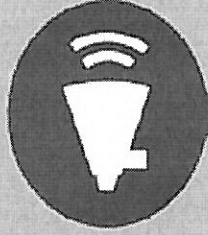
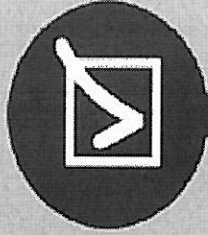
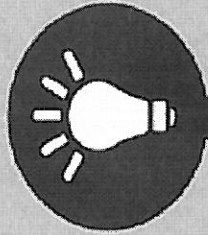


COLLEGE CAREER & CIVIC LIFE
FRAMEWORK
FOR SOCIAL STUDIES STATE STANDARDS



Is the Common Core Good for Social Studies? Yes, *but...*

John Lee and Kathy Swan

The Common Core State Standards present a unique challenge for social studies educators. They put social studies teachers in the position of possibly having to adjust their practice to meet new demands for literacy instruction, and thus raise many difficult questions. How can we fit new requirements for literacy instruction into an already crowded social studies curriculum? What kinds of training and development opportunities will be needed for teachers? Do existing or emerging assessment systems support a new emphasis on Common Core literacies without eclipsing social studies content and practices?

Compounding these challenges, the Common Core has arrived at a precarious time for social studies. Social studies has recently struggled under the dual pressures of marginalization—the loss of instructional time at the elementary level—and the narrowing of instruction in response to multiple-choice high-stakes testing.¹ Many social studies educators have justifiably been worried about the Common Core State Standards, whose focus on English Language Arts and Math has seemed to some like yet another knock against the field. But sometimes a bit of adversity can summon resolve. Instead of morphing social studies into an arm of literacy instruction, the Common Core State Standards have provided an opportunity for social studies educators to re-frame literacy instruction in such a way as to allow social studies to regain a more balanced and elevated role in K-12 curriculum.

The College, Career, and Civic Life (C3) Framework for Social Studies State Standards is changing the conversation about literacy instruction in social studies. Instead of just responding to the Common Core, the C3 Framework defines the proper role of literacy in social studies—that is, literacy for a

social studies purpose. In this article, we address the presumptive question—Is the Common Core good for social studies? We make an argument that, in fact, it is good, but is an incomplete vision as it leaves out the vital purposes and practices of a meaningful social studies education, including disciplinary inquiry and civic engagement.

The C3 Framework builds on the foundational strengths of the Common Core State Standards to establish an ambitious context for teaching literacy in social studies. Two current approaches to literacy instruction in social studies provide an important context for this endeavor.

1. Content area reading.

Content area reading focuses on the context of the reading experience. Urquhart and Frazee describe content area reading as occurring at the intersection of what a reader brings to the reading experience, the climate in which the reading occurs, and the specific characteristics of the text.² The general idea is that teachers in content areas are best equipped to help students interact with text and develop meaning *in those content areas*, given the unique intellectual or academic nature

of the text. Content area reading tends to focus on making meaning in addition to other literacy skills, such as decoding, vocabulary development, and general comprehension. Learning in social studies is heavily dependent on text and thus has been a key target of content area reading.

2. Disciplinary Literacy.

Disciplinary literacy stands apart from content area reading in significant ways. Disciplinary literacies are about more than just reading. Disciplinary literacies include all the skills that are needed to understand, create, and communicate academic knowledge.³ Disciplinary literacies are also reflective of how experts think in different specialized disciplines; for example, literacy in history has distinctive characteristics that differentiate it from literacy in other social studies disciplines, such as geography and economics. Reading, writing, and other forms of expression have unique qualities in each of the core areas of social studies.

The Common Core State Standards and Literacy in Social Studies

The Common Core State Standards establish general literacy skills and some of the disciplinary skills that students need for college and career. The 32 anchor standards in the Common Core provide a foundation for literacy in social studies. The C3 Framework argues that 21 of these anchor standards are uniquely supportive of social studies inquiry, and three anchor standards are absolutely vital to literacy in social studies. Table 1

Table 1: Connections between the C3 Framework and the CCR* Anchor Standards in the ELA/Literacy Common Core Standards

Foundational	All ELA/Literacy Common Core Standards
Supportive	Reading 1-10; Writing 1, 7-9; Speaking and Listening 1-6; Language 6
Vital	Reading 1; Writing 7; Speaking and Listening 1

*College Career Readiness (CCR) Anchor Standards

Source: National Council for the Social Studies (NCSS), *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History* (Silver Spring, Md.: NCSS, 2013), 20. Accessible online at www.socialstudies.org/c3.

identifies the connections between the ELA Common Core anchor standards and the C3 Framework.

At the K-5 level, the Common Core describes the skills that students need in reading, writing, speaking and listening, and language. For grades 6-12, the Common Core distinguishes these skills for disciplinary contexts by listing 10 reading standards for social studies and 10 writing standards for science, social studies, and the technical subjects.

The general focus of the literacy skills in a given standard is consistent, but becomes more sophisticated across the grades. In grades 6-12, the literacy skills also begin to reflect unique disciplinary characteristics. For example, informational text reading standard 1 for kindergarten states that students will “ask and answer questions about key details in a text.” This focus on key details advances

in sophistication so that by grades 11-12 social studies students are expected to “cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.” Three important ideas are evident in the 11-12 standards: (1) the notion of evidence; (2) the distinction between primary and secondary sources; and (3) the relationship between details from text and the text as a whole.

It’s important to keep in mind that the Common Core State Standards emphasize history in the 20 reading and writing standards for grades 6-12, so the disciplinary context for the Common Core standards is limited. We can see this narrow focus in Reading Standard 1, mentioned above. The use of evidence is a general social studies literacy skill that is relevant for all the disciplines in the

field. However, the distinction among primary and secondary sources is unique to history and thus an incomplete representation of social studies.

The C3 Framework Vision of Literacy in Social Studies

The C3 Framework builds on the foundation provided by the Common Core State Standards in three important ways. First, the C3 Framework elevates the purpose of literacy to be in the service of academic inquiry and civic action. While the Common Core Standards mention research in Writing Standard 7, the C3 Framework places inquiry at the center of social studies, animating all aspects of teaching and learning in the field.

Second, the C3 Framework expands the disciplinary context of social studies by placing on equal footing civics, economics, geography, and history and by recognizing that social studies includes the behavioral sciences. In Appendix A of the C3 Framework, the disciplinary writers map the distinct ways of knowing within their respective disciplines and further delineate the types of evidence that are particular to the discipline. Table 2 summarizes the data sources that each of the disciplines of civics, economics, geography, and history would use to address questions like: How bad was the recent Great Recession?

Table 2: Data Sources in Social Studies Disciplines

WAYS OF KNOWING	CIVICS/GOVERNMENT	ECONOMICS	GEOGRAPHY	HISTORY
	POLITICAL SCIENTISTS SAY...	ECONOMISTS SAY...	GEOGRAPHERS SAY...	HISTORIANS SAY...
DIMENSION 2				
DATA SOURCES NEEDED TO ADDRESS QUESTIONS	Government policies, policy pronouncements, political poll results, statistics, leadership efforts, political behavior; observations of local conditions, interviews; news reports	Statistics and lots of them in as real time as possible (labor, capital, credit, monetary flow, supply, demand)	Spatial and environmental data; statistics, map representations, GIS data to measure observable changes to the planet; indicators of territorial impact	Accounts from the recent recession and from hard economic times in the past, both firsthand and synthetic, as many as can be found (oral history, diaries, journals, newspapers, photos, economic data, artifacts, etc.)

