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

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

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	SSE 502 SSE 513	Written tests, assignments,	Candidates demonstrate	Dispositions and
Research Professional	SSE 655 SSE 689	projects (individual	mastery through their performance	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	SSE	SSE	SSE	SSE	SSE	Assessment
Candidate	502	513	689	Elective	655	rissessificit
Learning	302		007	Licetive	000	
Objective						
(CLO)						
1. The Learner	Ι	R	R	R	M	Dispositions
and Learning	-				1,1	and
Candidates will						Professional
use understanding						Knowledge
of adolescent						and Skills
development,						Rubric
individual						110/0110
differences and						
diverse cultures to						
ensure inclusive,						
student-centered						
learning						
environments that						
enable each						
learner to meet						
high standards.						
2. The Content	I	R	R	R	M	Dispositions
Candidates will						and
demonstrate						Professional
understanding of						Knowledge
central concepts,						and Skills
tools of inquiry,						Rubric
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	_			_		
3. The Teacher	I	R	R	R	M	Dispositions
and Teaching						and

Teacher	SSE	SSE	SSE	SSE	SSE	Assessment
Candidate	502	513	689	Elective	655	1 ISSCSSIIICIT
Learning	-0-	010	002	23000110	000	
Objective						
(CLO)						
Candidates will						Professional
use multiple						Knowledge
methods of						and Skills
assessment, plan						Rubric
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.						
4. The Researcher	I	R	R	R	M	Dispositions
and Research						and
Professional						Professional
candidates will						Knowledge
demonstrate						and Skills
understanding of						Rubric
various historical,						
social science,						
and educational						
research						
approaches.						
5. The Profession	I	R	R	R	M	Dispositions
and Professional						and
Dispositions						Professional
Candidates will						Knowledge
engage in						and Skills
ongoing						Rubric
professional						
learning, use						
evidence to						
reflect on their						
1		l	1	1	1	ı
Candidates will engage in ongoing professional learning, use evidence to						Knowledge and Skills

Teacher	SSE	SSE	SSE	SSE	SSE	Assessment
Candidate	502	513	689	Elective	655	
Learning						
Objective						
(CLO)						
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	Possible Level
and Skills	i ossible Level
Disposition 1: The candidate realizes that	Target
subject matter knowledge is not a fixed	1 800
body of facts but is complex and ever-	Acceptable
evolving. S/he seeks to keep abreast of new	•
ideas and understandings in the field.	Unacceptable
Disposition 2: The candidate is committed	Target
to continuous learning and engages in	
professional discourse about the subject	Acceptable
matter knowledge and children's learning	
of the discipline.	Unacceptable
Disposition 3: The candidate values	Target
ongoing assessment as essential to the	
instructional process and recognizes that	Acceptable
many different assessment strategies,	
accurately and systematically used, are	Unacceptable
necessary for monitoring and promoting	
student learning.	Towart
Disposition 4: The candidate is committed	Target
to using assessment to identify student strengths, and promote student growth	Acceptable
rather than to deny students access to	Acceptable
learning opportunities.	Unacceptable
Disposition 5: The candidate values and	Target
appreciates the importance of all aspects of	Turget
a child's experience.	Acceptable
	Treesputate
	Unacceptable
Disposition 6: The candidate is concerned	Target
about all aspects of a child's well-being	-
(cognitive, emotional, social and physical),	Acceptable
and is alert to signs of difficulties.	
	Unacceptable
Disposition 7: The candidate values the	Target
development of students' critical thinking,	
independent problem solving, and	Acceptable
performance capabilities.	
	Unacceptable

Disposition and Professional Knowledge	Possible Level
and Skills	
Disposition 8: The candidate values	Target
flexibility and reciprocity in the teaching	
process as necessary for adapting	Acceptable
instruction to student responses, ideas, and	
needs.	Unacceptable
Disposition 9: The candidate values the use	Target
of educational technology in the teaching	
and learning process.	Acceptable
	Unacceptable
Disposition 10: The candidate values many	Target
ways in which people seek to communicate	
and encourages many modes of	Acceptable
communication (including speaking,	
writing, other media and technology) in the	Unacceptable
classroom.	
Disposition 11: The candidate is a	Target
thoughtful and responsive listener.	A
	Acceptable
	IImaaaantahla
Disposition 12. The condidate believes that	Unacceptable
Disposition 12: The candidate believes that plans must always be open to adjustment	Target
and revision based on student needs and	Acceptable
changing circumstances.	Acceptable
changing cheumstances.	Unacceptable
Disposition 13: The candidate appreciates	Target
and values human diversity, shows respect	Turgot
for students' varied talents and	Acceptable
perspectives, and is committed to the	
pursuit of "individually configured	Unacceptable
excellence".	1
Disposition 14: The candidate respects	Target
students as individuals with differing	
personal and family backgrounds and	Acceptable
various skills, talents, and interests.	-
	Unacceptable
Disposition 15: The candidate is committed	Target
to reflection, assessment and learning as an	
ongoing process.	Acceptable
	Unacceptable
Disposition 16: The candidate recognizes	Target
his/her professional responsibility for	

