

Iowa Social Studies Standards

Implementation Plan

In order to ensure our students are prepared for college, career, and civic life, Iowa adopted new social studies standards that reflect what students in grades K-12 should know and be able to do as a result of instruction. The standards reflect the practices that define disciplinary thinking in social studies and promote the skills necessary for students to think critically about issues not only close to home, but within our global society.

The following document is provided to districts as an implementation guide describing available supports and suggested goals for Year 1, Year 2, Year 3, and Year 4 of implementation. This guide and any updates will be posted on the [Iowa Core Social Studies website](#). The new social studies standards can be accessed [here](#). Questions about the standards or the implementation plan should be directed toward Stefanie Wager, Iowa Department of Education Social Studies Consultant, at stefanie.wager@iowa.gov.

Year 1: Exploration, Awareness, and Capacity Building (2017-2018)

In the Classroom	Behind the Scenes
<p>Students:</p> <ul style="list-style-type: none">● Begin to use appropriate social studies practices to learn the current district social studies curriculum using existing materials and resources in all K-12 Iowa classrooms. <p>Teachers:</p> <ul style="list-style-type: none">● Are able to identify the architecture of new standards and the instructional shifts within those standards.● Begin incorporating social studies practices into current social studies classes.	<p>Teachers or Teacher Teams:</p> <ul style="list-style-type: none">● Attend the area education agency (AEA) led social studies standards overview professional development.● Read the How to Read the Iowa Social Studies Standards document to develop an understanding of the vision, architecture, and instructional shifts of the new standards.● Use your learning from the overview professional development to study the Iowa Social Studies Standards. Explore resources on Iowa Core-Social Studies to continue learning about the standards, to reflect on curricular and instructional practices, and to locate, evaluate, and share resources to support implementation.● Gauge current practices using the Best Practices Rubric and begin adapting or augmenting current practices and resources to intentionally engage students in social studies best practices.● Access Building Literacy in Social Studies Statewide professional development if you haven't already done so. This professional development serves as a foundational piece to implementation of new standards. Go to the Iowa Core Social Studies Professional Development page in order to see webinars of this professional development. Contact the AEA social studies contact for additional information.● Begin sharing the Iowa Core Parent Guides located here with parents and community members. <p>Districts: (Superintendents, Principals, Curriculum Directors, etc.)</p> <ul style="list-style-type: none">● Attend the half-day administrator professional development offered for the new Iowa Social Studies Standards.

	<ul style="list-style-type: none"> ● Review the K-12 Iowa Social Studies Standards. Determine your capacity for implementation and create a preliminary implementation timeline. ● Collaborate with the AEAs to assess the professional learning needs of staff within the district. ● Identify members of the district's strategic implementation team. Engage in discussions regarding current and past initiatives, district data, and community expectations to identify the district's aspirations for social studies education. ● Develop a district plan to ensure all teachers of social studies, including elementary teachers, receive the appropriate professional learning necessary for effective implementation of the new standards (i.e. if a team is attending the AEA overview PD, develop a plan for those teachers to facilitate the professional learning of their colleagues.) ● Determine if the implementation process will impact normal adoption cycles and make any necessary adjustments to the cycles. ● Begin to identify district-level policies and practices that support or impede implementation. Develop action steps to eliminate barriers and build on strengths. ● Distribute Iowa Core Parent Guides to help parents understand the standards and how they can help their child at home. ● Consider creating a collaborative of local/regional districts to share model lessons/units, evaluate resources, and coordinate professional learning. <p>TLC Stakeholders (Coaches, Model Teachers, etc.):</p> <ul style="list-style-type: none"> ● Participate in Social Studies Coaching Virtual Network, statewide professional development, and Best Practices Institute. ● Use TLC specific resources developed by the Social Studies Leadership Team in order to support instructional coaches/model teachers in their understanding of the vision, architecture, and instructional shifts of the standards. <p>AEAs:</p> <ul style="list-style-type: none"> ● Work as an AEA system to disseminate professional learning related to an overview of the vision, architecture, and instructional shifts of the standards. ● Encourage at least one team from each district (public and private) within the AEA region to attend. ● Collect feedback on professional development held in each AEA. ● Offer guidance and support for administrators, curriculum directors, and TLC leads within the AEA. <p>Statewide Social Studies Leadership Team:</p> <ul style="list-style-type: none"> ● Monitor and adjust year one overview professional development. ● Partner with other states in initial phases of social studies standards implementation to identify and share resources for the implementation of the new Iowa Social Studies Standards. ● Identify ways to collect data on which districts attend
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	<p>professional development and how to support those who were not able to attend.</p> <ul style="list-style-type: none"> ● Share national and other state resources with the field as they become available. ● Work with Social Studies Cadre to deliver social studies professional learning in each AEA. ● Identify “early-implementer” districts and convene a representative group to explore best practices and lessons learned. ● Start identifying barriers at the state level to social studies standards implementation (i.e. teacher endorsements, Basic Educational Data Survey (BEDS) codes, Regent Admission Index (RAI) scores, graduation requirements. ● Develop a unit assessment tool in order to prepare for year two professional development. ● Put on the Best Practices in Social Studies Institute with a focus on glimpses inside aligned classrooms, content workshops and best practices in the social studies. ● Communicate regularly with the field via e-mail, newsletters, Social Studies Leadership Team meetings, AEA curriculum networks and administrator network meetings. ● Create “at-a-glance” unit exemplars in elementary, middle, and high school. ● Develop high level talking points emphasizing the “why” of new standards. <p>Higher Education:</p> <ul style="list-style-type: none"> ● Use materials developed in order to give teacher preparation institutions adequate access to resources related to K-12 implementation of standards so that preservice students are prepared for the demands of the standards. ● Participate in social studies methods professors meeting, offered by the Iowa Department of Education, once per year in order to learn about new standards. ● Disseminate standards overview webinar to pre-service students. <p>External Partners (Museum Educators, Professional Organizations, etc.):</p> <ul style="list-style-type: none"> ● Engage with Social Studies Leadership Team to understand standards vision, architecture and instructional shifts in order to provide professional development to teachers through your own organizations. ● Create teacher networks in order to build capacity around implementation of new standards. ● Attend statewide professional development and Best Practices Institute. <p>Parents:</p> <ul style="list-style-type: none"> ● Read and use Iowa Core Parent Guides that reflect new standards.
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Year 2: Classroom Transitions, Shifts, and Practices (2018-2019)

