

SUNY Potsdam
Student Learning Outcomes Assessment Plan
Social Studies Middle/Secondary Education BA

Department Name: Social Studies Middle/Secondary Education BA

Date Submitted and Academic Year: Submitted 10/14/11 for AY 2011-2012

Department Mission Statement:

SUNY Potsdam's School of Education and Professional Studies has developed a conceptual framework that specifies what is meant by its commitment to *A Tradition of Excellence: Preparing Creative and Reflective Educators*. All programs and courses within them, strive to develop the following teacher candidates' attributes: *Well-Educated Citizens, Reflective Practitioners, and Principled Educators*. Using these three dimensions (see attachment), our unit conceptual framework provides behavioral and dispositional indicators that inform the design of secondary social studies education courses and performance assessments.

The social studies education program of study has been designed to foster the breadth of knowledge of human affairs – and the capacities for considering reflectively the implications of human nature and diversity for social organization – possessed by the “well-educated citizen.” The social studies courses emphasize overtly the “well-educated citizen” and “reflective practitioner” dimensions in their curricula and assessments: when teacher candidates design lessons and curricular materials, they are required to justify (in writing) their design decisions in light of the citizenship mission of the social studies and the aim of promoting students' understanding of the content area knowledge. In the social studies field- and student teaching experiences, teacher candidates are required to reflect upon their observations and practice and to make considered judgments in light of recognized pedagogical standards and the citizenship mission of the social studies. Taken together – and bolstered by the series of “gates” and Program Report Template—NCSS 8 assessments that social studies teacher candidates encounter – the aim is to promote within each teacher candidate the knowledge, skills, and dispositions possessed by a “principled educator.

Faculty Member Completing this Form: Dr. Robert Vadas

Update on prior years' "Application of Assessment Results:

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Intended Student Learning Outcome #1

Students will demonstrate acceptable levels of content knowledge in Social Studies.

Measurable Criteria and Assessment Method(s)

Direct Assessment #1 – Content Specialty Tests

The alignment of the CST with the NCSS thematic standards is depicted in the chart that follows.

NCSS Thematic Standards	Content Specialty Test
1.1 Culture and Cultural Diversity	Sub-area II: Geography Sub-area I: History and Constructed Response VI
1.2 Time, Continuity and Change	Sub-area I: History and Constructed Response VI
1.3 People, Places and Environments	Sub-area II: Geography
1.4 Individual Human Development and Identity	<i>Not addressed in the CST</i>
1.5 Individuals, Groups and Institutions	Sub-area IV: Civics, Citizenship and Government Sub-area I: History and Constructed Response VI
1.6 Power, Authority and Governance	Sub-area IV: Civics, Citizenship and Government
1.7 Production, Distribution, Consumption	Sub-area III: Economics
1.8 Science, Technology, Society	Sub-area II: Geography Sub-area I: History and Constructed Response VI Sub-area III: Economics
1.9 Global Connections and Interdependence	Sub-area II: Geography Sub-area I: History and Constructed Response VI
1.10 Civic Ideals and Practices	Sub-area IV: Civics, Citizenship and Government

As shown in the above chart, there is alignment between the sub-areas and NCSS standards:

- NCSS Standard 1.1 (Culture and Cultural Diversity), for example, is related to sub-area II: Geography; however, this thematic standard, is also assessed by sub-area I: History, since historical knowledge of specific regions of the world is also included.
- CST sub-area I: History addresses three geographic domains (World, United States, and New York State) and the processes and major developments that foster interconnections among them; therefore it also addresses NCSS Standard 1.9.

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- The content of NCSS Standard 1.8 (Science, Technology and Society) are incorporated within the content knowledge assessed by CST sub-areas I: History and II: Geography; and sub-area III: Economics.
- The interactions and influences of NCSS Standard 1.5 (Individuals, Groups and Institutions) are incorporated within the content knowledge assessed by CST sub-areas I: History and sub-area IV: Civics, Citizenship and Government.