Source: National Council for the Social Studies (NCSS), *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History* (Silver Spring, Md.: NCSS, 2013), 67. Accessible online at www.socialstudies.org/c3.

Third, the C3 Framework details literacies that are essential for success in college, career, and civic life. The literacies described in the C3 Framework fall into two broad categories—those skills needed for inquiry such as questioning, evaluating evidence, and communicating conclusions; and those grounded in academic concepts and approaches to organizing and making sense out of disciplinary content.

The C3 inquiry literacies contained within the Framework are carefully and explicitly articulated in Dimensions 1, 3, and 4 in the Framework, and include the following.

C3 Inquiry Literacies

1. Questioning
2. Selecting sources
3. Gathering information from sources
4. Evaluating sources
5. Making claims
6. Using evidence
7. Constructing arguments and explanations
8. Adapting arguments and explanations
9. Presenting arguments and explanations
10. Critiquing arguments and explanations
11. Analyzing social problems
12. Assessing options for action
13. Taking informed action

The disciplinary literacies contained within Dimension 2 are more deeply embedded within the indicators. The following list provides some clarifying examples of literacies that are featured in one or more of the indicators in Dimension 2.

C3 Disciplinary Literacies

1. Using deliberative processes
2. Participating in school settings
3. Following rules
4. Making economic decisions
5. Using economic data
6. Identifying prices in a market
7. Reasoning spatially
8. Constructing maps
9. Using geographic data

10. Classifying historical sources
11. Determining the purpose of an historical source
12. Analyzing cause and effect in history

What Do C3 Literacies Look Like in Practice

In Table 3 (p. 330), we outline four of the C3 inquiry literacies listed above and embed each within a social studies discipline. We also identify instructional resources and opportunities for teachers to incorporate these literacies in authentic ways. This list is not intended to be exhaustive, but rather, a starting place for thinking about the ways in which a social studies experience can serve as an ideal staging ground for developing essential literacies.

Is the Common Core good for social studies? Yes, but...

Social studies demands a unique set of literacy skills, but did the Common

Core get it right? Even with its limited focus on history education, we think it did. The Common Core State Standards include a robust set of skills that should be the foundation for social studies literacy. There are several elements of the Common Core State Standards that are particularly useful. The Common Core State Standards are fewer, higher, and clearer, and thus push social studies to be similarly well defined in describing the skills and practices that are essential to the field. The Common Core State Standards have also shifted the discussion about literacy in social studies from an amorphous focus on context to a manageable number of clearly stated literacies that can serve as a foundation for an upgrading of social studies state standards. The Common Core State Standards specifically encourage depth of knowledge and higher order thinking, which is sorely needed in social studies, in contrast to the current tendency to favor breadth over depth,



In the beautiful mountains of Northern New Mexico
Dar al Islam Teachers' Institute
25th Annual Residential Institute for Educators

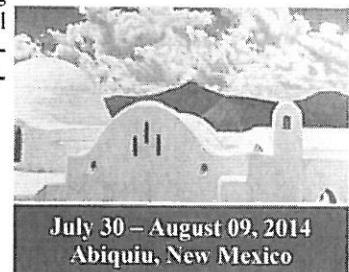
Understanding and Teaching About Islam

Teach about Islam more effectively by understanding the world view of Islam through the study of principal texts, through open discourse with academic and traditional scholars, and through interaction with Muslims.

Visit our booth #133 during the NCSS conference.

Priority for applications received by April 1, 2014

Participants pay for travel to New Mexico. The Institute provides required reading materials, room and board.



<http://daralislam.org/programs/education/teachers-institute.aspx>

Rehana Shafi, Director
 UMBC
 1000 Hilltop Circle
 Academic Services Building, Room 106C
 Baltimore, MD 21250
 InstituteDirector@daralislam.org

or factual minutia over understanding. The Common Core State Standards recognize and validate the importance of preparation for civic life. As noted in the introduction to the Common Core State Standards, students who meet the standards are able to “reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic.”⁷⁴ The Common Core State Standards also promote interdisciplinary approaches and the application of knowledge and concepts in real world settings. This has opened the door

for documents like the C3 Framework to define disciplinary literacy in social studies. 🌐

Notes

1. Tina L. Heafner and Paul G. Fitchett, “National Trends in Elementary Instruction: Exploring the Role of Social Studies Curricula,” *The Social Studies* 103, no. 2 (2012): 67-72.
2. Vicki Urquhart and Dana Frazee, *Teaching Reading in the Content Areas: If Not Me, Then Who?* (Alexandria, Va.: Association for Supervision and Curriculum Development, 3rd edition, 2012).
3. Timothy Shanahan and Cynthia Shanahan, “Teaching Disciplinary Literacy to Adolescents: Rethinking Content Area Literacy,” *Harvard Educational Review* 78 (2008), 40-59.
4. National Governors Association Center for Best Practices (NGA) and Council of Chief State School

Officers (CCSSO), *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* (Washington, D.C.: NGA and CCSSO, 2010).

JOHN LEE was a senior advisor and contributing writer to the C3 Framework. He is associate professor of social studies education at North Carolina State University. **KATHY SWAN** was project director and lead writer of the C3 Framework leadership team. She is associate professor of social studies education at the University of Kentucky.

Much of the text of this article also appears in a chapter written by both authors, “The C3 Framework and the Common Core State Standards,” published in *NCSS Bulletin 113*, Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards.

