

Department of History and Social Studies Education
Social Studies, 7-12, MSED
Assessment Plan

Professional Candidate Learning Objectives (PLO)	Department Courses Resulting Outcomes/Goals	Activities Resulting in Outcomes/ Goals	Measures, Criteria, Rubrics of Candidate Achievement of Goals/Objectives	Timetable
1. The Learner and Learning Professional candidates will use understanding of adolescent development, individual differences and diverse cultures to ensure inclusive, student-centered learning environments that enable each learner to meet high standards.	SSE 502 SSE 513 SSE 655 SSE 689 SSE Elective	Written tests, assignments, projects (individual and group), papers, participation in class discussions, Dispositions and Professional Knowledge and Skills Rubric	Candidates demonstrate mastery through their performance throughout the program and assessed in SSE 655. Rubric is attached.	Dispositions and Professional Knowledge and Skills Rubric Assessed Annually
2. The Content Professional candidates will demonstrate understanding of central concepts, tools of inquiry, and structures of disciplines to be taught and be able to	SSE 502 SSE 513 SSE 655 SSE 689 SSE Elective	Written tests, assignments, projects (individual and group), papers, participation in class discussions, Dispositions and Professional	Candidates demonstrate mastery through their performance throughout the program and assessed in SSE 655. Rubric is attached.	Dispositions and Professional Knowledge and Skills Rubric Assessed Annually

Professional Candidate Learning Objectives (PLO)	Department Courses Resulting Outcomes/Goals	Activities Resulting in Outcomes/ Goals	Measures, Criteria, Rubrics of Candidate Achievement of Goals/Objectives	Timetable
connect concepts to engage learners in critical thinking, creativity and collaborative problem solving related to authentic issues		Knowledge and Skills Rubric		
3. The Teacher and Teaching Professional candidates will use multiple methods of assessment, plan instruction that supports every student in meeting rigorous learning goals and use varied an innovative instructional strategies to encourage learners to develop deep understanding of content.	SSE 502 SSE 513 SSE 655 SSE 689 SSE Elective	Written tests, assignments, projects (individual and group), papers, participation in class discussions, Dispositions and Professional Knowledge and Skills Rubric	Candidates demonstrate mastery through their performance throughout the program and assessed in SSE 655. Rubric is attached.	Dispositions and Professional Knowledge and Skills Rubric Assessed Annually
4. The Researcher and Research Professional	SSE 502 SSE 513 SSE 655 SSE 689	Written tests, assignments, projects (individual	Candidates demonstrate mastery through their performance	Dispositions and Professional Knowledge

Professional Candidate Learning Objectives (PLO)	Department Courses Resulting Outcomes/Goals	Activities Resulting in Outcomes/ Goals	Measures, Criteria, Rubrics of Candidate Achievement of Goals/Objectives	Timetable
candidates will demonstrate understanding of various historical, social science, and educational research approaches.	SSE Elective	and group), papers, participation in class discussions, Dispositions and Professional Knowledge and Skills Rubric	throughout the program and assessed in SSE 655. Rubric is attached.	and Skills Rubric Assessed Annually
5. The Profession and Professional Dispositions Professional candidates will engage in ongoing professional learning, use evidence to reflect on their own practice, seek appropriate leadership roles and collaborate with families, colleagues, and the community to advance the profession	SSE 502 SSE 513 SSE 655 SSE 689 SSE Elective	Written tests, assignments, projects (individual and group), papers, participation in class discussions, Dispositions and Professional Knowledge and Skills Rubric	Candidates demonstrate mastery through their performance throughout the program and assessed in SSE 655. Rubric is attached.	Dispositions and Professional Knowledge and Skills Rubric Assessed Annually

Department of History and Social Studies Education
Social Studies, 7-12, B.S.
Curriculum Map

Teacher Candidate Learning Objective (CLO)	SSE 502	SSE 513	SSE 689	SSE Elective	SSE 655	Assessment
1. The Learner and Learning Candidates will use understanding of adolescent development, individual differences and diverse cultures to ensure inclusive, student-centered learning environments that enable each learner to meet high standards.	I	R	R	R	M	Dispositions and Professional Knowledge and Skills Rubric
2. The Content Candidates will demonstrate understanding of central concepts, tools of inquiry, and structures of disciplines to be taught and be able to connect concepts to engage learners in critical thinking, creativity and collaborative problem solving related to authentic issues	I	R	R	R	M	Dispositions and Professional Knowledge and Skills Rubric
3. The Teacher and Teaching	I	R	R	R	M	Dispositions and

Teacher Candidate Learning Objective (CLO)	SSE 502	SSE 513	SSE 689	SSE Elective	SSE 655	Assessment
Candidates will use multiple methods of assessment, plan instruction that supports every student in meeting rigorous learning goals and use varied an innovative instructional strategies to encourage learners to develop deep understanding of content.						Professional Knowledge and Skills Rubric
4. The Researcher and Research Professional candidates will demonstrate understanding of various historical, social science, and educational research approaches.	I	R	R	R	M	Dispositions and Professional Knowledge and Skills Rubric
5. The Profession and Professional Dispositions Candidates will engage in ongoing professional learning, use evidence to reflect on their own practice,	I	R	R	R	M	Dispositions and Professional Knowledge and Skills Rubric

Teacher Candidate Learning Objective (CLO)	SSE 502	SSE 513	SSE 689	SSE Elective	SSE 655	Assessment
seek appropriate leadership roles and collaborate with families, colleagues, and the community to advance the profession						

I = Introduced; R = Reinforced; M = Mastered

Department of History and Social Studies Education
Social Studies, 7-12 MSED
Dispositions and Professional Knowledge and Skills Rubric

Professional Candidates are assessed for their professional dispositions, knowledge, and skills to become an effective teacher.

