**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:  Welcome  Overview: Old v. New  Themes –Shifts  Big Shifts   * Civics * Multi-perceptivity: Historical actors and Discipline specific lenses * Inquiry—based * Inclusivity * Historical Analysis: thinking * Source-based   Demo Slams  Vignette Analysis: Big shifts  Model lessons/demos  Tech up! ~~ CoP Online |
| Group B:   |  |  | | --- | --- | | 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. | | Recognizing support models  History/SS Project  ELA/ELD Rollout – cross disciplinary (better hist./ss rep.)  Connecting experts w/local in meaningful ways  Implementation Guidelines/Plans | | |
| 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 areas  Presentation 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 |
| Group D:  Statewide (2 day conf)  CISC, CCSESA, DOE, CDE, CISP, CCEE, CGA, CHSSP  Implementation survey  Regional Experts: However regional lead want to structure  Site PLC  Site PLC  District PD  Site 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 |

**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