Table 3: C3 Literacies as Social Studies Experiences

C3 INQUIRY LITERACY	C3 DISCIPLINARY LITERACY	INSTRUCTIONAL RESOURCE/OPPORTUNITY
ASSESSING OPTIONS FOR ACTION	Civics: Using deliberative processes	<p>The Model United Nations (MUN) (www.nmun.org) is a program that invites students to role-play as diplomats representing a country or non-governmental organization in a simulated United Nations conference. Before the conference, students research an issue from the perspective of an assigned country and develop a solution to a world problem. Within the conference, students then take on the role of diplomat, debating and deliberating within committees, such as the Security Council or General Assembly.</p> <p>As students research, develop and present resolutions, they are practicing many of the C3 literacies but they are specifically using deliberative processes while assessing options for action, as the MUN expects students to work collaboratively within and across country teams. As important, the MUN draws on all of the social studies disciplines asking students to think about thorny social problems (e.g., sustainable development, clean water) that can cut across or situated within a particular discipline.</p>
CONSTRUCTING ARGUMENTS AND EXPLANATIONS	Economics: Making economic decisions	<p>The Council for Economic Education has created the <i>National Budget Simulation</i> (www.econedlink.org/s306) in which students serve as an economic advisor to the president. In the simulation, students must weigh an increase of military spending and decreases in social programs in order to limit the deficit. Using an online simulation students add or subtract from a line-item expenditure (e.g., national defense, energy, social security) while making decisions about the impact of an increase or decrease in taxes (e.g., corporate, individual, estate).</p> <p>As students weigh these economic decisions, they ultimately construct an argument explaining and justifying their balanced (or unbalanced) budget and predict the consequences of the decisions they have made. In doing so, teachers are able to nestle the very important skill of constructing an argument within an authentic economics inquiry.</p>
QUESTIONING	Geography: Using geographic data	<p><i>270 to Win</i> (www.270towin.com) is a non-partisan site that contains electoral maps of the results for every presidential election in U.S. history. Also of interest is the opportunity to use the map to chart a strategy for winning the 2016 presidential race. Students can answer the questions: “What strategy would you recommend to candidates Mitt Romney (R) and Barack Obama (D) to win the presidency in 2012? How do the maps shape the strategy?”</p> <p>Using geographic data provided on these interactive maps, teachers can initiate a geographic inquiry with students by asking important questions of this geo-political data.</p>
EVALUATING SOURCES	History: Determining the purpose of an historical source	<p><i>Beyond the Bubble</i> (http://beyondthebubble.stanford.edu) is a website launched by the Stanford History Education Group. Using the Library of Congress primary source collections, the creators provide history assessments that focus students on evaluating individual sources. For example, in one of the exercises featuring the iconic Dorothea Lange photograph from the Great Depression, students are asked to source, contextualize and corroborate the document. In sourcing the document, the students are asked several questions, including “Who created this document? When? For what purposes?”</p> <p>As students determine the purpose of the historical source, they are practicing an important core C3 literacy of evaluating sources—but doing so within the context of a historical investigation.</p>

Social Studies/History

Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas

- 1 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, evidence, and reasoning.
- 2 Determine the main ideas or information of a primary or secondary source; summarize the source, basing the summary on information in the text rather than on prior knowledge or opinions.
- 3 Identify how a history/social studies text presents information (e.g., sequentially, comparatively, causally).
- 4 Analyze the relationship between a primary and secondary source on the same topic.
- 5 Determine the main ideas or information of a primary or secondary source; summarize how key events or ideas develop over the course of the text.
- 6 Determine the meaning of words and phrases in a text, including vocabulary specific to domains related to history/social studies.
- 7 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other sources of information.
- 8 Analyze in detail a series of events described in a text and the causes that link the events; distinguish whether earlier events caused later ones or simply preceded them.
- 9 Integrate graphical information (e.g., pictures, videos, maps, time lines) with other information in a print or digital text.
- 10 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- 11 Distinguish among fact, opinion, and reasoned judgment in a historical account.
- 12 Compare and contrast treatments of the same topic in several primary and secondary sources.
- 13 Integrate quantitative or technical information presented in maps, time lines, and videos with other information in a print or digital text.
- 14 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered)
- 15 Interpret the meaning of words and phrases in a text, including how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist No. 10 and No. 51*).
- 16 Cite specific textual evidence to support analysis of primary and secondary sources.
- 17 Explain how an author chooses to structure information or an explanation in a text to emphasize key points or advance a point of view.

- 18 Synthesize ideas and data presented graphically and determine their relationship to the rest of a print or digital text, noting discrepancies between the graphics and other information in the text.
- 19 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- 20 Determine the main ideas or information of a primary or secondary source; provide a summary that makes clear the relationships between the key details and ideas.
- 21 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- 22 Determine the meaning of words and phrases in a text, including the vocabulary describing political, economic, or social aspects of history.
- 23 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- 24 Analyze how ideas and beliefs emerge, develop, and influence events, based on evidence in the text.
- 25 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 26 Assess the extent to which the evidence in a text supports the author's claims.
- 27 Compare the point of view of two or more authors by comparing how they treat the same or similar historical topics, including which details they include and emphasize in their respective accounts.

K-5 Informational Text

Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas

- 1 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- 2 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- 3 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- 4 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- 5 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- 6 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- 7 With prompting and support, ask and answer questions about key details in a text.
- 8 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- 9 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- 10 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 11 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- 12 With prompting and support, identify the main topic and retell key details of a text.
- 13 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- 14 With prompting and support, ask and answer questions about unknown words in a text.
- 15 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- 16 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- 17 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- 18 Explain how an author uses reasons and evidence to support particular points in a

- text, identifying which reasons and evidence support which point(s).
- 19 Identify the front cover, back cover, and title page of a book.
 - 20 Ask and answer questions about key details in a text.
 - 21 Explain how an author uses reasons and evidence to support particular points in a text.
 - 22 Compare and contrast the most important points presented by two texts on the same topic.
 - 23 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
 - 24 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
 - 25 With prompting and support, identify the reasons an author gives to support points in a text.
 - 26 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
 - 27 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts
 - 28 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
 - 29 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
 - 30 Identify the main topic and retell key details of a text.
 - 31 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
 - 32 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
 - 33 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
 - 34 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
 - 35 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
 - 36 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
 - 37 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
 - 38 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
 - 39 Use the illustrations and details in a text to describe its key ideas.
 - 40 Identify the reasons an author gives to support points in a text.
 - 41 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

- 42 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- 43 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- 44 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- 45 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 46 Describe how reasons support specific points the author makes in a text.
- 47 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- 48 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 49 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 50 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- 51 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- 52 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- 53 Distinguish their own point of view from that of the author of a text.

Social Studies/History (Answer Key)

Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas
1, 3, 13, 14, 16, 20, 22, 23 27	5, 9, 10, 11, 12, 19, 21, 24, 26,	2, 4, 6, 7, 8, 15, 17, 18, 25

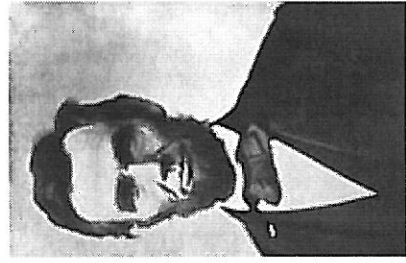
K-5 Informational Text

Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas
7, 12, 13, 20, 30, 37, 35, 41, 32, 47, 45, 50, 49, 48, 6, 10, 17, 26	14, 19, 23, 31, 1, 38, 42, 43, 52, 53, 29, 9, 5, 3, 27, 2,	24, 25, 28, 39, 40, 36, 34, 46, 22, 44, 4, 15, 11, 21, 18, 8, 16

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate — we cannot consecrate — we cannot hallow — this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us — that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion — that we here highly resolve that these dead shall not have died in vain — that this nation, under God, shall have a new birth of freedom — and that government of the people, by the people, for the people, shall not perish from the earth.



Civil War Preservation Trust
civilwar.org/education

A written model of Lincoln's VISION....

The Gettysburg Address

Use Lincoln's *Gettysburg Address* as a model to reflect on and consider your vision of what social studies teaching should look like.

Directions: Use the graphic organizer to write your own reflections about: ***The Past, The Present, The Renewal & The Future*** related to your thoughts about social studies teaching.

The PAST

OUR TEACHING... where have we been?

The PRESENT

OUR TEACHING...where are we now?

The RENEWAL

OUR TEACHING...what unfinished work, are we dedicated to reviving?

The FUTURE

OUR TEACHING...how do we really want it to look?

