

Rhode Island College
Elementary Education Undergraduate Program Review

Section IV Evidence for Meeting Standards

Assessment 3: Assessment of Candidate Ability to Plan Instruction

Program Requirements

1. ELED 300: Concepts of Teaching - Implemented Lesson Plan and its Reflection
 2. ELED 422: Teaching Developmental Reading I – Comprehension Lesson Plan
 3. **ELED 436: Teaching Elementary Social Studies - Unit Plan**
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Program Requirement 3 – ELED 436: Teaching Elementary Social Studies - Unit Plan

Brief Description of the Assessment

ELED 436: Teaching Social Studies in the Elementary School is one of the six, content-based methods courses teacher candidates are required to take in their program in elementary education. During the course, teacher candidates design and implement a unit of social studies content during their social studies practicum course. The Unit Plan is designed by a team of candidates and taught by team members in a public school classroom, under the supervision of the classroom teacher and the course instructor who both provide feedback to candidates on the unit design and implementation. Units are designed and assessed collegially, with candidates presenting formal reflections on their own growth and development as teachers as a result of analyzing their effectiveness on student learning.

To measure teacher candidates' competence in the teaching of Social Studies they are required to develop, implement and evaluate their social studies units. Teacher candidates must earn an Acceptable or Exemplary rating on the artifact, and are allowed one opportunity for revision should there be issues with their unit. It is then presented as evidence in their Preparing To Teach Portfolio prior to student teaching as documentation of readiness in this area and demonstrates their ability to plan, implement, and reflect on lessons, focusing mainly on their development in preparing and presenting a content-based unit, differentiating instruction for student learning, and reflecting on themselves as effective educators.

Alignment with ACEI Standards

The course content covers how candidates “know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world (ACEI 2.4).

The Social Studies unit is documented in seven parts and is assessed using a rubric. The components for assessing the unit are: Rationale, Standards, Goals and Objectives, Key Ideas, Plans, Assessments, and Appearance. Relation of this assessment to ACEI standards, Rhode Island Professional Teaching Standards, and Course Outcomes is documented in a chart which lists the following ACEI standards as connected: ACEI 1.0, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1 and 5.2.

Analysis of the Data Findings

Teacher candidates were assessed on seven distinct criteria. Once assessed, the scores were tallied to create an overall assessment score that fell into three categories: Exemplary, Acceptable and Unacceptable. In the three semesters of data collection, it is noted that only three unit plans were scored at an unacceptable level and in all cases, teacher candidates revised the units to an acceptable level. During the spring and fall semesters of 2009, the

majority of teacher candidates earned Exemplary ratings; 82% of the spring 2009 semester teacher candidates earned Exemplary ratings and 72% of the Fall 2009 earned Exemplary ratings.

Interpretation of How the Data Provides Evidence for Meeting Standards

The Unit Plan assignment and assessment rubric have strong links to the ACEI Standards (ACEI 1.0, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1 and 5.2). The abundance of Exemplary ratings and the minimal Unacceptable ratings provides the Department of Elementary Education with evidence that the Social Studies Teacher Candidates are proficient as they plan and implement lessons in the social studies units they created as a team.

Assessment Documentation

Candidates, working in collaborative teams, will design an interdisciplinary unit, to be taught at a local school during the second half of the semester. Topics will be decided in coordination with the classroom teacher(s) and the team will prepare, implement, and critique their individual and joint efforts. Candidates will be expected to employ many of the teaching models and skills encountered in ELED 300 and other methods courses. Lesson designs will reflect course readings in social studies pedagogy and attendance to NCSS curriculum standards, discipline-based standards and RI Professional Teacher Standards. Lesson plans should reflect the format discussed in class, unless otherwise specified. The resources of the College, including the Center for Economic Education, and the RI Geography Alliance, public schools, and the larger community are to be used as resources, as feasible.

Candidates will collaboratively design and implement a teaching unit with peers, comprising a minimum of 6-10 sequenced lessons. The unit will include a rationale to explain the importance of the content and teaching approaches for learners; standards reflective of NCSS and appropriate professional organizations in History, Civics, Economics, and Geography; goals and objectives for learners and candidates; and key concepts, generalizations, and guiding questions inherent in the content. Unit plans will describe the design of learning activities to enhance conceptual development, teaching approaches to promote critical and creative thinking, materials required, accommodations for all learners to provide for individual differences, and attention to multiple perspectives relative to content taught. The unit includes multiple formative and summative assessment opportunities, including learner self-assessment, to measure student performance related to the goals and objectives of the unit.