Direct Assessment #2 – Course Grades

The content-specific courses are aligned with the ten NCSS thematic strands as stated below. The course requirements are conceptually aligned with NCSS standards resulting in a degree of variance that is reflected in the variety of course descriptions required in the social studies education program. It should be also noted that NCSS thematic strand VIII, "Science, Technology, Society," is aligned with course requirements from the candidate's major area of study. Up until 2010, the course: Hist 202 US History from 1877 was mainly used to align with this theme as this course's description reveals an integrated historical study including the key concepts of society, science and technology within primarily, North American culture, is addressed. Recently, however, several other courses have been discussed and approved as an alternate to HIST 202. These alternatives have been made available as a result of discussions and meetings between the Secondary Social Studies coordinator and the history Department. Included in these discussions were Lisa Stewart, (Advising Director for BA/Education programs); Carol Rossi-Fries (Clinical faculty member working with the secondary social studies program, mostly in the field); and Dr. MJ Heisey, (Chair of the History Department). The following alternates have been made available to students as a result of these conversations between the Arts & Sciences Faculty and the Secondary Social Studies faculty:

Hist 203 US to 1877

Hist 204 US since 1877

Hist 205 US to 1877

Theme IX, Global connections is met within the 6 credit non-western studies as defined in 2.1 above.

The following is a chart that demonstrates alignment between program courses selected for alignment with the NCSS thematic standards.

NCSS Thematic Standards	SUCP Designated Course
I Culture and Cultural Diversity	ANTC 202 Introduction to Cultural Anthropology
II Time, Continuity and Change	HIST 379 History of New York State
III People, Places and Environments	GEOG 360(260) Introduction to Social Geography <i>or</i> GEOG 350 World Geography
IV Indiv. Human Development & Identity	PSYC 321 Psychology of Adolescence
V Individuals, Groups and Institutions	SOCI 101 Introduction to Sociology
VI Power, Authority and Governance	POLS 200 Political Ideas <i>or</i> POLS 110 Introduction to US Politics
VII Production, Distribution,	ECON 105 Principles of Microeconomics <i>or</i>

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Consumption	ECON 110 Principles of Macroeconomics
VIII Science, Technology, Society	A History; Sociology; Anthropology; or Politics course that aligns with Stnd VIII
IX Global Connections	Choose one course on Africa, Asia, or Latin America/Caribbean from two of the following disciplines: Anthropology; History; Geography or Sociology Or, another Anthropology; History; Geography or Sociology course that meets Standard IX
X Civic Ideals and Practices	POLS 110 Introduction to US Politics

Direct Assessment #3 - Social Studies Content Portfolio

The “content portfolio” is intended to address all of the NCSS thematic standards, as well as pedagogical standard 3.1. Regarding the fulfillment of pedagogical standard 3.1, the “reflection paper” that accompanies each “artifact” demands that candidates identify curricular connections and illustrate appropriate pedagogical strategies for the content knowledge expressed by the “artifact.” As such, the “content portfolio” serves as an experience that draws together most of the key components expected in a quality teacher preparation in the social studies.

Data Source/Results & Analysis

Direct Assessment #1 – Content Specialty Tests

Teacher candidates must satisfactorily complete the New York State Teacher Certification Examination Social Studies Content Specialty Test (CST) to receive their initial certification.

Prior to October 2003, the CST had only 5 multiple choice content sub-areas (history, geography, economics, civics/government, and social studies skills), and no Constructed Response section. Before February 2004, candidates had five years from the granting of their Provisional Certificate to successfully pass the CST. For this reason, many of our graduates in 2002-2004 have yet to complete this requirement, and there are too few CST scores available from those years to report.

Beginning in October, 2003, a Constructed Response (on History content) Sub-area VI was added, and since February 2004, candidates are required to pass this new examination prior to receiving their Initial certification to teach.

The Social Studies CST reflects the content knowledge contained within the required social studies courses in middle and secondary education in New York State:

- I. History
- II. Geography
- III. Economics
- IV. Civics, Citizenship and Government
- V. Social Studies Skills
- VI. Constructed Response (History content)

Core concepts, themes, theories, and fundamental knowledge within each of these sub-areas are assessed. Three geographic domains - World, United States, and New York

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State – are addressed, with explicit attention to interconnections, relationships, and processes that intersect the three domains.

