MASTER PLAN

Secondary Social Studies

2023 – 2024

Purpose

The Secondary Social Studies Program is a learning program that affords Broward County Public Schools educators the opportunity to become proficient and stay current with the Social Studies-Secondary content and learning strategies necessary to impact student achievement. The program provides training/retraining in the implementation of standards and use of texts/resources available to provide effective classroom instruction and meet school and district needs. The program provides diverse support strategies for educators including coaching, mentoring and online support.

Needs Assessment

The need for professional learning in the area of Secondary Social Studies is based on annual monitoring of student proficiency rates for state End-of-Course assessments (EOCs) in middle school Civics and high school U.S. History.

On the Civics EOCA, the District has either improved or maintained proficiency rates for each of the past six years, from 62 percent in 2014 to 71 percent in 2019, for an overall increase of nine points over the six-year period and met the State proficiency level for up to 2019. Scores did drop during the pandemic, but they increased by 10 points from 2021-2022, but were one point below the state average. The goal is to meet or exceed the state average. See Table 1, below.

Table 1.
Student Proficiency Rate by Year: Middle School Civics End-of-Course Assessment
Percent of Students Level 3 and Above

	2014 Mean Scale Score	2015	2016	2017	2018	2019	2021	2022	2023
State Avg	50	65	67	69	71	71	64	69	pending
Broward	50	65	68	70	71	71	58	68	pending

On the US History EOCA, the District-wide proficiency rate has shown growth, increasing from 63% percent in 2014 to 67 percent in 2019, for an overall increase of and 4 percentage points over the six-year period. The pandemic caused scores to drop, but there was a seven-point increase from 2021-2022. The scores are one point below the state average. The target is to meet or exceed the state average proficiency rate. See Table 2, below.

Table 2.
Proficiency Rate by Year: High School US History End-of-Course Assessment
Percent of Students Level 3 and Above

	2013 Mean Scale Score	2014	2015	2016	2017	2018	2019	2021	2022	2023
State Avg	49	65	66	66	67	68	69	63	65	pending
Broward	49	62	63	63	65	65	66	57	64	pending

District staff prioritize professional learning and follow-up support for school-based instructional staff in response to demonstrated need as evidenced by school-wide proficiency rates and year-on-year growth.

Please note: End-of-Course Assessments were not administered in 2020.

Desired Outcomes and Performance Indicators

1.0 Social Studies Teachers, Grades 6 – 12			

1.1 Learning and Development. Social studies teachers will possess the knowledge, capabilities, and dispositions to provide learning opportunities at the appropriate school levels that support learners' intellectual, educational, and character development.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Investigates and applies research-based pedagogical approaches that best meet student needs and desired learning outcomes. Adapts pedagogical approach to meet student needs and learning styles based on learner profiles and student performance data. Incorporates relevant resources outside of the publisher provided materials and creates valid and relevant supplemental materials. Implements multiple pedagogical approaches based on student needs. Uses student performance data and learning profiles to provide structured cooperative and/or collaborative learning opportunities. Provides time for students to reflect on their learning process and intellectual growth. Incorporates practice of character education traits into lesson plans and classroom activities.	Gathers learner profile data through diagnostic instruments (pre-tests, multiple intelligence survey, or student preference surveys). Utilizes learner profiles and relevant performance data when designing lesson plans and activities. Incorporates relevant approved supplemental resources. Implements 3-4 pedagogical approaches. Provides frequent cooperative and/or collaborative learning activities but they are not driven by student learner profiles. Orients students to definitions of and opportunities to practice character education traits.	Obtains basic learner profile and relevant performance data through Virtual Counselor and student surveys. Does not use student data when planning lessons. Relies primarily on the textbook and supplemental publisher materials for content delivery. Relies primarily on two pedagogical approaches to lesson plan development and content delivery. Provides structured opportunities for group interaction and/or collaboration.	Does not gather learner profile data. Relies primarily on the textbook as the primary resource for content delivery. Primarily relies on one pedagogical approach to lesson plan development and content delivery. Provides limited and unstructured opportunities for group interaction and/or collaboration.

1.2 Differences in Learning Styles. Social studies teachers will possess the knowledge, capabilities, and dispositions to create at the appropriate school levels learning experiences that fit the different approaches to learning of diverse learners.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Uses student data from Virtual Counselor to identify student needs (Gifted, ESOL, ESE), performance data, and demographic subgroups (race, sex, free/reduced lunch) and differentiates lesson plans based on this data. Creates a learning environment that supports diversity and accommodates special needs.	Gathers student demographic, performance, and special needs data from Virtual Counselor but does not use it to differentiate lessons plans.	Locates student demographic data on Virtual Counselor but does not consider this data when planning instruction.	Does not access student demographic data on Virtual Counselor.

