

Assessment #3: Pedagogical and Professional Knowledge, Skills, and Dispositions
(Assessment that Demonstrates Candidates Can Effectively Plan Classroom-Based
Instruction)

a. Description of assessment and its use in the program

The assessment consists of the unit plan project that is submitted by TC enrolled in the Clinical 1 experience. It consists of a narrative introduction, unit essential questions, lesson plans, and an authentic assessment. In Clinical 1, TC are assigned a school placement and each TC designs and then teaches a unit based on a topic assigned by their cooperating teacher. As such, there is a wide variety of topics drawn from different social science disciplines.

b. Alignment with NCSS Standards

Standard 2a aligns to this standard because TC use the C3, NJ State Standards in their planning and cite relevant connections in their lesson plans and in their introductory narrative.

Standard 2b aligns to this assessment because TC are asked to create lessons that reflect their ability to make social science content relevant and accessible to students and to incorporate “big ideas” in defining the goals of their unit.

Standard 2c aligns to this assessment because TC to create lessons that incorporate skills relevant to the social science disciplines in their lessons and utilize inquiry-based approaches (for example, with the use of historical thinking skills).

Standard 2d. aligns to this assessment because TC use disciplinary forms of representation in their planning in the form of visual and written resources. TC also design assessments that call on students use such forms in their learning. This is evident, for example, in the authentic assessment that is part of the unit.

Standard 2e aligns to this assessment because TC use technology and technological applications in their planning.

Standard 3a aligns to this assessment because TC must incorporate some kind of assessment in every lesson and also create an authentic assessment as a final project for their unit.

Standard 3c aligns to this assessment because TC include an introductory rationale in which they explain the goals for their unit and use relevant research and theory to support the ideas that undergird these goals.

c. Brief analysis of data findings

Spring 2019 –TC scored highest (with 78% at exceptional in Standard 2a (alignment with standards) and Standard 3c (use of theory). TC scored lower in standards 2b, 2c, 2d, and 2e. In these instances, this cohort was between 67% and 55% exceptional; with one

candidate at needs improvement in Standards 2b and 2c and between two and four candidates at satisfactory. One candidate did not address any theory in their introductory rationale, which is reflected in Standard 3c. The lowest performing category was Standard 3a (assessment) with only 3 individuals scoring exceptional in this area and the rest at satisfactory.

Fall 2019 – TC again scored highly in Standards 2a and 3c. Compared to the previous cohort, TC scored higher in Standard 2e (related to technology); scores for 2b, 2c, 2d, and 3a were similar to the previous cohort. Scores were again low for Standard 3a with only 40% at exceptional and 20% at needs improvement.

d. Interpretation for how data provide evidence for meeting standard components.

Rubric scores suggest TC are meeting standards in this area, with the majority at either exceptional or needs improvement. TC in both cohorts scored highly in the categories assessing the ability to align lesson plans and unit goals to relevant standards and to use theory to support these goals. In the categories related to planning (2b, 2c, 2d, and 2e) scored trended lower, with higher incidences of satisfactory in these areas. This reflects an element of teacher centered ideas and a lack of inquiry based approaches in some of the lessons that were assessed. TC in both cohorts scored lower in the category related to authentic assessment, an area that clearly requires more attention in the methods class. Analyzing the data by aggregated mean score for the two cohorts as a whole indicates the following. Standards 2a, 2d, and 3c were highest (3.78, 3.78, 3.63, respectively) and 2b and 3a were lowest (3.42 and 3.47). Mean scores overall suggest that TC are performing adequately on this assessment, although there are some areas for improvement.

e. Description of the assessment

As teachers it is important to acquire facility in organizing a school year around separate units, which are in turn comprised of individual lessons. The culminating activity for this course is an instructional unit that calls on each student to become proficient in the practice of conceiving both the big picture related to teaching (curriculum) as well as the day to day execution of that big picture (lesson plans). Your unit **MUST** include the following. Please note that there may be some variation between the expectations in your SED class. Also note that the unit protocols will differ somewhat based on your JFE placement.

- A narrative that discusses the concepts, goals and “big ideas” that guided the way the unit and lessons were designed. In other words, what did (does) your unit hope to accomplish in terms of outcomes and how will lessons go about fulfilling these goals? Outcomes can come in the form of conceptual understandings, skill development and factual knowledge. This narrative should address the “big ideas” that undergirded its design and cite relevant research and theory where applicable.
- List and discuss the “essential questions” that guided the unit’s design. A narrative should accompany these questions outlining why they were chosen and how they help tie the unit and lessons together into an overarching concept. Note that the unit essential questions should not be the same as lesson essential questions. Note also that

the essential questions should follow the guidelines as presented in *Understanding by Design*.

- Each unit should include some type of final “authentic” assessment. The assessment should be in the form of a project or activity and should utilize the GRASPS format that we will discuss in class. Note that in your student teaching you may not have used an authentic assessment. If that is the case, you should create one specifically for this project. Those of you who did use an authentic project should modify it so that it uses the GRASPS format. *Note that the assessment project is separate from and in addition to the five lesson plans that are included in the unit project.*
- Five lesson plans. These five lessons should represent your best work and should reflect a variety of instructional strategies; they should also all be lessons that reflect a day of teaching (do not use a test or a test review, for example). Some of these are as follows:

Group Work/Cooperative Learning

Primary Sources

Role Play/Simulation

Developmental Technique

Literature/Poetry

Film/Artifact/Object

Technology

Artwork/Slides/Photos

Notes about your unit project are as follows:

- 1) The unit project must be submitted individually and may not be submitted by two or more students. No collaborative work will be accepted. If you plan on submitting the unit project you wrote for JFE, please plan accordingly to account for this.
- 2) Understand that your unit may look very different from other students in the class. No placement is exactly the same and the requirements and expectations for this project will reflect this.
- 3) If guided notes appear in any lesson plan that is submitted with the unit, 1/2 grade will be deducted from the grade for the unit plan.
- 4) At least one lesson plan must be based on technology or a technological application.
- 5) All lesson plans must cite relevant New Jersey State Standards and applicable standards from the C3 Framework. Please see the TCNJ lesson plan template.
- 6) Be aware that the evaluation criteria for HED 390 may be different from that of SED 399.
- 7) If you wish to submit an original assignment to fulfill this requirement, you may do so. As such, you are free to choose any social studies topic of your choosing and write a unit plan based on it.

f. Rubric for this assessment

Figure 1. HED 390 Unit and Lesson Plan Rubric

	Exceptional (Target)	Proficient (Acceptable)	Developing (Below average)	Needs Improvement (Unacceptable)
2a. Candidates plan learning sequences that demonstrate social studies knowledge aligned with the C3 Framework, state-required content standards, and theory and research.	Lesson plans and objectives reflect deep knowledge of social studies content and proper alignment to relevant standards and theory.	Lesson objectives reflect some understanding and familiarity with social studies content and connections to standard and theory are made in places.	Lesson objectives reflect minimal knowledge or expertise in content and more relevant connections are necessary.	Lesson plans and stated goals do not demonstrate knowledge or expertise in content and there are few to no relevant connections.
2b. Candidates plan learning sequences that engage learners with disciplinary concepts, facts, and tools from the social studies disciplines to facilitate social studies literacies for civic life.	Lesson plans are connected to big ideas related to social studies content and are connected to citizenship goals and everyday life where applicable.	There are some connections to big ideas related to social studies content and to citizenship goals.	There are minimal connections to big ideas related to social studies content and to everyday life	There are little to no connections in the lesson and rationale.
2c. Candidates plan learning sequences that engage learners in disciplinary inquiry to develop social studies literacies for civic life.	Lesson plans reflect innovative and varied approaches to social studies education. Inquiry leaning and discipline specific inquiry approaches are utilized.	Lesson plans reflect some innovative approaches and use of inquiry is present in places.	Lessons plans need more work in the area of innovation and/or use of disciplinary inquiry.	Lessons plans do not reflect use of disciplinary inquiry.
2d. Candidates plan learning	Lesson plans utilize diverse	There is evidence of use of	More discipline-specific	There is a lack of discipline-

sequences where learners create disciplinary forms of representation that convey social studies knowledge and civic competence.	resources associated with applicable social science disciplines. Learning outcomes are appropriate to social science disciplines.	different types of discipline-specific resources, in the lessons, but the unit could have been stronger in this area.	resources and appropriate outcomes were needed in the unit.	specific resources and the unit is weak in this area.
2e. Candidates plan learning sequences that use technology to foster civic competence.	Unit contains innovative uses of technology and technological applications are found throughout the unit.	There is use of pedagogical approaches using technology in the unit, but there is room for improvement in this area.	There is minimal use of technology in the unit and the lessons are weak in this area.	There is little to no evidence of technology in the unit.
3a. Candidates design and implement a range of authentic assessments that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.	The project contains an innovative, well-designed authentic assessments. Assessment projects are aligned to disciplinary goals and are aligned to standards.	The project contains assessments that reflects some understanding of the principles of authentic assessment. More connections to disciplinary knowledge, inquiry, and sources are needed.	The project reflects minimal understanding of how to structure and outline authentic assessments.	The project does not reflect understanding of how to structure and outline an authentic assessment.
3c. Candidates use theory and research to implement a variety of instructional practices and authentic	Rationale reflects strong knowledge of social studies research and effectively connects this research to ideas	Some connections to research are evident, but more discussion and connections are necessary.	Rationale makes a minimal effort to cite relevant research.	Rationale does not cite relevant research.

assessments featuring disciplinary knowledge, inquiry, and forms of representation for civic competence.	about planning and pedagogy.			
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g. Charts that provide candidate data derived from the assessment

Figure 2. Assessment #3 Evaluation Rubric, Spring 2019 (N=9)				
	Exceptional (4)	Satisfactory (3)	Needs improvement (2)	Unsatisfactory or not present (1)
2a	7 (78%)	2 (22%)		
2b	6 (67%)	2 (22%)	1 (11%)	
2c	6 (67%)	2 (22%)	1 (11%)	
2d	5 (55%)	4 (45%)		
2e	5 (55%)	4 (45%)		
3a	3 (33%)	6 (67%)		
3c	7 (78%)	1 (11%)		1 (11%)

Figure 3. Assessment #3 Evaluation Rubric, Fall 2019 (N=10)				
	Exceptional (4)	Satisfactory (3)	Needs improvement (2)	Unsatisfactory or not present (1)
2a	8 (80%)	2 (20%)		
2b	6 (60%)	3 (30%)	1 (10%)	
2c	7 (70%)	2 (20%)	1 (10%)	
2d	6 (60%)	4 (40%)		
2e	7 (70%)	2 (30%)		
3a	4 (40%)	4 (40%)	2 (20%)	
3c	7 (70%)	3 (30%)		

Figure 4. Assessment #3 Rubric Scores Aggregated by Mean (N=19)	
2a	3.78
2b	3.42
2c	3.47
2d	3.78
2e	3.68
3a	3.47
3c	3.63

