Economics concentration. A definite program of study will direct these students to take ECON 2010 and 2020 during their sophomore year and Money and Banking (ECON 3210) during the Fall of their junior year. This will place History/Economics students on track with the Business students in these courses. The Advisor and the Director have asked Dr. Harriet McQueen to offer peer tutoring by the Academic Support Center for students in ECON 2010 and 2020. In addition, the Economics faculty will draw on PRAXIS II Sample Tests and Tennessee Standards for Economics 9-12 in providing examples and problems in ECON 3210.

Summary

For the past five years, the vast majority of History Education Program students have succeeded in passing both the PRAXIS II History Test and their concentration tests. Revision of

the History Education Program advisement sheet has directed students to prepare more broadly to teach in middle school and high school. Attending Major Field Exam Review sessions provides important preparation for PRAXIS II as well. The Department of History and Philosophy is working in conjunction with the School of Business and the Departments of Geosciences and Political Science and Sociology as well as the School of Education to address the data collection, course content, and scheduling issues to improve the preparation of History Education Program students in the future.

II. Assessment of Program Operations

Recent History 7-12 graduates stated in the APSU Teacher Unit Survey that they were very satisfied with the teacher education program at Austin Peay. They indicated, however, that linking learning with students' prior knowledge and background and classroom management were instructional areas that could be improved. While the teaching of these skills is primarily the responsibility of the School of Education, both are addressed to a certain extent in Social Studies methods coursework.

While the History Education Program Review Committee generally approved of the department's preparation of teacher candidates, they emphasized areas in which all first year teachers are weak. They included: content knowledge, balanced assessment with emphasis on formative, standards-based instruction, the writing model, and benchmarks. The professional committee insisted students need more application and less observation. History Education students have great difficulty bringing history down to the middle and high school levels. They do not remember what background knowledge these students have at their ages. All beginning teachers need more training in teaching Social Studies to Special Education students and English Language Learners. They also need to be able to teach reading in their History and Social Studies classes.

Consequently, the 2008 History Education Program Review Committee made the following recommendations:

Content Knowledge:

1. All History Education students should be required to take American Economic History (History 4750).
2. History Education students need to take more Non-U.S. History courses.
3. Development of an Economics series for educators would be helpful.
4. Development of a graduate course in History Education would be helpful, but development of a Master's of Arts degree in History Education would be ideal.

Skill Development:

1. There should be clear differentiation between the responsibilities of the Department

- of History and Philosophy and those of the School of Education.
2. There should be separate sections of all upper division Education courses for secondary education students. The School of Education is too geared to elementary education.
 3. Student teachers need an entire semester of experience in one classroom.
 4. History professors should expose students to different types of assessments in their college courses.
 5. There should be two methods courses offered in the Department of History and Philosophy: one for middle school and one for high school.
 6. A reading strategies course is needed in the content area with emphasis on vocabulary development.
 7. A learning cohort needs to be established in which secondary education students take all of their courses together such as in a mini-block.
 8. The Evaluation and Assessment course should be strengthened to better prepare History Education students to assess their students daily and in multiple ways.

In response to the data and these recommendations, the Department of History and Philosophy is revising the History Education Program sheet, developing a new methods course, beginning to collect Disposition data, and working more closely with the chairs or directors of concentration areas. To strengthen students' content preparation, American Economic History (History 4750) will be **highly recommended**, but not required due to the large numbers of transfer students within the History Education Program. Instead of the current six elective upper division hours of History, students will be required to complete another three upper division hours in Non-U.S. History with only three elective hours of upper division U.S. History. All History Education students will be required to take two methods courses: one for middle school and one for high school. The existing course "Teaching Social Studies in the Secondary Schools" (History 4400) will be renumbered and enter the department's 4900 professional training series as History 4950. It will mainly focus on high school instruction in History, Economics, Geography, and Government. A new course, "Teaching History in Middle School" (History 4410), also will be required to provide History Education students with more focused preparation to teach this age group. Such a division will enable instructors to devote more instructional time to specific strategies, reading skills and vocabulary development, and modifications for Special Needs and English Language Learners in each age group. These changes will need to be reviewed and approved by the College of Arts and Letters Curriculum Committee, the Teacher Education Council, and the Academic Council before implementation. The new program sheet is included in the Appendix for closer examination.

