



## ***Social Science Needs Assessment*** **Resource Introduction Page**



**Intended Audience:** School/District Leaders, Curriculum Directors, Teacher Leaders, and Teachers

**Description:** This needs assessment contains criteria which can help gauge the level of knowledge staff members have regarding the Illinois Learning Standards for Social Science. Criteria in the needs assessment are aligned with the [Social Science Implementation Guide](#) as well as [Social Science Quality Review Rubric](#). Once completed, teachers and leaders will be able to assess the data collected and make decisions regarding personal professional learning needs or school/district wide professional learning needs. Pages six and seven of this document includes links to Illinois resources which can support individual or school/district professional learning needs.

### **Suggested Uses for this Document:**

1. Teachers may use this document to independently analyze their current level of implementation as well as determine areas of need for ongoing professional learning.
2. District/school leadership may utilize this document independently or with staff as a survey to provide an overview of current levels of implementation and determine areas of need for ongoing professional learning.
3. District leadership may distribute this document to school building leadership to provide an accurate representation of the district's level of Social Science Standards implementation and determine areas of need for ongoing professional learning.

### **Instructions and Explanation for this Document:**

1. Participants mark the appropriate progress box next to the criteria statement. An evidence, reflection, comments box is also listed to keep notes. This portion can assist with organization for staff members by including such items as a date upon completion or attaching documents that might serve as a collection bank for grade levels. Fostering a climate of honest marks by participants will yield the most accurate results for professional development needs.
2. When categorizing progress towards criteria, a suggested practice is only marking the event yes once the criteria is fully completed. This will assist the leader in classifying whether more time is to be provided to complete the criteria before moving on to other professional development needs.

## Needs Assessment for the Illinois Learning Standards for Social Science

The following Needs Assessment can provide schools/districts/classrooms with a pulse check on the level of implementation of the Illinois Learning Standards for Social Science. Use this document to track progress (i.e. moving from “not yet” to “yes”) as well as record evidence, reflections and comments about progress on the indicators throughout the implementation process.

Category	Criteria	Progress				Reflections/Evidence/Comments on Implementation Progress
	Statements from Social Science Implementation Guide as well as Social Science Quality Review Rubric	Not yet	Just Starting	Mostly	Yes	
Foundational Knowledge	I have read and understand the Illinois Learning Standards for Social Science at my grade level(s).					
	I understand the format and structure of the Social Science Standards including the relationship that should exist between the Inquiry Skills and Disciplinary Concepts.					
	I understand the Social Science Standards and their progression from each grade that increase in rigor.					
	I know the history of, and rationale for, the development of the Illinois Learning Standards for Social Science found in the narrative of the K-12 Standards.					
Alignment	I understand the four core disciplines found in the Illinois Learning Standards for Social Science.					
	I understand that the Illinois Learning Standards for Social Science are for all students and organize course sequence and content with the diversity of student groups in mind.					
	I have reviewed the alignment of all instructional materials to the appropriate grade-level of the Illinois Learning Standards for Social Science.					
	I have utilized the Standards to check for coherence between my own grade/course and the grades/courses before and after to ensure the content builds towards increasing sophistication of student thinking as presented in the Illinois Learning Standards for Social Science.					

Category	Criteria	Progress				Reflections/Evidence/Comments on Implementation Progress
	Statements from Social Science Implementation Guide as well as Social Science Quality Review Rubric	Not yet	Just Starting	Mostly	Yes	
Instructional Shifts	I provide deeper-level questions and give students the opportunity to construct compelling and supporting questions to initiate and sustain an inquiry.					
	I regularly engage students collaboratively in disciplinary content to develop, examine, and communicate ideas.					
	I integrate content and skills purposefully by selecting content for student inquiries that allows them to build disciplinary skills and conceptual knowledge.					
	There is a focus on disciplinary literacies (such as deliberation, using economic data, reasoning spatially, and analyzing cause and effect) as a way for students to gain disciplinary knowledge in one or more of the Illinois Social Science core disciplines.					
	I provide tangible opportunities for taking informed action by allowing students, where curricularly appropriate, to have the opportunity to end their inquiries with civic engagement.					
Literacy Connections	I make frequent connections to grade level specific Illinois Learning Standards for English Language Arts (K-5) and/or Literacy in History/Social Studies (6-12).					
	I engage students with credible primary and/or secondary sources and when applicable, resources include multiple perspectives.					
	I use resources that include readings that are grade level appropriate and are of sufficient quality and scope for the stated purpose.					
	I focus on building students' academic (content-specific) vocabulary in context throughout instruction using research-based strategies for teaching vocabulary.					

