

Social Studies Teacher Leadership Network Agenda

April 18, 2014

- **Welcome/Announcements (8:30 am)**
- **Leadership—Dr. Klotter**
- **Enduring Skills in Social Studies--TPGES**
 - **Today I will** explore guiding documents (C3 Framework/KCAS).
 - ◎ **So I can** define “Enduring Skills”, and identify “Enduring Skills in Social Studies”.
 - ✓ **I know I’ve got it when** I can utilize resources provided to develop a plan to lead other teachers in my school and district through this process.
- **LUNCH (11:30-12:00)**
- **Develop A Plan for Leadership**
- **Workshop--Inquiry Based Instruction**
 - **Today I will** craft compelling questions, locate resources for inquiry, and identify effective formative assessments.
 - ◎ **So I can** describe implications for instructional planning that emphasizes the intersection of the C3 Framework/KCAS Literacy Standards.
 - ✓ **I know I’ve got it when** I can analyze student work and reflect on my current practice utilizing resources provided to impact instruction.
- **Evaluations/Suggestions for Summer Sessions (3:00 pm)**

Inquiry should be viewed as a highly-structured and thoughtfully designed endeavor as contrasted with “minimal-guided” inquiry which has been shown to be marginally effective as a teaching technique (Hattie). Classroom tasks that are worthy of students time and attention, relevant, connected to the world and organized around the “big ideas” of a subject can develop understanding and intellectual interest and engagement with students.

--Neil Stephenson

Announcements...

Professional Learning Opportunities...

Kentucky Council for the Social Studies

KCSS Fall 2014 Conference will be held on September 24-25 at the MET Center in Erlanger, KY.



Where Ideas Take F.L.I.G.H.T.
Saturday September 20th
Cost: FREE
Time: 8:00 am to 4:00 pm

Teaching American History
Network Summit 2014

Teaching American History Network Summit
EKU June 17/18
Cost: FREE

University of Louisville AP Institute

Session I: June 16-20 - Advanced Placement Summer Institute (APSI)

U.S. History (new) Chris Averill

Session II: July 21-25 - Advanced Placement Summer Institute (APSI)

World History (combined) Donna Rogers-Beard

U.S. History (experienced) Gerri Hastings

Cost \$500



Social Studies

Kathy Swan, a UK professor and director of the National Social Studies Standards Project, will present a strand focused on social studies. The sessions will give you the strategies you need to begin building the infrastructure for successful implementation when the Standards are released, while improving your Social Studies program now.

<http://www.uky.edu/P12MathScience/>

July 22-24

Cost: Conference Only \$350

Literacy Link Newsletter

KENTUCKY DEPARTMENT OF EDUCATION
Every Child Proficient and Prepared for Success

Literacy Link Newsletter

Published quarterly

Kentucky Literacy Link is a KDE publication designed to address topics that impact literacy instruction in all Kentucky classrooms. Topics are posted here.

Kentucky Literacy Link - April 2014

- Spotlight Kentucky Teacher Sheree Fox-Bull
- Kentucky Reading Association's Fall Conference
- This Year's Mother's Vocabulary List
- Christmas Encourages Love of Reading with Literacy Link Dishes
- Tear This Vocabulary A Million Pieces of the Vocabulary Puzzle!
- Technology CRI (see Fluency Tutor)
- Upcoming Literacy Events Around Kentucky
- Fly, Birdie, Birdie! Summer Reading Theme: Connect to Success
- Book Talks: Young Readers' Review
- Engaging Families: Parent Leadership Training Opportunities
- In Support of the Kentucky Core Academic Standards



