

REPORT OF UNDERGRADUATE MAJOR ASSESSMENT: 2002
DEPARTMENT OF SOCIAL SCIENCE EDUCATION
SCHOOL OF TEACHER EDUCATION

MAJOR: SOCIAL SCIENCE EDUCATION

Brief summary of program context.

The Social Science Education program relies heavily on a single field major in one of the social sciences (History, Political Science, Geography, and Economics) as well as thirty-two credit hours in education. Initial education courses (SPED 2000, EPSY 2020, EFND 2030, and ESOC 2450 Initial Field Experience (one credit hour) are taken prior to admittance into the Social Science Education major. In Year 4 these majors take ESOC 4350 Social Studies Curriculum, ESOC 4360 Methods of Teaching Social Science, ESOC 4450 Senior Field Experience (one credit hour) and ESOC 5460 Student Teaching in their final semester.

Social Science major student demographics for Fall 2001 (most recent published IRP data): 55.47% female and 44.53% male; 96.09% white; primary age categories - 21-24 (58.59%), 25-29 (10.16%), 30-34 (13.28%); and 87.5% of students are from within Georgia.

Provide a brief description of the method by which the major assessment plan was developed.

In October 1997 the faculty of the Department of Social Science Education worked together to develop five primary learning outcomes for the undergraduate major in Social Science Education. These were the following:

1. Social science teacher education students will demonstrate sufficient knowledge of historical and social scientific disciplines to begin teaching history and social science courses in the secondary grades.
2. Social science teacher education students will demonstrate ability to make curricular decisions of varying scope (e.g. lessons, units, and courses) based upon professionally justifiable criteria.
3. Social science teacher education students will demonstrate ability to select, design, and implement a variety of teacher-centered and student centered instructional procedures to achieve instructional goals using a range of instructional materials and technological options.
4. Social science teacher education students will demonstrate ability to implement principles and procedures of effective classroom management and discipline in the context of teaching history and social science courses.
5. Social science teacher education students will demonstrate ability to work productively with students of diverse intellectual, social, and cultural characteristics.

The University approved this assessment plan in 1997. Since that time the College of Education has undergone its National Council for the Accreditation of Teacher Education (NCATE) and Georgia Professional Standards (PSC) review in 2000, has been evaluated annually with new Board of Regents Principles, and has written annual undergraduate major assessment reports for the university. Because of the increased attention to assessment of student outcomes at these varying levels, the faculty of the Department worked together to better align the program's student outcomes with national, state, and institutional standards. In this process, we examined the PSC/NCATE standards, the Board of Regents standards, the National Council for the Social Studies Standards, and the College's Conceptual Framework. During this time period, the College secured a major federal grant to fund the Georgia Systemic Teacher Education Program (GSTEP). Through this program COE faculty, in collaboration with Valdosta State and Albany State as well as many public school teachers, worked together to develop a curriculum framework for our teacher education programs. This framework provided a set of student outcomes that are aligned with national and state standards as well as the College's conceptual framework. In the late spring, 2002, the Social Science Education faculty decided to adopt the GSTEP *BRIDGE* framework and its outcomes for our undergraduate majors (see Alignment of Unity Outcomes attachment). We then developed evaluation tools based on these standards for assessing our students. In the next sections of this report, we articulate these revised student learning outcomes, assessment procedures, findings, and changes we have made in our Social Science Education undergraduate program.

Identify the defined learning outcomes for your program.

The following learning outcomes are the major learning outcomes for the Social Science Education major. Each of these learning outcomes has 5-9 specific objectives that students must demonstrate to meet these more encompassing learning outcomes (see attachment entitled *The BRIDGE*). The faculty worked together to design an instrument used as a culminating assessment for Social Science majors (see ESOC 5460/7460 Student Teacher Evaluation Form attachment)

- I. **CONTENT AND CURRICULUM:** Teachers demonstrate a strong knowledge of content area(s) appropriate for their certification levels. (*Incorporates #1 above: Social science teacher education students will demonstrate sufficient knowledge of historical and social scientific disciplines to begin teaching history and social science courses in the secondary grades.*)
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Teachers support the intellectual, social, physical, and personal development of all students. (*Incorporates #5 above: Social science teacher education students will demonstrate ability to work productively with students of diverse intellectual, social, and cultural characteristics.*)
- III. **LEARNING ENVIRONMENTS:** Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. (*Incorporates # 4 above: **Social science teacher education students will***

demonstrate ability to implement principles and procedures of effective classroom management and discipline in the context of teaching history and social science courses.)

- IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessments. ***(Incorporates previous learning outcomes # 2 Social science teacher education students will demonstrate ability to make curricular decisions of varying scope (e.g. lessons, units, and courses) based upon professionally justifiable criteria and #3 Social science teacher education students will demonstrate ability to select, design, and implement a variety of teacher-centered and student centered instructional procedures to achieve instructional goals using a range of instructional materials and technological options.***
- V. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

Identify the full range of assessment methods used by your department.

Assessment measures include instructor-designed, in-class academic achievement tests, the Praxis II content knowledge test, Educational Benchmark, Inc. (EBI) student exit survey, observations of student teaching performances, student survey rating cooperating teachers and university supervisors, student survey focused on teaching culturally diverse students, individual interviews of a sample of the undergraduate students, and focus group interviews of students at varying points in the program. In addition, all students preparing to apply for the Social Science Education undergraduate major must take ESOC 2450 Initial Field Experiences in which they are required to write a rationale for teaching social science as well as make an oral presentation to peers and faculty. Faculty use rubrics to score these assessments as part of the admission process. The attached Alignment of Learning Outcomes with Assessment Measures Chart details the range of assessments used in the department according to their placement in the program.

Identify the assessment methods used during 2002.

- Praxis II Subject Matter Test
- Educational Benchmark, Inc. Student Exit Survey
- GPA and Course Grades
- Written Rationale for Teaching Social Studies (ESOC 2450/assessed by team of faculty using rubric)
- Oral Presentation on Social Studies Issue (ESOC 2450/assessed by team of faculty using rubric)

- Individual interviews of a sampling of 12 students in the beginning of their social science education programs
- Focus group interviews of all students at the completion of their methods/curriculum courses and prior to student teaching
- Survey of Experience with Student Diversity
- Student Teaching Evaluation Instrument based on GSTEP student outcomes assessed by both Cooperating Teachers and University Supervisors
- Student Surveys of Cooperating Teachers and University Supervisors
- Student Evaluation of Academic Advising in the Department of Social Science Education

Provide the data collected from each assessment methods during 2002.

All Social Science majors must have at least a 2.5 GPA to be admitted into the program and must maintain that GPA throughout the program. Twenty-one Year 3 students admitted to the Social Science major for fall 2002 had a cumulative average GPA of 3.12. Fifty-one Year 4 students enrolled in the Social Science program in fall 2002 had a cumulative average GPA of 3.12.

The Praxis II test, course grades, GPA, and the EBI survey provided data that assisted the department in assessing Learning Outcome I focused on the extent our students demonstrate a strong knowledge of content area(s) in the field of Social Science Education. On the state teacher certification content knowledge text (Praxis II) in the testing period from 9/1/2001 through 8/31/2002, 100% of the students taking the test passed. In particular subject matter areas of United States History, World History, Government/Civics/Political science, Geography, Economics, and Behavioral Sciences, our students scored between one and seven points above the state and national averages. History and Political Science, and Geography were the strongest scores with economics and behavioral sciences closer to the state and national averages. These scores are consistent with students' majors in our program with 75.5% majoring in history, 18.19% in Political Science, 3.3% in Economics, and 3.03% in Geography (spring 2002 EBI student exit survey).

Learning Outcomes III, IV, and V (the ability to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation; understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners; and design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment) were assessed in part using judgments made by Social Science Education professors in the methods/curriculum courses most closely focused on those outcomes. In these courses, 100% of the students (average– 11%, above average – 41%, and superior – 48%) demonstrated mastery of these outcomes. These above ratings were based on course grades with C = average, B = above average, and A = superior. In addition, all students received satisfactory ratings by faculty and secondary cooperating teachers on their Senior Field Experience (ESOC 4450) and their student teaching experience.

Both secondary teachers serving as supervisors and university supervisors for student teaching evaluated students' abilities for all six learning outcomes through an evaluation instrument designed to rate each specific objective related to the primary learning outcomes. Since we began using a new instrument aligned with the *GSTEP BRIDGE* Framework at the end of the Fall, 2002 semester, the data reported are taken from the previous departmental evaluation instrument used in Spring, 2002. While these data also measure our current learning outcomes, the new instrument is better aligned with the *GSTEP BRIDGE* Framework Learning Outcomes. Fall 2002 data is collected at the end of the semester in December and is currently being analyzed; consequently, these data are not ready for inclusion in this report. In spring 2002, student teaching supervisors assessed undergraduate majors to have demonstrated strong abilities the following areas (ratings based on 0-4 scale with 0=Seldom, 1= Occasionally , 2=Usually, and 3 = Almost Always).