In the Classroom	Behind the Scenes
<p>Students:</p> <ul style="list-style-type: none"> • Are engaging in disciplinary practices within the social studies. <p>Teachers:</p> <ul style="list-style-type: none"> • Focus on deliberate, guided integration of social studies instructional practices into lessons/units. • Field test lessons/units and classroom assessments that are intentionally focused on building students' learning toward each of the instructional shifts within the standards. • Begin to intentionally teach content and skills that were not previously taught and begin to pare down content that is no longer included or no longer emphasized in the standards. • Begin evaluating instructional resources and begin modifying existing materials to more completely align with standards. 	<p>All elementary and 6-12 social studies teachers:</p> <ul style="list-style-type: none"> • Attend statewide professional development sessions offered in your AEA to learn about the standards at a deeper level. • Carefully study/unpack standards and select at least one unit per grade level or content area to field test using the new standards. • Begin using the social studies unit assessment tool to evaluate the lessons/units that were field-tested. • Continue using the resources on the Iowa Core Social Studies website to inform instructional decisions and curricular design. • Begin applying the instructional shifts of the social studies standards to classroom practice. • Begin thinking about changes to classroom and district-wide assessments in relation to new standards. <p>Districts: (Superintendents, Principals, Curriculum Directors, etc.)</p> <ul style="list-style-type: none"> • Continue to expand understanding of the Iowa Social Studies Standards and available resources. • Ensure teachers, administrators, and instructional coaches have access to the necessary professional development to support implementation (i.e. if a team is attending the AEA PD, develop a plan for those teachers to facilitate the professional learning of their colleagues). • Review K-8 social studies standards and create a timeline/plan for ensuring the standards will be addressed at the appropriate level. • Review possible high school course sequences and establish a projected district course sequence. • Examine the Social Studies Curriculum Revision Checklist as initial conversations begin around curricular changes. • Create horizontal and vertical curriculum teams in order to create a district wide scope and sequence in social studies. • Communicate curricular changes to stakeholders and ensure course changes can be approved by the school board for implementation in 2019-2020. Ensure teachers are properly endorsed for courses they will be teaching. • Identify and support examples of exemplary social studies instruction and assessment. Encourage these teachers to serve as model teachers for the district. • Establish baseline measures your district will use to determine implementation success. Develop a mechanism for collecting and analyzing data across the district. • Analyze district/grade level progress on addressing the instructional shifts of the standards and make instructional decisions aligned with the vision of the standards. Identify strengths and gaps and develop action steps to move closer to making the vision a reality in every classroom. • Continue identifying district-level policies/practices and schedules that support or impede implementation. Develop action steps to eliminate barriers and build on strengths.

