



High School Social Studies

At least one of the following artifacts must be discussed during the evaluation: peer feedback, student feedback, lesson plans, student work or parent feedback.

QUALITY STANDARD 1

Teachers demonstrate mastery of and pedagogical expertise in the content they teach.

The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content areas he or she teaches. The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area.

ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards, their District's organized plan of instruction; and the individual needs of their students.

Examples of artifacts that may be used as evidence to support practice:

- Teacher's syllabus and/or unit outlines are aligned with state, district standards, Advanced Placement and/or International Baccalaureate
- Learning targets and essential questions reflect the alignment
- Students reflect on learning targets
- Assessments reflect state and district standards
- Teachers show an ability to use differentiated instruction using a variety of teaching and evaluation methods to reach multiple learning styles
- Scaffolding, time, alternate assignments, use of different leveled texts, differentiated directions
- Multiple perspectives
- Teacher demonstrates knowledge and implementation of AVID strategies.
- Teacher utilizes Schoology as appropriate for online discussion, writing and assessment

ELEMENT B: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.

Examples of artifacts that may be used as evidence to support practice:

- Teachers use a variety of complex texts such as primary sources, secondary sources
- Teachers create lessons in which students select a legitimate/academic source of information to effectively answer a prompt
- Teachers create lessons which support skills (vocabulary, inferencing, etc) needed to understand a variety of sources
- Teachers create lessons which have students use a variety of information to create something from the knowledge.
- Teachers are aware of student progress related to reading, writing and speaking skills

as evidenced by student assessments such as but not limited to projects, FRQs, DBQs, case studies, debates, socratic seminars, scored discussions, simulation activities, role-play, thinking maps, summary paragraphs, MC assessments, notetaking (you pick style), research papers, presentations, annotated texts, field studies, podcasting, blogs, online discussions

- Teachers participate in department, school, district, and/or out-of-district professional development for student literacy skill development.
- Teachers have access to and make use of standardized test data that provides baseline knowledge of individual student's reading and writing abilities (e.g. EXPLORE, PLAN, ACT).
- Students demonstrate active listening by responding to and/or summarizing auditory texts (videos, podcasts, music, etc.), peers and the teacher in writing and/or orally
- Students are writing multi-section responses to complex prompts

ELEMENT C: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement and data analysis and probability.

Examples of artifacts that may be used as evidence to support practice:

- Teacher uses charts, graphs, tables, scales, percentages, fractions, predictions, raw data, statistics, stock activities, economic trends, standard deviations, margin of error, correlation and causation, correlation coefficient, regression analysis, deductive reasoning to interpret historical/geographic/economic/political context
- Timelines/chronologies
- Personal financial literacy - Budgeting, Supply and Demand, Census Data and Analysis,
- Housing Markets, Insurance Quotes
- Spatial Representation - Cartograms, choropleth maps,
- Modeling the Standards of Mathematical Practice (SMP) in interacting with data and graphics
- Students practice SMP in interacting with data and graphics
- Use patterns and (mathematical) evidence to make predictions (ex: demographic transition models, population pyramids, migration patterns, etc.)
- Students effectively use GIS

ELEMENT D: Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.

Examples of artifacts that may be used as evidence to support practice:

- Teacher differentiates types of sources (DBQs, primary/secondary texts, History Alive, Mackin Via, CrashCourse, visuals, maps, etc.)
- Teacher utilizes multiple methods of instruction (Socratic seminar, webquests, student generated inquiry questions, computer applications, etc.)
- Teacher uses multiple forms of formative and summative assessments
- Lessons and lectures address Colorado Academic Standards for Social Studies and Common Core Literacy in History/Social studies standards.

- Units are presented in an organized manner- syllabus or lesson book - course outline, calendar

ELEMENT E: Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.

Examples of artifacts that may be used as evidence to support practice:

See Element C

- Teacher embeds concepts from economics, geography, psychology, sociology, etc. into historical inquiry.
- Examining the “evolution” of thought and theory (Scientific Revolution, Industrial Revolution, Technological Revolution, Age of Exploration, etc.)

Reading and writing across the curriculum

- Using literature, visual art, music in historical inquiry
- Math: see Element C above
- Science: study of landforms, environments, climatology, agriculture, climate change, scientific revolution, industrialization, pollution, biological and neurological science from a historical perspective

ELEMENT F: Teachers make instruction and content relevant to students and take actions to connect students’ background and contextual knowledge with new information being taught.

Examples of artifacts that may be used as evidence to support practice:

- Activating background knowledge, use of pre-tests
- Use of culturally responsive resources, texts and perspectives
- Analysis and use of current events in lessons (connection for historical continuity: what events from the past led to the current event)
- Student led and or planned lessons, presentations, assessments, etc.
- Use of instructional strategies that allow students to express and support their personal viewpoint (debates, Socratic seminars, etc.).