Disposition and Professional Knowledge and Skills	Possible Level
Disposition 1: The candidate realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.	Target Acceptable Unacceptable
Disposition 2: The candidate is committed to continuous learning and engages in professional discourse about the subject matter knowledge and children's learning of the discipline.	Target Acceptable Unacceptable
Disposition 3: The candidate values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.	Target Acceptable Unacceptable
Disposition 4: The candidate is committed to using assessment to identify student strengths, and promote student growth rather than to deny students access to learning opportunities.	Target Acceptable Unacceptable
Disposition 5: The candidate values and appreciates the importance of all aspects of a child's experience.	Target Acceptable Unacceptable
Disposition 6: The candidate is concerned about all aspects of a child's well-being (cognitive, emotional, social and physical), and is alert to signs of difficulties.	Target Acceptable Unacceptable
Disposition 7: The candidate values the development of students' critical thinking, independent problem solving, and performance capabilities.	Target Acceptable Unacceptable

Disposition and Professional Knowledge and Skills	Possible Level
Disposition 8: The candidate values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.	Target Acceptable Unacceptable
Disposition 9: The candidate values the use of educational technology in the teaching and learning process.	Target Acceptable Unacceptable
Disposition 10: The candidate values many ways in which people seek to communicate and encourages many modes of communication (including speaking, writing, other media and technology) in the classroom.	Target Acceptable Unacceptable
Disposition 11: The candidate is a thoughtful and responsive listener.	Target Acceptable Unacceptable
Disposition 12: The candidate believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.	Target Acceptable Unacceptable
Disposition 13: The candidate appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence".	Target Acceptable Unacceptable
Disposition 14: The candidate respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.	Target Acceptable Unacceptable
Disposition 15: The candidate is committed to reflection, assessment and learning as an ongoing process.	Target Acceptable Unacceptable
Disposition 16: The candidate recognizes his/her professional responsibility for	Target

Disposition and Professional Knowledge and Skills	Possible Level
engaging in and supporting appropriate professional practices for self and colleagues	Acceptable Unacceptable
Disposition 17: The candidate understands how participation supports commitment, and is committed to the expression and use of (fair) democratic values in the classroom.	Target Acceptable Unacceptable
Disposition 18: The candidate is committed to seeking out, developing, and continually refining practices that address the individual needs of students.	Target Acceptable Unacceptable
Disposition 19: The candidate appreciates individual variation within each area of developments, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.	Target Acceptable Unacceptable
Disposition 20: The candidate is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.	Target Acceptable Unacceptable
Disposition 21: The candidate exhibits behaviors that are consistent with the profession's mission, values, ethical principles, and ethical standards including the New York State Code of Ethics.	Target Acceptable Unacceptable
Disposition 22: The candidate acts honestly and responsibly and promotes ethical practices in the schools, educational settings, and communities in which s/he works.	Target Acceptable Unacceptable
Disposition 23: Overall evaluation of candidate dispositions. (Please note: a rating of "Unacceptable" will elevate this candidate to immediate program review)	Target Acceptable Unacceptable
PKS 1: The candidate understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he/she teaches.	Target Acceptable Unacceptable

Disposition and Professional Knowledge and Skills	Possible Level
PKS 2: The candidate can represent and use differing viewpoints, theories, “ways of knowing” and methods of inquiry in his/her teaching of subject matter concepts.	Target Acceptable Unacceptable
PKS 3: The candidate knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.	Target Acceptable Unacceptable
PKS 4: The candidate appropriately uses a variety of formal and informal assessment techniques to enhance his or her knowledge of learners, evaluate students; progress and performances, and modify teaching and learning strategies.	Target Acceptable Unacceptable
PKS 5: The candidate is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.	Target Acceptable Unacceptable
PKS 6: The candidate accesses students’ thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.	Target Acceptable Unacceptable
PKS 7: The candidate understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).	Target Acceptable Unacceptable
PKS 8: The candidate develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students’ understanding and presenting diverse	Target Acceptable Unacceptable

Disposition and Professional Knowledge and Skills	Possible Level
perspectives to encourage critical thinking.	
PKS 9: The candidate knows about and can use effective verbal, nonverbal and media communications techniques.	Target Acceptable Unacceptable
PKS 10: The candidate knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.	Target Acceptable Unacceptable
PKS 11: The candidate understands methods of inquiry that provide him/her with a variety of self-assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.	Target Acceptable Unacceptable
PKS 12: The candidate uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.	Target Acceptable Unacceptable
PKS 13: The candidate understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.	Target Acceptable Unacceptable
PKS 14: The candidate seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).	Target Acceptable Unacceptable
PKS 15: The candidate understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.	Target Acceptable Unacceptable

Disposition and Professional Knowledge and Skills	Possible Level
PKS 16: The candidate helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.	Target Acceptable Unacceptable
PKS 17: The candidate understands and implements laws related to students' rights and teacher responsibilities (e.g. for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).	Target Acceptable Unacceptable
PKS 18: The candidate talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.	Target Acceptable Unacceptable
PKS 19: Overall evaluation of candidate pedagogical knowledge and skills. (Please note: a rating of "Unacceptable" will elevate this candidate to immediate program review).	Target Acceptable Unacceptable