TLC Stakeholders (Coaches, Model Teachers, etc.):

- Participate in Social Studies Coaching Virtual Network, statewide professional development, and Best Practices Institute.
- Use TLC specific resources developed by the Social Studies Leadership Team in order to support instructional coaches/model teachers in their understanding of the vision, architecture, and instructional shifts of the standards.
- Provide professional development experiences within your district/network/AEA, as needed.
- Share effective lessons/units/resources/PD at professional venues such as the Iowa Council for the Social Studies or the National Council for the Social Studies.
- Use developed resources to support PLCs within the district/network/AEA.
- Pilot lessons/units and strategies/ resources that have been evaluated using the social studies unit assessment tool.

AEAs:

- Work with the Social Studies Leadership Team to develop professional learning related to bundling of standards in order to develop cohesive units of instruction and identifying and promoting best practices in students' use of social studies practices to construct knowledge of social studies content.
- Facilitate the collaboratively-designed professional development workshops and obtain feedback on the professional development.
- Share social studies resources with AEA constituents using a variety of mechanisms (social media, newsletters, websites, etc.)
- Help facilitate a needs assessment to determine content and pedagogy-related professional development needs and work with the state, higher education, external partners and other stakeholder groups to identify sources of research-based professional learning opportunities.

Statewide Social Studies Leadership Team:

- Host #iasschat on Twitter in order to promote virtual social studies PLC.
- Develop a network of social studies contacts in each building/district to receive communications related to the social studies standards and initiatives.
- Communicate regularly with the field via e-mail, newsletters, Social Studies Leadership Team meetings, AEA curriculum networks and administrator network meetings.
- Encourage social studies champions to share exemplary lessons/units/resources/strategies at professional venues.
- Vet and curate resources to be added to Iowa Core website.
- Analyze professional development data to make any necessary changes in order to ensure effectiveness of professional development.
- Put on the Best Practices in Social Studies institute with a focus on a deeper dive into the standards and the development of cohesive units in order to best implement the

standards.

- Collaborate with AEA curriculum networks to administer a statewide needs assessment. Based on the data work with the social studies leadership team to engage all stakeholders in identifying and/or designing professional development opportunities.
- Develop a list of professional development opportunities in social studies and post it on the open social studies calendar [here](#).
- Create K-12 “at-a-glance” scope and sequence guides as exemplars.
- Develop full unit exemplars- one for elementary, middle, and high.

Higher Education:

- Use materials developed in order to give teacher preparation institutions adequate access to resources related to K-12 implementation of standards so that preservice students are prepared for the demands of the standards.
- Reflect on ways to integrate the [Iowa Social Studies Standards](#) and instructional practices into social studies methods courses.
- Participate in social studies methods professors meeting, offered by the Iowa Department of Education, once per year in order to learn about new standards.
- Disseminate standards overview webinar to pre-service students that provides an overview of new standards.

External Partners (Museum Educators, Professional Organizations, etc.):

- Engage with Social Studies Leadership Team to understand standards vision, architecture and instructional shifts in order to provide professional development to teachers through your own organizations.
- Create teacher networks in order to build capacity around implementation of new standards.
- Attend statewide professional development and Best Practices Institute.
- Provide professional development opportunities for teachers across the state to help best implement the standards.

Parents:

- Continue to engage with [Iowa Core Parent Guides](#) and share with other parents.

Year 3: Leveraging Partnerships, Analysis and Development (2019-2020)