- content knowledge (5.3% – occasionally; 37.1% – usually; 58.3% – almost always);
- knowledge of students' skills and knowledge (5.3% – occasionally; 37.1% – usually; 58.3% – almost always);
- designing coherent instructional activities (5.3 – occasionally; 31.8% usually; 63.6% almost always);
- selecting instructional goals suitable for diverse students (5.3% – occasionally; 26.5% – usually; 68.9% – almost always);
- working well with students of diverse characteristics (26.5% usually; 58.3% almost always and 15.9% N/A);
- assessing students' learning in ways that were congruent with instructional goals (5.3% - occasionally; 31.8% - usually, 63.6% almost always)
- creating an environment of respect and rapport (5.3% – occasionally; 21.2% usually; 74.2% almost always);
- providing quality feedback to students (47.7% usually; 53% almost always);
- maintaining accurate records of students' progress in learning (63.6% usually; 37.1% almost always)
- showing professionalism service to students (10.6% occasionally; 26.5% usually; 63.6% almost always).

With few exceptions, student teachers were rated with the highest ratings (usually-almost always) in all items in this evaluation. The only potential area of weakness was in the area of Professional Responsibility: Communicating with families, primarily because the student teachers have limited opportunities to work with families during their student teaching experience. In addition to these overall positive ratings on this performance evaluation, supervisors wrote positive comments regarding each of the student teachers. The following quotes illustrate typical supervisors' assessments of the student teachers:

- *[Student teacher] has been wonderful to work with. Not only does she have a firm knowledge base, but she also competently implements various strategies to best assist our diverse groups of students. She has made some important connections with students by showing she cares about them as individuals. She has also put forth*

efforts well above and beyond the call of duty by assisting with student council projects as well as helping to plan a field trip for the sophomore class. _____ is a wonderful teacher and I am confident that she is going to have a meaningful impact on many students' lives.

- *{Student teacher} has performed well. She has proven her flexibility, adaptability, and professional competence. I witnessed marked improvements in all aspects of her teaching. She planned excellent, innovative lessons and carried them through to completion. _____'s in-class instruction skills improved dramatically as she accrued experience and a great comfort level. Furthermore, she faced a diverse set of challenging students and experimented with a variety of classroom management techniques. Finally, she easily handled the miscellaneous aspects of the job, such as confidentiality and appropriate professional conduct. When she obtains employment, I do not doubt that she will continue to progress toward becoming a "master" teacher.*
- *Mr. _____ did an excellent job during his student teaching. He genuinely cared for the students and was very conscious of their abilities and interests in planning his curriculum. He has a high interest and broad knowledge of history.*

Data from the spring, 2002 *Survey of Experience with Student Diversity* indicated that all students reported having had experiences in their programs of study that addressed cultural diversity topics. Students were asked to rate each portion of their programs of study: (1) Social Sciences and Humanities arts and sciences courses, (2) Foundations of Education courses, (3) Social Science Education courses (ESOC), and (4) ESOC field experiences and student teaching. All students reported they addressed cultural diversity topics in their Social Sciences and Humanities courses (some = 41%; Moderately – 27%; and thoroughly = 32%). A majority (68%) of the students reported moderately or thoroughly addressing cultural diversity topics in Foundations of Education courses. In the ESOC courses, 18% reported some, 68% reported moderately, and 9% reported thoroughly addressing diversity topics. In the ESOC field experiences and student teaching 86% of the students reported moderately or thoroughly addressing diversity topics with just 9% reporting some attention to these topics. Fifty-nine percent (59%) of the students agreed or strongly agreed that the cultural diversity content and perspectives received in coursework would help them teach well. Forty-percent (41%) were undecided on this item. Forty-five percent (45%) of the undergraduates agreed and 19% strongly agreed that they learned practical strategies for working with students from diverse backgrounds. Eighty-two percent of the students agreed or strongly agreed that their field experienced helped them learn more about cultural diversity and that these experiences gave them positive perspectives on cultural diversity. In an item regarding differing categories of diversity, students mentioned race, socioeconomic status, religion, and gender as the topics most emphasized. Categories of geographic difference, age, language, and special needs were less addressed across their total programs.

