**Notes from the History/Social Science Collaboration Committee Meeting**

**Aug. 29, 2016 at LACOE**

Introductions

Framework update (Tom)

* SB 1540 and Sen. Loni Hancock
* Increased public comment –over 10K comments
* Inquiry-based and multiple perspectives, with a wide array of contributors. LGBT, ethnic/linguistic groups, and those with disabilities are a part of the core narrative in CA
* Now need to get people into the framework – want to model many of the practices that are found in the framework
* Will take the framework and adoption and the educators participating
* Document that is intended to help educators – the framework will help get through the behemoth of history. Sets the students up for inquiry-based learning.

Purpose/Vision for the work ahead

* Three-tiered structure for standards implementation
	+ Standards Implementation Committee- State Board of Education, California Department of Education, and CA County Superintendents Association (CCSESA)
	+ Collaboration Committee –“think tanks” of 20-25 content specialists. Stakeholders that are representative of CA – rural, urban, regionally, teachers, admin, county specialists, subject matter experts
	+ Communities of Practice – wider group of stakeholders that improve their professional learning and strategize on increasing county capacity in standards implementation
	+ The community of practice is always grounded in the framework
	+ Need to think about building statewide capacity in an innovative way since CA is large and diverse
	+ This structure also allows for communication from the field to inform policy changes

What’s next?

* How would you format a framework rollout? Where are opportunities for events?
* Challenges in funding… How to link civics, economics, geography, etc.
* What would a framework day look like? Not just the content, but the delivery
* How do we get from awareness level to deeper level?

Small Group work (Group A)

* Modeling for teachers – what are the little ways that a teacher can tweak their lessons, or ask different questions to use the new inquiry-based methods. Especially when the curriculum hasn’t arrived yet (“Toe-dipping year”)
* Multiple sessions – teacher leaders have to be involved for the lesson modelling
* Multi-perceptivity: Having students develop the profile of a sociologist, psychologist, economist, etc. Then have the students look at the historic event from these different perspectives. Then the student writes the narrative/profile and share with the next student, then they pass on the next student and they develop the profile further. (Historical Actors and Discipline Specific)
* Session on comparing the old framework with the new framework – but a lot of people don’t know about the existing framework, i.e. embedding literacy, giving students the action component… During the session, give 20 good exemplars – for some of the teacher it won’t be that big of a shift.
* The participants are all coming in at different levels
* Start in general session, breakout, and then do Ed-Campstyle. That is what younger teachers like
* Some kind of online forum for teachers to share out things that work and have the conversation continue
* End the day with a demo-slam. 5 minutes with activity sharing
* Become member of CCSS – they run events at the local level all the time. This is a way to network with other colleagues. Using social media such as Facebook to get the word out –that’s where a lot of people get their news– by taking quick scrolls on newsfeeds.
* Notice and Note – book
* Breakout –ED game
* SS chat is popular on Monday nights

Large Group Share out:

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| Group A:WelcomeOverview: Old v. NewThemes –ShiftsBig Shifts* Civics
* Multi-perceptivity: Historical actors and Discipline specific lenses
* Inquiry—based
* Inclusivity
* Historical Analysis: thinking
* Source-based

Demo SlamsVignette Analysis: Big shiftsModel lessons/demos Tech up! ~~ CoP Online |
| Group B:

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| Content* Use CA history as a hook – rich content
* Themes in US/World History
* Cross curricular PLCs in Middle/High
* Supporting content development for elem. Teachers

Map Pathways | Inquiry* Resources and how to use them
* Inquiry in Elem. School
* Literacy in MS

Id Resources |
| Literacy* Recognizing literacy demands at each grade
* Primary Source document for a session
* Teaching history through poetry
* How to “read closely” w/primary source
 | Citizenship* History of citizenship
* Tie to school climate SEL
* Ethnic Studies
* Government and Econ.
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| Recognizing support modelsHistory/SS ProjectELA/ELD Rollout – cross disciplinary (better hist./ss rep.)Connecting experts w/local in meaningful waysImplementation Guidelines/Plans |

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| Group C:*Big name intro** Presentations involve interaction
* Inquiry and content and instruction
* Unpacking the content
* Getting ready for series
* Digital library for HSS

*Breakouts** Grade level specific
* Teacher-determined
* Lesson learned-new areas and approaches
* Go deep: so what? Now what?
* Incite curiosity, build search for meaning that leads to cognition, innovation, creativity, critical thinking , and call to action