In the Classroom	Behind the Scenes
<p>Students:</p> <ul style="list-style-type: none"> ● Frequently use social studies practices to demonstrate deep knowledge of the standards. <p>Teachers:</p> <ul style="list-style-type: none"> ● Make instructional decisions that are congruent with the standards and aligned with the vision and instructional shifts of the standards. ● Use individual and/or bundled standards to implement the standards. ● Continue to pare back on teaching topics and practices not promoted by the standards. ● Focus on building all students' learning toward the standards. ● Sequence units to help build all students' skills around the standards. ● Use formative assessment data to guide instructional practices and student learning. 	<p>All elementary and 6-12 social studies teachers:</p> <ul style="list-style-type: none"> ● Attend professional development offered in your AEA focused on deepening your learning about the standards. ● Review field-tested lessons and units, including artifacts of student learning, from year two. ● Regularly use the social studies unit assessment tool to evaluate lessons, units, and instructional resources. Modify lessons, units, and instructional resources to more completely align with all dimensions of the standards. ● Share effective lessons/units/resources/strategies at professional venues such as ICSS or NCSS. ● Start developing classroom or district-wide social studies assessments aligned to new standards. ● Identify opportunities for peer collaboration, specifically across subject areas and grade levels, for implementation of standards. <p>Districts: (Superintendents, Principals, Curriculum Directors, etc.)</p> <ul style="list-style-type: none"> ● Ensure teachers, administrators, and instructional coaches have access to the necessary professional development to support implementation. ● Focus walkthroughs and evaluations on student learning around new standards. ● Use the district-developed mechanism for data collection/analysis to support the district implementation team, teacher teams, and individual teachers in making decisions that are congruent with both the vision and content of the standards. ● Use the Social Studies Curriculum Revision Checklist in order to continue with district curriculum revision/adoption, if applicable. ● Analyze district and teacher progress in addressing the instructional shifts of the standards and making instructional decisions aligned with the vision of the standards. Identify strengths and gaps and develop action steps to move closer to making the vision a reality in every classroom. ● Review and invest in instructional materials and resources that are aligned to the standards. ● Identify additional professional development needs at the elementary, middle, and high school levels and work with the AEAs, higher education, external partners, and other stakeholder groups to identify sources of research-based professional development opportunities. ● Identify and support examples of exemplary social studies instruction and assessment. Encourage these teachers to serve as model teachers for the district. <p>TLC Stakeholders (Coaches, Model Teachers, etc.):</p> <ul style="list-style-type: none"> ● Pilot lessons/units/strategies and continue to refine based off social studies unit assessment tool. ● Provide needed support within district/region.

	<ul style="list-style-type: none"> ● Share effective lessons/units/resources/strategies at professional venues. ● Participate in Social Studies Coaching Virtual Network, statewide professional development, and Best Practices Institute. ● Use TLC specific resources developed by the Social Studies Leadership Team in order to support instructional coaches/model teachers in their understanding of the vision, architecture, and instructional shifts of the standards. <p>AEAs:</p> <ul style="list-style-type: none"> ● To be determined based off district needs <p>Statewide Social Studies Leadership Team:</p> <ul style="list-style-type: none"> ● Conduct webinars for special populations (English Language Learners, gifted learners, special education, etc.) and topics (scope and sequence, teacher endorsements, etc.) as they relate to the social studies standards. ● Put on the Best Practices in Social Studies institute with a focus on a deeper dive into the standards and the development of cohesive units and assessments in order to best implement the standards. ● Explore opportunities to collaborate with higher education to monitor the delivery and effectiveness of state-developed professional development modules/experiences and to determine additional needs. ● Continue to use the Social Studies Cadre to deliver social studies professional development in each AEA. ● Create and disseminate exemplar performance tasks. ● Based on feedback from the field and on the availability of resources, revise the implementation plan as necessary and provide updated information regarding implementation. ● Create and curate instructional materials aligned to standards and disseminate through the Iowa Core website. <p>Higher Education:</p> <ul style="list-style-type: none"> ● Use materials developed in order to give teacher preparation institutions adequate access to resources related to K-12 implementation of standards so that preservice students are prepared for the demands of the standards. ● Reflect on ways to integrate the Iowa Social Studies Standards and instructional practices into social studies methods courses. ● Participate in social studies methods professors meeting, offered by the Iowa Department of Education, once per year in order to learn about new standards. ● Disseminate standards overview webinar to pre-service students that provides an overview of new standards. ● Partner with the Department to provide professional development to support K-12 standards implementation. <p>External Partners (Museum Educators, Professional Organizations, etc.):</p> <ul style="list-style-type: none"> ● Engage with Social Studies Leadership Team to understand
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	<p>standards vision, architecture and instructional shifts in order to provide professional development to teachers through your own organizations.</p> <ul style="list-style-type: none"> ● Refine teacher networks in order to grow capacity around implementation of standards. ● Attend statewide professional development and Best Practices Institute. ● Provide professional development opportunities for teachers across the state to help best implement the standards. <p>Parents:</p> <ul style="list-style-type: none"> ● Continue to engage with Iowa Core Parent Guides and share with other parents.
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Year 4: Full Implementation

