

## 2015-16 Social Studies: PLC Guide

The following is a sample protocol that teacher teams may consider using to help plan their instructional steps for the school year.

<p><b>Step 1:</b></p>	<p>Review the <a href="#">current standards</a> individually as a learner.</p> <p>Discuss with team members similarities and differences in skills and content knowledge necessary, as well as the verbiage that is used. Focus on understanding the instructional shifts necessary for student success.</p> <p>The current standards have a much greater focus on Tennessee’s contribution to history as well as a link to geography throughout the grades. As a team, collaboratively build and expand your content knowledge of any names, locations, and events that teachers are not familiar with.</p>
<p><b>Step 2:</b></p>	<p>Explore the <a href="#">assessment blueprints</a> for relevant grade levels and identify what percentage of questions will come from each reporting category.</p> <p>Discuss options for how to approach instructional planning over the school year. If your district has created a pacing or instructional guide, be sure to reference it as a resource. Areas for discussion might be:</p> <ul style="list-style-type: none"> <li>• Where are the main areas of focus?</li> <li>• How can this provide helpful guidelines for planning?</li> <li>• How will this impact instruction?</li> </ul>
<p><b>Step 3:</b></p>	<p>Have team members individually explore the <a href="#">Performance Level Descriptors</a>, or PLDs, (found under the Scoring section).</p> <p>Identify what skills and capacities are necessary to successfully demonstrate mastery for each reporting category.</p> <p>Pinpoint the skills that students will need to be proficient or advanced and note differences between the two levels.</p> <p>Based on the PLDs, as a team, add to the list generated in Step 1 with any further points of emphasis for your students:</p> <ul style="list-style-type: none"> <li>• What will they need to do to succeed on the Spring 2015 field test?</li> <li>• Consider using this information to create essential questions or “I can” statements for students.</li> </ul>

<p><b>Step 4:</b></p>	<p>Look over the applicable areas from <a href="#">Student Assessment in Tennessee</a>. Follow the links on the left of the page.</p> <p>Review this information with your team. Based on the details, add to the list generated in steps 1 and 4 with any further points of emphasis for your students.</p>
<p><b>Step 5:</b></p>	<p>Work with team members to plan a common writing activity with students to build student success on extended response item types. In grade level groups, choose a primary source listed in social studies standards (Note: grade 3 will need to choose a text, as there are no primary sources listed).</p> <p>Create a writing stimulus/prompt to accompany the chosen primary text listed in the standards. If possible, use one of the <a href="#">Extended Response</a> items to formulate your question. Be sure to include multiple stimuli (primary or secondary sources, charts/graphs, political cartoons, etc.)</p>
<p><b>Step 6:</b></p>	<p>Review the social studies <a href="#">extended response rubrics</a> – under Scoring section. Be sure to focus on both the content and the literacy components. Identify skills on the rubric that you can use to help move a student towards a higher score point (e.g. from a 2 to a 3).</p> <p>Plan a time to meet with ELA teachers to discuss implications for writing in social studies. Students should have consistency from ELA to social studies when it comes to their writing across all subject areas.</p>
<p><b>Step 7:</b></p>	<p>Rewrite the social studies extended response rubric in student friendly language and share with students.</p> <p>Model social studies literacy tasks for students. Have students use text in a picture, analyze map, and/or passage by using prior knowledge to come to a conclusion and answer as many parts of the question as they can. When answering a prompt, practice using blank paper for pre-writing and organizing/outlining thoughts.</p>
<p><b>Step 8:</b></p>	<p>Have students complete the common writing activity (see Step 5).</p> <p>Collect student work samples and bring to discuss with team. Score the student work using the released extended response rubrics – under Scoring section <a href="#">here</a>. Share results and observations with colleagues.</p> <p>Create strengths/needs chart to frame further instruction. You might want to consider the following questions:</p> <ul style="list-style-type: none"> <li>• What evidence can you draw from these student samples about your students’ capabilities?</li> <li>• Where do students still need to grow more?</li> <li>• What are strategies you can use to help bridge those deficits and improve student writing?</li> </ul>

<b>Step 9:</b>	<p>Using the practice test (available <a href="#">here</a> in PDF form), assign the full practice test (ePATs) or relevant sections as a pre-assessment.</p> <p>Score the practice tests and share results and observations with colleagues. Discuss how the data/findings from the practice tests can help drive instruction throughout the year.</p>
<b>Step 10:</b>	<p>As a teacher team, work together to create additional sample questions. Use appropriate grade-level vocabulary and focus on writing higher-order questions.</p> <p>Revisit PLDs to ensure questions measure full range of ability.</p>