

Assessment 6: Assessment of Professional Responsibility and Informed Action

a. Brief description of the assessment and its use in the program

Assessment 6 is a social justice action project that is completed by TC as part of the class HED 390: Teaching Social Studies in Secondary School.

b. Alignment with NCSS Standards

Standard 3b aligns with this assessment because it calls for a lesson plan in which citizenship goals are a component of the instructional task that TC are called on to create.

Standard 5a aligns with this assessment because it asks TC to read relevant literature relate to social justice, including a seminal article on the topic.

Standard 5b aligns with this assessment because it asks TC to design an action plan that is relevant and applicable to the school community in which they conduct their clinical 1 placement.

Standard 5c aligns with this assessment because it asks TC to create an activity and/or task that calls on their students to become activity participants in their school community.

c. Brief analysis of data findings.

Fall 2018 - TC scored generally well on all the categories. There were lower incidences of exceptional in the categories related to standards 3b and 5c. This reflected some weaknesses in the how TC designed their lesson plans and social justice actions project. TC were able, however, to identify a social justice issue relevant to their school placement (Standard 5b) and showed some facility with literature related to a social justice topic (Standard 5a). Both of these categories had higher incidences of exceptional (69% and 62%).

Spring 2019 – TC scored higher in the lesson plan category (Standard 3b) in this cohort (78% at exceptional) and showed strong knowledge of social justice literature (Standard 5a; again 78% at exceptional). TC again scored weaker at creating a social justice action project (Standard 5c).

Fall 2019 – TC again scored highly in the categories related to the lesson plan and relevant literature but less proficiently in the social justice action project, with two TC scoring “needs improvement” and one TC not submitting this part of the assignment.

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

Data indicates TC are mostly meeting the standards for this assessment, with two broad interpretations emerging from the data. All three cohorts scored highly on the standard related to theory and research (5a), but less highly on the standard (5c) that called on them to create a social justice action project relevant to their school placement. Overall, however, the TC across all three cohorts were in the exceptional or satisfactory categories for all of the standards applicable to this assessment. This is evident is the aggregated mean scores across the three cohorts as a whole, which are all in the 3.5 to 3.6 range.

e. Description of the assessment

Social Justice Action Project

For this assignment, you should follow the instructions below and address each of the steps in turn.

- 1) Read Joel Westheimer and Joseph Kahne, *What Kind of Citizen? The Politics of Education for Democracy* (from the *American Educational Research Journal*). The article can be found in the “readings” section of Canvas.
- 2) Based on your reading: a) discuss the authors’ definition of social justice; and b) discuss the authors’ idea of “three levels of citizenship” and how these manifest themselves in everyday life.
- 3) Identify a social justice issue that is important to you and then confirm this with me. Some possible topics for you to consider are:

Abortion Rights

AIDS

Capital Punishment

The “war on drugs”

DWI awareness

Environmental Protection

A gender, race, or LGBTQ related issue (equal pay, marriage rights, racial profiling, etc).

Gun Control

Immigration

Legalization of Marijuana

Policing

Nuclear Power

Sweatshops

Welfare Rights

Please note that these are just suggestions and you can choose any relevant issue that is important to you. Just clear it with me first. You should then provide a brief (~500 word) discussion of this topic that: a) defines the topic; b) identifies why it is a social justice issue, using appropriate literature and citations where necessary; and c) connects the topic to the “three levels of citizenship” identified in the Westheimer and Kahne article. In other words, how would a person interested in this issue take informed action based on the authors’ definition of these three levels?

4) Write a lesson plan where you would introduce this topic to your students, making sure to present both sides of the issue, where applicable (there would not be two sides to the issue of drunk driving, for example). The lesson should be in the proper TCNJ format.

5) Create an activity (an “action project”) that would allow your students to raise awareness about the issue you selected either at their school or in their community. Examples of social justice action projects include: a fundraiser, visual or media displays, organizing, creating a pamphlet or leaflet, a social media campaign, a rally, etc. For ideas, please see Ruchi Agarwal-Rangnath, *Social Studies, Literacy, and Social Justice in the Common Core Classroom: A Guide for Teachers*. I have put two copies of this volume on reserve in the library.

f. Rubric for this assessment

Figure 5. Social Justice Action Project Performance Rubric				
	Exceptional (Target)	Proficient (Acceptable)	Developing (Below average)	Needs Improvement (Unacceptable)
3b. Candidates design and implement learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.	Lesson plan and assessment effectively identify a social justice issue and engage students in ways to take informed action and become an active citizen.	Lesson plan and assessment are somewhat effective in identifying a social justice issue and engaging students in ways to take informed action and become an active citizen.	Lesson plan and assessment are minimally effective at identifying a social justice issue and engaging students in ways to take informed action and become an active citizen.	Lesson plan and assessment do not effectively address issues of civic competence..
5a. Candidates use theory and research to continually improve their social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner.	Narrative discussion reflects strong knowledge of Westheimer and Kahne article and uses appropriate references from relevant literature where appropriate.	Narrative discussion reflects knowledge of Westheimer and Kahne article, but does not use relevant literature effectively.	Narrative discussion reflects minimal knowledge of Westheimer and Kahne article and does not use appropriate references from relevant literature.	Narrative discussion does not appropriately cite or discuss any relevant literature.
5b. Candidates explore, interrogate, and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice	Narrative discussion is reflective and identifies an important issue relevant to the community in which the TC works.	Narrative discussion is somewhat reflective and identifies an issue that reflects some importance to a school and community.	Narrative is minimally reflective and more work was needed to define a social justice issue relevant to the school and community.	Narrative is not reflective and does not identify a relevant social justice issue.

within their schools and/or communities.				
5c. Candidates take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies.	Social justice activity is engaging, connects to an important issue and calls on students to take informed action in their school and/or community.	Social justice activity is somewhat engaging and makes connections to an important issue to a school and/or community, but there was room for improvement in this area.	Social justice activity is minimally engaging and does not make effective connections to a school and/or community	Project is weak and in need of significant improvement in this area.

g. Candidate data from this assessment

Figure 6. Assessment #6 Evaluation Rubric, Fall 2018 (N=13)				
	Exceptional (4)	Satisfactory (3)	Needs improvement (2)	Unsatisfactory or not present (1)
3b	7 (54%)	5 (38%)	1 (7%)	
5a	8 (62%)	4 (31%)	1 (7%)	
5b	9 (69%)	3 (23%)	1 (7%)	
5c	7 (54%)	5 (38%)	1 (7%)	

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

Figure 8. Assessment #6 Evaluation Rubric, Fall 2019 (N=10)				
	Exceptional (4)	Satisfactory (3)	Needs improvement (2)	Unsatisfactory or not present (1)
3b	7 (70%)	2 (20%)	1 (10%)	
5a	7 (70%)	2 (20%)	1 (10%)	
5b	6 (60%)	3 (30%)	1 (10%)	

5c	6 (60%)	1 (30%)	2 (20%)	1 (10%)
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Figure 9. Assessment #3 Rubric Scores Aggregated by Mean (N=32)	
3b	3.59
5a	3.68
5b	3.59
5c	3.5