Data Results: CST for BA students

Content sub-areas	Mean for '08 N=6	Mean for '09 N=16	Mean for '10 N=1
1. History	235	224	291
2. Geography	255	244	300
3. Economics	235	238	276
4. Government	255	259	262
5. Social Studies Skills	255	241	300
6. Constructed response	213	225	180

Analysis: CST for BA students

The mean scores improved in 3 of the subareas (history essay; Government, & Economics) and dropped in the remaining 3 subareas from '08 to '09. Only one student took the test in the summer of '10 making a comparison invalid with the other two years. That one student scored exceptionally high in all the subareas except the history essay. The students taking this test were evenly mixed between those in the old BA program and those in the new BA program (students entering the program prior to July 2008 had the option of which program to enter. The new BA program was designed to address certain issues such as continuing low economics scores on the CST subarea (#3) and the data show a small improvement in the economics mean scores from '08 to '09. A more precise accounting of the impact of the new program course requirements cannot be made until all students taking the CST completed the new BA requirements. This should be evident in the test results for '10-'11 as only one BA student currently remains in the old program. There was a sharp drop in the Geography mean from '08 to '09 and it is possible that this is the result of many of these students taking a geography course on-line, or, as was the case for nearly half of the students, they did not yet take their required geography course, on-line or in class. due to a lack of scheduling options for this time period. The Geography professor had gone on sabbatical and no one replaced him. What is evident is that history means remain low despite the fact that nearly all of the BA students have chosen history as their arts and science social studies content major area of study. Looking at the variance in numbers of students taking the test would lead one to believe that the differences in means is more an issue of student ability than programmatic changes at this time. This is given credibility with the high scores from the one student in the summer 2010 that reveals a dramatic increase in means from '09 to '10.

Direct Assessment #2 – (Course Grades)

This assessment is a composite of course grades, selected from the social studies education program of study that correspond to content requirements expressed by the NCSS thematic standards. Required courses have been selected for alignment with the ten NCSS standards although for Thematic strands # VIII, several course options exist from candidates' requirement to have a major in one of five content areas (Economics; history; politics; anthropology; or sociology). For theme IX, courses are taken from the 6 credit requirement stated as follows: "Choose one course on Africa, Asia, or Latin America/Caribbean from two of the following disciplines: Anthropology; History, Geography & Sociology.

Because of the difficulty in obtaining course grades this data was not gathered for this year only. The 16 students, for example, who took the CST test in the academic year 2009-2010 had the option of completing courses in either the old or new BA program. The new program course requirements have a different alignment than the one stated above. A new advisement sheet will replace the old format in the above rubric for next year's data to be analyzed. For this report, it would be better served to review the content assessment found in Form 5 principle 7b: Content

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knowledge as aligned with the NCSS 10 thematic strands as all students, regardless of program, were assessed with the same rubric, aligned with the 10 NCSS thematic strands. .

Direct assessment #2 Form 5 Principle 7b: Content knowledge:

This assessment is a composite of intasc standard 7b on Form 5 designed to have mentor teachers in the field overseeing a candidate’s student teaching. The mentor teacher is to recommend a grade to the supervisor of the candidate on the scale 0-1-2-3 for each of the 10 thematic NCSS strands relating to content knowledge as a result of interacting with the candidate over the course of the 16 week student teaching experience.

* not all scores add to 100% as some grades were not assigned

Data results: (data is available only for the year ’10-’11 and none yet for academic year 2011).

