

Update on Social Studies Standards Work in Kentucky, January 2014

Senate Bill 1 (2009) requires that Kentucky revise all required content standards to reflect the necessary knowledge and skills needed to ensure all students are college and career ready. SB 1 suggests that all standards should be rigorous, world class, and internationally benchmarked, while also allowing for deeper engagement around fewer concepts/topics. Adoption of the Common Core State Standards in English language arts and mathematics was the first step taken to address SB 1. Despite the fact that the ELA standards include a section for Literacy in History/Social Studies, there is still a need for a set of comprehensive social studies content standards that fully addresses the needs of Kentucky's 21st century learners.

What social studies standards work has occurred to date?

In February of 2013, a team of elementary, middle, high school, higher education, and key social studies advocacy group representatives was established to begin setting a vision for and drafting new social studies standards for the Commonwealth. These new standards will be guided by a document called the *College, Career, and Civic Life (C3) Framework for Inquiry in Social Studies State Standards*.

The C3 Framework, developed by the National Council on Social Studies (NCSS)—led by University of Kentucky's Kathy Swan, focuses on the disciplinary and multidisciplinary concepts and practices that make up the process of investigation, analysis, and explanation within the social sciences. It is designed with explicit connections to the Common Core ELA standards. Work on the C3 Framework began in 2010. Members of the Council of Chief State School Officers (CCSSO's) Social Studies Assessment, Curriculum, and Instruction (SSACI) collaborative (of which Kentucky is a member) provided feedback and guidance during this process. The C3 Framework was released nationally on Constitution Day last year—September 17, 2013.

The KY team has been working with a near-final draft of the C3 Framework since late last spring and has been able to begin some prioritization of desired characteristics/elements for a new set of standards—and has even begun to draft some models of what the new standards might be. Small writing teams will work to capture the thinking of the team and the intent of the Framework to draft a complete set of standards throughout 2014. During this period other key stakeholders and experts in various related fields will be asked for comments and feedback to ensure the quality of the work.

When will KY have new content standards for the social studies?

The goal is to have a solid, defensible, world-class draft of college/career-ready standards to present to the Kentucky Board of Education in 2014. Progress updates will continue on a regular basis during Network meetings and in KDE's ISN Newsletters and Webcasts.

When will KY have new statewide assessments for social studies?

Until the standards development and adoption processes are complete, it is not possible to define a specific date. However, it typically takes a minimum of 18 months to develop and implement new assessments.

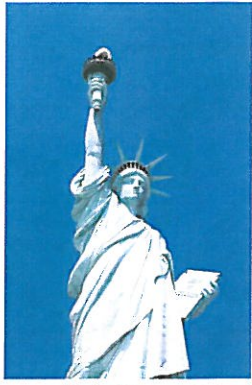
As the networks build strong understanding of balanced assessment systems through the focus on assessment literacy, participants will be prepared to provide more informed guidance on both local and state assessment work.

What are the plans for Kentucky’s Social Studies Leadership Networks? Why should social studies teachers be involved before new standards are completed?

Participants in Kentucky’s Leadership Networks for Social Studies (set to launch in January 2014) will focus on developing their capacity to implement and support highly effective teaching, learning, and assessment practices in the social studies. The work will begin with the Literacy in History/Social Studies standards alongside the C3 Framework’s implications for teaching and learning.

It’s important to keep in mind that the Leadership Networks are designed to build and support a DISTRICT’s capacity to transform teaching and learning by engaging the district leadership team’s participants in ongoing learning and networking opportunities that focus on highly effective teaching, learning, assessment, and leadership skills and practices—skills essential to successful implementation of the PGES system and the KCAS. The addition of Social Studies Teacher Leaders to each district leadership team (i.e., the teacher leaders already identified in ELA, mathematics, science, the school leaders, and the district leaders) ensures that all core areas have a voice, develop deeper content-specific and pedagogical expertise, and can leverage the cross-/inter-disciplinary implications called for in KCAS as the district develops and implements rigorous and congruent curricula, including classroom, school, and district based assessments.

The participants will have multiple opportunities to provide input/feedback on the standards revision work, too, as they will have the most extensive knowledge of all the pieces-alongside their practical experience of supporting students’ understanding of the social studies. Collectively, the participants will be authors of the vision for 21st century social and civic education in the Commonwealth.



College, Career, and Civic Life (C3) Framework for Social Studies State Standards: State Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History

www.socialstudies.org/C3

What is the C3 Framework?

The result of a three year state-led collaborative effort, the *College, Career, and Civic Life (C3) Framework for Social Studies State Standards* was developed to serve two audiences: for states to upgrade their state social studies standards, and for practitioners—local school districts, schools, teachers and curriculum writers—to strengthen their social studies programs. Its objectives are to (1) enhance the rigor of the social studies disciplines, (2) build the critical thinking, problem solving, and participatory skills necessary for students to become engaged citizens, and (3) align academic programs to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies.

What are the guiding principles?

The C3 is driven by the following shared principles about high quality social studies education:

- Social studies prepares the nation’s young people for college, careers, and civic life.
- Inquiry is at the heart of social studies.
- Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
- Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasizes skills and practices as preparation for democratic decision-making.
- Social studies education should have direct and explicit connections to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies.



For more information,
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What are the instructional shifts for social studies?

The C3 Framework, like the Common Core State Standards, emphasizes the acquisition and application of knowledge to prepare students for college, career, and civic life. It intentionally envisions social studies instruction as an inquiry arc of interlocking and mutually reinforcing elements that speak to the intersection of ideas and learners. The Four Dimensions highlighted below center on the use of questions to spark curiosity, guide instruction, deepen investigations, acquire rigorous content, and apply knowledge and ideas in real world settings to enable students to become active and engaged citizens in the 21st century.

