Social Studies Leadership Network

February 2, 2017
Welcome to the Social Studies Leadership Network!

• Please sign in.
• Pick up the agenda and the handouts on the sign-in table.
Agenda

• Introductions
• Upcoming Events
• Updates and Information
• SS Statewide PD Network
• SLS Resources
Welcome!

• Who is here?
• Please share your district, school and role.
Upcoming Events!!
Social Studies PD Opportunities

Social Studies Collaborative
2/15, 4/26, 5/31

Media Literacy: The 21st Century Survival Skill (SLS)
3/24

QFT Workshop: The Right Questions Make all the Difference (SLS)
4/4

Social Studies Leadership Network
6/1

Teaching with Primary Sources with John Lee and David Hicks (SLS)
8/8 and 8/9
NYSCSS Conference

MARCH 23-25, 2017
Albany Capital Center
Ages and Pages: With Literacy and Justice for All
Social Studies @ OCM BOCES

• **Web page** – contain general resources, as well as materials from summer sessions and the SS Leadership Network
• **Newsletter** – monthly
• **Blog** - bimonthly
• Contact Jenny Fanelli-jfanelli@ocmboces.org
Updates and Information
Assessment Update from SED

• CAP Assessments groups met on 1/9/2017
• Global History Committee is continuing work on new Global assessment
• US History Committee starting to work on US Regents
## The Timeline

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<th>TEST ADMINISTRATION DATES</th>
<th>TEST DESIGN</th>
<th>COURSE COVERAGE</th>
<th>CURRICULUM BASE</th>
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<tr>
<td><strong>CURRENT</strong></td>
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<tr>
<td>June 2017</td>
<td>January 2017</td>
<td>Current Regents: Years 9th and 10th Grades</td>
<td>1998 Core Curriculum</td>
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<td><strong>TRANSITION</strong></td>
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<td>June 2018</td>
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<td>Transition Year Regents:</td>
<td>1998 Core Curriculum</td>
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<td>Current Test Design</td>
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<td>1 Year 10th Grade</td>
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<td>1998 Core Curriculum</td>
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<tr>
<td><strong>OVERLAP</strong></td>
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<tr>
<td>June 2019</td>
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<td>Transition Year Regents:</td>
<td>1998 Core Curriculum</td>
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<td>June 2020</td>
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<td>Current Test Design (modified for 1 year content)</td>
<td>2014 NYS Social Studies Framework</td>
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<td>1 Year 10th Grade</td>
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<td>2014 NYS Social Studies Framework</td>
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- **This year’s 10th Graders**
- **This year’s 9th Graders**
- **This year’s 7th and 8th Graders**
- **This year’s 6th Graders and below**
# The Test

<table>
<thead>
<tr>
<th>Current Regents</th>
<th>Transition Year Regents</th>
<th>New Global History and Geography II Regents</th>
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</thead>
<tbody>
<tr>
<td>50 Multiple Choice Questions</td>
<td>30 Multiple Choice Questions</td>
<td>25-30 Stimulus Based Multiple Choice Questions</td>
</tr>
<tr>
<td>1 Thematic Essay</td>
<td>1 Thematic Essay</td>
<td>3 Sets of Short Answer Questions</td>
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<tr>
<td>1 DBQ with Scaffolding Questions and Essay</td>
<td>1 DBQ with Scaffolding Questions and Essay</td>
<td>1 Extended Essay</td>
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Transition Regents

• Field testing of items for June 2018 will be done this spring (May).
• District Testing Coordinators will get request letters.
• Fewer Multiple Choice questions, but weighting of sections is the same as with current exam.
New Test

• Field testing of items for June 2019 will be done this spring (May).
• Teachers have been writing items for all three sections.
• Items need to be edited and will be in print by April for May field testing.
• Weighting of sections not yet determined.
New Test

• Both Transition and New Exams will be available from June 2019 to June 2020.

• Districts need to decide:
  – Which test?
  – For which students?

