

Assessment 3c: ELED 528 Teaching Social Studies in the Elementary School

1. Brief Description of Assessment

ELED 528 Teaching Social Studies in the Elementary School is one of the six methods courses candidates are required to take in their program. The course content covers 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 Standard 2.4). As part of the assessment of competence in the teaching of Social Studies, teacher candidates construct a two-week long unit with very specific instructions on the types of lessons to be included. The unit must be thematic in nature and keyed to the Rhode Island Standards in History and Civics Education and/or those standards developed by the appropriate professional organizations in History, Civics, Economics and Geography. Additionally, the theme of the unit must be approached from at least two perspectives. Such perspectives might include political point of view, age, gender, class, ethnic or racial views. When possible, units should attend to democratic values such as justice, freedom, equality and equity. Finally, two to three lessons need to be field tested, collaboratively analyzed, and then refined. That part of the experience is to be included in the final reflection each candidate submits on the entire design, implementation and refinement of their unit.

2. Brief Description of How Assessment is Used

The Unit Plan is one measure teacher candidates use to demonstrate competence in the teaching of Social Studies. 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 beyond a single lesson plan, focusing on long term goals and objectives, keyed to nationally recognized standards, including ACEI Standards 2.4 Social Studies and 1 Development, Learning, and Motivation.

3) Brief Analysis of Findings

Teacher candidates were assessed using a rubric. They were assessed on rationale, standards, goals and objectives, key ideas, lesson plans, assessment, and appearance. As the data table in the next section illustrates, teacher candidates earned maximum points in almost every category, except in assessment, demonstrating competence in their planning for teaching a Social Studies unit. In two of the semesters, the number of teacher candidates was very small, and that must be considered when viewing the data table.

4) Evidence of Meeting Standards

This artifact and assessment rubric are keyed to a number of standards, including NCSS Standards, ACEI Standards 1 and 2.4, Rhode Island Professional Teaching Standards, and the College's Conceptual Framework. Teacher candidates must design lessons that meet these standards and the success rate of the teacher candidates provides evidence of competence in teaching Social Studies as they prepare(d) to student teach. That this artifact is keyed to the NCSS Standards ensures attention to critical aspects of teaching in the discipline.

5) Assessment Documentation

Rhode Island College Elementary Education Master of Arts in Teaching Appendix I

I. The following specifications are to be used by graduate students in collaboratively designing an elementary social studies unit. The unit is to be a minimum of two weeks in length and employ a multiple perspectives/transformational design (Banks, 2001).

A. Thematic Unit:

The unit must be thematic in nature and keyed to the Rhode Island Standards for History and Civics Education and/or those standards developed by the appropriate professional organizations in History, Civics, Economics and Geography. Additionally, the theme of the unit must be approached from at least two perspectives. Such perspectives might include political point of view, age, gender, class, ethnic or racial views. When possible, units should attend to democratic values such as justice, freedom, equality and equity.

B. Rationale and Objectives:

Rationale and objectives must be keyed to appropriate social studies standards and provide justification for theme selection and the choice of perspectives. Objectives are to be derived logically from the rationale and express unit rather than lesson outcomes.

C. Lessons:

All lessons are to flow logically from the rationale and unit objectives and include the following:

1. **Each** unit must contain at least two lessons, engage in historical/social science inquiry.
2. Each unit must contain at least one lesson where students use primary data.
3. Each unit must contain at least three lessons in which critical and/or creative thinking skills are emphasized.

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4. Each unit must contain lessons providing students with at least two significantly diverse and developmentally appropriate perspectives related to the theme.
5. All lessons must reflect best practices in both the teaching and the learning process.

Assessment:

Each unit must contain a minimum of two types of student assessments, one formative and one summative.

Banks and Banks, *Multicultural Education: Issues and Perspectives*. 4th ed. pp. 225 - 246, New York, Wiley.

Zemelman, Daniels and Hyde, *Best Practices: New Standards for —Teaching and learning in America's Schools*. 2nd edition pp. 132 - 155, Portsmouth, NH, Heinemann.

II. Associated Standards and Elements of the Conceptual Framework

Conceptual Framework:

Planning - selecting content, setting objectives

1C. Area of Specialization

Pedagogy Theme - IIA. Theory and Practice of Learning

Diversity Theme - IIIA. Cultural Diversity and Multicultural Education

Professionalism - IVB. Works collaboratively with colleagues . . .

Rhode Island Professional Teaching Standards:

1.1 Teachers reflect variety of academic, social, and cultural experiences in their teaching.

2.0 Teachers have a deep content base

2.2 Teachers design instruction that addresses the core skills and concepts

2.3 Teachers select appropriate materials

2.6 Teachers generate multiple paths to knowledge and encourage students to interpret from a variety of perspectives.

5.2 Teachers pose questions that encourage students to interpret ideas from multiple perspectives.

7.1 Work collaboratively with other colleagues.

9.0 Use a variety of assessed strategies.

NCATE Standards:

ACEI Standard 1. Development, Learning, and Motivation

Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

ACEI Standard 2.4. Social Studies

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.

**ELED 528 - Social Studies Methods
Unit Scoring Rubric**

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 of attention to content and performance standards for teachers (RIBTS) and children; no major errors in content, process, 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 mostly 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 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.

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B. Collaborative Team Score Sheet-Rubric

Component	Description of Elements	Guiding Questions	Score
Rationale (4)	Explains the importance of the content and teaching approaches	Why have you selected this content? These approaches?	
Standards (4) (NCSS; Disciplines; RIBTS)	Identifies the standards used in select content and approaches	Do these standards logically connect to the rationale? Objectives?	
Goals and Objectives (4)	States the outcomes of the activities for learners and candidates	What do you intend to have your students learn? What professional outcomes do you intend to achieve?	
Key Ideas (4)	Identifies concepts, generalizations, guiding questions inherent in content	What are the interdisciplinary 'big ideas'?	
Instructional Procedures (16)	Describes design of activities; teaching approaches; material; accommodations for diverse learners and environmental factors; logical connections among all lesson components	How do these plans provide for: students' social studies conceptual development; individual difference; critical and creative thinking; diverse perspectives; development of democratic values?	
Assessment (4)	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, dispositions?	
Appearance (4)	Document reflects writing proficiency and overall presentation appropriate to pre-professional candidates		

Overall Score: Exemplary (40-36) _____ Acceptable (35-32) _Unacceptable (below 32) ____

Instructor _____ Date _____

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ELED 528 TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL UNIT PLAN RUBRIC Elementary Education Master of Arts in Teaching Candidates Mean Scores			
Component (Possible Points)	SPRING 2009 n=4	FALL 2009 n=2	SPRING 2010 n=8
Rationale (4)	4	4	4
Standards (4) (NCSS; Disciplines; RIBTS)	4	4	4
Goals and Objectives (4)	4	4	4
Key Ideas (4)	4	4	4
Instructional Procedures (16)	16	15	16
Assessment (4)	4	3.5	3.75
Appearance (4)	4	4	4