Category	Criteria	Progress				Reflections/Evidence/Comments on Implementation Progress
	Statements from Social Science Implementation Guide as well as Social Science Quality Review Rubric	Not yet	Just Starting	Mostly	Yes	
Instruction	Instruction in the classroom is frequently student-centered, where the teacher's role is the facilitator.					
	I often integrate a variety of 21st Century skills such as creativity and innovation, critical thinking and problem solving, communication, and collaboration.					
	Students collaborate to develop questions and rely on one another to examine the importance of those questions.					
	Students regularly have opportunities to join efforts to critique arguments and explanations and to further refine their understanding.					
	Students are given tangible spaces in curricula to consider, debate, and plan for action-oriented experiences.					
Instructional Supports	Efforts are made to differentiate instruction to accommodate all students using appropriate researched methods.					
	I elicit students' prior knowledge and address common student conceptions/misconceptions.					
	I support students in making and evaluating claims that have been supported with evidence from sources.					
	I use appropriate scaffolding, supporting student progress toward independent learning (may be more applicable across several units or by the end of the course/school year).					

Category	Criteria	Progress				Reflections/Evidence/Comments on Implementation Progress
	Statements from Social Science Implementation Guide as well as Social Science Quality Review Rubric	Not yet	Just Starting	Mostly	Yes	
Assessments	I consistently select and design assessments that are appropriate to evaluate the inquiry-based learning that is occurring in the classroom.					
	I elicit evidence that a student can independently demonstrate that they meet the targeted Illinois Learning Standards identified in the lesson/unit.					
	I use varied modes of curriculum-embedded assessments that may include pre-, formative, summative, and self-assessment measures.					
	Students engage in assessments that allow them to apply their knowledge and communicate their learning to demonstrate their level of mastery.					
School/District Considerations	District administration ensures that all students K-12 experience quality social science instruction by designating adequate time in the school day and resources to students of all backgrounds and abilities.					
	School or district leadership effectively manages Illinois Learning Standards for Social Science implementation through explicit planning, timelines and creation of a school- or district-wide implementation team.					
	The school or district assesses course materials, develops course sequences and seeks out quality professional learning for teachers.					
	School or district provides time and structure to plan and coordinate instruction and implementation.					
	School or district reviews Illinois Mandated Units of Instruction and ensures all mandates K-12 are appropriately addressed.					

## Resources Available to Support Professional Learning Aligned to Standards Implementation

The following Illinois resources are available to support personal and/or school or district wide professional learning. These resources are aligned to the implementation of the Illinois Social Science Learning Standards and could be used independently, with a PLC or department, or during institute days. All of the following resources can be found on the [IL Social Science in Action](#) webpage, under the “[Illinois Resources](#)” tab.