1.3 Critical Thinking, Problem Solving, And Performance Skills. Social studies teachers will possess the knowledge, capabilities, and dispositions to use at the appropriate school levels a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Consistently uses Webb's Depth of Knowledge to ensure challenging yet appropriate rigor when designing lesson plans and assessments. Provides scaffolding and practice opportunities to enable all students to master higher order thinking skills. Differentiates classroom activities and assessments based on Webb's Depth of Knowledge and student data.	Identifies and implements various cognitive processes using Webb's Depth of Knowledge guidelines. Includes some moderate to high level cognitive processes in daily classroom activities and assessments.	Utilizes a few different low-level cognitive processes in classroom activities. Most activities require students to remember, recall, or process information at the lower end of Bloom's taxonomy or Webb's Depth of Knowledge.	Focuses on one low complexity cognitive process in the classroom. Most activities can be classified as low complexity ones.

1.4 Active Learning and Motivation. Social studies teachers will possess the knowledge, capabilities, and dispositions to create at the appropriate school levels learning environments that encourage social interaction, active engagement in learning, and self-motivation.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Engages students in dialogue about learning outcomes before all activities using student-friendly language. Guides each student in developing personal and academic goals. Provides and assesses using rubrics that are aligned with tasks and learning outcomes. Conferences with each student to monitor progress toward achieving targeted personal and academic goals. Works with students to reevaluate goals and make adjustments as needed. Poses probing higher-order thinking questions that engage students in complex and extended thinking processes. Then encourages students to further their knowledge by generating and researching their own questions.	Describes all learning outcomes in student-friendly language. Customizes learning outcomes and provides them to individual students. Provides a rubric aligned to the task and learning outcomes for most assignments. Provides students with tools and time to track and monitor progress toward achieving learning outcomes. Poses probing higher-order thinking questions that engage students in complex and extended thinking processes.	Verbally states desired learning outcomes. Uses generalized student learning outcomes that are not tailored to student needs. Seldom provides rubrics. Rubrics provided are not specific to the task or learning outcomes. Poses questions to solicit student responses that do not require complex or extended thinking processes.	Begins lessons or activities without orienting students to the purpose or desired learning outcomes. Does not provide students with rubrics. Does not prompt or solicit student responses or discussion.

1.5 Inquiry, Collaboration, And Supportive Classroom Interaction. Social studies teachers will possess the knowledge, capabilities, and dispositions to use at the appropriate school levels verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive interaction in the classroom.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Seeks out funding sources to support integrating technology into the classroom. Selects and implements technology that is appropriate for learning outcomes, task, and student needs.	Utilizes available school technology resources and BYOD to foster active inquiry, collaboration, and classroom interaction. Understands project-based learning and authentic assessment but	Implements a procedure for "bring your own device" (BYOD) to supplement and support student inquiry, collaboration, and classroom interaction. Understands technology's role in student learning	Does not utilize available technological resources to enhance student inquiry, collaboration, or classroom interaction.

Creates lessons that authentically integrate technology. Applies knowledge of project-based learning, authentic assessment, and technology to achieving learning outcomes and lesson development. Applies established procedures and protocols for student inquiry, collaboration, and classroom interaction to monitor and enhance verbal and non-verbal communication.	does not effectively integrate technology to support them. Establishes procedures and protocols for student inquiry, collaboration, and classroom interaction but they are not evaluated to monitor or measure their effectiveness on verbal and non-verbal communication.	but does not apply it to project-based learning or authentic assessment. Establishes procedures and protocols for student inquiry, collaboration, and classroom interaction but they are not effectively used to foster verbal and non-verbal communication.	Has not established or implemented a system for non-verbal communication in the classroom. Has little or no knowledge of project-based learning or authentic assessment.