Lincoln's Mission

Harvey Alvy and Pam Robbins

The Gettysburg Address provides important lessons for school leaders about holding fast to our values in tough times.

"Where there is no vision, the people perish."

—Proverbs 29:18

On March 4, 1861, Abraham Lincoln became president of the United States. Thirty-nine days later, the U.S. Civil War began. Arguably, no U.S. president has had a rockier start or has guided the nation through a more difficult and turbulent time.

Throughout his presidency, Lincoln's core values and beliefs shaped his actions. The path to success was certainly not easy: The war lasted for four terrible years. But ultimately, Lincoln's skill in defining and communicating his vision led to a victory that redefined the United States, which was reborn with a commitment to emancipation and a stronger union.

There's a lesson here for school leaders in tough times. Jim Collins (2005) reminds us that exceptional leaders are "ambitious first and foremost for the cause, the movement, the mission, the work—not themselves—and they have the will to do whatever it takes (*whatever it takes*) to make good on that ambition" (p. 11). Like Lincoln, great school leaders are driven by an unwavering pursuit of their mission.

Lincoln's Gettysburg Address, delivered on November 19, 1863, eloquently articulated his vision for the nation. Analyzing Lincoln's words gives us the opportunity to consider how we, as educators, can define our core values to make better decisions and create more respectful and successful schools.

Defining Core Beliefs

For Lincoln, the mission was clear: *equality* ("the proposition that all men are created equal") and *preserving the Union* ("Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure"). His vision, which determined his actions, was equally clear: *Emancipation would create a transformed nation, rededicated to democratic values* ("that this nation, under God, shall have a new birth of freedom").

For both national and school leaders, clarity about core beliefs can ground us and help us handle times of crisis. As Bill George (2007) noted in his thoughtful study of leadership, *True North*,

It is under pressure—when your success, your career, or your life hangs in the balance—that you must decide what your values are. When you are forced to make trade-offs between your values under difficult circumstances, you learn what is most important in your life and what you are prepared to sacrifice for. Those who develop a clear sense of their values *before* they get into a crisis are better prepared to keep their bearings and navigate through difficult decisions and dilemmas when the pressure mounts. (p. 87)

Schools today are certainly "under pressure"; yet a strong sense of mission helps many of them rise to the challenge. We found an example of this kind of leadership in Henry County Public Schools, Virginia, where we talked with district administrators Patrice Newnam and DeWitt House. Once a booming furniture manufacturing center, the county saw factories close as jobs shifted overseas beginning in the late 1990s. As an economic crisis hit the community, schools reported dramatic increases in students living in poverty. District leaders were committed to the vision that professional development, focused on differentiated instruction and professional learning communities (PLCs), could substantially increase the quality of student learning and boost the performance of schools serving low-income students. Embracing this vision, teacher leaders attended training, modeled differentiated instruction in their own classrooms, and engaged their colleagues in implementing those successful practices in their classrooms. Principals and leadership teams, committed to developing PLC infrastructures in their schools, did so with remarkable results. In almost every school, test scores improved. A belief in the district's mission and the commitment to that mission made a difference.

Often, leaders' reflections on the crucibles of their own lives are what spark their relentless commitment to action. In his study of great leaders, Howard Gardner (1995) concludes that "narratives that help individuals think about and feel who they are, where they come from, and where they are headed constitute the single most powerful weapon in the leader's literary arsenal" (p. 43).

Shawn Clark, a middle school principal in Saluda, South Carolina, shared with us how her personal story inspires her sense of mission. Shawn knows every one of the 1,100 students in the school by name. She also knows about their interests, challenges, and successes. When she does walk-throughs, she knows what students are working on, participates in class discussions, and asks students to describe how today's lesson relates to the previous one and how they are doing in the class. When asked, "How can you know so much about every student?" she replies, "I must. You see, I was a high school dropout, not once, but twice. I vowed it would never happen to a student in my school."

Defining a personal vision requires that leaders set aside time to reflect on what really matters and explore how they can translate their values and feelings into a crystal-clear bottom line. The following questions can help with this process:

- What are the core values that underlie my resolve to do whatever it takes to advance the organization's purpose and to ensure that every individual within the organization thrives?
- What do we want to perpetuate in our schools, not merely for today but for the future?
- What do we want each of our children or children's children to experience here?
- Do our goals represent ideas of substance? How will our core values be used to prevent fads and quick fixes from becoming school and district initiatives?
- Will our goals make a difference for students?

Connecting the Vision with Reality

Lincoln's words at Gettysburg remind us that the noble work of leaders is about generating and sustaining hope every day: "It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced."

Administrators and teachers engage in "unfinished work" every day. We don't know for sure that our students will become successful adults. We don't know what the finished work will look like. But our beliefs and hope drive us to continually work on our vision. As Robert Evans (1995) reminds us, small wins aligned with core values sustain the long-term vision.

For example, a school leader who is committed to creating a culture of respect might welcome students as they enter school in the morning, thank a seasoned teacher for mentoring a new colleague, open a faculty meeting with kudos for a smooth first week of school, provide refreshments for teacher leaders involved in a peer-coaching workshop, make sure parent translators are available at meetings, and applaud teachers who empower students through portfolios and student-led conferences. Together, these day-to-day acts support the vision of a respectful school.

The leader also knows the importance of helping school staff members make the connection between lofty, long-term goals and the daily work they do. He or she will make sure that teachers recognize how seemingly minor actions, such as challenging a hurtful comment made in class or in a hallway, can send a powerful message. Random acts of kindness bring the vision to life and sustain energy for the work remaining to be done.

The Importance of Character

Although words are crucial to accomplishing organizational goals, words are not enough. Without worthy actions, words are hollow. During the Civil War, many people in the North did not agree with some of Lincoln's policies or his deliberate nature, but nevertheless trusted him. Frederick Douglass commented on how millions of black Americans felt about the president: "They viewed him not in the light of separate individual acts, but in the light of his mission" (Burlingame, 2008).

Personal example is the most powerful tool that a leader holds to achieve success (Zenger & Folkman, 2002). Essential attributes of Lincoln's character—humility, perseverance, and a vision that extended beyond his immediate place and time—helped him inspire others to do what was right.

Humility

Turning again to the Gettysburg Address, we find a sentence of awe-inspiring humility: "The world will little note, nor long remember what we say here, but it can never forget what they did here." Lincoln did not use the personal pronoun "I" once during the speech. It was about the larger goal, not about Abraham Lincoln.

Zenger and Folkman note in the *Extraordinary Leader* (2002) that "humility will make you approachable" (p. 234). This insight is crucial for school leaders. If principals or teacher leaders are perceived as unapproachable, they may never receive the feedback that is essential for both personal and organizational growth.

Perseverance

Lincoln stated, "It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion." Similarly, great school leaders must rededicate themselves to helping today's students overcome barriers and have "a new birth of freedom."

To persevere through tragedy is not easy. But we cannot let shortcomings keep us from our work. We need to learn from our challenges.