NCSS standard	Scores in % for students 2010-11 N=12			
	0	1	2	3 *
1.1 Culture/Diversity (Anthropology)			25%	67%
1.2 Time/continuity (History)				100%
1.3 People/places (Geography)				100%
1.4 Individual development (Psychology)			42%	50%
1.5 Individuals/groups (Sociology)			33%	58%
1.6 Power/authority (Politics)			17 %	75%
1.7 Production/distribution (Economics)			42%	50%
1.8 Science & Technology			25%	67%
1.9 Global connections (Global studies)			8%	92%
1.10 Civic ideals (Government)			17%	75%

Analysis of the data:

None of the students scored lower than a 2 (meets expectations) and higher percentages of students scored a 3 (exceeds expectations) in all 10 strands noted. If this assessment data is reliable then these results are satisfactory and higher than might be expected. The results do show some consistency with student CST scores. For example, CST scores (above) show a relatively low mean for economics and this matches the data above for Form 5 principle 7b with 42% (the highest percentage scoring less than a 3) scoring a 2 (meets expectations) compared to 50% exceeding expectations. This gives some degree of credibility that the assessment tool is measuring what it is expected to. This concept is furthered by noting that 100% of students scored a 3 (exceeds expectations) in geography that coincides with relatively higher means in geography sub-area of the CST.

Direct Assessment #3 - Social Studies Content Portfolio

This instrument is a “content portfolio” composed of “artifacts” that demonstrate content knowledge proficiency in the domains expressed by the 10 NCSS thematic strands and corresponding “reflection papers” that demonstrate candidates’ proficiency in “translating” disciplinary concepts and questions into a form suited to secondary-level instruction. As such, the design of the “content portfolio” is intended to reinforce close connections between the nature of specific content knowledge and the demands of teaching and learning.

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Data results: N=8 2009-2010

NCSS standard	Student scores as percentages:
1.1 Culture	100__% of students Exceeding Expectations ____% of students Meeting Expectations ____% of students Approaching Expectations ____% of students Not Meeting Expectations
1.2 History	75__% of students Exceeding Expectations 25__% of students Meeting Expectations ____% of students Approaching Expectations ____% of students Not Meeting Expectations
1.3 Geography	_37.5_% of students Exceeding Expectations _62.5_% of students Meeting Expectations ____% of students Approaching Expectations ____% of students Not Meeting Expectations
1.4 Psychology	_87.5_% of students Exceeding Expectations _12.5_% of students Meeting Expectations ____% of students Approaching Expectations ____% of students Not Meeting Expectations
1.5 Sociology	_87.5_% of students Exceeding Expectations _12.5_% of students Meeting Expectations ____% of students Approaching Expectations ____% of students Not Meeting Expectations
1.6 Politics	_75__% of students Exceeding Expectations _25__% of students Meeting Expectations ____% of students Approaching Expectations ____% of students Not Meeting Expectations
1.7 Economics	_50__% of students Exceeding Expectations _37.5_% of students Meeting Expectations _12.5_% of students Approaching Expectations ____% of students Not Meeting Expectations
1.8 Science & Technology	_85__% of students Exceeding Expectations 12.5_% of students Meeting Expectations ____% of students Approaching Expectations ____% of students Not Meeting Expectations
1.9 Global Studies	_75__% of students Exceeding Expectations _25__% of students Meeting Expectations ____% of students Approaching Expectations ____% of students Not Meeting Expectations
1.10 Civics (Government)	_75__% of students Exceeding Expectations _25__% of students Meeting Expectations ____% of students Approaching Expectations ____% of students Not Meeting Expectations
Student reflective essay mean score as percentages	_62.5_% of students Exceeding Expectations _12.5_% of students Meeting Expectations _25__% of students Approaching Expectations _ __% of students Not Meeting Expectations

Analysis of the Data:

Overall, student scores were above what was expected, with one predictable and one surprising, exception. As has been the case in nearly all levels of assessment economics results reveal lower scores than the other social studies content sub-areas. Lower economic scores in economics has been a continuing trend that has resulted in several changes to the program at both BA and MST levels. Too few of the students tested here are in the new program meaning it is too early to tell if there will be positive results in economics. Geography results are more of a surprise as in the past several years geography assessment results have been very positive. Geography means in past

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CST results have consistently shown to be the highest of all the 5 sub-areas tested in both BA and MST students. It could be an anomaly, or, as stated above, the result of most of these students taking their required course on-line or not yet due to scheduling issues related to the local geography professor's sabbatical. Scores on the reflective essay sub-area reveal higher means than those of the MST which could be explained by the fact that the BA students had more access throughout the two semesters of the CP assignment with their instructor.