*Need to have a consistent message** Think of alternative follow up activities-
* After school?
* Who has time?
* Circling back
* Make time valuable and interactive
* Audience
* Think of needs of teachers
* What will this look like in the classroom
* Video vignettes

*Need to discuss what worked** ELA/ELD
* Science

How to create a cadre of presenters – what are the major shifts in history/ss?* Inquiry throughout the curriculum

*Stress the themes/shifts*1. Inquiry
2. Citizenship
3. Content
4. Literacy

Tie to other content areasPresentation Summit |
| Group E: * How can we implement lessons that address the Framework?
* CDE and Framework authors provide overview

Overview* Regional leaders conduct breakout session
* Grade Span
* Framework Deep Dive ---- Activity
* Thematic Strands
* Discipline specific
* What’s New?
* Fair Act
* Local Issues?
* Respect in Building Experience
* Equity and Access
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| Group D:Statewide (2 day conf)CISC, CCSESA, DOE, CDE, CISP, CCEE, CGA, CHSSPImplementation surveyRegional Experts: However regional lead want to structureSite PLCSite PLCDistrict PDSite PLC |
| Group F: Themes for day agenda* Integration – Disciplines (Econ, Geo, Hist, Civics)
* Integration - Themes: Inquiry, literacy, content and citizenship
* Demonstrating - Modules (In/for classrooms) shift old to new \_\_\_ standards
* Admin/curr strand
* Grade span specific
* Coverage of Assessment, Critical thinking, ELD
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**Goals of the Group**

Short term goals:

* Develop a common “message” agreed upon by all about the vision, goal, content and implications of the Framework
* Create a marketing plan to inspire and engage educators to implement the framework
* Create a vision for an integrated history/social science education that integrates economics, geography, civics and history AND integrates inquiry-driven skills throughout
* Identify human, financial and social capital resources to support implementation
* Creates a viable, useable rollout/toolkit
* Schedule and plan for rollout
* Having a common message
* Come up with common definition
* Structure of rollout
* Identify the location and key players
* Identify content experts/distribution (strengths and needs) - leverage strengths to address needs
* Language clarified
* Rollout phases with timeline: formal letter to districts clarifying implementation for 2017-18
* Define what is meant by: “framework implementation” – structure/model defined
* Consistent message with the rollout
* Who, what, how the structure of the rollout – how and when the content will be used’
* Needs to be interactive so that there is new content in small doses so there is
* Goals are shared with all partners so there is a common understanding
* Readiness to coordinate a list of resources that is integrated
* Looking at the calendar and identifying who teaches and supports Hist./SS and who supports this work

Long term goals:

* Identify/garner resources to support implementation at state and local levels
* Build capacity through ongoing professional development--- face-to-face at local levels and online PD
* Build and leverage partnerships with other stakeholders – CSBA, ACSA, Business Community, under-represented groups (i.e. MALDEF), policymakers.
* Measuring the amount of teachers that have received the training
* More resources to support imp at a local level (surveying, building capacity through PD online)
* Build and leverage partnerships –
* Build capacity of admin with LCAP priorities
* Develop a marketing plan for this framework – this new and exciting not a 20 year old rewrite of an old framework.
* Offering more PD on specific topics via webinar
* Dissemination plan
* Cross-curricular collaboration
* Support/training for administration structure and details of Rollout planning – specifics
* Delineate audience, trainers, etc.
* Establish partnerships and cadre of experts/master teachers
* Support at the local levels and how this aligns with LCAP priorities
* Teachers need regional assistance – developing cohort models that support.

**Next Steps:**

* Common grounding in the framework
* Synthesize
* Goals
* Timeline
* Approach
* Vocabulary
* Thoughts on audience
* Identify existing funding (future) – Existing and new pathways
* Compile, disseminate, query for volunteers
* Timeline Cont. ⇒ Spring 2017
* Est. Existing Calendar Events --- Rollout strategy
* “Tell me about the Framework” ---Benefits to the teacher
	+ Website? (Intro, Grade level)
	+ Letter?
	+ Marketing plan?
	+ FAQ?
* Other organizations, activities (i.e. mock trial)
* Resources, concerns
	+ World history needs (6-7)
	+ List servs, CDE website
	+ ELA/ELD, organically grown
* Send out Ken McDonald’s history/ss framework PowerPoint – will do a go to meeting where Ken presents
	+ County staff want to know what to say to inquiries about the framework