Teaching American History Network Summit 2014



Teaching American History Network Summit 2014

Eastern Kentucky University

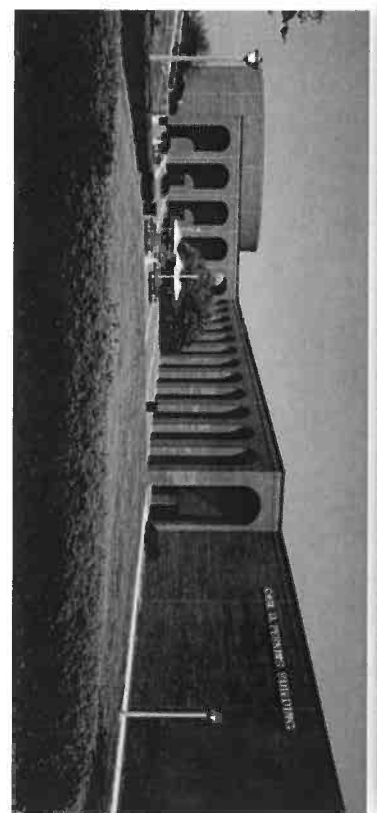
Carl D. Perkins Building

Richmond, KY

June 17/18 2014



The Kentucky Educational Development Corporation welcomes you to our 2nd TAH Network Summit. We have some very exciting presenters from major establishments that have researched their instructional approaches in classrooms with successful rewards for teachers. Also, professors from previous TAH Grants will go into depth with historical sessions filled with detailed information. Teachers from our two Grants, AMTF and FLAG, will share with you their successful strategies, structures, and ideas from the classroom. These next two days will contain vast information with a focus on Instructional Strategies, Student Engagement, Technology, and Historical Content. We are also supporting the Kentucky Social Studies Networks from each cooperative in the state along with the C3 Framework.



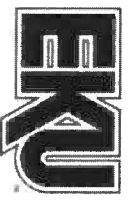
For more information contact Clabe Stone

clabe.stone@keduc.org

859.248.5955

Kentucky Council

for the Social Studies



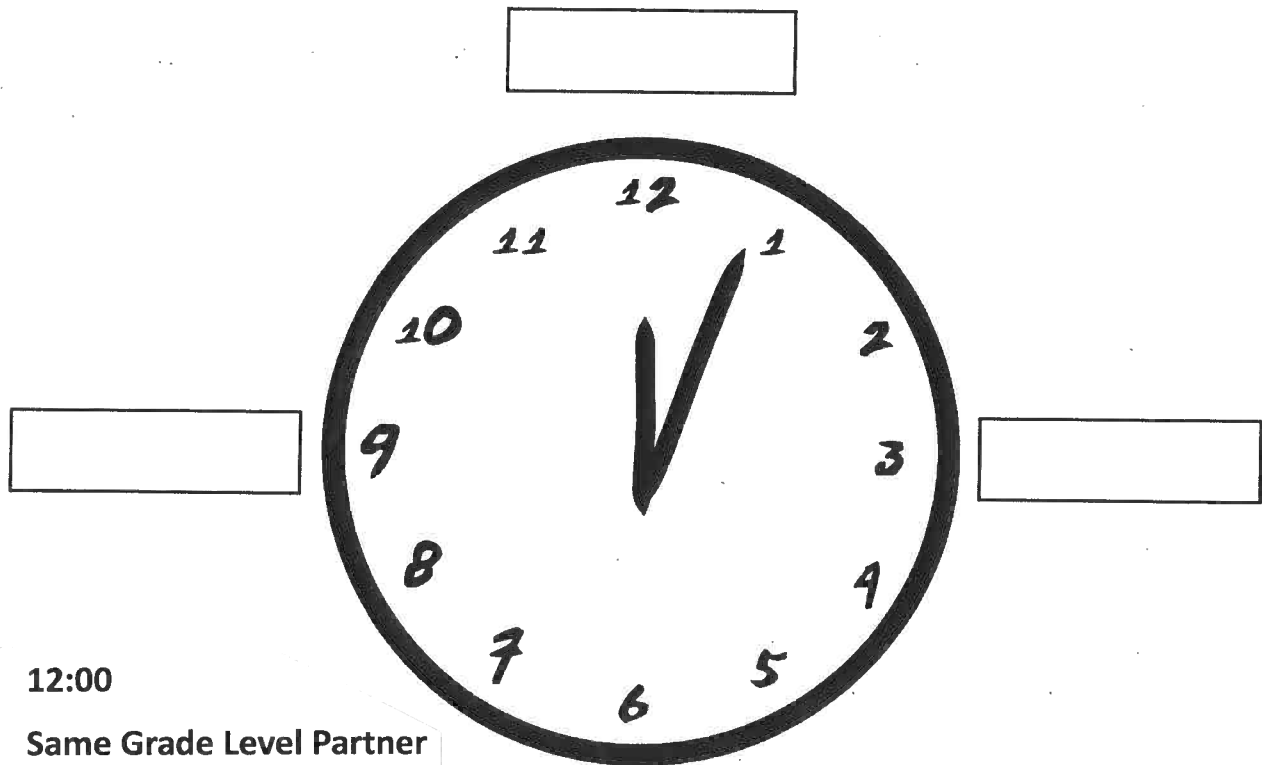
Please register on-line at
www.tahnetwork.webs.com

