



Danielson Correlation of Full Social Science Implementation Components for Classrooms Resource Introduction Page



Intended Audiences: Teachers, Teacher Leaders, Administrators

Description: This document provides characteristics of a classroom aligned to the Illinois Learning Standards for Social Science. These characteristics have been organized according to the Domains of Charlotte Danielson’s Framework for Teaching however; this document is not designed to be used for evaluation purposes. *The goal of this tool is to further the understanding of the shifts of the Illinois Social Science Learning Standards and the direct connection to classroom instruction and teaching practices. Therefore, this document should not be used as evidence of or as a way to determine teacher performance.*

Suggestions for Uses: The following are ideas of ways the tool could be utilized in a school, or classroom setting:

1. Schools – Principals and teacher leaders or grade level meetings/whole staff discussions might consider focusing on using the tool to:
 - Inform and guide the professional learning needs within the school.
 - Discuss further capacity building for all staff.
 - Determine how the tool connects to school assessments (formative, summative, and interim).
 - Reflect on needs of school: physically, culturally and climate in nature.

2. Classroom – Classroom teachers and practitioners might use this tool to:
 - Be an ongoing self-reflective guide to “pulse check” their understanding of Illinois Social Science Learning Standards implementation.
 - Serve as a reflective tool for teachers to determine what classroom and curricular changes need to occur for alignment to the new standards.

Charlotte Danielson’s FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation 1a Demonstrating Knowledge of Content and Pedagogy • Content knowledge • Prerequisite relationships • Content pedagogy 1b Demonstrating Knowledge of Students • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage 1c Setting Instructional Outcomes • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners 1d Demonstrating Knowledge of Resources • For classroom • To extend content knowledge • For students 1e Designing Coherent Instruction • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure 1f Designing Student Assessments • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning	DOMAIN 2: The Classroom Environment 2a Creating an Environment of Respect and Rapport • Teacher interaction with students • Student interaction with students 2b Establishing a Culture for Learning • Importance of content • Expectations for learning and behavior • Student pride in work 2c Managing Classroom Procedures • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals 2d Managing Student Behavior • Expectations • Monitoring behavior • Response to misbehavior 2e Organizing Physical Space • Safety and accessibility • Arrangement of furniture and resources
DOMAIN 4: Professional Responsibilities 4a Reflecting on Teaching • Accuracy • Use in future teaching 4b Maintaining Accurate Records • Student completion of assignments • Student progress in learning • Non-instructional records 4c Communicating with Families • About instructional program • About individual students • Engagement of families in instructional program 4d Participating in a Professional Community • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school 4e Growing and Developing Professionally • Enhancement of content knowledge and pedagogical skill • Service to the profession 4f Showing Professionalism • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations	DOMAIN 3: Instruction 3a Communicating With Students • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language 3b Using Questioning and Discussion Techniques • Quality of questions • Discussion techniques • Student participation 3c Engaging Students in Learning • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing 3d Using Assessment in Instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring 3e Demonstrating Flexibility and Responsiveness • Lesson adjustment • Response to students • Persistence

Danielson Correlation of Full Social Science Implementation Components for Classrooms

Bolded terms found under Classroom Indicators below are defined in the glossary on page 4.

