



## Middle 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:**

- National Board Certified in content area
- Masters in Social Sciences
- Utilizes curriculum map that aligns with district unit frameworks
- Evidence of Colorado Academic Social Studies standards used in daily lessons
- Use of leveled texts in the classroom
- Intentional scaffolding/differentiation (lower/higher than grade level) based on the individual needs of students
- Student choice in assignments, products, and assessments is evident
- Variety of formative and summative assessments are used
- Use of building-wide common assessments, and analysis thereof, is exhibited.
- Student reflection and time for reflection/making connections is provided
- Multiple perspectives of history is presented throughout the year
- Plan for instruction, objectives, goals, and unit outlines are presented in a syllabus

**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:**

- Summary, argumentative, persuasive, informational, narrative writing opportunities
- Bias, subtext and context
- Using the district Schoology resource regarding text complexity
- Direct instruction of text structures
- Direct instructions of how to use texts
- Citing sources
- Writing an argument and supporting with claims and evidence

- Evaluating the reliability of sources
- Use of primary and secondary sources
- Main idea writing
- Thinking maps
- Article of the Week
- Use of DBQ in the classroom
- Support of Common Core standards evident
- Use of speaking and listening to deepen understanding
  - philosophical chairs
  - Socratic seminars
  - scored discussions
  - SAC (structured academic controversy)
  - Congressional Hearings
  - Debates
  - discussing/solving historical problems and what if scenarios
- Journaling historical figures and multiple perspectives)
- Narrative writing including journal entries, writing historical fiction
- Collaboration with other content areas
- Provides content that can be accessed at a variety of literacy levels present in the classroom
- Vocabulary building is present

**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:**

- Historical timelines, parallel timelines
- Personal financial literacy lessons (lifetime earnings, debt, deficit, NMI, taxes interest rates, Rule of 72)
- Spatial patterns (cultural diffusion)
- Maya math operations,
- Interpreting, and drawing conclusions from a variety of data
- population graphs, country data lessons/projects
- Use of math language in instruction
  - scale, distance, sequence, x axis, y axis, latitude and longitude, angle, mean, median, mode, average, probability, transformation, property/properties
  - “Solve the problem”
- Population pyramids
- Interpreting statistics- charts and graphs-
- Make reasonable predictions based on data
- Use of demographic data (literacy rates, GDP, etc)
- Calculations and percentages

**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:**

- Use of library research, bibliography skills lessons and practice,
- Speaks to multiple perspectives within an event
- Use of a variety of sources
- Summary, argumentative, persuasive, informational, narrative writing
- Bias, subtext and context
- Direct instruction of text structures
- Direct instructions of how to use texts
- Citing sources
- Writing an argument and supporting with claims and evidence
- Evaluating the reliability of sources
- Use of primary and secondary sources
- Main idea writing
- Socratic Seminars
- Structured Academic Controversies
- Debates
- Thinking maps
- Article of the Week
- Use of DBQ in the classroom
- “Solve the problem”
- Teacher uses/knows of strategies from: IB, AVID, Marzano, common core, etc

**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:**

Use of the following instructional practices have an interconnectedness that spans across multiple content areas:

- PFL (Personal Finance Literacy)
- Connecting History, Geography, Sociology, Psychology, Civics, Economics, Anthropology, and global/current events
- DBQ (Document Based Questioning)
- Collaboration with other content areas
- Cross-curricular units of study
- Common language in reading/writing instruction (Claim Evidence Reasoning) across disciplines

**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:**

- Culturally relevant strategies
- Use of current event to connect with the topic of study
- Student choice in assignments, products, and assessments is evident
- Identifying and speaking to personal connections
- Use of a variety of media to present the topic of study (music, movie, tv, podcast, newspaper, photos, social media, etc..)

- Thinking maps
- Goal setting

## 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 each student has a positive, nurturing relationship with caring adults and peers.