For example, it is easy for school leaders to become discouraged by unacceptably high dropout rates and seemingly intractable achievement gaps. Reduced school funding and the effects of poverty on achievement are challenges that may appear overwhelming. But in reality, these challenges also offer opportunities for school leaders to persevere, demonstrate resilience, and put into practice courageous solutions, so that the child whose parents dropped out of school can graduate and achieve the dreams that all parents have for their children.

A Larger Vision

Lincoln never traveled beyond the shores of the United States. Yet something in his character enabled him to see that the American democratic experiment—and the stain of slavery—had worldwide implications that extended into the future. In his annual message to Congress in December 1862, he affirmed,

Fellow-citizens, we cannot escape history. We of this Congress and this administration will be remembered in spite of ourselves. No personal significance, or insignificance, can spare one or another of us. The fiery trial through which we pass will light us down, in honor or dishonor, to the latest generation. We say we are for the Union. The world will not forget that we say this. (Basler, 1953, p. 537)

Lincoln's closing phrase of the Gettysburg Address is memorable precisely because he saw an obligation beyond the shores of the United States, "that government of the people, by the people, for the people, shall not perish from the earth." This universal message should inspire today's school leaders. A nation is great not because a few flagship schools or charter schools are thriving. A nation is great when *all* its schools are successful. Further, all nations should share their best ideas about schooling instead of looking to other nations as "competitors."

A Template for Success

Defining and articulating our core values, the ideas that dictate our actions, is a demanding and difficult task. Yet without a firm grasp on the values that determine our actions, how can we create a better future for our students? The Gettysburg Address provides a concise template—a model to help school leaders clarify their beliefs and lead more thoughtfully. Take the time to craft your own Gettysburg Address—it will make a difference.

Learn More about Abraham Lincoln's Gettysburg Address

Listen to a podcast tour of the Gettysburg battlefield and detailed narrative of the battle, featuring historian James McPherson, author of *Hallowed Ground: A Walk at Gettysburg* (Crown Publishers, 2003).

View a short film of the Gettysburg Address performed by actor Jeff Daniels and illustrated with pictures representing the Civil War, Gettysburg, and America.

Browse the Library of Congress exhibit on the Gettysburg Address to view primary documents (including copies of the two original manuscripts in the Library's collection and the only existing photograph of Lincoln at the ceremony), and to view a fascinating video interview with exhibit curator John R. Sellers.

References

- Basler, R. (Ed.). (1953). *The collected works of Abraham Lincoln* (Vol. 5). New Brunswick, NJ: Rutgers University Press.
- Burlingame, M. (2008). *Abraham Lincoln: A life* (Vols. 1–2). Baltimore: Johns Hopkins Press.
- Collins, J. (2005). *Good to great and the social sectors*. New York: HarperCollins.
- Evans, R. (1995). *The human side of school change*. San Francisco: Jossey-Bass.
- Gardner, H. (1995). *Leading minds: An anatomy of leadership*. New York: Basic Books.
- George, B. (2007). *True north*. San Francisco: Jossey-Bass.
- Zenger, J., & Folkman, J. (2002). *The extraordinary leader*. New York: McGraw-Hill.

Harvey Alvy is the William C. Shreeve Endowed Professor in Educational Administration at Eastern Washington University, Cheney, Washington. Pam Robbins is an independent consultant residing in Mt. Crawford, Virginia. They are coauthors of *Learning from Lincoln: Leadership Practices for School Success* (ASCD, 2010).

Lincoln Principles:

Preach a VISION and Continually Reaffirm it

#1.) Provide a clear, concise statement of the direction of your organization, and justify the actions you take.

#2.) Everywhere you go, at every conceivable opportunity, reaffirm, reassert, and remind everyone of the basic principles upon which your organization was founded.

#3.) Effective visions can't be forced on the masses. Rather, you must set them in motion by means of persuasion.

#4.) Harness your vision through implementation of your own personal roving leadership style.

#5.) When you preach your vision, don't shoot too high. Aim lower and the common people will understand you. They are the ones you want to reach – at least they are the ones you ought to reach.

#6.) When effecting renewal, call on the past, relate it to the present, and use them both to provide a link to the future.

#7.) You must realize that the process of renewal releases the critical human talent and energy necessary to insure success.

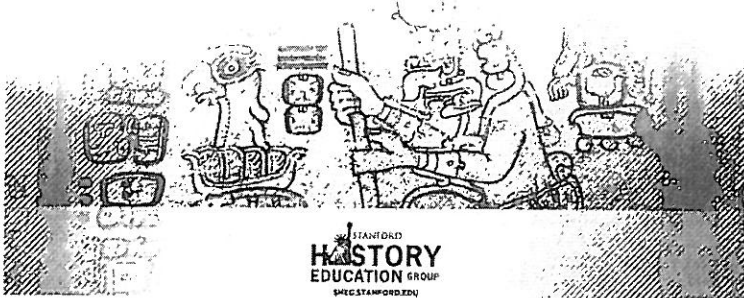
How do Lincoln's Leadership Principles apply to teacher leaders in your school/district?

Historical Reading Skills	Questions	Students should be able to . . .	Prompts
Sourcing (Before reading document)	<ul style="list-style-type: none"> • What is the author's point of view? • Why was it written? • When was it written? • Is this source believable? Why? Why not? 	<ul style="list-style-type: none"> • Identify author's position on historical event • Identify and evaluate author's purpose in producing document • Predict what author will say BEFORE reading document • Evaluate source's believability/trustworthiness by considering genre, audience, and author's purpose. 	This author probably believes... I think the audience is... Based on the sourcing information, I predict this author will... I do/don't trust this document because...
Contextualization	<ul style="list-style-type: none"> • What else was going on at the time this was written? • What was it like to be alive at this time? • What things were different back then? What things were the same? 	<ul style="list-style-type: none"> • Use context/background information to draw more meaning from document • Infer historical context from document(s) • Recognize that document reflects one moment in changing past • Understand that words must be understood in a larger context 	I already know that _____ is happening at this time... From this document I would guess that people at this time were feeling... This document might not give me the whole picture because ...
Close Reading	<ul style="list-style-type: none"> • What claims does the author make? • What evidence does the author use to support those claims? • How is this document make me feel? • What words or phrases does the author use to convince me that he/she is right? • What information does the author <i>leave out</i>? 	<ul style="list-style-type: none"> • Identify author's claims about event • Evaluate evidence/reasoning author uses to support claims • Evaluate author's word choice; understand that language is used deliberately 	I think the author chose these words because they make me feel... The author is trying to convince me... (by using/saying...) This author agrees/ disagrees with...
Corroboration	<ul style="list-style-type: none"> • What do other pieces of evidence say? • Am I finding different versions of the story? Why or why not? • What pieces of evidence are most believable? 	<ul style="list-style-type: none"> • Establish what is true by comparing documents to each other • Recognize disparities between two accounts 	This document was written earlier/later than the other, so...