C3 Framework Organization			
Dimension 1: Developing Questions and Planning Inquiries	Dimension 2: Applying Disciplinary Tools and Concepts	Dimension 3: Evaluating Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
Developing Questions and Planning Inquiries	Civics	Gathering and Evaluating Sources	Communicating and Critiquing Conclusions
	Economics		
	Geography	Developing Claims and Using Evidence	Taking Informed Action
	History		

Connections to the Common Core State Standards for ELA and Literacy in History/Social Studies

The C3 Framework changes the conversation about literacy instruction in social studies by creating a context that is meaningful and purposeful. Reading, writing, speaking and listening and language skills are critically important for building disciplinary literacy and the skills needed for college, career, and civic life. Each of the Four Dimensions is strategically aligned to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies.

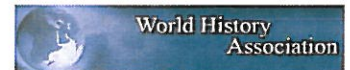
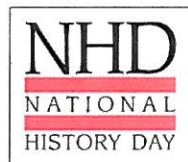
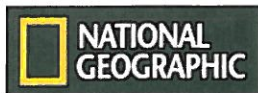
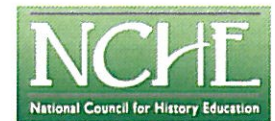
Why do we need the C3 Framework?

A number of motivating factors inspired this work:

- **Marginalization of the Social Studies**—The loss of instructional time at the elementary level and the narrowing of instruction in response to multiple-choice high-stakes testing has significantly impacted time, resources, and support for the social studies. The introduction of the Common Core State Standards provided an *opportunity* for social studies educators to re-frame instruction to promote disciplinary literacy in social studies in such a way as to allow social studies to regain a more balanced and elevated role in the K-12 curriculum.
- **Motivation of Students**—Children and adolescents are naturally curious about the complex and multifaceted world they inhabit. But they quickly become disengaged when instruction is limited to reading textbooks to answer end-of-chapter questions and taking multiple-choice tests that may measure content knowledge but do little to measure how knowledge is meaningful and applicable in the real world. The C3 Framework addresses this issue in fundamental ways.
- **The Future of Our Democracy**—Abundant research bears out the sad reality that fewer and fewer young people, particularly students of color and students in poverty, are receiving a high quality social studies education, despite the central role of social studies in preparing students for the responsibilities of citizenship. Active and responsible citizens are able to identify and analyze public problems, deliberate with other people about how to define and address issues, take constructive action together, reflect on their actions, create and sustain groups, and influence institutions both large and small. They vote, serve on juries when called, follow the news and current events, and participate in voluntary groups and efforts. Implementing the C3 Framework to teach students to be able to act in these ways—as citizens—significantly enhances preparation for college and career.

Collaboration is Key

For these reasons and many more, thousands of social studies experts, curriculum specialists, teachers and scholars from across the nation, and the following organizations were involved in the development of the C3 Framework.



In the *College, Career, and Civic Life (C3) Framework for Social Studies State Standards*, the call for students to become more prepared for the challenges of college and career is united with a third critical element: preparation for civic life. Advocates of citizenship education cross the political spectrum, but they are bound by a common belief that our democratic republic will not sustain unless students are aware of their changing cultural and physical environments; know the past; read, write, and think deeply; and act in ways that promote the common good. There will always be differing perspectives on these objectives.

The goal of knowledgeable, thinking, and active citizens, however, is universal.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards, 2013

Thinking Like a Historian

By Sam Wineburg

Historical Thinking: Memorizing Facts and Stuff?

When I recently asked Kevin, a sixteen-year-old high school junior, what he needed to do well in history class, he had little doubt: “A good memory.”

“Anything else?”

“Nope. Just memorize facts and stuff, know 'em cold, and when you get the test, give it all back to the teacher.”

“What about thinking? Does that have anything to do with history?”

“Nope. It's all pretty simple. Stuff happened a long time ago. People wrote it down. Others copied it and put it in a book. History!”

I've spent nearly 20 years studying how high school students learn history. Over the years I've met many Kevins, for whom the life has been sucked out of history, leaving only a grim list of names and dates. When confronted with the term “historical thinking,” many students scratch their heads in confusion, stumped by an alleged connection.

Historians as Detectives: Searching for Evidence Among Primary Sources

The funny thing is that when you ask historians what they do, a different picture emerges. They see themselves as detectives searching for evidence among primary sources to a mystery that can never be completely solved. Wouldn't this image be more enticing to a bored high school student? It would, and that's one reason why thinking like a historian deserves a place in the American classroom, the sooner the better.

To historians, history is an argument about what facts should or shouldn't mean. Even when historians are able to piece together the basic story of what happened, they rarely agree about what an event means or what caused it. Historians argue about the past's meaning and what it has to tell us in the present.

But, you may ask, if history has already happened, what's there to argue about? Plenty. Was the American Revolution a fight against tyranny or an attempt by the well bred to maintain their social status? Was the Cold War really a conflict of democracy versus communism or a struggle between two superpowers for dominance?

Divergent opinions swirl around these questions and other matters of unsettled history – opinions that get students talking, and thinking, and learning. But while everyone is entitled to an opinion, not every opinion deserves to be believed. In history, a persuasive opinion is one backed up by evidence.

What is Historical Thinking?

It would be easy to conclude that historians simply know more about American history than high school students do. But this isn't necessarily the case. Beyond highly specialized areas of concentrations, even doctoral level historians don't possess factual knowledge about every topic. What historians do have is a "historical approach" to primary sources that is often taken for granted by those practiced in it. However, this approach unlocks a world closed to untutored readers.

For example, before approaching a document, historians come prepared with a list of questions—about author, context, time period—that form a mental framework for the details to follow. Most important of all, these questions transform the act of reading from passive reception to an engaged and passionate interrogation. If we want students to remember historical facts, this approach, not memorization, is the key.

Teaching Students to Think Historically

How can teachers help their students to begin thinking like historians? Teaching a way of thinking requires making thinking visible. We need to show students not only what historians think, but *how* they think, and then guide students as they learn to engage in this process.

Consider introducing students to several specific strategies for reading historical documents: sourcing, contextualizing, close reading, using background knowledge, reading the silences, and corroborating. Each strategy is defined below, followed by teaching ideas.

- **Sourcing:** Think about a document's author and its creation.

Select a historical document, such as a diary entry, letter or memo, and provide students with copies. Model for students how to scan the document for its attribution, often at the end, as a first step instead of reading the text from beginning to end. Demonstrate how to begin questioning the source by posing questions to the class: Who created this document? When? For what purpose? How trustworthy might this source be? Why?

- **Contextualizing:** Situate the document and its events in time and place.

Encourage students to brainstorm the document's historical context, piecing together major events, themes, and people that distinguish the era or period in which the document was created. List students' responses for the class to add to and refer to during close reading.

- **Close reading:** Carefully consider what the document says and the language used to say it.

Teachers can model this strategy with a brief (90 seconds) "think-aloud" while reading the document to students. Try to verbalize every thought that comes to mind, no matter how trivial, as you try to make meaning of the document's account. For example, you may notice interesting words or phrases ("I've never heard that expression before"), consider contextual clues about

time, place or people (“Hmm, that may be a reference to...”) or question facts, opinions and perspectives (“I wonder if that’s what really happened?”).

- **Using Background Knowledge:** Use historical information and knowledge to read and understand the document.

Encourage students to practice this strategy by pausing to ask as they read: What else do I know about this topic? What other knowledge do I possess that might apply?

- **Reading the Silences:** Identify what has been left out or is missing from the document by asking questions of its account.

After reading the document, ask students to think about what they did not hear. Prompt class discussion with questions: What is the document's author not mentioning? Whose voices are we *not* hearing in a particular document or historical account? Which perspectives are missing?

- **Corroborating:** Ask questions about important details across multiple sources to determine points of agreement and disagreement.

Ask students how they could proceed with this historical investigation: What questions arise, after careful reading and interpretation of the document? What other primary sources might corroborate or refute this interpretation? Have students discuss their responses in pairs and then share with the class.

You can also apply these strategies to reading textbooks. Textbooks offer an interpretation of history, but none gives us the final word. For example, textbook authors try to combine perspectives but they can never escape the fact that textbook is written by people living in a particular time and place. As such, textbooks record our contemporary (and unrecognized) assumptions, biases, and blind spots. One way to teach for historical thinking using a textbook is to have students compare its story of a historic event with evidence from primary sources. Another idea is to compare a current textbook’s account of, say, the Spanish-American war with a textbook version written fifty or hundred years ago. Get students thinking with this question: “If history already happened, why does it keep changing?”

Any teacher's goal (and his or her students' goals) in reading and thinking like a historian should be to treat with skepticism any account that claims to present a full story of the past. Achieving this goal requires students to:

- Question the source
- Evaluate the evidence it offers for its assertions
- Read and consider the source more carefully than any historical account read before.

Why Teach Students to “Think Like Historians?”

Students need to be taught to “think like historians” not because they will become professional historians but precisely because most won't. The goals of school history are not vocational but to prepare students to tolerate complexity, to adapt to new situations, and to resist the first answer that comes to mind.

When a video uploaded from a cell phone in Tehran can be transmitted to San Francisco in half a second, history reminds us to start with basic questions: Who sent it? Can it be trusted? What did the camera angle miss? There's no shortage of forces telling students what to think. In this daily avalanche of information, students have never been in greater need of ways to make sense of it all.

Kevin's right: Without thinking, history is meaningless. But when you add thinking, especially the specific skills of “thinking historically,” the past comes to life. In the end that is what reading, and thinking—and I would add, teaching—like a historian is all about.

Sam Wineburg, Stanford University, is the author of *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*, winner of the 2002 Frederick W. Ness Award for the “most important contribution to understanding the liberal arts” by the American Association of Colleges and Universities. He also directs the Library of Congress Teaching with Primary Sources (TPS) program at Stanford University. Learn more at <http://sheg.stanford.edu>.

SAY SOMETHING PROTOCOL

TIME VARIES DEPENDING ON TEXTS

This protocol is useful when participants are asked to read and make meaning from a text during a staff or learning team meeting

1. Divide the article, text, or reading into meaningful segments.
2. Form pairs.
3. Read silently until both partners reach the end of a segment.
4. Take turns in your pair answering one of the following prompts:
 - *Something I agree with ...*
 - *A new idea ...*
 - *Something that puzzles me ...*
 - *Something I disagree with ...*
 - *Something I am reminded of when I read ...*
 - *Something I want the authors to explain more ...*
 - *Something I want to talk more about with others ...*
5. Continue to read and respond until you complete the text.
6. Discuss the selection as a whole group when everyone has finished the reading.

Source: National School Reform Faculty, www.nsrffharmony.org.

School-Based Professional Learning for Implementing The Common Core
Learning designs

www.learningforward.org

Exploring the College, Career, and Civic Life (C3) Framework

Work together with your team of Social Scientists to analyze your assigned section from the list below:

- A. Dimension 1 Experts Developing Questions and Planning Inquiries (pgs. 23-27)
- B. Dimension 2 Experts Civics (pgs. 31-34)
- C. Dimension 2 Experts Economics (pgs. 35-39)
- D. Dimension 2 Experts Geography (pgs. 40-44)
- E. Dimension 2 Experts History (pgs. 45-51)
- F. Dimension 3 Experts Evaluating Sources and Using Evidence (pgs. 53-57)
- G. Dimension 4 Experts Communicating Conclusions and Taking Informed Action (pgs. 59-64)

As you discuss the document, record intended impacts on teaching and learning in the chart below. Highlight connections to the *Framework for Teaching*.

Impact on Teaching	Impact on Learning
<i>Teachers will...</i>	<i>Students will...</i>

Domain 1: Planning & Preparation



	Ineffective	Developing	Accomplished	Exemplary
<p>1A - Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> Knowledge of Content and the Structure of the Discipline Knowledge of Prerequisite Relationships Knowledge of Content-Related Pedagogy 	<p>In order to guide student learning, accomplished teachers have command of the subjects they teach. They must know how the discipline has evolved into the 21st century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.</p> <ul style="list-style-type: none"> In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content. 	<ul style="list-style-type: none"> Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. 	<ul style="list-style-type: none"> Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline. 	<ul style="list-style-type: none"> Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
<p>Critical Attributes</p>	<ul style="list-style-type: none"> Teacher makes content errors. Teacher does not consider prerequisite relationships when planning. Teacher's plans use inappropriate strategies for the discipline. 	<ul style="list-style-type: none"> Teacher is familiar with the discipline but does not see conceptual relationships. Teacher's knowledge of prerequisite relationships is inaccurate or incomplete. Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content. 	<ul style="list-style-type: none"> The teacher can identify important concepts of the discipline and their relationships to one another. The teacher consistently provides clear explanations of the content. The teacher answers student questions accurately and provides feedback that furthers their learning. The teacher seeks out content-related professional development. 	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> Teacher cites intra- and interdisciplinary content relationships. Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.
<p>Possible Examples</p>	<ul style="list-style-type: none"> The teacher says "the official language of Brazil is Spanish, just like other South American countries." The teacher says, "I don't understand why the math book has decimals in the same unit as fractions." The teacher has students copy dictionary definitions each week to help his students learn to spell difficult words. 	<ul style="list-style-type: none"> The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together. The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value. The teacher always plans the same routine to study spelling: pretest on Monday, copy the words 5 times each on Tuesday and Wednesday, test on Friday. 	<ul style="list-style-type: none"> The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter. The teacher realizes her students are not sure how to use a compass, so she plans to practice that before introducing the activity on angle measurement. The teacher plans to expand a unit on civics by having students simulate a court trial. 	<ul style="list-style-type: none"> In a unit on 19th century literature, the teacher incorporates information about the history of the same period. Before beginning a unit on the solar system, the teacher surveys the class on their beliefs about why it is hotter in the summer than in the winter.

Domain 1: Planning & Preparation

	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
<p>1D – Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> Resources for Classroom Use Resources to Extend Content Knowledge and Pedagogy Resources for Students 	<p>Student learning is enhanced by a teacher's skillful use of resources; some of these are provided by the school as "official" materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, those for teachers to further their own professional knowledge and skill, and those that can provide <i>noninstructional</i> assistance to students. Teachers recognize the importance of discretion in the selection of resources, choosing those that align directly with the learning outcomes and that will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to guarantee all students access to the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and nonacademic lives.</p>	<ul style="list-style-type: none"> Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly. The teacher uses materials in the school library but does not search beyond the school for resources. The teacher participates in content-area workshops offered by the school but does not pursue other professional development. The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues. 	<ul style="list-style-type: none"> Teacher displays awareness of resources – not only through the school and district but also through sources external to the school and on the Internet – available for classroom use, for the expansion of his or her own knowledge, and for students. Texts are at varied levels. Texts are supplemented by guest speakers and field experiences. Teacher facilitates Internet resources. Resources are <i>multidisciplinary</i>. Teacher expands knowledge with professional learning groups and organizations. Teacher pursues options offered by universities. Teacher provides lists of resources outside the class for students to draw on. 	<ul style="list-style-type: none"> Teacher displays extensive knowledge of resources – not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students. In addition to the characteristics of "accomplished": Texts are matched to student skill level. The teacher has ongoing relationship with colleges and universities that support student learning. The teacher maintains log of resources for student reference. The teacher pursues apprenticeships to increase discipline knowledge. The teacher facilitates student contact with resources outside the classroom.
<p>Critical Attributes</p> <ul style="list-style-type: none"> The teacher uses only district-provided materials, even when more variety would assist some students. The teacher does not seek out resources available to expand his or her own skill. Although aware of some student needs, the teacher does not inquire about possible resources. 	<ul style="list-style-type: none"> For a unit on ocean life, the teacher really needs more books, but the school library has only three for him to borrow. The teacher knows she should learn more about teaching literacy, but the school offered only one professional development day last year. The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom. 	<ul style="list-style-type: none"> For their unit on China, the students acquired all of their information from the district-supplied textbook. Mr. J is not sure how to teach fractions but doesn't know how he's expected to learn it by himself. A student says, "It's too bad we can't go to the nature center when we're doing our unit on environment." 	<ul style="list-style-type: none"> The teacher is not happy with the out-of-date textbook; his students will critique it and write their own text for social studies. The teacher spends the summer at Dow Chemical learning or about current research so that she can expand her knowledge base for teaching chemistry. The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job. 	
<p>Possible Examples</p>				

Domain 3: Instruction

<p>3B - Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> • Quality of Questions • Discussion Techniques • Student Participation 	<p>Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this fact reflects their central importance to teachers' practice. But in the framework it is important that questioning and discussion are used as techniques to deepen student understanding are being used rather than serving as recitation or a verbal quiz. Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building upon student responses and making use of their ideas. High-quality questions encourage student to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has limited number of correct responses, the question, being non-formulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding. These discussions may be based on questions formulated by the students themselves.</p> <p>Not all questions must be at high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if the questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, in lessons involving student in small-group work, the quality of the student's questions and discussion in their small groups may be considered part of this component. In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence that these skills have been taught.</p>			
<p>Ineffective</p> <ul style="list-style-type: none"> • Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. • Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. • A few students dominate the discussion. 	<p>Developing</p> <ul style="list-style-type: none"> • Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. • Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. • Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results. 	<p>Accomplished</p> <ul style="list-style-type: none"> • Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. <ul style="list-style-type: none"> ▪ Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. ▪ Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. 	<p>Exemplary</p> <ul style="list-style-type: none"> • Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. • Students formulate many questions, initiate topics, and make unsolicited contributions. • Students themselves ensure that all voices are heard in the discussion. 	

<p>Critical Attributes</p>	<ul style="list-style-type: none"> • Questions are rapid-fire, and convergent with a single correct answer. • Questions do not invite student thinking. • All discussion is between teacher and students; students are not invited to speak directly to one another. • A few Students dominate the discussion. 	<ul style="list-style-type: none"> • Teacher frames some questions designed to promote student thinking, but only a small number of students are involved. • The teacher invites students to respond directly to one another's ideas, but few students respond. • Teacher calls on many students, but only a few actually participate in the discussion. 	<ul style="list-style-type: none"> • Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. • The teacher makes effective use of wait time. • The teacher effectively builds on student responses to questions. • Discussions enable students to talk to one another without ongoing mediation by the teacher. • The teacher calls on most students, even those who don't initially volunteer. • Many students actively engage in the discussion. 	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> • Students initiate higher-order questions. • Students extend the discussion, enriching it. • Students invite comments from their classmates during a discussion.
<p>Possible Examples</p>	<ul style="list-style-type: none"> • All questions are of the "recitation" type such as "What is 3 x 4?" • The teacher asks a questions for which the answer is on the board; students respond by reading it. • The teacher calls only upon students who have their hands up. 	<ul style="list-style-type: none"> • Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?" • The teacher asks: "Who has an idea about this?" but only the usual three students offer comments. • The teacher asks: "Michael can you comment on Mary's idea?" but Michael does not respond or makes a comment directly to the teacher. 	<ul style="list-style-type: none"> • The teacher asks: "What might have happened if the colonists had not prevailed in the American war for independence?" • The teacher uses the plural form in asking questions, such as "What are some things you think might contribute to . . . ?" • The teacher asks: "Michael, can you comment on Mary's idea?" and Michael responds directly to Mary. • After posing a question and asking each of the students to write a brief response and then share it with a partner, the teacher invites a few to offer their ideas to the entire class. 	<ul style="list-style-type: none"> • A student asks: "How many ways are there to get this answer?" • A student says to a classmate: "I don't think I agree with you on this, because . . ." • A student asks of other students: "Does anyone have another idea how we might figure this out?" • A student asks, "What if . . . ?"

3C - Engaging Students in Learning

- Activities and Assignments
- Grouping of Students
- Instructional Materials and Resources
- Structure and Pacing

Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they “on task.” The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that the latter students are developing their understanding through what they do. That is, they are engaged in discussing, debating, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices and making important contributions to the intellectual life of the class. Such activities don’t typically consume the entire lesson, but they are essential components of engagement.

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. The teacher organizes student tasks to provide cognitive challenge and then encourages students to reflect on what they have done and what they have learned. This is, the lesson has closure, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is “What are the students being asked to do?” If the answer to that question is that they are filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged.

In observing a lesson it is essential not only to watch the teacher but also pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned.

	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
<p>Critical Attributes</p> <ul style="list-style-type: none"> • Few students are intellectually engaged in the lesson. • Learning tasks require only 	<ul style="list-style-type: none"> • The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. • The pace of the lesson is too slow or too rushed. • Few students are intellectually engaged or interested. 	<ul style="list-style-type: none"> • The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. • The pacing of the lesson may not provide students the time needed to be intellectually engaged. 	<ul style="list-style-type: none"> • The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding. • The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. 	<ul style="list-style-type: none"> • Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. • In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. • The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. • Students may have some choice in how they complete tasks and may serve as resources for one another. <p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> • Virtually all students are highly

Domain 3: Instruction

<p>Critical Attributes (cont.)</p>	<ul style="list-style-type: none"> recall or have a single correct response or method. The materials used ask students to perform rote tasks. Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. Instructional materials used are unsuitable to the lesson and/or students. The lesson drags or is rushed. 	<ul style="list-style-type: none"> Learning tasks are a mix of those requiring thinking and recall. Students are in large part passively engaged with the content, learning primarily facts or procedures. Students have no choice in how they complete tasks. The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives. The materials and resources are partially aligned to the lesson objectives and only in some cases demand student thinking. The pacing of the lesson is uneven- suitable in parts, but rushed or dragging in others. 	<ul style="list-style-type: none"> correct responses or approaches and/or demand higher-order thinking. Students have some choice in how they complete learning tasks. There is a mix of different types of groupings, suitable to the lesson objectives. Materials and resources support the learning goals and require intellectual engagement, as appropriate. The pacing of the lesson provides students the time needed to be intellectually engaged. 	<ul style="list-style-type: none"> engaged in the lesson. Students take initiative to modify a learning task to make it more meaningful or relevant to their needs. Students suggest modifications to the grouping patterns used. Students have extensive choice in how they complete tasks. Students suggest modifications or additions to materials being used. Students have the opportunity for both reflection and closure after the lesson to consolidate their understanding.
<p>Possible Examples</p>	<ul style="list-style-type: none"> Students are able to fill out the worksheet without fully understanding what it's asking them to do. The lesson drags or feels rushed. Students complete "busy work" activities. 	<ul style="list-style-type: none"> Students are asked to fill in a worksheet, following an established procedure. There is a recognizable beginning, middle and end to the lesson. Parts of the lesson have a suitable pace: other parts drag or feel rushed. 	<ul style="list-style-type: none"> Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents. Students are given a task to do independently, then to discuss with a table group, and then to report out from each table. There is a clear beginning, middle and end to the lesson. The lesson neither rushes or drags. 	<ul style="list-style-type: none"> Students are asked to write an essay "in the spirit of Hemmingway." A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently. Students identify or create their own learning materials. Students summarize their learning from the lesson.



Learning from Student Work An Overview

Developed in the field by educators affiliated with NSRF.

“To be a teacher in the right sense is to be a learner. Instruction begins when you, the teacher, learn from the learner, put yourself in his place so that you may understand what he understands and in the way he understands it.” — Soren Kierkegaard

Principles of Looking at Student Work

- Students’ work in schools is serious
- Students’ work is key data about the life of the school
- Must be connected to serious changes in curriculum, instruction and professional development

Purposes of Looking at Student Work

- Professional Development
- Accountability (determining effectiveness of curriculum and instruction)
- Setting standards
- Reflecting on student learning and development

Protocols

What?

- Guidelines for conversation
- Vehicle for building collaborative work

Why?

- Creates a structured environment for: speaking, listening, questioning
- Makes the most of limited time
- Promotes deep, meaningful conversation about teaching and learning

How?

- Incorporate into your study group meetings/grade level meetings/staff meetings
- Connect it to crucial teaching and learning issues in your study group/grade level/school
- Practice it regularly

Results

Teachers who present work typically find:

- Some of their own impressions about student work are confirmed
- They are likely to gain new insights into the thinking of their students
- The strengths and weaknesses of their assignments

Other teachers who participate

- Develop a sense of the kind and quality of the work going on inside their school
- Learn about students they will teach in future years
- See how students they taught in previous years have developed
- Gain new ideas for their own classrooms
- Begin to develop a shared understanding of standards in different domains and the steps students go through to meet them



Tuning Protocol: Overview

Excerpted, with slight adaptations, from Looking Together at Student Work by Tina Blythe, David Allen, and Barbara S. Powell (New York: Teachers College Press, 1999)

The tuning protocol was originally developed as a means for the five high schools in the Coalition of Essential School's Exhibitions Project to receive feedback and fine-tune their developing student assessment systems, including exhibitions, portfolios and design projects. Recognizing the complexities involved in developing new forms of assessment, the project staff developed a facilitated process to support educators in sharing their students' work and, with colleagues, reflecting upon the lessons that are embedded there. This collaborative reflection helps educators to design and refine their assessment systems, as well as to support higher quality student performance. Since its trial run in 1992, the Tuning Protocol has been widely used and adapted for professional development purpose in and among schools across the country.

To take part in the Tuning Protocol, educators bring samples of either own work or their students' work on paper and, whenever possible, on video, as well as some of the materials they have created to support student performance, such as assignment descriptions and scoring rubrics. In a circle of about six to ten "critical friends" (usually other educators), a facilitator guides the group through the process and keeps time. The presenting educator, or team of educators, describes the context for the student work (the task or project) - uninterrupted by questions or comments from participants.

Often the presenter begins with a focusing question or area about which she would especially welcome feedback, for example, "Are you seeing evidence of persuasive writing in the students' work?" Participants have time to examine the student work and ask clarifying questions. Then, with the presenter listening but silent, participants offer warm and cool feedback - both supportive and challenging. Presenters often frame their feedback as a question, for example, "How might the project be different if students chose their research topics?"

After this feedback is offered, the presenter has the opportunity, again uninterrupted, to reflect on the feedback and address any comments or questions she chooses. Time is reserved for debriefing the experience. Both presenting and participating educators have found the tuning experience to be a powerful stimulus for encouraging reflection on their practice.



Tuning Protocol

Developed by Joseph McDonald and David Allen

1. Introduction (5 minutes)

- Facilitator briefly introduces protocol goals, guidelines, and schedule
- Participants briefly introduce themselves (if necessary)

2. Presentation (15 minutes)

The presenter has an opportunity to share the context for the student work:

- Information about the students and/or the class — what the students tend to be like, where they are in school, where they are in the year
- Assignment or prompt that generated the student work
- Student learning goals or standards that inform the work
- Samples of student work — photocopies of work, video clips, etc. — with student names removed
- Evaluation format — scoring rubric and/or assessment criteria, etc.
- Focusing question for feedback
- Participants are silent; no questions are entertained at this time.

3. Clarifying Questions (5 minutes)

- Participants have an opportunity to ask “clarifying” questions in order to get information that may have been omitted in the presentation that they feel would help them to understand the context for the student work. Clarifying questions are matters of “fact.”
- The facilitator should be sure to limit the questions to those that are “clarifying,” judging which questions more properly belong in the warm/cool feedback section.

4. Examination of Student Work Samples (15 minutes)

- Participants look closely at the work, taking notes on where it seems to be in tune with the stated goals, and where there might be a problem. Participants focus particularly on the presenter’s focusing question.
- Presenter is silent; participants do this work silently.

5. Pause to reflect on warm and cool feedback (2-3 minutes)

- Participants take a couple of minutes to reflect on what they would like to contribute to the feedback session.
- Presenter is silent; participants do this work silently.

6. Warm and Cool Feedback (15 minutes)

- Participants share feedback with each other while the presenter is silent. The feedback generally begins with a few minutes of warm feedback, moves on to a few minutes of cool feedback (sometimes phrased in the form of reflective questions), and then moves back and forth between warm and cool feedback.

- Warm feedback may include comments about how the work presented seems to meet the desired goals; cool feedback may include possible “disconnects,” gaps, or problems. Often participants offer ideas or suggestions for strengthening the work presented.
- The facilitator may need to remind participants of the presenter’s focusing question, which should be posted for all to see.
- Presenter is silent and takes notes.

7. Reflection (5 minutes)

- Presenter speaks to those comments/questions he or she chooses while participants are silent.
- This is not a time to defend oneself, but is instead a time for the presenter to reflect aloud on those ideas or questions that seemed particularly interesting.
- Facilitator may intervene to focus, clarify, etc.

8. Debrief (5 minutes)

- Facilitator-led discussion of this tuning experience.

Tuning Protocol Worksheet

1. Introduction: Group Norms, guidelines, and schedule.

Facilitator: _____

Team/Grade Level: _____ Date: _____

Group participants: _____

2. Teacher Presentation:

Group listens as teacher presents background and work to be examined.

Teacher/Group presenting: _____

Type of work: _____ Extended Response Prompt
 _____ LDC Teaching Task
 _____ Student Work
 _____ Short Answer Question
 _____ Multiple Choice Questions
 _____ Other _____

Context for work (unit, background): _____

Focusing Question: _____

3. Clarifying Questions:

Group asks any questions to clarify the presentation or the work itself.

?

?

?

?

4. Examination of work sample(s): (silent time for group to examine work)

5. Pause for reflections: (time to think about warm and cool feedback responses)

6. Warm/Cool Feedback: (Group shares feedback—presenter is silent. Circulate around group—each member contributes Warm feedback, then each member contributes cool feedback.)

Warm Feedback (Strengths)	Cool Feedback (Needs)

7. Reflection:

Presenter speaks to comments/questions he/she chooses while participants are silent.

This is not a time to defend oneself, but a time for the presenter to reflect aloud on ideas of interest. The facilitator may intervene to focus, clarify, etc.

8. Plan/Next Steps:

Group discusses strategies to strengthen work, offers suggestions on instruction, etc.

<u>Needs</u>	<u>Strategies</u>

9. Debrief:

Facilitator leads discussion of this tuning experience. Recaps main ideas, discusses suggestions for next meeting, explores ways to apply strategies across contents, etc.

Literacy Design Collaborative Informational/Explanatory Module

Information Sheet

Module Title: Into the Mind of the Savage: An Exploration of Golding's *Lord of the Flies* through the Lens of Freud's Model of the Psyche.

Module Description (overview): As students engage in this module, they will read about Freud's model of the human psyche and then use that knowledge to analyze the characters in Golding's *Lord of the Flies*. This task will enable students to demonstrate their knowledge of Freudian theory, characterization, and their ability to describe symbolic significance in a text.

Template Task (include number, type, level)	Teaching Task
<p>Task 12 (Informational or Explanatory/Definition L1, L2): [Insert essential question] After reading _____ (literature or informational texts), write a/an _____ (essay, report, or substitute) that defines and explains _____ (content). Support your discussion with evidence from the text(s). L2 What implications can you draw?</p>	<p>How can one use Freud's model of the human psyche to analyze a piece of literature? After reading <i>Lord of the Flies</i> and several informational texts about Freud's model of the human psyche, write an essay that defines Freud's model of the human psyche and explain how this model is symbolically represented in <i>Lord of the Flies</i>.</p>

Grade(s)/Level: 10th Grade

Discipline: ELA

Course: 10th Grade English

Can you imagine being stranded on an island? It must be horrible. But I guess it wouldn't be if you are a child. There are no adults around to give rules or tell you what to do. You could play all day, sleep all night and do whatever you want. In the novel "Lord of the Flies", by William Golding, a group of young boys become stranded on an island after a plane crash. He demonstrates what would happen to them by showing the parts of "Freud's Model of the Human Psyche", id, ego and the super ego, in some of the boys.

In the novel "Lord of the Flies", Jack is portrayed as the Id. In "Psychology for Dummies", it states, "The id contains all of our most basic animal and primitive impulses that demand satisfaction," (pg.1). Jack is portrayed as the id because he shows the most desire for hunting and he drives the other children to go to a primitive savageness. In the novel "Lord of the Flies", Jack says, "Bollocks to the rules! We're strong-we hunt! If there's a beast we'll hunt it down! We'll close in and beat and beat!" (pg.91) Jack is the most savage and uncontrollable one there so he has to be the id.

William Golding uses the character, "Piggy", as the ego in "Lord of the Flies" According to Freud's Model of the Human Psyche", the ego is the problem solver. In "Psychology: An Introduction 10th Ed." it states "The ego's goal is to help the id fulfill his needs". In "Lord of the Flies" Piggy helps Ralph fulfill his needs by giving him the idea to bring the fire down from the mountain. In "Lord of the Flies", Piggy says, "We got no fire on the mountain, but what's wrong with fire down here?" Piggy, being the ego just satisfied the id's desire for the fire by giving it a solution to its dilemma so there's no doubt that he is the ego

In "Lord of the Flies" Ralph is shown as the superego. According to "Psychology: An Introduction 10th Ed.", the super ego is "that part of the mind that opposes the desired of the id by enforcing moral restrictions and by striving to attain perfection" (Pg. 414). Ralph is enforcing

moral restrictions by trying to stop the children from playing around and slacking off so they can keep the fire going so they can get saved. In "Lord of the Flies", Ralph says, "Can't they see? Can't they understand? Without the smoke signal we'll die here? Look at that!" (pg.139). He is stating the consequences of what they're doing. If they don't keep the fire going for the smoke signal then they will surely not achieve their goal of being saved. Ralph is the only one who has been focused on the goal the whole time so he must be super ego.

In conclusion, William Golding expresses Freud's Model of the Human Psyche in his book called "Lord of the Flies" through the characters Jack, Piggy and Ralph. He demonstrates what would happen if kids were stranded alone on an island by showing id ego and superego in some of the kids.

Work Cited

Cash, Adam. Psychology for Dummies. New York, NY: Hungry minds, Inc. 2002

Lahey, Benjamin. Psychology: An Introduction 10th Ed. New York, NY: McGraw Hill, 2009

Golding, William. Lord of the Flies. Penguin Group (USA) Inc.

Definitions of LDC Informational/Expository Scoring Elements Teacher Resource

Focus	The scoring element “focus” is initiated by the teacher prompt and addresses how clearly and completely the author responds to the prompt and maintains focus on developing all aspects of the prompt steadily throughout the piece.
Controlling Idea	The scoring element “controlling idea” addresses how well the thesis statement is established and how clearly the purpose is maintained and developed. It would be possible for the student to establish and develop a controlling idea but completely miss the focus by not responding to the prompt.
Reading/ Research	The scoring element “reading/research” addresses the effective use of the resources provided or researched to support the establishment and development of the controlling idea and also addresses the accuracy of quotation and paraphrasing. At level two, the research element also addresses the credibility of sources.
Development	The scoring element “development” addresses whether there are enough appropriate and effective facts, reasons, examples, and details provided to support the thesis statement and whether the author explicitly explains how the evidence supports the thesis statement. Also addressed by this element are, at level two, implications suggested by the information and, at level three, recognition of information gaps and unanswered questions.
Organization	The scoring element “organization” addresses how well an appropriate text structure is used to address the prompt and develop the controlling idea; how logically and effectively ideas are grouped and sequenced to support explanation and reasoning within the text structure; and how well terms related to the text structure (transition words) are used to support the organization.
Conventions	The scoring element “conventions” addresses correctness of grammar, usage, mechanics, tone and language. It also addresses the match of conventions to fit with the prompt, purpose, and audience and the effectiveness of conventions in supporting the coherent expression of ideas and reasoning. The appropriate use and correct formatting of citations is also included as a convention.
Content Understanding	The scoring element “content understanding” addresses the synthesis of relevant and accurate disciplinary content appropriate to the prompt and the presentation of that information in a way that demonstrates understanding. For example, understanding would be demonstrated through explanation and expansion on the information from the sources.

Scoring Rubric for Informational or Explanatory Template Tasks

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced	
	1	1.5	2	2.5	3	3.5	4	4
Focus	Attempts to address prompt, but lacks focus or is off-task.	Attempts to establish a controlling idea, but lacks a clear purpose.	Addresses prompt appropriately, but with a weak or uneven focus.	Addresses prompt appropriately, but with a weak or uneven focus.	Addresses prompt appropriately and maintains a clear, steady focus.	Addresses all aspects of prompt appropriately and maintains a strongly developed focus.	Establishes a strong controlling idea with a clear purpose maintained throughout the response.	Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Controlling Idea	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt. (L2) Does not address the credibility of sources as prompted.	Establishes a controlling idea with a general purpose.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. (L2) Begins to address the credibility of sources when prompted.	Presents information from reading materials relevant to the purpose of the prompt with accuracy and sufficient detail. (L2) Addresses the credibility of sources when prompted.	Presents information from reading materials relevant to the prompt with accuracy and sufficient detail. (L2) Addresses the credibility of sources when prompted.	Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials. (L2) Addresses the credibility of sources and identifies salient sources when prompted.	Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials. (L2) Addresses the credibility of sources and identifies salient sources when prompted.	Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials. (L2) Addresses the credibility of sources and identifies salient sources when prompted.
Reading/ Research	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. (L2) Implication is missing, irrelevant, or illogical. (L3) Gap/unanswered question is missing or irrelevant.	Presents appropriate details to support the focus and controlling idea. (L2) Briefly notes a relevant implication or (L3) a relevant gap/unanswered question.	Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure	Presents appropriate details to support the focus and controlling idea. (L2) Explains relevant and plausible implications, and (L3) a relevant gap/unanswered question.	Presents appropriate and sufficient details to support the focus and controlling idea. (L2) Explains relevant and plausible implications, and (L3) a relevant gap/unanswered question.	Presents thorough and detailed information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or consequences, and (L3) one or more significant gaps/unanswered questions.	Presents thorough and detailed information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or consequences, and (L3) one or more significant gaps/unanswered questions.	Presents thorough and detailed information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or consequences, and (L3) one or more significant gaps/unanswered questions.
Organization	Attempts to organize ideas, but lacks control of structure.	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Attempts to organize ideas, but lacks control of structure.	Attempts to organize ideas, but lacks control of structure.	Maintains an appropriate organizational structure to address the specific requirements of the prompt.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Attempts to include disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Attempts to include disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Attempts to include disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Attempts to include disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Attempts to include disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Attempts to include disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Attempts to include disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Attempts to include disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.

Plan for Full Scale Implementation by September 2014

(District)

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

<p>April 2014</p>	<ul style="list-style-type: none"> • Scale-up work with entire staff for 2014-15 full Implementation 		
<p>May 2014</p>	<ul style="list-style-type: none"> • Scale-up work with entire staff for 2014-15 full Implementation 		
<p>June 2014</p>	<ul style="list-style-type: none"> • Scale-up work with entire staff for 2014-15 full Implementation 		
<p>July 2014</p>	<ul style="list-style-type: none"> • Scale-up work with entire staff for 2014-15 full Implementation 		

August 2014	<ul style="list-style-type: none"> Scale-up work with entire staff for 2014-15 full implementation 		
Sept. 2014	All teachers and principals will implement all aspects of the PGES and PPGES.		

As your district creates your scaling plan so your teachers and leaders will be ready for full implementation next September, think about what needs to happen or be in place now to support all teachers and leaders (not just those participating in the pilot this year), in preparation for full implementation when school begins next fall. The lists below are not all-inclusive, but they are meant to inform your conversations and help you think about what needs to be a part of the scaling plan you will create to support full implementation of the PGES next September.

For the PGES – Have you included how and when you will:

- develop teachers’ working knowledge of the *Kentucky Framework for Teaching*?
- build teachers’ understanding of the observation process?
- build teachers’ capacity for developing and implementing relevant Professional Growth Goals?
- build teachers’ understanding and their capacity for developing and implementing quality Student Growth Goals?
- make decisions about who will be the peer observers – and how to build their capacity?
- build teachers’ understanding of how to use the data from Student Voice surveys to impact their own professional growth and improve their practice?
- develop teachers’ capacity to independently access and use EDS effectively?
- Develop teachers’ capacity to independently access and use the PD 360 resources to support their professional growth?

For the PPGES – In addition to all the competencies listed for the PGES, consider principals’ goal setting process and all the capacities principals will need to have to provide effective feedback and support for teachers they lead.