In the Classroom	Behind the Scenes
<p>Students:</p> <ul style="list-style-type: none"> ● Are demonstrating deep understanding of standards. <p>Teachers:</p> <ul style="list-style-type: none"> ● Are actively evaluating lessons/ units for alignment and are revising instruction based on the evaluation. ● Are comfortable locating, modifying, and using instructional materials that are aligned to the standards. ● Are differentiating instruction and providing appropriate scaffolding to ensure the standards are accessible for all students. ● Use student performance on classroom assessments that are aligned to the standards to guide instruction. 	<p>All elementary and 6-12 social studies teachers:</p> <ul style="list-style-type: none"> ● Continue to engage in professional development offered at your AEA that is focused on deepening your understanding and implementation of standards-aligned instructional practices. ● Work individually and in teams to continue developing lessons/units that build towards full alignment with the standards. ● Consistently use resources such as the social studies unit assessment tool to evaluate lessons, units, and instructional resources and modify resources to more completely align with standards ● Use student artifacts as evidence of learning and make instructional decisions based on that evidence. ● Continue to work in vertical and horizontal teams to consider how instruction is sequenced to provide all students opportunities to grow in accessing and mastering the standards. ● Work individually and in teams to appropriately differentiate the standards to ensure they are accessible for all students. ● Share effective lessons/units/resources/ strategies at professional venues such as ICSS or NCSS. <p>Districts: (Superintendents, Principals, Curriculum Directors, etc.)</p> <ul style="list-style-type: none"> ● Ensure teachers, administrators, and instructional coaches have access to the necessary professional development to support implementation. ● Analyze district/teacher level progress on addressing the instructional shifts within the standards. Identify strengths and gaps and develop action steps to move closer to making the vision a reality in every classroom. ● Select or have a plan for selecting curricular and instructional resources and materials to fully implement the Iowa Social Studies Standards.

- Collect information from teachers on their instructional needs and enact a functioning professional development plan to ensure all teachers are comfortable with and prepared to use any new curriculum pieces and resources using strategies aligned with the standards.
- Conduct on-going professional development related to integration of all aspects of the standards and to ensuring the standards are accessible for all students. Professional development is assessed and feedback is used to inform programmatic changes.
- Assess student progress through district-developed formative and summative assessments. Analyze data to make instructional and professional development decisions based on data.
- Support the district implementation team, PLCs and individual teachers in making decisions that are congruent with both the vision and content of the standards.
- Are continuing to have systems discussions about improving instruction in social studies K-12.
- Are monitoring delivery of social studies instruction and implementation of standards through walk-throughs, evaluations, classroom formative and summative assessments, etc.

TLC Stakeholders (Coaches, Model Teachers, etc.):

- Pilot lessons/units/strategies and continue to refine based off social studies unit assessment tool.
- Provide needed support within district/region.
- Share effective lessons/units/resources/strategies at professional venues.
- Participate in Social Studies Coaching Virtual Network, statewide professional development, and Best Practices Institute.
- Use TLC specific resources developed by the Social Studies Leadership Team in order to support instructional coaches/model teachers in their understanding of the vision, architecture, and instructional shifts of the standards.

AEAs:

- To be determined based off district needs

Statewide Social Studies Leadership Team:

- Put on the Best Practices in Social Studies institute with a focus on a deeper dive into the standards and the development of cohesive units and assessments in order to best implement the standards. Highlight individual teachers implementing the standards.
- Collaborate with the AEAs to identify and address pockets of need.

Higher Education:

- Use materials developed in order to give teacher preparation institutions adequate access to resources

	<p>related to K-12 implementation of standards so that preservice students are prepared for the demands of the standards.</p> <ul style="list-style-type: none"> ● Reflect on ways to integrate the Iowa Social Studies Standards and instructional practices into social studies methods courses. ● Participate in social studies methods professors meeting, offered by the Iowa Department of Education, once per year in order to learn about new standards. ● Disseminate standards overview webinar to pre-service students that provides an overview of new standards. ● Partner with the Department to provide professional development to support K-12 standards implementation. <p>External Partners (Museum Educators, Professional Organizations, etc.):</p> <ul style="list-style-type: none"> ● Engage with Social Studies Leadership Team to understand standards vision, architecture and instructional shifts in order to provide professional development to teachers through your own organizations. ● Refine teacher networks in order to grow capacity around implementation of standards. ● Attend statewide professional development and Best Practices Institute. ● Provide professional development opportunities for teachers across the state to help best implement the standards. <p>Parents:</p> <ul style="list-style-type: none"> ● Continue to engage with Iowa Core Parent Guides and share with other parents.
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