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

- Rules and expectations posted and discussed,
- Regular routines (daystarters, assignment logs, availability of teacher for one-on-one after school assistance, etc.)
- Post on Schoology/PowerSchool/Google Docs
- Use of culturally relevant strategies (safety nets, safe spaces, etc...)
- Positive feedback
- Constructive feedback
- Student work displayed
- Teacher listens to students' needs, opinions, concerns,
- Models democratic practices (majority rules, civic virtue, working for the common good, civil discourse, becoming active, participatory, responsible citizens)
- High expectations for all students

**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:**

- Public/community service projects
- Conversation calendars - individual conversations with students
- Respectful courageous conversations
- Author's chair
- Table talks
- Four corners discussion
- Homeroom/team/grade level community building (contests, fund raisers)
- Clock partners
- Rules and expectations posted and discussed,
- Regular routines (daystarters, assignment logs, availability of teacher for one-on-one after school assistance, etc.)
- Post on Schoology/PowerSchool/Google Docs
- Use of culturally relevant strategies (safety nets, safe spaces, etc...)
- Positive feedback
- Constructive feedback
- Student work displayed

- Teacher listens to students' needs, opinions, concerns,
- Models democratic practices (majority rules, civic virtue, working for the common good, civil discourse, becoming active, participatory, responsible citizens)
- High expectations for all students
  - one on one meetings to help struggling students
- College readiness for all students
- Defining family structures inclusively within a civil society

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

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

- Public/community service projects
- Conversation calendars - individual conversations with students
- Respectful courageous conversations
- Author's chair
- Table talks
- Four corners discussion
- Homeroom/team/grade level community building (contests, fund raisers)
- Clock partners
- Honoring unique talents in all students (informative speech, narratives, journaling)
- Author's chair opportunities
- Differentiation in questioning
- Building relationships
- Adjusting questioning and wait time according to student's abilities
- Use of culturally relevant strategies (safety nets, safe spaces, etc...)
- Positive feedback
- Constructive feedback
- Student recognition
- Student work displayed
- Teacher listens to students' needs, opinions, concerns,
- Use of multiple intelligence inventory to prepare for lessons
- Use of Costa's Level of questions/Kagan strategies
- Student choice in assignments, products, and assessments is evident
- Variety of formative and summative assessments is present
- Students engage in peer evaluation and observation of other students' work
- Students engage in group work
  - expectations of group work including group roles have been modeled and practiced
- Use of a variety of media to present the topic of study (music, movie, tv, podcast, newspaper, photos, social media, 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:**

- Honoring unique talents in all students (informative speech, narratives, journaling)
- Author's chair opportunities
- Differentiation in questioning

- Building relationships
- Adjusting questioning and wait time according to student's abilities
- Teacher uses culturally relevant strategies
- Offers a variety of reading levels and choice for all levels of students
- Use of multiple intelligence inventory to prepare for lessons
- Use of Costa's Level of questions/Kagan/Marzano strategies
- Student choice in assignments, products, and assessments is evident
- Variety of formative and summative assessments is present
- Teacher follows ILP/IEP/504 accommodations and modifications for students

**Teachers encourage and provide opportunities for:**

- Students created goals and reflect back on those goals
- Students reflect on their learning (exit slips, discussion boards, etc...)
- Students empathize and reach out to support others
- Students' reactions to peers display tolerance

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

**EXAMPLES OF EVIDENCE THAT MAY BE USED:**

**Teachers can be observed through the participation and contribution in the following ways:**

- Regular updates and documents posted to Schoology/COLE
- Schedules and/or attends parent/advocate meetings
- Proactive emails and phonecalls
- Regular updates to Powerschool
- Text messages to students/parents
- Parent and team e-mails and or phone calls sent at intervals throughout the year
- Parent-student-teacher conferences,
- Communication about student strengths/needs prior to conferences and following up after meetings/conferences
- IEP meetings/504 meetings
- RTI/Care and Concern meetings
- COLE, Schoology and Powerschool updated on a regular basis
- Communication logs maintained
- Back to School Night
- Setting learning goals, learning targets with families and students
- Attend student activities

**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:**

- Rules and expectations posted and discussed,
- Regular routines (daystarters, assignment logs, availability of teacher for one-on-one after school assistance, etc.)
- Good use of instructional time

- Efficient transitions
- Balanced instruction
- Multiple modes of instruction
- Models democratic practices (majority rules, civic virtue, working for the common good, civil discourse, becoming active, participatory, responsible citizens)

### 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.

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

- Providing a variety of assignments
- Use of thinking maps
- Modeling effective studying habits
- Use of multiple intelligence/learning style inventory
- Marzano's /Kagan strategies,
- Use of Erik Erikson's stages of development
- Giving students opportunities for purposeful movement and interactions with peers (brain breaks, etc...)