A History Education Dispositions evaluation form has been developed and approved by the History Education Program Review Committee to assess History Education students' development in areas of concern. Most weaknesses in dispositions, personal skills, content knowledge, and spoken and written grammar can be addressed successfully, if caught before the student is enrolled in a senior methods course. Department faculty will be asked to complete a disposition sheet on each History Education student in their courses each semester. If any concerns or problems are reported, the Secondary Social Studies Advisor and the student's major

advisor will work with the student to develop a plan to modify behavior or strengthen the area of concern. The Dispositions form is available in the Appendix for review.

Although History Education students generally perform well in their areas of concentration, students choosing the Economics concentration are having difficulty mastering the material. To address the issues involved, the Director of the School of Business and the Secondary Social Studies Advisor have developed a plan to provide History/Economics students greater support and direction. First, a definite program of study will be set forth on the program sheet with sophomores taking the ECON 2010 and 2020 courses along with Business students. The Academic Support Center is being asked to provide peer tutoring for these students. In addition, Money and Banking (ECON 3210) will be offered each Fall semester with instructors drawing examples and problems from PRAXIS II preparation materials and the Tennessee Standards for Economics 9-12.

Recommendations pertaining to the School of Education will be communicated to the Director. The Director may consult with the Secondary Social Studies Advisor in addressing these concerns.

III. Assessment System

The School of Education Assessment System generates good data with which to form a “big picture” or overview of teacher training at APSU. When attempting to assess individual programs or students, however, the system has problems. Accurately assessing students’ performances on PRAXIS II Tests is nearly impossible, because complete test reporting sheets are not consistently filed. In most cases, only the summary page was placed in the student’s file. The students’ specific scores on each specific section of the exam are needed to assess the students’ areas of strength and weakness. Without this information, it is impossible to remediate the student or determine areas needing revision within a program. Similarly, without the complete score report, it may be difficult to determine how many attempts a particular student has made to pass a test. He or she may not have sent previous low scores to APSU.

Another major difficulty is pulling the scores of students successfully completing the History Education program. Apparently, data is entered by student name and PRAXIS II Test, but not by program. Consequently, the only way to obtain a list of PRAXIS II scores for History, Economics, Geography, and Political Science students is to pull all of the scores on these tests. Unfortunately, such a list contains every person who has taken the test, including persons seeking add-on endorsements, alternative licenses, and “highly qualified” status in areas in which they have little or no college coursework. This generates a false low pass rate for a particular program, which in the case of History Education, whose actual completers have a perfect or nearly perfect pass rate. A means should be developed of identifying students within the data bank by program, and a consistent policy of filing complete PRAXIS II Test score sheets with students’ records is needed.

Thirdly, Milestone II Portfolio data does not provide enough information to diagnose problems. Breaking down the pass rate by gender and ethnicity may be helpful to the School of Education, but individual program coordinators need to know which specific areas need remediation. The School of Education does an excellent job of demonstrating this at Milestone

IV. Such a breakdown by standard would assist program advisors in providing the support and assistance their individual students need. Advisors generally are told only who has failed or how many have failed rather than which areas were strong and which were weak enough to cause the student to fail.

Several years ago, the Department of History and Philosophy conducted its own survey of area History and Social Studies teachers who had had an APSU student teacher. This proved to be very revealing and encouraging to the department. They were very pleased with their History and Social Studies student teachers' content knowledge, enthusiasm, and general preparation. Conducting such a survey every three to five years would generate very useful real world data and splendid suggestions for improving APSU's education program. While the Department of History and Philosophy itself can conduct such a poll on a regular interval, the results would be much more uniform and broadly applicable if the School of Education conducted a unit wide survey of this type with each program's results being isolated for internal review.