Resource Title	Resource Description	Direct Link
<a href="#"><u>Social Science Standards Implementation Guide</u></a>	The Implementation Guide has been developed with two main categories—Classroom Implementation Components describing what the phases of implementation look like in the classroom and District Implementation Components describing what the phases of implementation look like at the school/district level. It is suggested that these materials remain as a pulse check or barometer of sorts for collaborative discussion or self-reflection.	 <a href="https://bit.ly/2Mo8i5U">https://bit.ly/2Mo8i5U</a>
<a href="#"><u>Danielson Correlation of Social Science Implementation</u></a>	In contrast to the full Implementation Guide (above), this document does not highlight beginning or partially implemented characteristics but rather allows educators to more closely examine the connection between fully implementing the Illinois Learning Standards for Social Science and Charlotte Danielson’s Framework for Teaching. 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.	 <a href="https://bit.ly/2PoGrQN">https://bit.ly/2PoGrQN</a>
<a href="#"><u>Illinois Quality Review Rubric for Social Science Lessons &amp; Units</u></a>	The purpose of this rubric is to measure the alignment and overall quality of lessons and units with respect to the Illinois Social Science Learning Standards and the Illinois Learning Standards for ELA and Literacy in History/Social Studies Standards. This rubric also evaluates lessons and units for integration with the College, Career, and Civic Life (C3) Framework.	 <a href="https://bit.ly/2yJwG7E">https://bit.ly/2yJwG7E</a>
<a href="#"><u>Social Science Inquiry Process Graphics K-12</u></a>	The inquiry graphic illustrates the stages of the inquiry process and is a guide to a suggested process for incorporating the Illinois Learning Standards for Social Science, particularly the Inquiry Skills portion of the standards. The statements contained in the graphic are suggested steps for each stage of the process. The intention is to support teachers with the goal of engaging students in the inquiry process.	 <a href="https://bit.ly/2h5Nlhn">https://bit.ly/2h5Nlhn</a>
<a href="#"><u>Key Terms in the Illinois Learning Standards for Social Science</u></a>	The Illinois Learning Standards for Social Science set forth learning expectations and an inquiry process that should guide the development of curriculum documents. This glossary defines and provides examples of key concepts and terms used in the Illinois Learning Standards for Social Science. The examples are illustrative but are not exhaustive. The definitions and examples are intended to encourage a broad exchange of ideas about social science content and should contribute to a coherent vision of how social science might be enlivened and enriched by the use of the Illinois Learning Standards for Social Science.	 <a href="https://bit.ly/2nVqAg5">https://bit.ly/2nVqAg5</a>

## Professional Learning Modules Aligned to Standards Implementation

The following Illinois professional learning modules are available to support personal and/or school or district wide professional learning. These modules are aligned to the implementation of the Illinois Social Science Learning Standards and could be used independently, with a PLC or department, or during institute days. All of the following modules can be found on the [IL Social Science in Action](#) webpage, under the “Professional Learning” tab.

Module Title	Professional Learning Description	Professional Learning Component Links
<a href="#"><u>Illinois Social Science Standards Overview: K-12</u></a>	This webinar-based professional learning provides a brief overview of the goals, structure, format, and shifts in the Illinois Learning Standards for Social Science	 Facilitation Guide: <a href="https://bit.ly/2nW8db5">https://bit.ly/2nW8db5</a> Webinar: <a href="https://bit.ly/2MIZeYD">https://bit.ly/2MIZeYD</a>
<a href="#"><u>Social Science in the K-5 Classroom</u></a>	This webinar-based professional learning explores the unique challenges and opportunities for incorporating social science within a K-5 classroom.	 Facilitation Guide: <a href="https://bit.ly/2nSWjhQ">https://bit.ly/2nSWjhQ</a> Webinar: <a href="https://bit.ly/2OUPat3">https://bit.ly/2OUPat3</a>
<a href="#"><u>Inquiry-Based Learning in the Social Sciences</u></a>	This webinar-based professional learning provides a closer look at inquiry-based learning as it applies to the Illinois Learning Standards for Social Science.	 Facilitation Guide: <a href="https://bit.ly/2w2YT9F">https://bit.ly/2w2YT9F</a> Webinar: <a href="https://bit.ly/2MIL7m0">https://bit.ly/2MIL7m0</a>
<a href="#"><u>Illinois Social Science in Action Workshop</u></a>	This K-12 Social Science Standards Workshop provides a standards overview, explores classroom practices integral to incorporating the standards, and allows for a deeper dive which can guide teachers to begin the process of adjusting current curriculum to align to the new standards.	 Facilitation Guide: <a href="https://bit.ly/2MrZ6xp">https://bit.ly/2MrZ6xp</a> PowerPoint: <a href="https://bit.ly/2x34aji">https://bit.ly/2x34aji</a>
<a href="#"><u>Inquiry with Primary Sources</u></a>	This professional learning, adapted from the Library of Congress Professional Development Builder, allows participants to explore a process that can be used to help students analyze primary sources.	 Facilitation Guide: <a href="https://bit.ly/2OVC6Up">https://bit.ly/2OVC6Up</a> PowerPoint: <a href="https://bit.ly/2x34aji">https://bit.ly/2x34aji</a> Standards Conn. to Sources: <a href="https://bit.ly/2ORDpDC">https://bit.ly/2ORDpDC</a>