**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:**

- Reflection on student work to determine future lessons and anticipate potential pitfalls/successes of students
- Utilizes the Plan, teach, monitor, adjust framework
- Teacher provide students opportunities to engage in civil discourse (taking risks) regarding a variety of topics
- Utilizes standardized test scores for next steps (MAP, TCAP, etc.)
- Uses of formative and summative assessments with timely feedback
- Students monitor their own progress through powerschool or other means of recording progress information
- Students set SMART goals for the class
- Posting of objectives and learning goals in the classroom

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

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

- Use of thinking maps,
- Incorporating computer technology,
- Library research lessons,
- Modeling effective studying habits
- Use of multiple intelligence/learning style inventory
- Marzano's /Kagan strategies,
- Use of Erik Erikson's stages of development
- Implements 504, IEP, ILP plans
- Student achievement on assessments displays the application of skills and knowledge learned in the classroom.

**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:**

**Teachers provide instruction to help students use technology by highlighting these skills:**

- Enhance non-fiction reading skills
- Proper citations
- Identifying and utilizing credible sources
- Communicate and defend an idea through writing
- Use of adaptive technology to meet needs of students requiring accommodation or modification
- Teaching students to utilize technology appropriately
- Use of document camera and projector to provide visuals for discussion,
- Provides opportunities for students to use and explore technology (QR codes, APPS, etc..)

**Students choose from the following list to accelerate their learning, apply team-building skills, deepen critical thinking skills, and communicate effectively:**

- Research lessons/projects using Chromebooks, and computer labs,
- Schoology - discussion boards
- Google drive
- Social media
- APPS
- Personal ECDs
- Library databases for research

**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:**

- Analysis of primary sources through DBQ lessons/essays,
- Socratic Seminars (group discussions),

- Interpretation of history and culture through art and other visual media
- Students monitor their progress towards achievement of an academic goal
- Students monitor their progress using Powerschool
- High expectations for all students
  - one on one meetings to help struggling students
- “Solve the problem”
- Make reasonable predictions based on data
- College readiness practices for all students
- Costa’s levels of questions
- Enduring Understandings and Essential Questions
- Grading policy is clear for accountability

**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:**

- Group projects,
- Students are assigned roles in groups and are accountable to groups
  - expectations of group work including group roles have been modeled and practiced
- Service learning and participating in groups to promote the common good
- Presentation of opinions related to historical situations,
- Team-building activities
- Team meeting award presentations (student recognition)
- Writes letters of recommendations and nominations for students - solicited by others or not
- Encourage students to participate in outside of school civic activities (writing contests, volunteering, community service, etc.)
- Encourage and support students in participating more within the class and **within** the school
- Heterogeneous grouping

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

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

- Speaking in a clear audible tone that is heard and understood throughout the room
- Providing lesson on when to use “social language” (i.e text language) versus academic language
- Modeling proofreading strategies and identifying why they are important
- Civil Discourse
- Use academic language -content specific terminology
- Public speaking opportunities

- Debates
- Socratic Seminars
- Teachers model and students use a structured format in speaking
  - Claim
  - Evidence
  - Reason

**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.

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

- Use of rubrics,
- Exit cards,
- Daystarter questions,
- Tests/assessments, quizzes,
- Writing assignments, DBQ, Summaries, Free Write
- Thinking maps,
- Utilizes standardized test scores for next steps (MAP, TCAP, CMAP etc.)
- Uses of formative and summative assessments with timely feedback
- Students self-assess through goal setting and reflections
- Formally conferring with students at set times throughout the year
- Informally conferring with students in the class
- Variety of formative and summative assessments is present