Charlotte Danielson Framework for Teaching	Classroom Indicators for Full Implementation
<p style="text-align: center;">Domain 1: Planning and Preparation</p> <p>1a Demonstrating Knowledge of Content and Pedagogy</p> <p>1b Demonstrating Knowledge of Students</p> <p>1c Setting Instructional Outcomes</p> <p>1d Demonstrating Knowledge of Resources</p> <p>1e Designing Coherent Instruction</p> <p>1f Designing Student Assessments</p>	<ul style="list-style-type: none"> ▪ The teacher has read, understood, and bases their instruction on the Illinois Learning Standards for Social Science. ▪ The teacher understands the characteristics of the core disciplines. ▪ The teacher understands that the inquiry standards reflect a set of interlocking and mutually supportive ideas which frame the way students acquire social science content knowledge. ▪ Teachers are thoughtful in selecting appropriate and relevant content to help students support inquiries and build the disciplinary skills and conceptual knowledge found within the standards. ▪ Students are given tangible spaces in curricula to consider, debate, and plan for action-oriented experiences. ▪ Frequent connections are made to grade level specific Illinois Learning Standards for English Language Arts (K-5) and /or Literacy in History/Social Studies (6-12). ▪ The teacher understands that in social science students need opportunities to practice citizenship in the same way they practice historical thinking, economic decision-making or geographic reasoning. ▪ The teacher makes curricular decisions based upon the idea that the Illinois Learning Standards for Social Science are for all students. ▪ Course sequence and content are organized with the diversity of student groups in mind. ▪ Efforts are made to differentiate instruction to accommodate all students using appropriate researched methods. ▪ The teacher consistently selects and designs assessments that are congruent with how learning occurs in the classroom. ▪ The teacher has reviewed the alignment of all instructional materials to the appropriate grade-level of the Illinois Learning Standards for Social Science. ▪ Teacher has made efforts to modify their own materials, when appropriate, as well as sought out aligned materials from reputable sources. ▪ The teacher uses the Standards and supporting documents to check for coherence between their own courses and the courses taken before and after to ensure the content builds towards increasing sophistication of student thinking as presented in the Illinois Learning Standards for Social Science.
<p style="text-align: center;">Domain 2: The Classroom Environment</p> <p>2a Creating an Environment of Respect and Rapport</p> <p>2b Establishing a Culture for Learning</p> <p>2c Managing Classroom Procedures</p> <p>2d Managing Student Behavior</p> <p>2e Organizing Physical Space</p>	<ul style="list-style-type: none"> ▪ The teacher provides a safe and welcoming classroom environment that promotes interaction, communication, collaboration, and intellectual risk taking. ▪ The classroom reflects the understanding that inquiry should be at the center of classroom instruction. ▪ Students understand the relevance and importance of the questions under investigation. ▪ It is evident in the classroom that students are developing disciplinary literacies as they build the disciplinary skills and conceptual knowledge found within the standards. ▪ It is apparent that skills, particularly those in the disciplines, exist for the purpose of students being able to develop content knowledge independently. ▪ The classroom reflects that peer collaboration is hard-wired into the inquiry skills and the importance of peer collaboration as a natural part of civic life is clear. ▪ Students collaborate to develop questions and rely on one another to examine the importance of those questions. ▪ Students join efforts to critique arguments and explanations and to further refine their understanding. ▪ Students assess their individual and collective capacities for addressing problems and then apply a range of deliberative and democratic procedures in making classroom decisions. ▪ Students are given tangible spaces in curricula to consider, debate, and plan for action-oriented experiences. ▪ It is evident to students that applying knowledge to real-world problems prepares them for college, career, and civic life.

