

**Academic Assessment Report – AY 2013-2014**

**College of Education: School of Curriculum and Teaching, Secondary Social Studies, K-12**

**National Council for the Social Studies- National Standards for Social Studies Teachers**

**1. Subject Matter Standards**

**A. Thematic Standards**

- 1. Culture and Cultural Diversity**
- 2. Time, Continuity, and Change**
- 3. People, Places and Environments**
- 4. Individual Development and Diversity**
- 5. Individuals, Groups, and Institutions**
- 6. Power, Authority, and Governance**
- 7. Production, Distribution, and Consumption**
- 8. Science, Technology and Society**
- 9. Global Connections**
- 10. Civic Ideals and Practices**

**B. Disciplinary Standards**

- 1. History**
- 2. Geography**
- 3. Civics and Government**
- 4. Economics**
- 5. Psychology**

**C. Programmatic Standards for Initial Licensure**

- 1. Substantial Instruction in Academic Areas within Social Studies**
- 2. Course or Courses on Teaching Social Studies**
- 3. Qualified Social Studies Faculty**
- 4. Clinical Experiences in Social Studies Settings**
- 5. General Social Studies**

**II. Pedagogical Standards**

- 1. Learning and Development**
- 2. Differences in Learning Styles**
- 3. Critical Thinking, Problem Solving, and Performance Skills**
- 4. Active Learning and Motivation**
- 5. Inquiry, Collaboration, and Supportive Classroom Interaction**
- 6. Planning Instruction**
- 7. Assessment**
- 8. Reflection and Professional Growth**
- 9. Professional Leadership**

<b>Program-Level Student Learning Outcomes</b>	<b>Assessment Measure(s)</b>	<b>Assessment Criteria</b>	<b>Results of Assessment</b>	<b>Action Taken</b>
<b>DEVELOPMENT, LEARNING AND MOTIVATION</b>				
<b>D. Programmatic Standards for Initial Licensure</b> <b>2. Course on Teaching Social Studies EMSE 3240- Social Studies Education, K-12</b>	<b>1- Lesson Planning</b> <b>2- Thematic Unit Planning</b>	<b>1-Teacher designed rubric to grade lesson plan</b> <b>2-Teacher designed rubric to grade thematic unit plan</b>		
<b>CURRICULUM</b>				
<b>1-Subject Matter Standards</b> <b>A-Thematic Standards</b> <b>6. Power Authority and Governance</b>  <b>9. Global Connections</b>  <b>10. Civic Ideals and Practices</b>	<b>1.A.6. Lesson Planning</b>  <b>Thematic Unit Planning</b>  <b>1.A.9. Lesson Planning</b>  <b>Thematic Unit Planning</b>  <b>1.A.10.1. Student Presentations</b>  <b>1.A.10.2. Civics Examination</b>	<b>1.A.6. Teacher designed rubric</b> <b>Teacher designed rubric</b>  <b>1.A.9. Teacher designed Rubric</b> <b>Teacher designed rubric</b>  <b>1.A.10.1. Teacher designed rubric</b> <b>Examination</b>		
<b>1-Subject Matter Standards</b> <b>B- Disciplinary Standards</b> <b>2. Geography</b>	<b>1.B.2.1 Lesson Planning</b>	<b>1.B.2.1. Teacher</b>		

	<b>1.B.2.2. Geography Examination</b>	<b>designed rubric</b> <b>1.B.2.2. Examination</b>		
	<b>1.B.2.3 Thematic Unit Planning</b>	<b>1.B.2.3. Teacher designed rubric</b>		
<b>3-Civics and Government</b>	<b>1.B.3.1. Lesson Planning</b>	<b>1.B.3.1. Teacher designed rubric</b>		
	<b>1.B.3.2 . Geography Examination</b>	<b>1.B.3.2. Examination</b>		
	<b>1.B.3.3. Thematic Unit Planning</b>	<b>1..B.3.3. Teacher designed rubric</b>		

## Academic Assessment Report – AY 2013-2014

### College of Education: School of Curriculum and Teaching, Science K-12 Program<sup>1</sup>

**National Science Teachers Association Standards (2012).** These entries correspond to Student Learning Outcomes (SLOs).

**NSTA Standard 1: Content Knowledge:** Effective teachers of science understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in their fields of licensure.

**NSTA Standard 2: Content Pedagogy:** Effective teachers of science understand how students learn and develop scientific knowledge. Preservice teachers use scientific inquiry to develop this knowledge for all students.

**NSTA Standard 3: Learning Environments:** Effective teachers of science are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources--including science-specific technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met.

**NSTA Standard 4: Safety:** Effective teachers of science can, in a P-12 classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the P-12 science classroom appropriate to their area of licensure.

**NSTA Standard 5: Impact on Student Learning:** Effective teachers of science provide evidence to show that P-12 students' understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates provide evidence for the diversity of students they teach.