Disposition and Professional Knowledge and Skills	Possible Level
engaging in and supporting appropriate professional practices for self and	Acceptable
colleagues	Unacceptable
Disposition 17: The candidate understands	Target
how participation supports commitment,	
and is committed to the expression and use	Acceptable
of (fair) democratic values in the	
classroom.	Unacceptable
Disposition 18: The candidate is committed	Target
to seeking out, developing, and continually	A 11
refining practices that address the individual needs of students.	Acceptable
individual needs of students.	Unaccentable
Disposition 19: The candidate appreciates	Unacceptable Target
individual variation within each area of	Target
developments, shows respect for the	Acceptable
diverse talents of all learners, and is	receptuble
committed to help them develop self-	Unacceptable
confidence and competence.	Common of the co
Disposition 20: The candidate is disposed	Target
to use students' strengths as a basis for	
growth, and their errors as an opportunity	Acceptable
for learning.	
	Unacceptable
Disposition 21: The candidate exhibits	Target
behaviors that are consistent with the	
profession's mission, values, ethical	Acceptable
principles, and ethical standards including	
the New York State Code of Ethics.	Unacceptable
Disposition 22: The candidate acts honestly and responsibly and promotes ethical	Target
practices in the schools, educational	Acceptable
settings, and communities in which s/he	Acceptable
works.	Unacceptable
Disposition 23: Overall evaluation of	Target
candidate dispositions. (Please note: a	Turget
rating of "Unacceptable" will elevate this	Acceptable
candidate to immediate program review)	•
	Unacceptable
PKS 1: The candidate understands major	Target
concepts, assumptions, debates, processes	
of inquiry, and ways of knowing that are	Acceptable
central to the discipline(s) he/she teaches.	
	Unacceptable

Disposition and Professional Knowledge and Skills	Possible Level
PKS 2: The candidate can represent and	Target
use differing viewpoints, theories, "ways of	
knowing" and methods of inquiry in his/her	Acceptable
teaching of subject matter concepts.	•
	Unacceptable
PKS 3: The candidate knows how to select,	Target
construct, and use assessment strategies	
and instruments appropriate to the learning	Acceptable
outcomes being evaluated and to other	-
diagnostic purposes.	Unacceptable
PKS 4: The candidate appropriately uses a	Target
variety of formal and informal assessment	
techniques to enhance his or her knowledge	Acceptable
of learners, evaluate students; progress and	-
performances, and modify teaching and	Unacceptable
learning strategies.	_
PKS 5: The candidate is aware of expected	Target
developmental progressions and ranges of	
individual variation within each domain	Acceptable
(physical, social, emotional, moral, and	
cognitive), can identify levels of readiness	Unacceptable
in learning, and understands how	
development in any one domain may affect	
performance in others.	
PKS 6: The candidate accesses students'	Target
thinking and experiences as a basis for	
instructional activities by, for example,	Acceptable
encouraging discussion, listening and	
responding to group interaction, and	Unacceptable
eliciting samples of student thinking orally	
and in writing.	The state of the s
PKS 7: The candidate understands	Target
principles and techniques, along with	A 11
advantages and limitations, associated with various instructional strategies (e.g.	Acceptable
cooperative learning, direct instruction,	Unaccentable
discovery learning, whole group	Unacceptable
discovery learning, whole group discussion, independent study,	
interdisciplinary instruction).	
PKS 8: The candidate develops a variety of	Target
clear, accurate presentations and	Tuigot
representations of concepts, using	Acceptable
alternative explanations to assist students'	
understanding and presenting diverse	Unacceptable
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Disposition and Professional Knowledge and Skills	Possible Level
perspectives to encourage critical thinking.	
PKS 9: The candidate knows about and can	Target
use effective verbal, nonverbal and media	
communications techniques.	Acceptable
_	_
	Unacceptable
PKS 10: The candidate knows how to use a	Target
variety of media communication tools,	
including audio-visual aids and computers,	Acceptable
to enrich learning opportunities.	
	Unacceptable
PKS 11: The candidate understands	Target
methods of inquiry that provide him/her	
with a variety of self-assessment and	Acceptable
problem-solving strategies for reflecting on	
his/her practice, its influences on students'	Unacceptable
growth and learning, and the complex	
interactions between them.	
PKS 12: The candidate uses classroom	Target
observation, information about students,	
and research as sources for evaluating the	Acceptable
outcomes of teaching and learning and as a	
basis for experimenting with, reflecting on,	Unacceptable
and revising practice.	
PKS 13: The candidate understands how	Target
students' learning is influenced by	A
individual experiences, talents, and prior	Acceptable
learning, as well as language, culture,	IInaaaantahla
family, and community values.	Unacceptable
PKS 14: The candidate seeks to understand	Target
students' families, cultures, and	Aggantahla
communities, and uses this information as a	Acceptable
basis for connecting instruction to students'	Unaccentable
experiences (e.g. drawing explicit connections between subject matter and	Unacceptable
community matters, making assignments	
that can be related to students' experiences	
and cultures).	
PKS 15: The candidate understands the	Target
principles of effective classroom	Imgot
management and can use a range of	Acceptable
strategies to promote positive relationships,	1 1000ptito10
cooperation, and purposeful learning in the	Unacceptable
classroom.	- Lacopinote
Ciassiooiii.	

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