IV. Conclusion

Examining the performance of 2003-2008 History Education Program completers on Milestone IV reviews and PRAXIS II Tests as well as in the classroom indicates they are generally well prepared to enter careers in professional education. Current History Education Program completers have an excellent pass rate on the PRAXIS II History Test and perform extremely well for the most part on their concentration tests. In the critical Economics concentration, the Secondary Social Studies Advisor and Director of the School of Business have developed a plan of action to provide greater support and direction for these students. The Department of History and Philosophy is working in conjunction with the School of Business and the Departments of Geosciences and Political Science and Sociology as well as the School of Education to address the data collection, course content, and scheduling issues to improve the preparation of History Education Program students in the future. In response to the data and the recommendations of the 2008 History Education Program Review Committee, the Department of History and Philosophy is revising the History Education Program sheet to include more Non-U.S. History and highly recommend American Economic History, developing a new methods course for middle school, beginning to collect Disposition data and assess students' progress, and working more closely with the chairs or directors of concentration areas. In regard to the School of Education Assessment System, it is recommended that a means be developed of identifying students by program, complete PRAXIS II Test score sheets be maintained in students' files, Milestone II scores be reported by standards to program coordinators, and a survey of teachers supervising student teachers be taken to ascertain how well APSU's education programs prepare students for the classroom.

Appendix

AUSTIN PEAY STATE UNIVERSITY

Proposed Revision of

HISTORY TEACHING MAJOR (7-12*)

Advisor: Dr. Michele Butts 931-221-7947

Praxis II Required Testing: Test Code **30524** (7-12) Principles of Learning and Teaching (minimum score 159); **AND** Test Code **10941** World and U.S. History (minimum score 136). It is recommended to complete the required Praxis test(s) in the area of the emphasis you completed for this endorsement to become more marketable in the teaching field.

CORE REQUIREMENTS:

HISTORY (6 hours) **Select two of three:**

Hist 2010 American History I (3)
Hist 2020 American History II (3)

SOCIAL SCIENCE (6 hours)

Hist 1210 World History I (3)
Pols 2010 American National Government (3)

Hist 2030 History of Tennessee (3)

MAJOR REQUIREMENTS:

Hist 1220 – World History II (3)

**Hist 4410 Teaching History in Middle School (3)

**Hist 4950 - Teaching Social Studies in Secondary Schools (3)

**Requires Milestone II status

Select six hours U.S. History:

Select three hours from this section:

Hist 4500 The Colonial Era in America 1607-1763 (3)

Hist 4520 The Early Republic, 1800-1845 (3)

Hist 4620 The South to 1861 (3)

Hist 4650 African American History to 1890 (3)

Hist 4700 American Military History to 1919 (3)

Select three hours from this section:

Hist 4540 Gilded Age America, 1865-1900 (3)

Hist 4630 The South Since 1861 (3)

Hist 4660 African American History Since 1890 (3)

Hist 4710 American Military History Since 1919(3)

Hist 4730 U.S. Foreign Relations Since 1890 (3)

*****Hist 4750 American Economic History (3)**

Select nine hours Non-U.S. History:

Recommended: *select three hours from this section:*

Hist 3300 - Ancient Greece (3)

Hist 3310 - Ancient Rome (3)

Select six hours from this section:

*****Hist 3350 - Modern Europe, 1789-1919 (3) OR Hist 3360 – Modern Europe, 1919-Present (3) OR**

Hist 3370 - European Military History, 1789-1945 (3)

Hist 3440 – Africa to 1800 (3)

Hist 3450 - Africa Since 1800 (3)

Hist 3460 - Colonial Latin America (3)

Hist 3470 - Modern Latin America (3)

Hist 3520 – A History of Modern China (3)

Hist 3620 - Modern Japan (3)

Hist 3760 - Modern Middle Eastern History (3)

Select three hours of upper division U.S. History

*****HIGHLY RECOMMENDED**

History Teaching Major

Page Two

Social Studies Core: (9 hours)

Geog 1020 Geography of Europe, The Americas, and Australia (3)

Geog 1030 Geography of Africa, Asia, and Oceania (3)

Econ 2010 Principles of Macroeconomics (3) (to be taken in the Sophomore Fall semester)

One emphasis is required from the following. These areas may also serve for additional endorsements once the emphasis is satisfied. See test codes below each area with minimum score in parenthesis.