Application of Results/Action Plan for Improvement

Numerous student and mentor teacher complaints about this assessment tool have been registered the past two years with the program coordinator. Complaints focused on two areas:

1. Redundancy with the CP assignment and 2. Difficulty in finding opportunity to utilize specific content when topics are not candidate initiated. The issue was a key topic in post assessment review meetings between the program coordinator and the instructors of the TWS/CP. A way to streamline the process, help clarify expectations and integrate the CP in candidate pre-student teaching practica was devised which was implemented for the first time in fall 2010. Results next year will be monitored for improved ease of process.

Intended Student Learning Outcome #2

Students will demonstrate pedagogical and professional knowledge, skills and dispositions.

Measurable Criteria and Assessment Method(s)

Direct Assessment #1 - SECD473 Unit Plan

This key assessment addresses, explicitly, Pedagogical Standard 3.1 "Courses on Teaching Social Studies. The "thematically integrated unit" requires candidates to develop assessment instruments that are supported by NCSS recommended standards related to content and methodological; and are congruent with New York State core curricula social studies guidelines that are related to lesson goals. NY State curricula guidelines are conceptually based and address all of the NCSS thematic standards. In the design of the components of the unit plan, candidates are at liberty to choose the topic. Aware of the NCSS thematic standards, candidates must "integrate" social studies major concepts (history, geography, political science, sociology and anthropology) as well as secondary disciplines, especially literature, music, art and other aspects of multi-cultural curricula relative to issues of current interest. Their doing so "captures" the NCSS focus on interdisciplinary fusion through issues-based curriculum design, as well as the long-standing emphasis in New York State on "spiraling" students' exposure to core concepts successively through the grade levels. The design of core courses in the New York State social studies curriculum is overtly inter-disciplinary. The Unit development assignment is a core requirement for SECD 473 which is only taught during fall semester. Comparisons will be made between '08 and '09 as '10 data is not completed.

Direct Assessment #2 - INTASC Principles Evaluation – Form 5

This form focuses on pedagogical content knowledge, skills, and dispositions for teaching, and as such, the ratings pertain to all 10 of the integrated thematic standards. Throughout their two student teaching placements, candidates have the opportunity to demonstrate their competencies with respect to content through the ratings for the INTASC 1 section.

Since the evaluation form is organized in accordance with the INTASC principles for beginning teachers, candidates also have the opportunity to demonstrate the pedagogical skills and dispositions implicit in each of the thematic standards.

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A review of the ten INTASC standards (see table below) reveals significant similarities to the thematic understanding of NCSS standards 1.1 through 1.10. Content and pedagogical integration of the content and assessment are integral to the INTASC standards as noted below. As all candidates are exposed to integrated multidisciplinary social studies content models in the two required social studies methods courses options, As such, candidates have options to align their student teaching with all ten NCSS thematic standards. Evaluation of INTASC standard 1, "content knowledge," is directly aligned with this focus. The remaining nine INTASC standards align pragmatically with the teaching practice requirements found in the NCSS strands.

INTASC Principle
1: Content Knowledge
2: Development
3: Individual Differences
4: Instruction
5: Management
6: Language
7: Planning
8: Assessment
9: Professionalism
10: Collaboration

Data Source/Results & Analysis

Direct Assessment #1 - SECD473 Unit Plan

A minimum of 10 daily lessons thematically tied into a comprehensive, standards and conceptually based integrated social studies unit is required. This assignment is developed and completed during Fall semester in SECD 473 Middle/Secondary School social studies Instruction (Methods course) for BA undergraduate social studies education program students. SECD 473 is the methods course following SECD 373, a social studies theory course. SECD 473 is taken concurrently with SECD 493, the field based Practica course requiring a minimum of 35 hours in class experiences in the field prior to student teaching in the following Spring semester

Data results: SECD 473 Unit Plan

SECD 473 Fall 2008 Distribution of scores and identifying means (N= 12)