Systems of Support

Supporting Educator Excellence through Technology and Strategy



Clock Partners



12:00

Same Grade Level Partner

3:00

Non-District Partner

6:00

“Push My Thinking” Partner

(From A Different Grade Band K-2, 3-5, 6-8, 9-12)

9:00

Same Grade Band Partner

(Ex. If I teach 3rd grade, I would find a 4th or 5th grade teacher.)

Goals of this process



- ✓ Guide teachers to collaboratively identify the enduring skills in their content area
- ✓ Support a meaningful student growth goal-setting process for development of quality student growth goals

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This activity will



- ✓ guide you through a process for identifying enduring skills in your content area.
- ✓ help you differentiate between enduring skills and other skills needed for learning your content.

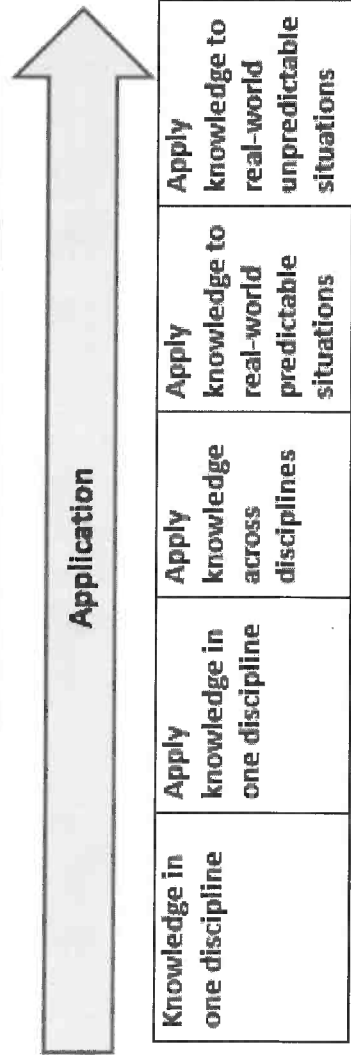
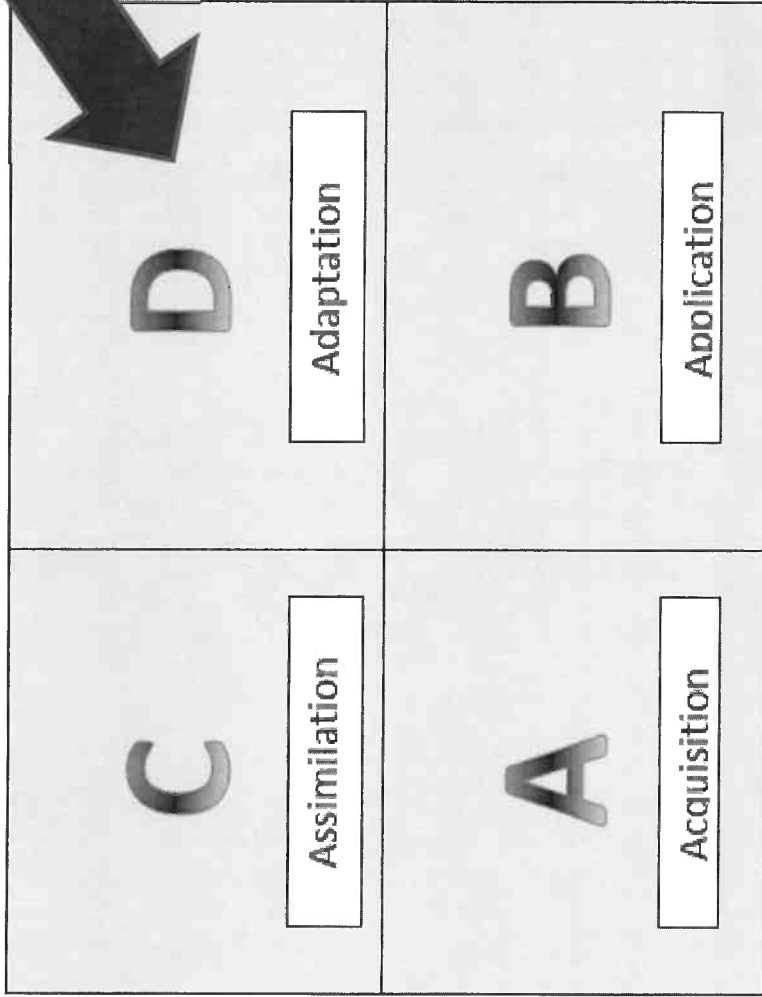
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Defining ENDURING