• Transition exam and New exam will not be given on the same day. New exam will be given earlier to allow for standard setting (in the first year). Probably will not know results of New exam before Transition exam is given (in the first year)
New Test

• No rule that prevents students from taking both. **BUT:**
  – Both scores must be reported
  – Considerations of students sitting for two Global exams (student, parent and teacher concerns)
  – Considerations of what and how have students been taught
The only thing we know for sure is that we don’t know anything for sure!
What’s Going On?
What’s Going On?

• Please share what is going on in your schools/districts around social studies instruction.
• What is going well?
• What are the challenges?
• What resources are you using?
• What resources do you need?
Social Studies Statewide PD Network
Social Studies Statewide PD Network

• 3 Meetings this year → October, January and May

• Intent is provide support and professional development for BOCES professional development staff to share with teachers, schools and districts.

• January meeting was about Leadership and Social Studies Steve LaMorte from Rochester City School District
Steve’s Questions

• How do we approach district-wide implementation of the practices?
• How do we connect social studies practices with classroom assessment?
• What are instructional/assessment related “look–fors”/practices in the classroom?
• What are administrator moves that promote growth when it comes to the practices?
When you think about social studies…

• What answers would your students give?
• What answers would we like to see?

Steve LaMorte
When you think about social studies...

- thinking about something else that is happy
- I see dead people
- my teacher talking...
- read out loud from the textbook
- my hands hurt from carrying that book
- I feel...bored...sleepy

Steve LaMorte
When you think about social studies…

- How can I help my community?
- see people working together for good
- listen to others’ opinions and perspectives
- engage in social and civil discourse
- building a collective future
- compassion for others
- collective Responsibility

Steve LaMorte
Start with WHY?

Why?
Start with the WHY!

A Vision of a Social Studies Graduate

To plan for success, we must start with a vision of what we believe our students should know, be able to do, and be like when they graduate from our schools. The aim of the social studies program is to ensure that our graduates are fully able to:

- Critically examine the past to understand the present
- Think analytically about issues we face in our community and world
- Inquire about and respect the cultures and perspectives of others
- Thoroughly and objectively investigate all sides of issues
- Actively participate politically and socially in our society
- Confidently express informed opinions and perspectives
- Take informed action to promote political, economic, and social justice and positively impact our future
- Innovatively create solutions to personal and community problems

Steve LaMorte
Then move to the how...

**Instructional Priorities in Social Studies**

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>Priority 2</th>
<th>Priority 3</th>
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<tbody>
<tr>
<td><strong>Fostering student engagement through inquiry, relevant content, and taking informed action.</strong></td>
<td><strong>Analyzing sources and using evidence to create social studies claims and arguments.</strong></td>
<td><strong>Targeting specific social studies practices in the teaching and learning process.</strong></td>
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<tr>
<td>We will create learning experiences which promote student engagement and critical thinking.</td>
<td>We will create learning experiences that engage students in analyzing authentic sources to create and defend arguments.</td>
<td>We will overtly integrate specific Social Studies Practices as delineated in the NYS K-12 Social Studies Framework into instruction.</td>
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<tr>
<td><em><em>Look For in lesson planning and classroom activity</em>:</em>*</td>
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<tr>
<td>Inclusion of compelling and essential questions in lesson plans. (1e)</td>
<td>Strategies and protocols used to engage students in the analysis of a variety of authentic sources. (1a, 1c)</td>
<td>Planning of complex instructional tasks and student activities that target specific social studies practices. (1a, 1c, 1e)</td>
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<tr>
<td>Teacher and student use of compelling and essential questions during class activities. (3a, 3b)</td>
<td>Activities that ask students to and support them in making meaning of documents and authentic sources. (1e, 3c)</td>
<td>Use and unpacking of specific social studies practices in learning targets. (1c, 3a)</td>
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<tr>
<td>The use of culturally relevant examples and current events to fuel engagement and connect to student interest. (1a, 1b)</td>
<td>Students creating social studies-based claims and arguments based on evidence. (1c, 3d)</td>
<td>Use of assessment tasks targeted at a specific practice/skill (not just content). (1f, 3d)</td>
</tr>
<tr>
<td>Students working together in collaborative groups. (1e, 3c)</td>
<td>Students and teachers using rubrics to shape and evaluate their work. (3d)</td>
<td>Social Studies Practices defined by NYS include: Gathering, Using, and Interpreting Evidence; Historical Thinking (Chronological Reasoning &amp; Causation and Comparison &amp; Contextualization); Geographic Reasoning; Economics and Economic Systems; Civic Participation</td>
</tr>
<tr>
<td>Student-generated questions. (3c)</td>
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<td>Teacher use of higher order questioning techniques. (3b)</td>
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<tr>
<td>Students applying knowledge and skills to current issues and situations. (3a, 3c)</td>
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These "Look For"s are intended to be examples of practices aligned to our instructional priorities that should be seen as part of regular instruction in social studies classes. They are aligned to the Danielson rubric, but are not all-inclusive and are not intended to replace the full Danielson rubric for supervision or evaluation purposes.

