

Student Learning Outcomes for Adolescence Social Studies, BA/BS

Candidates who successfully complete all required components of the Adolescence Social Studies program at SUNY New Paltz will:

- **Content Knowledge:** Demonstrate content area mastery by completing at least 30 hours of coursework in social studies.
- **Planning:** Be able to plan lessons in social studies that are standards-based, clear and organized, rely upon a variety of appropriate instructional strategies and appropriate technologies, and differentiate instruction, providing opportunities to promote appreciation of diversity, tolerance, and inclusion in safe, democratic, and equitable learning environments.
- **Assessment and P-12 Learning:** Be able to choose, design, and implement authentic and appropriate formative and summative assessments to evaluate student learning, consider assessment data when making instructional decisions, and identify effective or problematic teaching moments as they are occurring in order to facilitate student growth in specified content, cognitive skills, and/or social skills.
- **Pedagogical Practice:** Demonstrate the ability to maximize student learning by incorporating content and pedagogical content knowledge, appropriate and effective technology, and a variety of developmentally and contextually appropriate evidence-based instructional strategies to make learning meaningful for students while teaching.
- **Dispositions:** Exhibit the knowledge, skills, and dispositions necessary to practice an ethically informed and self-reflective philosophy, participate effectively in institutional change, and develop respectful relationships with students, families, communities and colleagues.
- **Critical Thinking:** Identify, analyze, and evaluate different methods of planning, assessing, and teaching in order to develop well-reasoned arguments that support pedagogical decisions.
- **Information Management:** Use technology and basic research techniques in order to locate, evaluate, and synthesize best-practices concepts in content knowledge, planning, assessment, and pedagogical practice.

Student Learning Outcomes for Adolescence Social Studies, MAT

Candidates who successfully complete all required components of the Adolescence Social Studies program at SUNY New Paltz will:

- **Content Knowledge:** Enhance content area mastery by completing 9-12 hours of graduate-level coursework in social studies.
- **Planning:** Be able to plan lessons in social studies that are standards-based, clear and organized, rely upon a variety of appropriate instructional strategies and appropriate technologies, and differentiate instruction, providing opportunities to promote appreciation of diversity, tolerance, and inclusion in safe, democratic, and equitable learning environments.
- **Assessment and P-12 Learning:** Be able to choose, design, and implement authentic and appropriate formative and summative assessments to evaluate student learning, consider assessment data when making instructional decisions, and identify effective or problematic teaching moments as they are occurring in order to facilitate student growth in specified content, cognitive skills, and/or social skills.
- **Pedagogical Practice:** Demonstrate the ability to maximize student learning by incorporating content and pedagogical content knowledge, appropriate and effective technology, and a

variety of developmentally and contextually appropriate evidence-based instructional strategies to make learning meaningful for students while teaching.

- **Dispositions:** Exhibit the knowledge, skills, and dispositions necessary to practice an ethically informed and self-reflective philosophy, participate effectively in institutional change, and develop respectful relationships with students, families, communities and colleagues.
- **Critical Thinking:** Identify, analyze, and evaluate different methods of planning, assessing, and teaching in order to develop well-reasoned arguments that support pedagogical decisions.
- **Information Management:** Use technology and basic research techniques in order to locate, evaluate, and synthesize best-practices concepts in content knowledge, planning, assessment, and pedagogical practice.

Student Learning Outcomes for Adolescence Social Studies, MSED

Candidates who successfully complete all required components of the Adolescence Social Studies program at SUNY New Paltz will:

- **Content Knowledge:** Enhance content area mastery by completing 12-15 hours of masters-level coursework in social studies.
- **Critical Inquiry and Intellectual Development:** Inquire and reflect critically on sociological, historical, and other aspects of educational practice and policy, engage in data-informed decision-making processes, demonstrate the ability to employ evidence-based practices, and continually develop disciplinary and pedagogical knowledge and skills oriented towards high-quality teaching and learning standards.
- **Professional Skills and Disposition:** Develop respectful relationships with students, families, communities and colleagues, practice an ethically informed philosophy, and participate effectively in institutional change.
- **Culturally Responsive Practice and Social Justice:** Understand and apply practices that promote respect, inclusion and equity in teaching, learning, and student development based on social identity markers including, but not limited to, race, gender, class, sexual orientation, disability, language, religion, culture, national origin, epistemology, and family life.
- **Democratic Citizenship and Student Advocacy:** Respect education as a human right and a foundation to active inclusion and participation in public life, and aspire to be agents of change in response to persistent barriers to equal educational opportunity.
- **Technology:** Demonstrate knowledge and skill with using appropriate educational technology to enhance learning in adolescence education.
- **Critical Thinking:** Identify, analyze, and evaluate different methods of planning, assessing, and teaching in order to develop well-reasoned arguments that support pedagogical decisions.
- **Information Management:** Use technology and basic research techniques in order to locate, evaluate, and synthesize best-practices concepts in content knowledge, planning, assessment, and pedagogical practice.