- a. Each unit should contain at least two lessons in which students engage in historical/social science inquiry (as developmentally appropriate)
- b. Each unit should contain at least one lesson where students use primary data
- c. Each unit should contain at least three lessons in which critical and/or creative thinking skills are emphasized
- d. Each unit must contain lessons providing students with at least two significant and developmentally appropriate diverse perspectives related to the theme being studied
- e. All lessons must reflect best practices in both the teaching and learning process
- f. Each unit must contain a minimum of two assessments, one formative and one summative

Assessment tool follows this section.

This artifact is one of the Department of Elementary Education's Preparing to Teach Portfolio requirements and as such must have a rating of Acceptable or Exemplary. Teacher candidates are allowed one opportunity for revision should there be any issues with this work. The Acceptable and Exemplary artifact scores represent the candidates' levels of readiness in this area.

The data is listed in the columns: Exemplary, Acceptable, Revised and NA (Not Applicable). In the instance of a teacher candidate who transfers to Rhode Island College with prior experience and coursework the Department of Elementary Education Chair makes a decision about course substitutions. NA denotes that a decision was made based on the Chair's decision to substitute one course for another. The Revision column lists the number of teacher candidates who earned an unacceptable rating upon first submission, revised the artifact and upon that revision earned an Acceptable rating. The Acceptable column includes the scores from teacher candidates who earned an Acceptable rating and also includes the scores of those who revised their artifacts and earned Acceptable.

Program Requirement 3 – ELED 436: Teaching Elementary Social Studies - Unit Plan

	Unit Plan			
	Number scored at each rating level.			
	Exemplary	Acceptable	Revised	NA
Spring 2010 n = 57	29	27	-	1
Fall 2009 n = 81	58	23	2	-
Spring 2009 n = 49	40	9	1	-

ELED 436 – Social Studies Methods - Unit Scoring Rubric

ACEI Standard 2.4 Social Studies: Candidates know, understand, and use the major concepts and modes of inquiry from the social studies...to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

Name _____

Date _____

4. Exemplary: All components thoroughly addressed; unit is well developed and logically sequenced; reflects deep understanding of interdisciplinary teaching; topic is important and provides many opportunities for students to be actively engaged in developing significant social studies understandings through a multiple perspectives approach; strong evidence to attention to content and performance standards for teachers (RIPTS) and children; no major errors in content, process, or structure.
3. Acceptable: Most components thoroughly addressed; unit is clear and well developed; reflects good understanding of interdisciplinary teaching; topic is connected to meaningful, age appropriate curriculum; students have opportunities to engage in active learning; good evidence of content and performance standards; few or minor errors.
2. Approaches: Some components addressed in depth; unit structure clear; reflects adequate understanding of interdisciplinary teaching; topic is age appropriate and has some potential to develop students’ understanding; students have some opportunities to be active learners; content and performance standards present, but not well connected to content/process; one or more major errors.
1. Unacceptable: Few components addressed with depth of understanding; unit not clearly developed or sequenced; inadequate grasp of interdisciplinary teaching; topic inappropriate or poorly developed; students primarily passive learners; little evidence of standards based instruction; several major errors.

Collaborative Team Score Sheet

Component	Description of elements	Guiding questions	Score
Rationale (4) ACEI 1.0	Explains importance of content and teaching approaches	Why have you selected this content? These approaches?	
Standards (4) (NCSS, GLE, Geography Themes) ACEI 2.4	Identifies standards used to select content and approaches	Do these standards logically connect to rationale? Objectives?	
Goals and objectives (4) ACEI 1.0	States outcomes of activities for learners and candidates	What do you intend to have students learn? What professional outcomes do you intend to achieve?	
Key ideas (4) ACEI 2.4	Identifies concepts, generalizations, guiding questions inherent in content	What are the interdisciplinary ‘big ideas’?	
Plans (16) ACEI 3.1, 3.2, 3.3, 3.4, 3.5	Describes design of activities; teaching approaches; materials; accommodations for all learners and environmental factors; logical connections among all lesson components	How does this plan provide for: students’ social studies conceptual development; individual difference; critical and creative thinking; multiple perspectives; development of democratic values?	
Assessment (4) ACEI 4.0	Formative and summative tools to measure student achievement related to goals and objectives	How will you know to what degree students have achieved SS knowledge, skills, and dispositions?	
Appearance (4) ACEI 5.1, 5.2	Document reflects writing proficiency and overall presentation appropriate to pre-professional candidates		

Exemplary (40-36)_____ Acceptable (35-32)_____ Unacceptable (below 22)_____ (revise)_____

Instructor

Date