**Standard 6: Professional Knowledge and Skills:** Effective teachers of science strive continuously to improve their knowledge and understanding of the ever changing knowledge base of both content, and science pedagogy, including approaches for addressing inequities and inclusion for all students in science. They identify with and conduct themselves as part of the science education community.

Program Level Student Learning Outcomes  <i>(Re-post here each Standard/element for the year's focus)</i>	Assessment Measure(s)  <i>(Add rows if necessary)</i>	Assessment Criteria  <i>(Describe how data is collected--rubric, survey, etc.)</i>	Results of Assessment  <i>(Specific to Data Collected)</i>	Action Taken  <i>(Closing the Loop: New action or follow up from last Assessment Report – Specific to the results of assessment)</i>
SEE BELOW	Direct:  SEE BELOW	SEE BELOW		
	Indirect:			
SEE BELOW	Direct:  SEE BELOW	SEE BELOW		

	Indirect:			
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<sup>1</sup>The program of Science K-12 plans no focused assessments on any Program-Level Student Outcomes in the 2013-2014 year. As noted by NCATE (now CAEP) in its Program Recognition Report of 7/26/11, "The program is recognized through the semester and year of the institution's next NCATE accreditation decision in 5-7 years. To retain recognition, another program report must be submitted before that review." So no immediate action is required toward this objective for at least two years.

However, during the 2013-2014 cycle, we there will be a great deal of work to do. When the K-12 Science program was recognized in 2011, it was on the basis of our Program Report that was prepared using the 2003 NSTA Standards. In 2012, the NSTA changed its standards (to the ones listed above) so that we need to align all of our Science K-12 activities, such as data collection and reporting, to the new Standards. During June 2013, we plan to rewrite our document, "NSTA Supplemental Assessment Data," to reflect the new Standards. This is necessary as this document is focused on the Standards unlike some of the evaluation assessments used by the University, such as Teacher Performance Center evaluation grids. We plan to send this to the NSTA in Summer 2013 for review to assure that we are aligned properly as we think we are. This new Supplemental Assessment document will replace the old version that was used up until Spring 2013 by University Supervisor and Cooperating Teachers in the evaluation of our preservice science teacher candidates. Then, we plan to review the data we have collected since the last Program Report to align them with the new standards. Based on the statement of the NSTA we have two to three years to get this done in but we expect the bulk of it to be done by the end of 2013-2014.

---Frank Osborne, 5/31/13

## Academic Assessment Report - AY 2013-2014

**College of Education, Name of Program:** College of Education: Department of Physical Education, Recreation and Health

**Program SLOs: (National Standards from IRA for focused assessment 2013-2014 )**

*(List Standard/element and align each with their appropriate Kean University SLO as well as General Education SLO)*

Standard1; element 1.1, SLO #1

Standard 2, element 2.1, SLO #2

Standard 3, element 3.2, SLO #3

Standard 4, element 4.3, SLO #4

Standard 5, element 5.1, SLO #5

Standard 6, element 6.3 SLO #6

Program Level Student Learning Outcomes  <i>(Re-post here each Standard/element for the year's focus)</i>	Assessment Measure(s)  <i>(Add rows if necessary)</i>	Assessment Criteria  <i>(Describe how data is collected--rubric, survey, etc.)</i>	Results of Assessment  <i>(Specific to Data Collected)</i>	Action Taken  <i>(Closing the Loop: New action or follow up from last Assessment Report – Specific to the results of assessment)</i>
<b>SLO #1 Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational and sociocultural foundations of reading and writing development, processes and components.</b>	Direct: Revised and updated Comprehensive Examination	Grade on comprehensive examination.		
	Indirect: Observation of candidate in practicum and clinic experiences	Supervision, observational data.		

<b>SLO #2</b> Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum	Direct: Develops and implements the curriculum to meet the specific needs of students who struggle with reading.	Evaluation of written product by rubric		
	Indirect: Observation of clinical and classroom teaching.	Checklist to evaluate elements of the rubric		
<b>SLO #3</b> Candidates understand types of assessments and their purposes, strengths and limitations.	Direct: Develops and implements a test battery to a student in clinic.	Assessment course collection assessed via rubric		
	Indirect: Observation of use of instruments in battery during assessment process and written results.	Assessment of implementation and written reasons for choosing these instruments for this child (children)- strengths and weaknesses.		

<b>SLO #4</b> Candidate assists teachers in developing reading and writing instruction that is responsive to diversity and demonstrates this in their own teaching.	Direct: Student Leadership Project.	Written rubric will be provided and used as an assessment.		
	Indirect: Observation of model lessons and classroom teaching	Written rubric used as an assessment device.		
<b>SLO #5</b> Support teachers in in the use of evidence based grouping practice to	Direct: Section III Written Leadership Project.	Rubric assessment		

<b>meet the needs of all students</b>				
	Indirect: Observation of the candidates reading grouping instruction in his/her classroom.	Rubric assessment		
<b>SLO #6 Uses knowledge of students and teachers to build effective professional development programs.</b>	Direct: Section I Written Leadership project.	Rubric assessment		
	Indirect: Presentation of project at school and in University class.	Rubric assessment		