

Section 1 Introduction

Section Overview: In this section, provide a three to five page overview of your project.

Include in this section:

- An overview of your project.

Our workgroup has completed a task-based assessment for Middle Grades and Secondary Education in the Social Sciences. The task assesses students at the pre-student teaching transition point. Teacher candidates must create a unit plan on a topic assigned, including full detail of a single day lesson, so that we can evaluate various aspects of teaching readiness, including social science research skills, content knowledge and accuracy, appropriate pedagogy, as well as Unit and Lesson planning skills

We will use the results from this task to:

Assess the effectiveness of teacher preparation in the area of the task.

Address any areas that require further attention in individual teacher candidates, especially in terms of readiness for student teaching.

Determine whether or not teacher candidates demonstrate competency in meeting content standards established by NCSS and CSDE.

- proposed deliverables.
1. performance expectations/competencies that teacher candidates are expected to demonstrate (Appendix N)
 2. performance task to assess secondary social studies candidates at the pre-student teaching point in the program (Appendix C)
 3. benchmark performances from second pilot (1, 2, 3) (Appendix J, K, and L)
 4. rubric for scoring the task (included in performance task, and also included with Appendix O, Scoring Decision Packet)
 5. Summary report on administration and outcome of project (this document)

- The members of your workgroup and their institutional roles.

Kathy J. Cooke, Associate Professor of History, Quinnipiac University

Kathy Coords, History/Social Studies Teacher, Amity Senior High School and Quinnipiac University Adjunct Faculty in the MAT Program

Cynthia Dubea, Dean of the Division of Education, Quinnipiac University

Sean Duffy, Assistant Professor of Political Science, Quinnipiac University

Suzanne Duffy, History/Social Studies, Amity Senior High School and Quinnipiac University Adjunct Faculty in the MAT Program

Cara Haas, History/Social Studies Teacher, Amity Junior High School

Sam Lewbel, History/Social Studies Teacher, Rochambeau Middle School and Quinnipiac University Adjunct Faculty in the MAT Program

Adrienne Kanach, Consultant

Matt Rafferty, Assistant Professor of Economics, Quinnipiac University

Lori Sudderth, Assistant Professor of Sociology, Quinnipiac University

David A. Valone, Director of Freshmen Programs, Quinnipiac University, and graduate history content instructor in the Quinnipiac University MAT Program

- The ways in which your workgroup collaborated with:
 - Colleagues within the school of education
 - Colleagues in arts and sciences; and,
 - PK-12 school faculty.

The workgroup composition ensured collaboration among each of these groups. That is, our workgroup included colleagues in each of the three areas listed: colleagues with the school of education (David Valone, Kathy Coords, Suzanne Duffy, Sam Lewbel, and Cynthia Dubea), colleagues in arts, sciences, and business (Kathy Cooke, David Valone, Sean Duffy, Lori Sudderth, and Matt Rafferty), and PK-12 school faculty (Kathy Coords, Suzanne Duffy, Cara Haas, and Sam Lewbel).

Each member of our group contributed perspectives from their areas of expertise, both in their own areas of professional competence and based upon experiences either as an instructor of the undergraduate and graduate students who are our teacher candidates or by their own personal experiences as teacher candidates in our program. We also expected members of the group to consult with other experts in their disciplines on questions that seemed relevant to areas of particular expertise.

In addition, members of the workgroup participated when possible in the Friday workshops held by the Connecticut State Department of Education. At these workshops, individuals from our committee interacted and collaborated with colleagues and faculty in each area from institutions around the state.

- Milestones of your project with an emphasis on how you took the initial draft of your task and revised it into its current form. (e.g., key meetings, decisions, draft products, reviews, data collection, major learning) .

Our project had several phases and milestones.

Phase I: Developing Goals and Rough Outline

The first phase, which lasted approximately from January to May of 2002, included the process of defining the task that we believed would be most suitable for teacher candidates for teaching social studies in middle grades and secondary education. The first “milestone” in our work was when we identified the key transition point for our task—this occurred in February, 2002. We decided, in consultation with the Dean of the Division of Education and the Quinnipiac University MAT faculty, that we should fill the need to assess Quinnipiac University students in the pre-student teaching phase. Our second milestone came shortly after, when we determined that we wanted an authentic task that would replicate real-world needs and experiences for teachers, and would help strengthen, or identify areas that require strengthening, for teacher candidates before they began student teaching. As a result of this phase of our planning, we decided to assess teacher candidates through a unit and lesson planning task. We believed that this would allow us to focus our task specifically on our teacher candidate’s disposition for the practice and teaching of social sciences and on knowledge and skills in the innately interdisciplinary area of social sciences.

Thus, during this first phase the group decided that our task should have several characteristics—it should be based on a broad assessment of the teacher candidates preparation in the social sciences, it should have some practical applicability for the teacher candidates who would be performing it, and it should be a task that could be easily changed and replicated so that it could be easily administered to successive teacher candidate classes.

Phase II: Developing the Task and Preparing to Pilot

The second phase lasted approximately from June to September, and revolved around the actual creation of the task. Important milestones during this task included the development of language and the rough template that we believed should define the task and communicate its requirements and expectations to teacher candidates. We also decided that, in order to fully understand the nature of our task, we needed to complete the task ourselves. This would help us understand what we were asking the teacher candidates to do. We also at the time were considering providing students with a copy of our completed task as a model for their own work (we did use the model for the first pilot group, but did not use it for the second. Overall the committee has decided that the task should not include a model for the teacher candidates).

During this phase we also identified teacher candidates for the first and second pilot.

Phase III: Piloting and Revision

During Phase III, which lasted from approximately October to May, the committee piloted the task, scored the pilots and developed/tested the assessment lists and rubrics, revised the task and assessment materials, piloted the second version of the task, tested the assessment materials again, received observations and comments from TBA Consulting, and revised the task. Milestones included developing and finalizing the rubrics and assessment lists for the task, receiving and revising according to the observations and comments, and finalizing the language of the task itself.

Supporting documentation in Appendix A and B. Documentation includes:

- Appendix A: Minutes from meetings and Documentation about workgroup discussions such as email/position papers, notes, etc.
- Appendix B: Observations and Comments from TBA Consulting