

Instructional Leadership and the C3 Framework for Social Studies State Standards

DISCUSSION GUIDE: SHIFTS IN THE C3 FRAMEWORK

Read the Narrative of the Inquiry Arc of the C3 Framework, pages 16-19 to identify the instructional shifts for social studies education. Reflect on the questions below.

1. What's the current prevailing practice we are seeking to improve upon? What are we seeking to shift *from*?
2. Do these shifts make sense as first priorities? What resonates about these shifts in inculcating good practice? What makes them the most important priorities?
3. What is the research rationale/evidence base that convinces you (and will convince teachers) to make these shifts?
4. Are there other shifts that should be in contention? Why do you think so?
5. What would represent evidence that the shifts are happening? How would we collect evidence (e.g., lesson plans, observations, assignments, graded student work)? What would we use to determine whether the evidence adequately reflects the Common Core's demands?
6. How can the shifts best be reflected in the separate domains of teaching frameworks (i.e., plan, learning environment, instruction, and assessment/differentiation)? What other avenues exist to articulate and communicate these expectations?
7. What is needed for principals, teachers, and other school-based instructional personnel to deeply understand, embrace, and integrate these shifts? What experiences would they need to have? What resources do they need access to?