Steve LaMorte
SS Truths We Must Live By

• Social studies is an inquiry-based discipline; not based on content-delivery.
• Social studies instruction should take place on a daily basis.
• Social studies cannot solely be taught through ELA.
• Textbooks do not dictate instruction.
• We must use the Common Core Learning Standards, social studies standards, and now, the C3 Framework as the base of instructional design.
“Doing Social Studies” is teaching literacy, but teaching literacy is not necessarily doing social studies.

Steve LaMorte
So, when is it social studies?

We must use **concepts**, **content**, and **skills together** to create social studies learning experiences; it’s not “Social Studies” if you’re only working on one of these three things in isolation.

Steve LaMorte
Building Understanding of Social Studies Skills and Practices

Steve LaMorte
OCM BOCES
School Library System
Social Studies Resources

Feb. 2, 2017
ACCESS these slides at: http://bit.ly/2k07SQS
Digital access to pamphlet

**Trials Page:** [http://www.ocmboces.org/teacherpage.cfm?teacher=2875](http://www.ocmboces.org/teacherpage.cfm?teacher=2875)

  Password: trials

Highlight on [Rosen Digital](http://www.rosendigital.com):

UN: slsa1 PW: slsa1 (trial through April 30th)

Spotlight on NY (provided for all schools through SLS)
Spotlight on Immigration & Migration
Spotlight on Ancient Civilizations
Spotlight on the Rise and Fall of....
Spotlight on Native Americans

Highlight on [OverDrive](http://www.overdrive.com)
Britannica School: SS Launch Packs

Britannica: [http://school.eb.com/levels](http://school.eb.com/levels)

Ready-to-use content sets curated and compiled to match your PreK-12 social studies curriculum. One convenient interface streamlines searching among approximately 1,600 current, trustworthy, and relevant LaunchPacks. Each pack is dedicated to a specific social studies topic, and features a variety of content types—articles, images, videos, and primary sources—ideal for lessons, classroom activities, projects, or assignments.
MediaConnect

Available Now:

Learn 360
PBS Learning Media
NBC Learns
Discovery Education
Tig Tag Jr, Tig Tag, and Twig

Coming Soon:

Video on Demand: Trial coming soon!

CCC!Streaming Media Trial UN: dbergman PW: trial
ILL and EILL

ILL- InterLibrary Loan
Access to books, equipment, and resources from OCM BOCES SLS and local school libraries

EILL-Expanded InterLibrary Loan
Access to public, university and special libraries from across the nation and even internationally on some occasions.
Contact the **SLS Team**

<table>
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<tr>
<th>Name</th>
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<th>Email</th>
<th>Phone</th>
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<tbody>
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Thank you!!
See you next time!

jfanelli@ocmboces.org