**	Format 1	Concept 2	Goals 2	Act. a 2	Act b 3	S&S 2	Resource 2	SS Strat. 3	Assess 3	Total	%
0	1						2			3	2.7 %
1	1		2	2	2	1		2	2	12	11.1%
2	3	2	5	6	4	7	4	5	6	42	38.9%
3	7	10	5	4	6	4	6	5	4	51	47.2%
Mean Totals	2.33	2.83	2.25	2.17	2.67	2.25	2.17	2.25	2.17	108	%

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SECD 473 Fall 2009 Distribution of scores and identifying means (N= 13)

	Format 1	Concept 2	Goals 2	Act. a 2	Act b 3	S&S 2	Resource 2	SS Strat. 3	Assess 3	Total	%
0	4	1					1			6	5.1%
1		1					2		1	4	3.4%
2		3	1			5	3		6	18	15.4%
3	9	8	12	13	13	5	7	13	6	89	76 %
Mean Totals	2.07	2.38	2.84	3.00	3.00	2.61	2.23	3.00	2.38	117	%

Analysis of the data:

While the overall means for all sub-areas are as expected, with no negative areas of concern, there continues to be some problems with several students, such as in the area of following format. This is important for several reasons, for example, the requirement for writing objectives states that students must align their objectives to one of the 3 social studies dimensions: didactic; reflective; or affective. Some students do not follow the form resulting in uncertainty of whether or not they understand the difference between the three, a significant problem. The other area of concern is the continued lack of integration of literature (required under “resources.” This is a major requirement and the relatively low means indicate a reluctance of some students to expand their resources used beyond the internet and “texts.” Overall, however, the data indicate that students have a solid understanding of unit and lesson plan development as a result of this methods course requirement taken just prior to student teaching and in conjunction with their in-field practica experiences.

Direct Assessment #2 - INTASC Principles Evaluation – Form 5

SUNY Potsdam requires all candidates for Initial Certification in Adolescence Education: Social Studies 7-12, with 5-6 extension to satisfactorily complete a full semester of student teaching. This experience is divided into two placements, one at the middle/junior high school level, the other at the senior high school level. In each placement, candidates are formally evaluated two times, once at the midpoint (about week 4) for formative purposes, the other at the end of the placement for summative purposes. These evaluations use the form included in section 4.5.b below. This form is the result of several years of collaborative input from program faculty, and teachers and supervisors in the field. For the year 2006-07 a revised form 5 will be in effect. For each evaluation, the candidate, sponsor teacher, and college supervisor independently complete the form for that period. Then, meeting as a Triad, they discuss their perspectives and come up with consensus ratings for each indicator. The consensus rating is then recorded in the candidate’s student teaching record.

Data Results: mean score for all BA students: 2.80 out of 3

#%	Score on assessment tool
__78__ % of students Exceeding Expectations	3
__20__ % of students Meeting Expectations	2
__ 1_ % of students Approaching Expectations	1
__ 0_ % of students Not Meeting Expectations	0

Analysis of the Data:

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Overall, scores obtained from Form 5 exceeded expectations and reveal few areas of concern. A review of the specific Intasc Principles and their subsequent social studies sub-categories reveal only one of the 50 categories with lower means than overall. They are as follows:

1. Multi-cultural perspectives (0 scored a “0” 1 scored a “1” 7 scored a “2” and 4 scored a “3.” Integrating multi-cultural perspectives into all lessons is a universal requirement of their methods course and while these results are not overly negative it does reveal to be an area of moderate concern.

Application of Results/Action Plan for Improvement

Continuation of policies recently implemented as well as long standing curriculum and content strategies in candidate methods and practica coursework should maintain these relatively high percentages of students exceeding expectations. Areas of improvement in Economic, history and geography will be monitored as the new program, designed to enhance these areas of study, are now fully in place and nearly all old program participants have graduated. The specific policies are outlined below

Intended Student Learning Outcome #3

Teacher candidates will demonstrate effects on student learning.