Charlotte Danielson Framework for Teaching	Classroom Indicators for Full Implementation
<p style="text-align: center;">Domain 3: Instruction</p> <p>3a Communicating with Students</p> <p>3b Using Questioning and Discussion Techniques</p> <p>3c Engaging Students in Learning</p> <p>3d Using Assessment in Instruction</p> <p>3e Demonstrating Flexibility and Responsiveness</p>	<ul style="list-style-type: none"> ▪ In the classroom there is a focus on the use of questions to spark curiosity, guide instruction, and deepen investigations for students to acquire rigorous content, and apply knowledge and ideas in real world settings. ▪ The teacher frequently uses a student-centered approach, where the teacher’s role is the facilitator. ▪ The teacher directs the communication and discovery of social science ideas by posing good questions, engaging students in worthwhile tasks, creating a culture that fosters students' creativity and understanding of social science. ▪ The teacher allows students both individually and collaboratively to construct essential and supporting questions that initiate and sustain an inquiry. ▪ Students will be able to understand and articulate the relationship between essential and supporting questions as they build their knowledge on these skills. ▪ Student questions and understandings build throughout the inquiry experience. ▪ The core disciplines are implemented with fidelity throughout lessons and units while still emphasizing the conceptual content that ties them all together. ▪ It is evident in the classroom that students are developing disciplinary literacies as they build the disciplinary skills and conceptual knowledge found within the standards. ▪ It is apparent that skills, particularly those in the disciplines, exist for the purpose of students being able to develop content knowledge independently. ▪ Interdisciplinary connections to ELA strengthen students’ literacy skills as they are called upon to cite textual evidence, understand disciplinary vocabulary, distinguish fact from opinion, identify competing or alternating claims, and narrate historical events. ▪ The classroom reflects that peer collaboration is hard-wired into the inquiry skills and the importance of peer collaboration as a natural part of civic life is clear. ▪ Students collaborate to develop questions and rely on one another to examine the importance of those questions. ▪ Students join efforts to critique arguments and explanations and to further refine their understanding. ▪ Students assess their individual and collective capacities for addressing problems and then apply a range of deliberative and democratic procedures in making classroom decisions. ▪ Students are given tangible spaces in curricula to consider, debate, and plan for action-oriented experiences. ▪ It is evident to students that applying knowledge to real-world problems prepares them for college, career, and civic life. ▪ Students engage in assessments that allow them to apply their knowledge and communicate their learning to demonstrate their level of mastery.
<p style="text-align: center;">Domain 4: Professional Responsibilities</p> <p>4a Reflecting on Teaching</p> <p>4b Maintaining Accurate Records</p> <p>4c Communicating with Families</p> <p>4d Participating in a Professional Community</p> <p>4e Growing and Developing Professionally</p> <p>4f Showing Professionalism</p>	<ul style="list-style-type: none"> ▪ The teacher uses the Standards and supporting documents to check for coherence between their own courses and the courses taken before and after to ensure the content builds towards increasing sophistication of student thinking as presented in the Illinois Learning Standards for Social Science. ▪ The teacher consistently provides constructive feedback based assessment data to students and parents to support attainment of the Illinois Learning Standards for Social Science expectations. ▪ Teacher engages in quality professional learning that is aligned to the district social science plan, supports instructional changes, illustrates Illinois Learning Standards for Social Science in the classroom and provides an opportunity for active reflection. ▪ Teachers, alongside district leaders, use criterion-based tools (Illinois Quality Review Rubric for Lessons and Units) to evaluate curricular materials and modify existing materials or select new materials as needed. ▪ Teachers, in tandem with district leaders, develop course scope and sequences based on the Illinois Learning Standards for Social Science that provides developmentally appropriate coursework that builds coherently K-12. ▪ Teachers engage in communication and collaboration with others both within their district and in other districts as well as external organizations, where appropriate, to support implementation.

Glossary:

- **Core disciplines** according to the standards are civics, geography, economics and financial literacy, and history.
- **Disciplinary literacies** are the processes that flow into each content such as deliberation, using economic data, reasoning spatially, and analyzing cause and effect.
- **Essential questions** represent academic content-based problems and issues in and across the social science disciplines.
- **Supporting questions** often nestle underneath essential questions, contributing knowledge and insights to the overall inquiry.

The following sources have informed the creation of this guide:

Herczog, M. M. (2014). Implementing the C3 Framework: Monitoring the Instructional Shifts. *Social Education*, 78(4), 165-169. National Council for the Social Studies. Retrieved from https://www.socialstudies.org/publications/socialeducation/september2014/implementing_the_c3_framework_monitoring_the_instructional_shifts.

Marston, C., & Handler, L. K. (2016). Making Social Studies Shine: Strategies for Implementing the C3 Framework in Elementary Classrooms. *Social Education*, 80(6), 365-369. National Council for the Social Studies. Retrieved from <https://www.socialstudies.org/publications/socialeducation/november-december2016/strategies-for-implementing-c3-framework-in-elementary-classrooms>.

Considerations for Implementing the Illinois Learning Standards for Social Science [PDF]. (2017). Illinois Social Science in Action. http://www.ilsocialscienceinaction.org/uploads/4/0/7/1/40712613/ss_implementation_guide_10-2017.pdf

Illinois Social Science Learning Standards Instructional Shifts [PDF]. (2016). Illinois Social Science in Action. http://www.ilsocialscienceinaction.org/uploads/4/0/7/1/40712613/instructional_shifts.pdf