QUALITY STANDARD II

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

ELEMENT A: Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.

Examples of artifacts that may be used as evidence to support practice

- Teacher adheres to policy of generous ‘wait time’ in allowing for student responses to

questions (TESA/GESA-based training)

- Teacher lesson encourages student questions and risk taking
- Agendas on board, bell starters, exit tickets, closure
- Consistent class structures and routines
- Flexible grouping and seating charts for a purpose
- Routines are in place for common classroom business (collecting/passing out papers, entering/leaving the room, etc.)
- Teacher upholds behavioral and academic expectations, with consistent and appropriate responses to student adherence and infractions
- Students demonstrate a feeling of safety by asking and answering questions openly
- Use of appropriate humor
- Teacher uses proximity to engage with students and support their learning (movement- small groups- work the room)
- Teacher holds conferences with students (after school, during class, planning periods etc)-appointment list
- Teacher models and reinforces positive body language and behaviors.
- The classroom includes exemplar boards, birthday boards, shining star boards, etc.
- Teacher can articulate both academic and personal knowledge of students
- Students show empathy and compassion for their peers in the classroom
- Students know and refer to each other and the teacher by the correct name
- Students are genuinely interested in and care about the learning and ideas of others in the classroom

ELEMENT B: Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.

Examples of artifacts that may be used as evidence to support practice:

Equity work/CARE

- Use multiple pathways of communication with students and parents
- Multiple readings that provide choice and opportunities for students to find connections.
- Choice around writing that allows for personal perspective
- Provides translated materials for parents
- Provide students opportunities to speak about their families and backgrounds
- Professional development around issues of diversity and teaching
- Being a member of a school equity team

ELEMENT C: Teachers engage students as individuals with unique interests and strengths.

Examples of artifacts that may be used as evidence to support practice:

Survey students to select a topic for study

- Teacher uses student surveys (learning styles, general interests, academic interests, personality, personal/academic goals, personal/academic strengths/areas of improvement, etc.) to create engaging, relevant class lessons
- Provide students opportunities to select research and thesis or writing topics
- Provide students opportunities to present academic and personal-interest topics using methods relevant to their strengths
- Teacher attends activities of students outside of class (plays, games, concerts, etc.)

- Students relate personally and/or culturally relevant current events to a class lesson
- Teacher provides the time and space for students to share personally (question of the day, photo board, etc.)
- Teacher provides opportunities for students to set and monitor academic and/or personal goals
- Teacher provides opportunities for students to reflect on their learning and academic work including strengths and areas for improvement
- Teacher writes letters of recommendations and nominations for students - solicited by others or not
- Teacher encourage students engage within school both academically and socially (clubs, sports, etc.)
- Teacher encourages students to pursue activities of interest outside of school (writing contests, volunteering, community service, etc.)

ELEMENT D: Teachers adapt their teaching for the benefit of all students, including those with special needs across a range of ability levels.

Examples of artifacts that may be used as evidence to support practice:

- Team teaching
- Meeting and working with SPED or ELA specialist to adapt lesson plans
- AVID strategies
- SIOP (sheltered instruction) strategies
- Use of multiple intelligences to adapt teaching
- Progress monitoring
- Participating in professional development around special needs and multiple intelligences
- Seating charts that utilize preferential seating
- Flexible grouping
- A variety of assessments and entry points into lessons and units
- Attending IEP meetings
- Progress monitoring
- Formative assessments that are used to modify short term and long term lesson planning
- Differentiated lesson plans
- Student academic contracts
- Checkpoints within longer-term assignments for student self- and teacher monitoring
- Participating in RTI process and meetings

ELEMENT E: Teachers provide proactive, clear and constructive feedback to families about student's progress and work collaboratively with the families and significant adults in the lives of their students.

Examples of artifacts that may be used as evidence to support practice:

- Periodic newsletters, team letters, etc.

- Use of comments in PowerSchool
- Progress reports regularly sent home (could require signature)
- Records of phone calls home (positive and concerns)
- Parent conference documents/notes
- Academic contracts
- Updated PowerGrade records
- Posting of assignments to Schoology
- Communication applications (Remind 101, etc.)
- Robocall scripts

ELEMENT F: Teachers create a learning environment characterized by acceptable student behavior, efficient use of time and appropriate intervention strategies.

Examples of artifacts that may be used as evidence to support practice:

- Projects (group and/or long-term) include appropriate checkpoints that allow students and teacher to monitor progress
- Use of visible and/or audible timer to model and practice time management
- Expectations of group work including group roles that have been modeled and practiced
- Group work or service learning that focuses on promoting a common good
- Team-building activities
- Students are recognized for appropriate behaviors, hard work, and their thinking both within the classroom and the school community (team awards, principal calls home, etc.)
- Teacher uses a variety of strategies to redirect students academically and behaviorally (verbal reminders, nonverbal cues, proximity, etc.)

QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

ELEMENT A: Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place and the appropriate levels of intellectual, social and emotional development of their students. **(Affective)**

Examples of artifacts that may be used as evidence to support practice:

- Scaffolding, use of varied/multiple texts
- Extended time
- Availability of multiple texts
- Translated text in students native languages
- Follows IEPs and 504s
- Participates in professional development centered around student learning
- Equity work/CARE

- Evidence of student work: inquiry based instruction
- Culturally relevant assessments
- Participates in the RTI procesS

ELEMENT B: Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards and advances students' levels of content knowledge and skills.

Examples of artifacts that may be used as evidence to support practice:

- Reteaching occurs when assessment goal is not met
- Debates on a variety of topics
- Socratic Seminars and Socratic Lectures
- Scored discussion both face to face and online
- Formative assessments
- Summative assessments
- test corrections
- rewriting FRQ
- clear essential questions either posted or in embedded in lesson
- A variety of assessments including: MC, written, projects, presentations
- Mastery level assessments (Mile-markers- ie - country id)
- Student created rubrics and exemplars for products
- Student assessment is used to alter future instruction and assignments
- Teachers have access to and make use of standardized test data to guide instruction (e.g. EXPLORE, PLAN, ACT).

ELEMENT C: Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.
(Academic)

Examples of artifacts that may be used as evidence to support practice:

- Scaffolding
- Use of varied/multiple texts
- Extended time
- Availability of multiple texts
- Follows IEPs and 504s
- Participates in professional development centered around student learning
- ACT style assessments and readings
- Equity work/CARE
- Evidence of student work: inquiry based instruction
- culturally relevant assessments
- Teacher uses thinking maps
- CPS system

ELEMENT D: Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.

Examples of artifacts that may be used as evidence to support practice:

- Google Docs and Apps, including Presentation, Forms, Spreadsheets, LucidChart,
- Collaborative online learning
- PowerPoints , podcasts
- smartboards, document readers
- COLE, Schoology, Remind 101
- Discussion boards, blogs
- Teacher Websites
- Social Media
- CPS systems
- Cel.ly, Prezi, etc
- Data bases such as: ABC-CLIO, EBSCO, Gale, etc.
- Teaching digital citizenship and internet evaluation
- Turnitin.com
- Integrated music into lessons
- Online assessments

ELEMENT E: Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical thinking and problem solving skills.

Examples of artifacts that may be used as evidence to support practice:

- Clear rubric and a variety of assessments are used
- baseline assessment is used
- Clear exemplars and rubrics are given to the students, and scaffolding as appropriate
- Clear feedback from the teacher to the student (verbally, sticky notes, emails, texts, comments on assignment) in order to help students further their learning
- different levels of questioning
- has students use text to respond to questions requiring judgment and evaluation
- Debates, socratic seminars, DBQs, SOAPSTONE, analyzing primary sources, evaluating perspective
- Essential questions are higher order and measurable.
- Incorporates the use of problem-solving activities

ELEMENT F: Teachers provide students with opportunities to work in teams and develop leadership qualities.

Examples of artifacts that may be used as evidence to support practice:

- Collaborative small group discussions
- simulations, debates, projects
- control and vary dynamic of groups and roles
- Student devised groups vs teacher created groups based on ability or skill (what is your rationale for grouping)
- Think-Pair-share
- Collaboration can occur virtually or face to face

ELEMENT G: Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.

EVIDENCE:

- Syllabi, COLE, teacher websites, parent conferences, email and phone calls to parents
- Grammatically correct emails
- Clear learning targets, objectives, exemplars and rubrics
- Student's written and oral work is supported by evidence
- teacher meets with students outside of class
- Students are assessed on embedded vocabulary, addressing a specific audience,
- Teachers model and expect appropriate behavior in different settings and with different audiences (code switching)
- AVID - Invisible curriculum -How to do school, how to advocate
- Teacher models appropriate methods of communication (e.g. written communications demonstrate correct sentence structure, spelling, etc.).
- Possible assignments include: Letters to the editor, letters to Congress people, blog posts and comments

ELEMENT H: Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan future instruction.

EVIDENCE:

- A variety of assessments are used for different learning styles
- Put your grades in Powerschool
- Formative assessments
- Summative assessments
- Clickers, chalk talk/sticky notes used to assess each student
- Students use a form in which they are required to record all scores, rate their level of understanding and create a plan to improve
- Research Papers
- Appropriate feedback on assignments
- Short answer
- Presentations
- Homework using primary and secondary sources
- Student re-write/re-do based on use of teacher feedback/assessment