Measurable Criteria and Assessment Method(s)

Teacher Work Sample

This assignment focuses on pedagogical content knowledge, skills, and dispositions for teaching, and as such, the ratings pertain to all 10 of the integrated thematic. Specifically, it focuses on the skills associated with assessment, planning, and instruction. Through this project, candidates have the opportunity to demonstrate the pedagogical skills and dispositions implicit in each of the NCSS thematic standards. A review of the seven INTASC principles, and their respective INTASC Standard 1-10, (see table below) reveals significant similarities to the thematic understanding of NCSS standards 1.1 through 1.10. As all candidates are exposed to integrated multidisciplinary social studies content models in the two required social studies methods courses options, candidates have options to align their student teaching with all ten NCSS thematic standards.

Teacher Work Sample Component	INTASC Standard Met	INTASC Principle
I: Contextual Factors	1,3	I: Content Knowledge 3: Individual Differences
2: Learning Goals	7	7: Planning
3: Assessment Plan	8	8: Assessment
4: Design for Instruction	3,4	4: Instruction 3: Individual Differences
5: Instructional Decision-Making	4,9	4: Instruction 9: Professionalism
6: Analysis of Student Learning	8,9	8: Assessment 9: Professionalism
7: Reflection and Self-Evaluation	9	9: Professionalism

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Data Source/Results & Analysis

SUNY Potsdam requires all student teachers to complete at least one data-based teaching unit (or Teacher Work Sample) during the student teaching semester. This assessment allows the student teacher to practice and to demonstrate his/her ability to use data about student learning to inform the instructional planning and delivery process.

Data Results: mean score for all BA students: 2.59 out of 3

#%		Score on assessment tool
__68.75__	% of students Exceeding Expectations	3
__31.25__	% of students Meeting Expectations	2
__ 0_	% of students Approaching Expectations	1
__ 0_	% of students Not Meeting Expectations	0

Analysis of the data:

Overall, scores obtained from the Teacher Work Sample (TWS) exceeded expectations and reveal just a few areas of concern. Concerns are not, however, related to outcome but, rather, the process. Numerous student and mentor teacher complaints about this assessment tool have been registered the past two years with the program coordinator. Complaints focused on two areas:

1. Redundancy with the CP assignment and 2.

Application of Results/Action Plan for Improvement

Numerous student and mentor teacher complaints about this assessment tool have been registered the past two years with the program coordinator. Complaints focused on two areas:

1. Redundancy with the CP assignment and 2. Difficulty in finding opportunity to utilize specific content when topics are not candidate initiated. The issue was a key topic in post assessment review meetings between the program coordinator and the instructors of the TWS/CP. A way to streamline the process, help clarify expectations and integrate the CP in candidate pre-student teaching practica was devised which was implemented for the first time in fall 2011. Results next year will be monitored for improved ease of process.

<i>Summary of Action Plans for upcoming Academic Year 2011-2012</i>
1. Continue integrating economics as a major focus in methods course and monitoring results from adding an economics course to the new program requirements
2. Continue the year old policy of meeting with all chairs of the 5 content areas from the Arts and Science College at least once per semester to review courses, scheduling, identification of areas of concern (i.e. low history means on CST tests of students who are mostly history majors) and new course offerings. A meeting is now scheduled for Tuesday October 18, 2011.
3. Revisit the logistical difficulties of the Content Portfolio assignment with the instructor of this course. This will and has included discussions of including the CP efforts in student practica experiences
4. Continue the practice of holding an annual social studies workshop/seminar with all candidates in BA and MST programs with teachers from the field. The past two seminars (early fall semester) have now included special detail on clarifying field requirements such as Fork 5; CP; and Culminating experience for MST students.
5. Collaborate with the new English Education faculty to develop strategies on how to integrate literature into social studies curricula.
6. Revise Form 5 to assist mentor teachers and supervisors of student teachers in implementing this assessment tool. This was also a topic at the annual seminar
7. Place a deeper focus on clarifying expectations and format of the unit development assignment in candidate methods courses.
8. Work with candidates to improvise strategies designed to improve their Teacher Work Sample in conjunction with their CP assignment.
9. Present a revised course title/schedule separating middle school from secondary school instruction. The new middle school methods course will be 2 credits and will be fused with the current Content Portfolio course (SECD 484).

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