At the end of spring, 2002, the department conducted focus group interviews with students who had just completed the ESOC 4350/4360 methods/curriculum courses. We

selected this group because we had just implemented a field-based methods course that was held at Clarke Central High School and taught by one of the more experienced social science teachers there. For many students this was one of the few times they had been in a secondary classroom since their own experience as high school students. Overall findings indicated that students appreciated the “real-life” context and practical “hands-on” nature of this course. Despite this experience, they believed that they were not ready for student teaching the next semester in that (1) they had not had enough experience with students in secondary classroom, (2) had not had experiences being in front of classes, and (3) were unsure about their preparation for student teaching the following semester. The following quotes from the focus group interviews illustrate student perspectives regarding the value of the school context for their teacher preparation:

- *I think it opened my eyes to a lot of different issues that go on in the classroom, people who don't speak English, students who have trouble reading, students with special needs, and your lesson plans to be able to get to all those ability levels.*
- *This class gives you a very practical look at what you're going to get when you get into the high school setting and I appreciate the practicality of his class.*

Another interesting finding from the focus group interviews was that students did not feel prepared to teach economics. Consistent with our student population, these students were History and Political Science majors and had not realized that as a social studies teacher they might be asked to teach economics or another subject matter areas outside their primary discipline. The following quotes provide illustrations of this point:

- *But I just think that economics is not stressed [in the program]. And I know that we have to choose certain blocks but maybe it [the program] should require economics because there are so many of us that aren't educated in that and then we could be thrown into teaching it.*

In the fall 2002 semester, the Department began an in-depth interview/case study research project to track the experiences of a sampling of students in the program. In November, the Department just completed individual interviews with 12 students and had not yet completed the thematic analysis of those data. These interviews were conducted with beginning students in the program and will be repeated during their spring student teaching semester and again during their first year of teaching in 2003-2004.

In addition to these assessment focused on the students, we designed and implemented a survey of current students to evaluate the advising within the department. Results of the survey were mixed with some students believing they were very supported by the academic advisor and other students criticizing the departmental advising. In 2002, the department experienced a change in the advising staff resulting in several negative comments about the knowledge and organizational skills of the new advisor. As a result, new procedures are now in place so that students are now receiving better quality, systematic advising each semester.

Provide the faculty analysis of the data collected.

The strengths of the undergraduate major in Social Science Education include strong content preparation (Learning Outcome I) as evidenced in cumulative GPAs, course grades in both arts and sciences and education courses, results of Praxis II content knowledge examinations, and performance evaluations by student teaching supervisors. In addition, students demonstrate their abilities related to learning environments (III), assessment (IV), and planning (V) in their methods/curriculum courses during the semester just prior to student teaching. All students performed well in these methods courses with 89% performing at the above average or superior levels. The culminating student teaching semester is the experience where students demonstrate the integration of all six major learning outcomes. Based on students' demonstrated abilities as evidenced in both satisfactory grades for student teaching as well as supervisors' assessments on specific learning outcomes, the faculty believes that our pre-service social science teachers exit the program with strong abilities in all areas including subject matter content; curriculum planning, design, and assessment; knowledge of students; and professionalism.

Based on findings from student surveys on cultural diversity, students believe that they have had experiences with cultural diversity topics (86%) but fewer (59%) reporting that this focus in courses would help them teach well. More field placements in schools with diverse student populations has helped to provide our majors with experience working with diversity. The faculty realize that systematic placement in field settings with diverse student populations is critical to providing the experience students need to prepare them to work in a variety of settings.

Qualitative data in the form of focus group interviews points to several areas for program improvement:

- More extensive field experiences in classrooms that begin early and are required throughout the program to assist students in understanding how knowledge and skills presented in courses can be applied in school settings.
- More presentation and instructional experiences throughout the program in which students perform in front of groups of peers and secondary students.
- More attention to ways student can apply their knowledge of diversity issues to classroom contexts.
- Increased alignment of ESOC 4350 and ESOC 4360 Curriculum/Methods with applications in classroom settings in ESOC 4450.
- Increased preparation in content areas such as economics and geography for majors in History and Political Science who do not have a sufficient knowledge base in these areas they may be required to teach.

Identify the program improvements enacted or proposed as a result of this assessment process.

Based on the 2001 Undergraduate Assessment Report, the Social Science Education faculty began a process of program redesign. The following program improvements have already been implemented:

1. In 2002 the department established a secondary redesign committee to continue our work in the further development of its programs.
2. The department engaged in a process of aligning the student learning outcomes with institutional (COE conceptual framework), state (PSC), and national standards (NCSS and NCATE). In addition, the department began the process of preparing for a program review by the National Council for the Social Studies. One faculty member participated in a national training workshop to facilitate this process. The work the faculty has already accomplished in the program redesign will assist in this national program review.
3. Several faculty engaged in redesign of the ESOC 2450 Field Experience course with rubrics designed to evaluate the two major projects in this course. Additional experience in classrooms were added to this course and we have submitted a proposal to increase the number of credit hours from one to two for this course as well as designate it a lab course to increase field time.
4. Faculty submitted and received approval for the program to be designated a high-demand major which necessitated a redesign of admittance procedures including (1) a written rationale for the teaching of social studies and (2) an individual oral presentation by students in front of peers, faculty and graduate students that are both assessed by a team of faculty using an evaluation rubric. These assignments are accomplished in ESOC 2450 Initial Field Experience. A faculty team now determines student admittance to the program through a comprehensive review of social science background and achievement (course grades and GPA), performance on the ESOC 2450 rationale and oral presentation, and faculty recommendations.
5. In spring, 2002 the department arranged for the ESOC 4360 Methods of Teaching Social Science to be taught by a secondary teacher at Clarke County High School to better integrate instructional methods in an actual school context. This teacher not only brings extensive teaching experience to the program, but also has a doctorate in Social Science Education, has experience teaching in the teacher education program, and is a former county curriculum director. This educator has continued to work with us in developing field placements for students in the fall semester and will teach the methods course again in spring, 2003. Working closely with Athens-Clarke County schools has improved our relationships with local teachers and has increased the availability of diverse field experience and student teaching placements for our students.

6. The Department changed the ESOC 4450 Senior Field Experience to ensure that all students have diversity of classroom experience by requiring placements in both middle school and high school.
7. Evaluation of the departmental advising process led to changes in advising to ensure that all students are receiving quality advising.
8. In spring, 2002, the faculty engaged in a process of developing a portfolio for the program in which students will be required to demonstrate their abilities in each of the learning outcomes. This work was completed primarily by two faculty members and a graduate assistant and was then discussed at faculty meetings. Further development of the portfolio was continued by other faculty who are teaching the methods/curriculum block of courses. We recently finalized a portfolio process that will be fully implemented during the next academic year. Portions of the portfolio are being initiated in spring 2003. This portfolio system begins in ESOC 2450 with students just entering the program and culminates at the completion of student teaching. The portfolio is based on the GSTEP BRIDGE Learning Outcomes. Rubrics for the several required projects have been constructed (rationale for teaching social science, oral presentation of social science issue) in addition to the overall rubric for the evaluation of the portfolio. To ensure consistency of evaluation, a team of faculty will assess these portfolios using a common rubric. The faculty decided to give students options to use either a paper or electronic portfolio, moving fully into an electronic portfolio by 2004.
9. In the fall, 2002, the faculty developed and implemented a *Statement of Expectations for Professional Dispositions for Pre-Service Teachers*. All faculty participated in this process and reviewed several iterations of the document. The result was a statement that articulated the professional dispositions we expect our pre-service teachers to have and/or develop in the program. These *Expectations for Professional Dispositions* is aligned with Learning Outcome VI.
10. The faculty is developing better relationships with secondary social science teachers and administrators in area schools to secure high quality placements for our field experience students and student teachers and to improve communications about the program with secondary colleagues. A faculty member is currently assigned to visit with administrators and teachers in area schools to develop and improve these relationships. Another faculty member wrote and was awarded a small Teacher Mentor grant (\$5,400) to assist in building these relationships and in working with secondary teachers in mentoring skills for working with student teachers. The rest of the faculty will be involved in implementing this grant. Two other faculty members are in the process of writing grants related to the improvement of mentoring skills in social science teachers and will be submitting those at the end of January, 2003. All faculty within the department are involved in these grant programs.

ATTACHMENTS:

- GSTEP Bridge Framework
- Alignment of Learner Outcomes with Standards Chart
- Student Teaching Evaluation Rubric
- Alignment of Learning Outcomes with Assessment Measures

Alignment of Unit Outcomes with State and National Standards and GSTEP Framework*

COE Unit Outcomes for Candidates	Board of Regents Quality Assurance Principles	National Board Standards	GSTEP Framework	NCATE 2000 Standards
Exemplary Practitioners	<p>#1 –The University System will guarantee the quality of any teacher it graduates. The university that awarded the degree and/or submitted the recommendation for teacher certification will assure that is graduates: have sufficient subject matter knowledge in all areas included on their teaching certificates; can demonstrate success in bringing students from diverse cultural, ethnic, international, and socioeconomic groups to high levels of learning; and are able to use tele-communication and information technologies as tools for learning.</p> <p>#2 – The University System will guarantee that all of its graduates in early childhood education can demonstrate accomplishment in teaching children to read and to do mathematics.</p> <p>#3 Graduate programs for teachers will adhere to the general principles of the National Board for</p>	<p>#1 – Teachers are committed to their students and their learning.</p> <p>#2 –Teachers know the subjects they teach and how to teach those subjects to students.</p> <p>#3 – Teachers are responsible for managing and monitoring</p>	<p>#6 – KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers use their understanding of how individuals grow, develop, and learn to provide the intellectual, social and personal development of all students.</p> <p>#1 - CONTENT AND CURRICULUM: Teachers are well prepared with a strong knowledge of their subject area(s) and an understanding of the central concepts, methods of inquiry, and structures of their discipline(s).</p> <p>#2 - LEARNING ENVIRONMENTS:</p>	<p>#1 - Candidate Knowledge, skills and dispositions</p> <p>#2 – Program Assessment and Unit Evaluation</p> <p>#3 – Field Experiences and Clinical Practice</p>