SOURCING

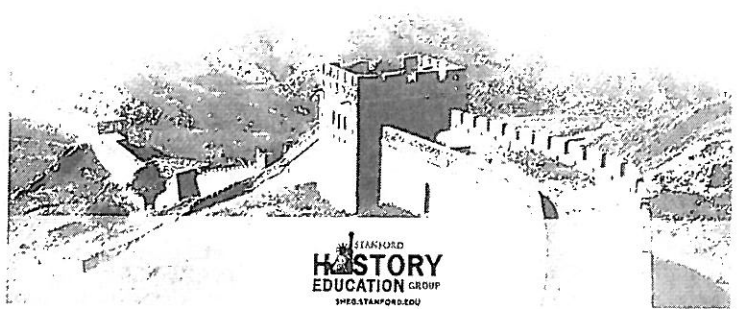
Before reading the document
ask yourself:

- Who wrote this?
- What is the author's perspective?
- Why was it written?
- When was it written?
- Where was it written?
- Is it reliable? Why? Why not?



CONTEXTUALIZATION

- When and where was the document created?
- What was different then? What was the same?
- How might the circumstances in which the document was created affect its content?



CLOSE READING

- What claims does the author make?
- What evidence does the author use?
- What language (words, phrases, images, symbols) does the author use to persuade the document's audience?
- How does the document's language indicate the author's perspective?

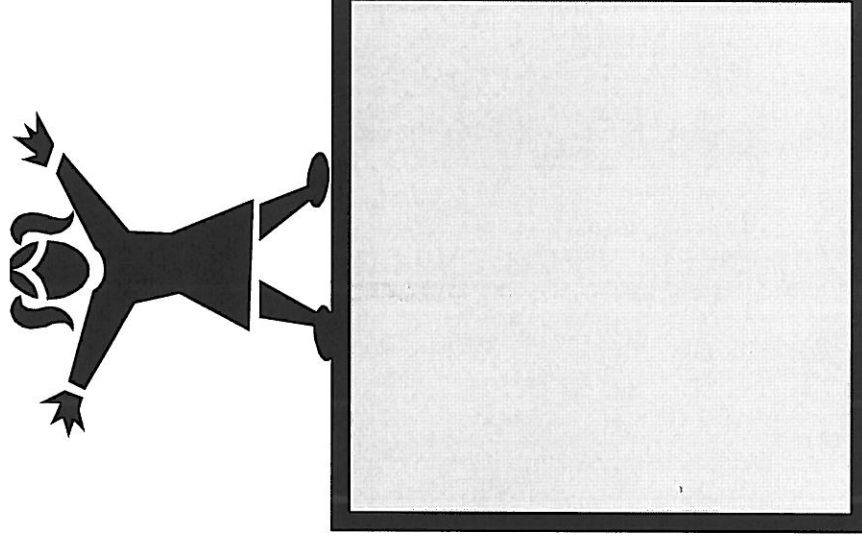


CORROBORATION

- What do other documents say?
- Do the documents agree? If not, why?
- What are other possible documents?
- What documents are most reliable?



Building District Capacity for Student Growth



Student Growth Rubric

Structure of the Goal	Acceptable	Needs Revision	Insufficient
<p><i>The student growth goal:</i></p> <p>Focuses on a standards-based enduring skill which students are expected to master</p> <p>Identifies an area of need pertaining to current students' abilities</p> <p>Includes growth and proficiency targets that establish and differentiate expected performance for ALL students</p> <p>Uses appropriate measures for base-line, mid-course, and end of year/course data collection</p> <p>Explicitly states year-long/course-long interval of instruction</p>	<p><i>The student growth goal:</i></p> <p>Focuses on a standards-based enduring skill</p> <p>Identifies a specific area of need supported by data for current students</p> <p>Includes a growth target that establishes growth for ALL students; a proficiency target that establishes the mastery expectation for students</p> <p>Uses measures for collecting baseline, mid-course, and end of year/course data that matches the skill being assessed</p> <p>Specifies a year-long/course-long interval of instruction</p>	<p><i>The student growth goal:</i></p> <p>Focuses on a standards-based skill that does not match enduring skill criteria</p> <p>Identifies a specific area of need, but lacks supporting data for current students</p> <p>Includes both a growth target and a proficiency target, but fails to differentiate expected performance for one or both targets</p> <p>Uses measures that fail to clearly demonstrate performance for the identified skill</p> <p>Specifies less than a year-long/course-long interval of instruction</p>	<p><i>The student growth goal:</i></p> <p>Is not standards-based</p> <p>Is not focused on a specific area of need</p> <p>Includes only a growth or a proficiency target</p> <p>Uses no baseline data or uses irrelevant data</p> <p>Fails to specify an interval of instruction</p>
<p>Rigor of the Goal</p> <p><i>The student growth goal:</i></p> <p>Is congruent to KCAS grade level standards and appropriate for the grade level and content area for which it was developed</p> <p>Identifies measures that demonstrate where students are in meeting or exceeding the intent of the standard(s) being assessed</p> <p>Includes growth and proficiency targets that are challenging for students, but attainable with support</p>	<p>Acceptable</p> <p><i>The student growth goal:</i></p> <p>Is congruent and appropriate for grade level/content area standards</p> <p>Identifies measures that allow students to demonstrate their competency in performing at the level intended in the standards being assessed</p> <p>Includes growth and proficiency targets that are doable, but stretch the outer bounds of what is attainable</p>	<p>Needs Revision</p> <p><i>The student growth goal:</i></p> <p>Is congruent to content, but not to grade level standards</p> <p>Identifies measures that only allow students to demonstrate competency of part, but not all aspects of the standards being assessed</p> <p>Includes targets that are achievable, but fail to stretch attainability expectations</p>	<p>Insufficient</p> <p><i>The student growth goal:</i></p> <p>Is not congruent or appropriate for grade level/content area standards</p> <p>Identifies measures that do not assess the level of competency intended in the standards</p> <p>Includes targets that do not articulate expectations AND/OR targets are not achievable</p>
<p>Comparability of Data</p> <p><i>Data collected for the student growth goal:</i></p> <p>Uses comparable criteria across similar classrooms (classrooms that address the same standard(s) to determine progress toward mastery)</p>	<p>Acceptable</p> <p><i>For similar classrooms, data collected for the student growth goal:</i></p> <p>Reflects use of common measures/rubrics to determine competency in performance at the level intended by the standard(s) being assessed</p>	<p>Needs Revision</p> <p style="text-align: center;">n/a</p>	<p>Insufficient</p> <p><i>For similar classrooms, data collected for the student growth goal:</i></p> <p>Does not reflect common criteria used to determine progress</p>



Thinking about District Capacity through the lens of Student Growth

Human Capacity	Plus	Delta
What is the current level of assessment literacy for teachers and leaders in the district?		
Do teachers have job-embedded professional learning opportunities to improve their assessment and data literacy skills?		
What is the current level of knowledge of the standards?		
Do teachers know and understand the enduring skills in their standards?		
Do teachers gather a variety of sources of evidence and use it to determine the needs of their students?		
Do teachers and leaders understand the components of a quality student growth goal?		
Do teachers and leaders understand how growth and proficiency targets are determined?		
If students are not making acceptable progress toward goal attainment, do teachers know what professional learning opportunities are available to help them improve instructional practice?		
Is the district developing the expertise of high-capacity individuals to support teachers in all your schools with the student growth process?		
Does all staff understand why student growth is included in the PGES?		
Organizational Capacity	Plus	Delta
What is the current culture for collaboration?		
Are there systems, routines and expectations that support staff collaboration so they can identify enduring skills and/or concepts?		
Are teachers engaged in on-going discussions about student growth measures?		
Do the teachers who participate in the Content Leadership Networks share what they learn about standards and assessment practices with others in your district?		
Do teachers share their student growth goals and provide feedback to each other in order to support a meaningful goal-setting process?		
Do teachers collaboratively analyze evidence of student learning?		
Do teachers base on-going instructional decisions on formative assessments?		

Are district communications about the expectations associated with the student growth goal process clear and easily accessible for all stakeholders?		
Structural Capacity		
Is there a structure in place that allows teachers to analyze data and plan for next steps collaboratively?		Delta
Are there structures in place to provide collaborative opportunities for teachers who do not have subject area counterparts in the building/district?		
Do teachers of common subjects/grades have common planning time?		
Does the district have established processes to train all staff around all the aspects of the student growth goal process?		
Does the district have a system in place to determine support needs for the student growth process?		
Does the district have a policy that guides decisions about measures used to determine student growth goals?		
Material Capacity		
Has district leadership determined what assessments teachers are currently using to determine student growth in all content areas across the district?		Delta
Do those assessments align with their standards?		
Do teachers in the district use common assessments to determine growth over time?		
Does the district have a data system teachers can access so they can analyze current data and monitor student growth?		
Has the district allocated sufficient time to support professional learning around assessment literacy to support the student growth goal process?		
Is time allocated for those leading the professional learning that will support student growth to develop their own expertise?		
Has the district dedicated time for district experts and leaders to collaborate with and support others as they develop their understanding of the student growth goal process?		
Are resources supporting the student growth process organized to facilitate easy access for all stakeholders?		

Guiding District Implementation of Common Core State Standards: Innovation Configuration Maps

Characteristics of Highly Effective Teaching and Learning (CHETL)

- Component 1: Develops and implements a CDIP that addresses full implementation of KCAS, CHETL, assessment literacy.
- Component 2: Designs and implements a system for monitoring progress, providing feedback, and differentiating support for implementation of KCAS.
- Component 3: Aligns all elements of the organization to support and facilitate full implementation of KCAS for student success.



CENTRAL OFFICE STAFF

CHARACTERISTICS OF HIGHLY EFFECTIVE TEACHING AND LEARNING (CHETL)

Component 1: Develops and implements a CDIP that addresses full implementation of KCAS, CHETL, and assessment literacy.

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR	LEVEL FIVE	LEVEL SIX
<ul style="list-style-type: none"> Engages all staff, public officials, students, families, local agencies, and community members as partners in achieving full implementation of KCAS. Develops within the Comprehensive District Improvement Plan (CDIP) goals and expected outcomes for implementing Kentucky Core Academic Standards (KCAS), CHETL, and assessment literacy. Incorporates into CDIP multiple strategies (e.g., instructional rounds, walk-throughs, PLCs, peer observations, coaching) for administrator and teacher use of CHETL and Professional Growth and Effectiveness Systems (teacher and principal) as interdependent resources for KCAS implementation. Implements CDIP to guide interactions about teaching and learning. Provides direct and indirect follow-up support and assistance for a minimum of three years for full KCAS implementation. 	<ul style="list-style-type: none"> Engages staff and community members as partners in achieving full implementation of KCAS. Develops within the Comprehensive District Improvement Plan (CDIP) goals and expected outcomes for implementing Kentucky Core Academic Standards (KCAS), CHETL, and assessment literacy. Incorporates into CDIP multiple strategies (e.g., instructional rounds, walk-throughs, PLCs, peer observations, coaching) for administrator and teacher use of CHETL and Professional Growth and Effectiveness Systems (teacher and principal) as interdependent resources for KCAS implementation. Implements CDIP to guide interactions about teaching and learning. Provides direct and indirect follow-up support and assistance for full KCAS implementation. 	<ul style="list-style-type: none"> Engages staff as partners in achieving full implementation of KCAS. Develops within the Comprehensive District Improvement Plan (CDIP) goals and expected outcomes for implementing Kentucky Core Academic Standards (KCAS), CHETL, and assessment literacy. Incorporates into CDIP multiple strategies (e.g., instructional rounds, walk-throughs, PLCs, peer observations, coaching) for administrator and teacher use of CHETL and Professional Growth and Effectiveness Systems (teacher and principal) for KCAS implementation. Implements CDIP to guide interactions about teaching and learning. Provides indirect follow-up support and assistance for KCAS implementation. 	<ul style="list-style-type: none"> Develops within the Comprehensive District Improvement Plan (CDIP) goals and expected outcomes for implementing Kentucky Core Academic Standards (KCAS), CHETL, and assessment literacy. Incorporates into CDIP required strategies for administrator and teacher use of CHETL and Professional Growth and Effectiveness Systems (teacher and principal) for KCAS implementation. Implements CDIP in supervisory interactions about teaching and learning. Provides information about implementation of KCAS. 	<ul style="list-style-type: none"> Develops within the Comprehensive District Improvement Plan (CDIP) goals and expected outcomes. Incorporates into CDIP required strategies for meeting goals. Complies with requirements for supervisory interactions teaching and learning. 	<ul style="list-style-type: none"> Fails to establish a plan for implementing KCAS, CHETL, and assessment literacy.

60

CENTRAL OFFICE STAFF

CHARACTERISTICS OF HIGHLY EFFECTIVE TEACHING AND LEARNING (CHETL)

Component 2: Designs and implements a system for monitoring progress, providing feedback, and differentiating support for implementation of KCAS.

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR	LEVEL FIVE	LEVEL SIX
<ul style="list-style-type: none"> Develops capacity of administrators and teachers to use CHETL resources as a common reference for established criteria about effective teaching and learning in every classroom. Gathers evidence monthly (e.g., staff professional learning, walk-throughs, looking at student data) to assess schools' progress toward full implementation of KCAS and identified student learning goals. Provides constructive feedback on KCAS implementation and progress toward student learning goals in a variety of formats (i.e., face-to-face, walk-through results, conferences, webinars, etc.). Develops with school leaders job-embedded strategies (e.g., PLCs, peer observations and feedback, protocols, coaching), expected outcomes, and timeline for improvement. <i>(continued on next page)</i> 	<ul style="list-style-type: none"> Develops capacity of administrators and teachers to use CHETL resources as a common reference for established criteria about effective teaching and learning in every classroom. Gathers evidence quarterly (e.g., staff professional learning, walk-throughs, looking at student data) to assess schools' progress toward full implementation of KCAS and identified goals for student learning. Provides constructive feedback on KCAS implementation and progress toward student learning goals in a variety of formats (i.e., face-to-face, walk-through results, conferences, webinars, etc.). Develops with school leaders job-embedded strategies (e.g., PLCs, peer observations and feedback, coaching), expected outcomes, and timeline for improvement. <i>(continued on next page)</i> 	<ul style="list-style-type: none"> Develops capacity of administrators and teachers to use CHETL resources as a common reference for established criteria about effective teaching and learning in every classroom. Gathers semi-annual evidence (e.g., staff training, walk-throughs, looking at data) to assess schools' progress toward full implementation of KCAS and identified student learning goals. Provides feedback on KCAS implementation and progress toward student learning goals. Develops with school leaders job-embedded strategies (e.g., PLCs, peer observations and feedback, coaching), expected outcomes, and timeline for improvement. Engages in semi-annual assessment of districtwide progress toward full KCAS implementation. Designs and provides districtwide interventions based on assessment to accelerate implementation. 	<ul style="list-style-type: none"> Disseminates CHETL resources to administrators and teachers. Gathers annual evidence to assess schools' progress toward implementation of KCAS and identified goals for student learning. Engages in annual assessment of districtwide progress toward KCAS implementation. Provides districtwide professional learning on KCAS. 	<ul style="list-style-type: none"> Distributes CHETL resources to administrators and teachers. Engages in annual assessment of districtwide progress toward KCAS implementation. 	<ul style="list-style-type: none"> Fails to monitor implementation of KCAS to improve student performance.