POLITICAL SCIENCE: (6 hours)

Test Code: 10930 (600)

GEOGRAPHY: (6 hours)

Test Code: 30920 (580)

ECONOMICS: (6 hours)

Test code: 10910 (530)

2040 Introduction to Public Policy
Select One:

Geog 3110 Geography of the U.S./Canada

2020 Principles of Micro-economics (taken in Sophomore Spring)

2070 International Politics
3120 European Politics

Geog 3150 GIS Info. System I
NOTE: must take **GEOL 1050/**

3210 Money and Banking (taken in Fall of junior year)

3140 Latin American Politics

1051 if did not in Science core
One additional credit hour is required for graduation.

Endorsements in PSYCHOLOGY & SOCIOLOGY can be added by completing the following additional courses:

SOCIOLOGY: (9 hours)

2010 Introduction to Sociology
2050 Social Problems
2500 Cultural Anthropology
3750 Population and Society

PSYCHOLOGY: (9 hours)

1010 General Psychology
3110 Child Development
3130 Educational Psychology
3280 Tests and Measurements

PROFESSIONAL EDUCATION MINOR:

Educ 2100 Foundation of Education (2)

Educ 4270 Evaluation and Assessment (3)

Educ 3040 Instructional Technology (3)

Psy 3130 Educational Psychology (3)

Educ 3070 Instructional Strategies (3)

Sped 3000 Introduction to Special Education (3)

Educ 4160 Teaching Diverse Students (3)

**Educ 4080 Classroom Management (3)

Additional Requirements for Licensure and Graduation:

**One additional credit hour is required for graduation.

Educ 4610 Student Teaching: 7-8 (5)

Educ 4710 Student Teaching: 9-12 (5)

Educ 4950 Seminar (2)

*Student successfully completing this program and Tennessee licensure requirements will be recommended to the state of Tennessee to teach Secondary History and Middle School Social Studies.

**Requires Milestone II status

NOTE: Successful completion of Milestones I, II, III and IV are required for teacher licensure programs.

Milestone assessment criteria is available at <http://www.apsu.edu/educ>.

Revised 9/08

Instructions

Students who are seeking certification to teach in the public schools are required to demonstrate the positive professional dispositions set by the APSU School of Education. Failure to do so may result in dismissal from the teacher education program. It is important to catch lapses in these dispositions early in order to remediate students before they reach Milestone II.

The History Education Advisers need your help in evaluating the progress of our history majors seeking licensure. Please complete a form for each history/education student in your upper division courses at the end of the semester. If you indicate a student is scoring three or below in a given area, please explain the issue involved in the Comments section. If problems arise along these lines, please complete a form for **each** incident or lapse you witness during the semester. Completed forms may be submitted to Michèle Butts, Social Studies Education Adviser. The History Education Advisers will discuss these disposition issues with their individual advisees. If the situation warrants such action, an Incident Report will be filed with the School of Education.

Student's Name _____

Course _____

Criterion	High-----Low	Comments
Communicates effectively, orally and in writing (grammatically correct)	5 4 3 2 1	
Attends regularly and is punctual	5 4 3 2 1	
Demonstrates positive interactions with peers and faculty	5 4 3 2 1	
Demonstrates equity and values diversity in gender and ethnicity	5 4 3 2 1	
Demonstrates self-respect and respect for others	5 4 3 2 1	
Accepts constructive criticism and is willing to modify one's behavior	5 4 3 2 1	
Demonstrates self-initiative, is assertive and assumes responsibility when	5 4 3 2 1	
Uses historical skills and terms appropriately.	5 4 3 2 1	
Demonstrates depth of knowledge of the topic	5 4 3 2 1	
Thinks critically and is effective in problem-solving	5 4 3 2 1	
Maintains professional ethics, appearance, and demeanor	5 4 3 2 1	

Faculty Signature: _____

Date _____