	<p>Professional Teaching Standards. #6 – Through partnerships with P-12 schools, universities that prepare teachers will have an ongoing responsibility to collaborate with schools in mentoring, induction, and professional development programs for classroom teachers and school leaders.</p>	<p>student learning</p>	<p>Teachers use their knowledge and understanding of individual and group motivation, behavior, and diverse needs to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.</p> <p>#3 - PLANNING AND INSTRUCTION: Teachers apply knowledge of content, knowledge of students, including how they learn in specific content areas, and knowledge of learning.</p>	
<p>Reflective Practitioners</p>	<p>#3 Graduate programs for teachers will adhere to the general principles of the National Board for Professional Teaching Standards (<i>see next column</i>)</p>	<p>#4 – Teachers think systematically about their practice and learn from experience.</p> <p>#5 – Teachers are members of learning</p>	<p>#5 - PROFESSIONALISM: Teachers are reflective practitioners who understand education as a profession, maintain the standards of</p>	<p>#1 - Candidate Knowledge, skills and dispositions</p> <p>#3 – Field Experiences and Clinical Practice</p>

		communities.	professional conduct, actively seek opportunities to grow professionally, and provide leadership to improve student learning and well-being.	
Professional Prepared to work in Diverse, Global Communities	<p>#1 – See item above</p> <p>#4 – The University system will assure that graduates of its programs for school leaders and counselors are able to create learning environments that support teacher success in bringing students from diverse groups to high levels of learning.</p> <p>#7 – All teacher preparation programs will implement aggressive recruitment policies to increase the numbers, to raise the caliber, and to expand the diversity of teacher candidates, and to balance supply and demand.</p>		See all Framework Elements	#4 - Diversity

*In addition to the standards aligned above, each of the COE programs relies on the national standards of their professional association to guide their work with initial and advanced candidates.

Department of Social Science Education

Alignment of Learning Outcomes with Assessment Measures

Major Learning Objectives for Social Science Majors	ESOC 2450 Initial Field Experiences	ESOC 4350/4360 4450 Curriculum Methods	ESOC 5460 Student Teaching	Other
CONTENT AND CURRICULUM: Teachers demonstrate a strong knowledge of content area(s) appropriate for their certification levels.	<ul style="list-style-type: none"> Praxis I Exam Teaching Social Science Rationale (rubric) Oral Presentation of Social Science Issue (rubric) 	<ul style="list-style-type: none"> Lesson and Unit Plan assessments Portfolio* 	<ul style="list-style-type: none"> Observations Midpoint/final performance evaluation Portfolio 	<ul style="list-style-type: none"> Grades in content courses Cumulative GPA Praxis II: Content Knowledge
II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.		<ul style="list-style-type: none"> Lesson and Unit Plan assessments Portfolio 	<ul style="list-style-type: none"> Observations Midpoint/final performance evaluation Portfolio 	<ul style="list-style-type: none"> EBI Student Exit Survey Cultural Diversity Survey
III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.		<ul style="list-style-type: none"> Lesson and Unit Plan assessments Portfolio Course grade 	<ul style="list-style-type: none"> Observations Supervisors' Midpoint/final performance evaluation Portfolio 	<ul style="list-style-type: none"> EBI Student Exit Survey
IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.		<ul style="list-style-type: none"> Lesson and Unit Plan assessments Portfolio Course grade 	<ul style="list-style-type: none"> Observations Midpoint/final performance evaluation Portfolio 	<ul style="list-style-type: none"> EBI Student Exit Survey
V. PLANNING AND INSTRUCTION:		<ul style="list-style-type: none"> Lesson and Unit 	<ul style="list-style-type: none"> Observations 	<ul style="list-style-type: none"> EBI Student Exit

Social Science Education Learning Outcomes/Assessment Measure Alignment
January 2003

Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessments.		Plan assessments <ul style="list-style-type: none"> • Portfolio • Course Grade 	<ul style="list-style-type: none"> • Midpoint/final performance evaluation • Portfolio 	Survey
VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.		<ul style="list-style-type: none"> • Professional Dispositions Statement: Faculty Review 	<ul style="list-style-type: none"> • Supervisor's Evaluation • Portfolio 	

*Portfolio is assess by a team of faculty using standard rubric.