Learning that

- **ENDURES** beyond a single test date,
- is of value in other disciplines,
- is relevant beyond the classroom,
- is worthy of embedded, course-long focus,
- may be necessary for the next level of instruction.

The Rigor/Relevance Framework



Bloom's Knowledge Taxonomy

- Creating
- Evaluating
- Analyzing
- Applying
- Understanding
- Remembering

Enduring Learning

<p>What it is</p>	
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<p>What it isn't</p>	
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Name: _____ Role: _____ Date: _____ District: _____

Level	Plan	Do
School	What will I do with what I have learned in this network meeting?	When, where, how, with whom will I do what I have planned?
District		



Source	See <i>(What stands out to you? List only the things you observe: what you can actually put your finger on.)</i>	Think <i>(Based on what you are seeing and noticing, what does this make you think? What interpretations can you make based on your observations?)</i>	Wonder <i>(What are you wondering? What questions do you have?)</i>
Source 1			
Source 2			
Source 3			

Reflect On My Practice

With an elbow partner at your table...

- Review the student work samples that you brought. Explain the purpose of the assessment (What was the intended learning? What enduring skills were addressed?)
- Based on today's process, is this assessment one that you would give again? What modifications could you apply to make it stronger?

With your table group....

- Discuss the implications for teaching and learning (including implications for each person's practice, student learning, or ways to support individual student growth of enduring skills.)

"Reflect On My Practice" was adapted from the Learning Forward Protocol below:

Collaborative Assessment Conference 45-60 minutes

Created by Project Zero, this protocol has a team of teachers examine student work, describing the work, asking questions, and exploring implications for instruction. An experienced facilitator is needed for this process. A presenting teacher provides the student work.

1. The team selects a facilitator.
2. The presenting teacher shares copies of student work without comment.
3. Group members describe aspects of the work they notice without making judgments about the quality of the work.
4. Group members ask questions about the student, assignment, or curriculum. The presenting teacher takes notes but does not respond.
5. Group members speculate about what the child was working on during the assignment. This might include ways the student was trying to complete the task, skills the student was mastering, and questions the student was trying to answer.
6. The presenting teacher adds information about each of the previous phases, providing his or her perspective on the student's work and responding to questions or issues the group raised.
7. The whole group discusses the implications for teaching and learning that the conference raised, including implications for each person's practice, for student learning, or on ways to support a particular student.
8. In a final reflection, participants consider the process of their own thinking during the protocol.

Source: Killion, J. & Roy, P. (2009). *Becoming a learning school*. Oxford, OH: NSDC.

Session Review and List of To-Do

Topic	Follow Up
<h2>Enduring Skills</h2>	<p>Use Resources provided on KDE Website to support TPGES implementation in school/district—Identifying Enduring Skills</p>
<h2>Inquiry Based Instruction</h2>	<p>Implement In My Classroom/Model For Others In My School and/or District:</p> <ul style="list-style-type: none">• Crafting Questions that Matter.• Developing Source Sets that Promote Inquiry.• Creating effective assessments to measure student learning.• Reflect on my practice; continue to modify current practice to meet the needs of learners.