1.6 Planning Instruction: Social studies teachers will possess the knowledge, capabilities, and dispositions to plan instruction for the appropriate school levels based on understanding of subject matter, students, the community, and curriculum goals.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Defines essential desired learning outcome(s), clarifies how each relates to content standards, and how achieving outcome(s) will help students advance to the next level. Visually posts essential desired learning outcomes in the classroom. Designs all activities to assist students in achieving desired learning outcomes. Uses textbooks and other curricular resources, when appropriate, to support student learning. Modifies and/or differentiates resources as needed to meet student needs. Selects and implements instructional strategies and generates individualized desired learning goals based on pre-assessment of students' current knowledge in relation to desired learning outcomes, evaluation of student needs, and research-based-pedagogy. Identifies cognitive processes (e.g. recall, evaluation, analysis) required to master desired learning outcomes and classifies cognitive processes using Webb's Depth of Knowledge. Designs learning activities using a variety of different cognitive processes and scaffolding is provided. Uses the content-area pacing guide when planning lessons.	Defines which desired learning goals are most essential and posts them in the classroom. Designs activities based on desired learning outcomes. Uses textbooks and other curricular resources, when appropriate, to support student learning. Creates flexible, cooperative student groups based on student needs (as demonstrated by assessments and other student data). Uses research-based instructional strategies that meet the needs of each group. Identifies different cognitive processes (recall, evaluation, analysis) required to master desired learning outcomes and includes a few (3-4) different types of cognitive processes in most classroom activities. Uses content-area pacing guide that describes how desired learning outcomes are sequenced within the year.	Posts desired learning outcomes provided in the NGSSS and CCSS. Matches current teaching practice to NGSSS/CCSS and uses textbooks to support the use of the teaching practice. Selects research-based instructional strategies appropriate for the desired learning outcomes. Implements a few preferred instructional strategies and varies strategies based on levels of student engagement. Utilizes a few different cognitive processes in the classroom activities. Knows the prior skills required to master the current learning outcomes.	Is aware of NGSSS and CCSS. Consults the textbook to guide classroom activity. Organizes activity around general subject matter or those included in the textbook. Presents content as outlined in the textbook. Utilizes a single preferred instructional strategy independent of the desired learning outcomes. Focuses on one cognitive process regardless of student data and engagement. Defines uniform learning outcomes for the class as a whole.

1.7 Assessment. Social studies teachers will possess the knowledge, capabilities, and dispositions to use formal and informal assessment strategies at the appropriate school levels to evaluate and ensure the continuous intellectual, social, and physical development of learners. They will be able to assess student learning using various assessment formats, including performance assessment, fixed response, open-ended questioning, and portfolio strategies.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Uses student needs and assessment data to make decisions that align assessment resource(s) to desired learning outcomes. Explains how assessment resources align with desired learning outcomes. Uses formative and summative assessments to collect data about student mastery, learning gains and social growth. Evaluates, identifies, and selects quality assessment. Chooses assessment method(s) based on cognitive processes being measured as well as their reliability, objectivity, and validity. Includes multiple assessment items for each desired learning outcome. Analyzes student performance data to evaluate effectiveness of instructional strategies, revise initial strategies, and/or identify appropriate instructional intervention(s) for groups and individuals. Continuously reflects on instructional practice (lesson plans, strategies, assessments) and documents reflections to revise accordingly. Regularly shares practice with colleagues, seeking feedback and making revisions to	Utilizes student needs and assessment data when making most instructional decisions. Considers the relationship between the assessment method and the desired learning outcome(s) and chooses assessment methods that generally match the type of learning being assessed. Utilizes formative and summative assessments to gauge student mastery and learning gains. Includes multiple items for desired learning outcome. Reviews student performance data to evaluate the effectiveness of instructional strategies. Reflects on initial teaching strategies and student assessment data. Uses reflection to identify possible instructional intervention(s) for some groups and/or individual students. Requests feedback and guidance from colleagues.	Utilizes assessment results when making instructional decisions. Aligns assessment results with decision(s) being made but may not be able to explain why a specific assessment resource is appropriate for measuring the desired learning outcome(s). Describes various assessment methods that can be used to collect data about student learning and uses some of them. Begins with assessment resources provided by textbooks or as part of curriculum resources then modifies them to better align with desired learning outcomes. Includes items to measure desired learning outcomes. Identifies when an instructional strategy is not effective, and initiates changes for future lessons but may not know appropriate instructional interventions.	Decisions about instruction are based on something other than assessment data (the curriculum, textbook, existing lesson/unit plans, or district pacing charts). Uses a preferred assessment method based on prior practice. Relies on either teacher-made or publisher assessment instruments. Provides limited items to measure desired learning outcomes. Uses formative and/or summative assessments. Delivers lessons as planned regardless of student performance/ engagement to "cover" the material. Does not seek feedback or guidance from colleagues

practice through interactive dialogue.	

1.8 Reflection and Professional Growth: Social studies teachers will possess the knowledge, capabilities, and dispositions to develop as reflective practitioners and continuous learners.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
Analyzes and reflects on personal pedagogy and content mastery. Utilizes reflection to seek and attend opportunities for professional growth through academic reading, school, district, and national professional development opportunities as well as undergraduate and graduate courses. Applies knowledge gained through professional development to teaching practice and uses it regularly to improve student learning. Leads and initiates collaboration at the school, district, state, and national levels. Reflects upon and applies knowledge of social studies content to identify challenging content, anticipate possible student misconceptions, and connect social studies content to other disciplines.	Actively participates in school-based and district-led professional development. Integrates new knowledge into teaching practice. Reflects upon knowledge of the content to recognize challenging content, anticipate possible student misconceptions, and connect it to other disciplines.	Seeks professional development opportunities at the school and district levels. Puts new knowledge into practice. Collaborates with others when directed. Possesses knowledge of the content including recognition of challenging content, anticipation of possible student misconceptions, and connections to other disciplines but chooses to focus on "covering the curriculum".	Content with status quo and/or solely attends professional development for certification purposes. Works alone. Has knowledge of the content, but does not consider challenging content, possible student misconceptions, or connections to other disciplines.

1.9 Professional Leadership. Social studies teachers will possess the knowledge, capabilities, and dispositions to foster cross-subject matter collaboration and other positive relationships with school colleagues, and positive associations with parents and others in the larger community to support student learning and well-being.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
Participates frequently with all professional staff members to discuss, document, and demonstrate how their work aligns with school and district goals.	Works in a learning team (grade-level-all content areas) to address issues related to students, school improvement plan, and initiatives. Aligns the	Works in a learning team (social studies content area) to address issues related to that content area.	Works alone; addresses individual rather than school or grade-level issues.

Engages in professional learning with colleagues to support this work. Communicates with parents, guardians, and other stakeholders to solicit input and support for implementing programs to meet school improvement goals. Utilizes various methods for obtaining parent and community feedback regarding implementation of school initiatives. Develops partnerships with local history/social studies organizations to support curricular goals and make real-world connections to the classroom.	work of the learning team with school-wide goals. Communicates with parents/guardians using various methods to discuss student progress and/or concerns. Exposes students to local history/social studies organizations through field trips, guest speakers, and resources.	Communicates student concerns with parents/guardians. Informs students about local history/social studies organizations through flyers and announcements.	Does not initiate communication with parents/guardians. Does not inform students about local history/social studies organizations.

Data Collection Plan: Social Studies Teachers, Grades 6 – 12			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	Professional Learning Feedback from PDMS - LAB	1x/workshop	Louise Ball
2. Participants' Learning	Post Survey (Exit Slip) and/or Lesson Plan	1x/workshop	Louise Ball
3. Organizational Supports	Coaching, mentoring, modeling upon teacher and/or administrator request and as needed. Availability of district instructional resources.	As needed	Louise Ball
4. Participants' Practice	Lesson Plan creation.	1x/workshop	Louise Ball
5. Student Outcomes	State Civics or US History EoCA scores.	1x/workshop (formative) 1x/year (summative)	Louise Ball

Evaluation Plan

Level 1. Participant Reactions		
Audience	Mid-Year Evaluation	End-of-Year Evaluation
Social Studies Teachers, Grades 6 – 12	• Professional Learning Feedback from PD Management System	•Analysis of results from Professional Learning Feedback

Level 2. Participant Learning		
Audience	Mid-Year Evaluation	End-of-Year Evaluation
Social Studies Teachers, Grades 6 – 12	• Post Survey (Exit Slip) and/or Lesson Plan	• Content analysis of Post survey results and/or lesson plan.

Level 3. Organizational Support		
Audience	Mid-Year Evaluation	End-of-Year Evaluation
Social Studies Teachers, Grades 6 – 12	• Coaching, mentoring, modeling upon teacher and/or administrator request and as needed. Availability of district instructional resources.	• Analysis of the number of requests.

Level 4. Participants' Use of New Knowledge and Skills		
Audience	Mid-Year Evaluation	End-of-Year Evaluation
Social Studies Teachers, Grades 6 – 12	• Lesson Plan creation	• Analysis of lesson plan

Level 5. Student Learning Outcomes		
Level of Impact	Mid-Year Evaluation	End-of-Year Evaluation
Social Studies Teachers, Grades 6 – 12	• Civics EoCA • US History EoCA	• MS Civics EOC Assessment • HS US History EOC Assessment (required courses, non-accelerated)