Program Assessment Measures

The following assessment measures are used for overall program review:

1. Student Evaluations of Academic Advisor
2. Student Evaluations of Faculty
3. Student Evaluations of University Supervisor
4. Student Evaluations of Cooperating Teacher
5. Focus Group Interviews
6. Individual Student Interviews (case studies)

The BRIDGE

Building Resources: An Induction Design for Georgia Educators

Developed by the Georgia Systemic Teacher Education Program

A collaboration among the University of Georgia, Albany State, and Valdosta State Universities, partners school districts and RESAs, and the PSC and BOR

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong knowledge of content area(s) appropriate for their certification levels.

Accomplished teachers	
1-A	demonstrate knowledge of content, major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the subject(s) they teach.
1-B	understand and use subject-specific content and pedagogical content knowledge (how to teach their subjects) that is appropriate for diverse learners they teach.
1-C	stay current in their subject areas as engaged learners and/or performers in their fields.
1-D	relate content area(s) to other subject areas and see connections to everyday life.
1-E	carefully select and use a wide variety of resources, including available technology, to deepen their own knowledge in the content area(s).
1-F	interpret and construct school curriculum that reflects state and national content area standards.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

Accomplished teachers	
II-A	believe that all children can learn at high levels and hold high expectations for all.
II-B	understand how learning occurs in general and in the content areas (e.g., how diverse learners construct knowledge, acquire skills, and develop habits of mind).
II-C	are sensitive, alert, and responsive to all aspects of a child's well-being.
II-D	understand how factors in environments inside and outside of school may influence students' lives and learning.
II-E	are informed about and adapt their work based on students' stages of development, multiple intelligences, learning styles, and areas of exceptionality.
II-F	establish respectful and productive relationships with families and seek to develop cooperative partnerships in support of student learning and well-being.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

Accomplished teachers	
III-A	create a learning community in which students assume responsibility, participate in decision-making, and work both collaboratively and independently.
III-B	organize, allocate, and manage time, space, activities, technology and other resources to provide active and equitable engagement of diverse students in productive tasks.
III-C	understand and implement effective classroom management.
III-D	recognize the value of and use knowledge about human motivation and behavior to develop strategies for organizing and supporting student learning.
III-E	are sensitive to and use knowledge of students' unique cultures, experiences, and communities to sustain a culturally responsive classroom.
III-F	access school, district, and community resources in order to foster students' learning and well-being.
III-G	use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

Accomplished teachers	
IV-A	understand measurement theory and characteristics, uses, and issues of different types of assessment.
IV-B	use preassessment data to select or design, clear, significant, varied and appropriate student learning goals.
IV-C	choose, develop, and use classroom-based assessment methods appropriate for instructional decisions.
IV-D	involve learners in self-assessment, helping them become aware of their strengths and needs and encouraging them to set personal goals for learning.
IV-E	develop and use valid, equitable grading procedures based on student learning.
IV-F	use assessment data to communicate student progress knowledgeably and responsibly to students, parents, and other school personnel.
IV-G	use resources, including available technology, to keep accurate and up-to-date records of student work, behavior, and accomplishments.
V-H	are committed to using assessment to identify student strengths and needs and promote student growth.

V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessments.

Accomplished teachers	
V-A	articulate clear and defensible rationales for their choices of curriculum materials and instructional strategies.
V-B	plan and carry out instruction based upon knowledge of content standards, curriculum, students, learning environments, and assessment.
V-C	understand and use a variety of instructional strategies appropriately to maintain student engagement and support the learning of all students.
V-D	monitor and adjust strategies in response to learner feedback.
V-E	vary their roles in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.
V-F	use appropriate resources, materials, and technology to enhance instruction for diverse learners.
V-G	value and engage in planning as a collegial activity.

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

Accomplished teachers	
VI-A	continually examine and extend their knowledge of the history, ethics, politics, organization, and practices of education.
VI-B	understand and implement laws related to rights and responsibilities of students, educators, and families.
VI-C	follow established codes of professional conduct, including school and district policies.
VI-D	systematically reflect on teaching and learning to improve their own practice.
VI-E	seek opportunities to learn based upon reflection, input from others, and career goals.
VI-F	advocate for curriculum, instruction, learning environments, and opportunities that support the diverse needs of and high expectations for all students.
VI-G	assume leadership and support roles as part of a school team.