61

CENTRAL OFFICE STAFF

CHARACTERISTICS OF HIGHLY EFFECTIVE TEACHING AND LEARNING (CHETL)

Component 2: Designs and implements a system for monitoring progress, providing feedback, and differentiating support for implementation of KCAS.

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR	LEVEL FIVE	LEVEL SIX
<p><i>(continued from previous page)</i></p> <ul style="list-style-type: none"> • Provides differentiated support to address barriers and problems related to implementation. • Engages in monthly assessment of districtwide progress toward full KCAS implementation. • Designs and provides districtwide interventions based on assessment data to accelerate implementation. 	<p><i>(continued from previous page)</i></p> <ul style="list-style-type: none"> • Provides differentiated support to address barriers and problems related to implementation. • Engages in quarterly assessment of districtwide progress toward full KCAS implementation. • Designs and provides districtwide interventions based on assessment to accelerate implementation. 				

62

CENTRAL OFFICE STAFF

CHARACTERISTICS OF HIGHLY EFFECTIVE TEACHING AND LEARNING (CHETL)

Component 3: Aligns all elements of the organization to support and facilitate full implementation of KCAS for student success.

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR	LEVEL FIVE	LEVEL SIX
<ul style="list-style-type: none"> Reviews and aligns district policies (e.g., curriculum and assessment, professional learning, performance evaluation, mentoring and induction, personnel, etc.) to support implementation of KCAS. Establishes district leadership team (e.g., principals, ELA and math network teacher participants, IHE representatives, students, parents and community representatives, educational co-operative staff, district leadership staff) to guide implementation decisions. Develops the capacity of and coaches a cadre of teacher leaders and administrators to facilitate collaborative learning teams (e.g., facilitation, group dynamics, stages of group development, protocols). Prioritizes implementation of KCAS when allocating resources (i.e., staff, finances, time, materials, etc.). <p><i>(continued on next page)</i></p>	<ul style="list-style-type: none"> Reviews and aligns district policies (e.g., curriculum and assessment, professional learning, performance evaluation, mentoring and induction, personnel, etc.) to support implementation of KCAS. Establishes district leadership team (e.g., principals, ELA and math network teacher participants, IHE representatives, students, parents and community representatives, educational co-operative staff, district leadership staff) to guide implementation decisions. Develops the capacity of and coaches a cadre of teacher leaders and administrators to facilitate collaborative learning teams (e.g., facilitation of a PLC, group dynamics, and stages of group development). Prioritizes implementation of KCAS when allocating resources (i.e., staff, finances, time, materials, etc.). <p><i>(continued on next page)</i></p>	<ul style="list-style-type: none"> Reviews and aligns district policies (e.g., curriculum and assessment, professional learning, performance evaluation, mentoring and induction, personnel, etc.) to support implementation of KCAS. Establishes a district leadership team (e.g., district leadership staff, principals, and teacher leaders) to guide implementation decisions. Develops the capacity of a cadre of teacher leaders and administrators to facilitate collaborative learning teams (e.g., facilitation of a PLC, group dynamics, and stages of group development). Prioritizes implementation of KCAS in allocation of resources (i.e., staff, finances, time, materials, etc.). Identifies and provides professional learning to address districtwide needs related to KCAS implementation. <p><i>(continued on next page)</i></p>	<ul style="list-style-type: none"> Establishes district leadership team (e.g., district leadership staff and principals) to guide implementation decisions. Allocate resources (i.e., staff, finances, time, materials, etc.) for KCAS implementation. Provides professional learning on CHETL that addresses districtwide needs. 	<ul style="list-style-type: none"> Provides professional learning on CHETL without making connections to KCAS. 	<ul style="list-style-type: none"> Fails to align elements of the organization to support full implementation of KCAS for student success.

63

CENTRAL OFFICE STAFF

CHARACTERISTICS OF HIGHLY EFFECTIVE TEACHING AND LEARNING (CHETL)

Component 3: Aligns all elements of the organization to support and facilitate full implementation of KCAS for student success.

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR	LEVEL FIVE	LEVEL SIX
<p><i>(continued from previous page)</i></p> <ul style="list-style-type: none"> Identifies and engages staff in professional learning to address districtwide needs related to KCAS implementation. Responds to individual, team, and/or school requests for assistance and documents actions taken. Expands the use of technology (e.g., web conferencing, online surveys, decision-making tools, facilitated discussion groups, tutorials) that assists in implementing KCAS. Celebrates team and school successes. Celebrates individual school and team successes. Provides intensive support, as needed, to individuals, teams, and schools. Schedules and monitors the use of time for district and school staff to engage in professional learning and collaborative work focused on full implementation of KCAS. 	<p><i>(continued from previous page)</i></p> <ul style="list-style-type: none"> Identifies and engages staff in professional learning to address districtwide needs related to KCAS implementation. Expands the use of technology (e.g., web conferencing, online surveys, decision-making tools, facilitated discussion groups, tutorials) that assists in implementing KCAS. Celebrates team and school successes. 	<p><i>(continued from previous page)</i></p> <ul style="list-style-type: none"> Uses technology (e.g., web conferencing, online surveys, decision-making tools, facilitated discussion groups, tutorials) that assists in implementing KCAS. 			

64

Plan for Full Scale Implementation by September 2014

(District)

TPGES			
<u>Month</u>	Principals	All Teachers	Peer Observers
Feb. 2014	<ul style="list-style-type: none"> • Scale-up work with entire staff for 2014-15 full Implementation 		
March 2014			
April 2014			
May 2014			

<u>Month</u>	TPGES		
	Principals	All Teachers	Peer Observers
June 2014			
July 2014			
August 2014			
Sept. 2014	All teachers and principals will implement all aspects of the PGES and PPGES.		

WHO'S WHO



District Leadership Team
Members

ISLN Instructional
Leaders

Science
Teacher Leaders

Social Studies
Teacher Leaders

Math
Teacher Leaders

ELA
Teacher Leaders

How are you using your District Network participants in your school/district?

--Are you using them to help others implement KCAS (CCSS & NGSS)?

--Are you using them to help others and be models of using assessment literacy?

--Are you using them to help others and be models of effective teaching (through CHETL) for TPGES in the Framework for Teaching?

--Are you using them to help others see how LDC literacy modules and MDC math FAL lessons are models of effective teaching for TPGES in the Framework for Teaching?