

Notes- Social Studies Standards Review Team

January 10, 2017

Location: Iowa Department of Education (B100)

Time	Topic	Notes
9:00 - 9:20	Member Updates	<p>General feedback/observations from the group about standards overall:</p> <ul style="list-style-type: none">• To fulfill the standards, schools may need to advocate for more Social Studies time• Additional resources will be needed to teach some of the standards• Would like to see a crosswalk with the ELA standards, particularly at elementary level.
9:20 - 10:20	Review Team Feedback	<p>The group familiarizes themselves with the standards criteria by providing feedback on the K-5 standards through the lens of rigor, focus, specificity, clarity/accessibility, measurability, and disciplinary analysis.</p> <p>Rigor:</p> <ul style="list-style-type: none">• Standards appear to be very rigorous; require students to engage.• Does not seem like there is a systematic approach to the verbs. Clarity around hierarchy of verbs would be useful.• Inquiry standards are about process, which is great. Content is more closed.• The content standards require a lot of background knowledge. If content varies, will this be a problem for fulfilling the standards?• Need good implementation materials to go along with the standards.• Would like the standards to reflect the “expanding horizons” approach to progression.• High school teacher is concerned that the elementary standards are too rigorous—much of what is covered would be difficult for a high school student

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		<p>Focus:</p> <ul style="list-style-type: none"> ● Inferring purpose is a very high order thinking skill—may be too difficult for kindergarteners (feedback from high school teacher). ● Literacy standards crosswalk needed ● Order of civics standards should be reevaluated ● Scale/taxonomy/rubric needed to guide teachers at each grade level. The verbs used in the standards do not provide enough guidance about what student learning should look like. <p>Specificity:</p> <ul style="list-style-type: none"> ● Implementation of the standards will rely on the quality of the teacher. The standards themselves will not safeguard this. Need extra guidance to supplement the standards. Based on the standards as written, teachers will know what is expected of their students, but they may not know what to <i>do</i> in their lessons to fulfill this. ● Stair steps between grades need to be more consistent. ● Grain size is appropriate. Like that the standards are detailed by grade, rather than grade band. ● Financial Lit, Econ, and Iowa History are too specific. History and civic have good grain size. <p>Clarity/Accessibility:</p> <ul style="list-style-type: none"> ● There seems to be an assumption that teachers already know the C3 framework and its jargon. Need to define what is meant by “compelling questions”. ● Civic virtue is a slippery term—would be better to explain what students need to grapple with rather than use this term. ● Standards use complex language/terminology that’s content specific. Teachers may not know this language.

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		<ul style="list-style-type: none"> ● Concerned about words like “reasonable idea”—what does that mean? Reasonable to who? ● Would like examples to go along with jargon. Why aren’t there examples after every standard? <p>Measurability:</p> <ul style="list-style-type: none"> ● When the standards ask for multiple perspectives and examples, how many are appropriate? Would be helpful to know this in order to assess. ● Like that the standards ask students to demonstrate their thinking at many levels. <p>Disciplinary Analysis:</p> <ul style="list-style-type: none"> ● Inquiry standards are great—good disciplinary analysis ● Like most of standards, but there are is a lot of timeline making in history. Would like to see additional depth to “historical thinking” required. ● Iowa History and Economics don’t contribute to disciplinary thinking in the area of social studies.
10:20 - 10:30	BREAK	
10:30 - 11:00	Understanding Review Team Role	Review process is described, which includes reviewing feedback from national, focus group, and public survey data, and determining data points to determine how many data points create a trend. Provide hard evidence from feedback for any changes made to current draft of standards.
11:00 - 11:45	Analyzing Data	<p>Review team engages in activity to identify their own assumptions, predictions, and biases as they begin the process of evaluating the data.</p> <p>Assumptions and Predictions about what will show up in the feedback:</p>

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		<ul style="list-style-type: none"> ● Call for resources to support the standards ● Not consistent throughout grade levels ● Need increased cultural competency ● Too broad/too narrow/too “mandatey” at every level ● People who responded to the survey will likely be biased towards people who have a problem with them ● How do these connect with literacy standards? ● Too rigorous ● Not measurable ● Not enough time to cover content ● Not enough support for implementation ● Because its color coded there won’t be comments about coherence ● Pushback about grade level rather than grade-banded ● Not enough wiggle room around content, particularly in elementary grades ● Pushback from districts about being mandated to teach particular content at specific grades <p>What do your assumptions and predictions say about what you are bringing to the process?</p> <ul style="list-style-type: none"> ● Hopeless pessimism ● Concern about the implementation ● Belief that good standards will attract more social studies teachers to the field--they’ll see the importance of the field to the task of preparing good citizens
11:45 - 12:30	Working Lunch	
12:30 - 1:00	Unpack National Feedback	As a group, the review team looks at spreadsheet of national feedback data and practices pulling out relevant data points and organizing them to determine trends.

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1:00 - 3:00	Focus Group Data	Review team breaks into groups to begin review of focus group data. Data points are pulled from feedback, recorded on color-coded sticky notes, and arranged according to the standards criteria.
3:00 - 3:30	Next Steps	Homework: Finish reviewing focus group data for middle and high school.