Student Teacher _____
Mentor/Supervisor _____
School _____
Date _____

**ESOC 5460/7460 Social Science Education Student Teaching
 Student Teacher Evaluation Form**

Evaluate on the following scale: Seldom (1); Occasionally (2); Usually (3); Almost Always (4)

CONTENT AND CURRICULUM: Teachers demonstrate a strong knowledge of content area(s) appropriate for their certification levels.	1	2	3	4
1-A demonstrates knowledge of content, major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the subject(s) they teach.				
1-B understands and use subject-specific content and pedagogical content knowledge (how to teach their subjects) that is appropriate for diverse learners they teach				
1-C stays current in their subject areas as engaged learners and/or performers in their fields.				
1-D relates content area(s) to other subject areas and see connections to everyday life.				
1-E carefully selects and use a wide variety of resources, including available technology, to deepen their own knowledge in the content area(s).				
1-F interprets and constructs school curriculum that reflects state and national content area standards.				

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.	1	2	3	4
II-A believes that all children can learn at high levels and hold high expectations for all.				
I-B understand how learning occurs in general and in the content areas (e.g., how diverse learners construct knowledge, acquire skills, and develop habits of mind).				

II-C	are sensitive, alert, and responsive to all aspects of a child’s well-being.				
II-D	understand how factors in environments inside and outside of school may influence students’ lives and learning.				
II-E	are informed about and adapt their work based on students’ stages of development, multiple intelligences, learning styles, and areas of exceptionality				
II-F	establish respectful and productive relationships with families and seek to develop cooperative partnerships in support of student learning and well-being.				

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.	1	2	3	4
III-A	creates a learning community in which students assume responsibility, participate in decision-making, and work both collaboratively and independently.			
III-B	organizes, allocates, and manages time, space, activities, technology and other resources to provide active and equitable engagement of diverse students in productive tasks.			
III-C.	understands and implements effective classroom management.			
III-D.	recognizes the value of and use knowledge about human motivation and behavior to develop strategies for organizing and supporting student learning.			
III-E.	is sensitive to and uses knowledge of students’ unique cultures, experiences, and communities to sustain a culturally responsive classroom.			
III-F	accesses school, district, and community resources in order to foster students’ learning and well-being.			
III-G	use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.			

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.	1	2	3	4
IV-A.	understands measurement theory and characteristics, uses, and issues of different types of assessment.			

IV-B. uses pre-assessment data to select or design, clear, significant, varied and appropriate student learning goals.				
IV-C. chooses, develops, and uses classroom-based assessment methods appropriate for instructional decisions.				
IV-D. involves learners in self-assessment, helping them become aware of their strengths and needs and encouraging them to set personal goals for learning.				
IV- E. develops and uses valid, equitable grading procedures based on student learning.				
IV-F. uses assessment data to communicate student progress knowledgeably and responsibly to students, parents, and other school personnel.				
IV- G. uses resources, including available technology, to keep accurate and up-to-date records of student work, behavior, and accomplishments.				
IV- H. is committed to using assessment to identify student strengths and needs and promote student growth.				

V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessments.	1	2	3	4
V-A articulates clear and defensible rationales for their choices of curriculum materials and instructional strategies.				
V-B plans and carries out instruction based upon knowledge of content standards, curriculum, students, learning environments, and assessment.				
V-C understands and uses a variety of instructional strategies appropriately to maintain student engagement and support the learning of all students.				
V-D monitors and adjusts strategies in response to learner feedback.				
V-E varies his/her roles in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.				
V-F uses appropriate resources, materials, and technology to enhance instruction for diverse learners.				
V-G values and engages in planning as a collegial activity.				

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.	1	2	3	4
VI-A continually examines and extends his/her knowledge of the history, ethics, politics, organization, and practices of education.				
VI-B understands and implements laws related to rights and responsibilities of students, educators, and families.				
VI-C follows established codes of professional conduct, including school and district policies.				
VI-D systematically reflects on teaching and learning to improve his/her own practice.				
VI-E seeks opportunities to learn based upon reflection, input from others, and career goals.				
VI-F advocates for curriculum, instruction, learning environments, and opportunities that support the diverse needs of and high expectations for all students.				
VI-G assumes leadership and support roles as part of a school team.				
--Demonstrates the ability to handle problems and tensions calmly and effectively, and to relate to peers, parents, instructors and supervisors with integrity				
--Is present at school during the full contract day				
--Consistently wears appropriate dress (follows school policy)				
--Uses good judgment when interacting with students (avoids being sarcastic, sexist, racist, or engaging in inappropriate physical or social contact)				

MENTOR TEACHER'S SUMMARY COMMENTS:

COLLEGE SUPERVISOR'S SUMMARY COMMENTS:
