

# **Iowa Social Studies Standards**

## **Writing and Review Process**

Report to the State Board of Education  
May 2017



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## Introduction

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Iowa's academic standards, the Iowa Core, were created to ensure a consistently high bar across the state that specifies what students should know and be able to do from the time they enter school as kindergartners until they graduate. The Iowa Core covers science, social studies, English language arts, mathematics, and 21st century skills (employability skills; and civic, financial, health, and technology literacy). The intent is to give students the knowledge and skills they need to succeed after high school, while still giving each school district's administrators and teachers the ability to make decisions about curriculum and classroom instruction.

Each set of Iowa standards is undergoing review in response to Iowa Gov. Terry Branstad's Executive Order 83. Issued in 2013, the Executive Order calls for an ongoing review of the state's academic standards both to examine the quality of the content and to improve student learning expectations based on public feedback. Social studies is the third standards review. The first phase was a review and update of the science standards in 2015 and the second was the review of the English language arts standards in 2016.

The social studies standards process took part in two phases- the writing and the review. This report is a summary of the work done by both the Social Studies Standards Writing Team and the Social Studies Standards Review Team.

## Writing Team Process

Iowa's academic standards in social studies are undergoing a writing and review process for two main reasons. First, Governor Branstad's Executive Order 83 calls for an ongoing review of the state's academic standards. Second, in 2015 the Iowa Department of Education (Department) conducted a study on the status of social studies in Iowa. The results of this study indicated a desire by teachers across the state to update the state's academic standards in social studies.

The Department put out a call for Iowans to apply to join the Social Studies Standards Writing Team in the fall of 2015. Thirty-five participants were selected including classroom teachers, higher education personnel, and informal educators. The team was organized into K-5, 6-8, and 9-12 sub-teams with the 9-12 team being further divided into content-specific teams.

The Social Studies Standards Writing Team convened in January 2016 and met monthly through June 2016, which included seven in-person meetings as well as frequent virtual meetings and email correspondence between sub-teams.

The writing team spent the first part of the process thinking about its vision for social studies education in Iowa. The team adopted the following vision and mission to focus its work throughout the process.

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### ***Vision***

*The vision of social studies in Iowa is to equip civic-minded students who understand from where they've come and are prepared for their role as local and global citizens actively engaged for the common good in preparation for college, career, and civic life.*

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### ***Mission***

*Social studies in Iowa empowers students with the knowledge, perspectives, and critical thinking skills needed to engage in inquiry and interdisciplinary pursuits in order to become local and global citizens actively engaged for the common good in preparation for college, career, and civic life.*

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The team then considered what the standards should look like in order to fulfill this vision of social studies education in Iowa. As a result, the team felt the standards must:

- Be research-based
- Be rigorous
- Promote college, career, and civic life readiness
- Support students' capacity for disciplinary thinking
- Include a clear progression of social studies expectations from kindergarten to 12th grade

The team examined the organization of the College, Career, and Civic Life (C3) Framework and discussed the role it should play in the new standards. The National Council for the Social Studies published the C3 Framework in 2013, but the framework was created by the Social Studies Assessment, Curriculum, and Instruction (SSACI) Collaborative and Iowa was a member state of this collaborative. Due to the Framework's emphasis on inquiry as the basis of social studies teaching, the team decided to use the C3 as the centerpiece of the new standards. The team also surveyed socials

studies standards from other states, academic literature on social studies standards, and the current standards in Iowa.

The team decided to use anchor standards in order to provide cohesiveness throughout the document, but decided to create inquiry and content anchor standards to show a difference between the disciplinary skills of social studies and the content of social studies. The same anchor standards apply to kindergarten as they do to 12th grade, but the grade or grade-span specific standards corresponding to the anchor standard are more complex as you progress through each grade level.

The inquiry anchor standards are:

- Constructing compelling questions
- Constructing supporting questions
- Gathering and evaluating sources
- Developing claims and using evidence
- Communicating and critiquing conclusions
- Taking informed action

The content anchor standards are:

Behavioral Sciences	Civics/ Govt.	Economics	Financial Literacy	Geography	History
Examine factors that led to continuity and change in human and group behavior	Analyze civic and political institutions	Engage in economic decision making	Develop financial and career goals	Create geographic representations	Analyze change, continuity, and context
Recognize the interaction between individuals and various groups	Apply civic virtues and democratic principles	Critique exchange and markets	Create a saving and spending plan	Evaluate human environment interaction	Critique historical sources and evidence
Apply appropriate research procedures and skills of a behavioral scientist	Interpret processes, rules, and laws	Evaluate the national economy	Analyze credit and debt levels	Analyze human population movement and patterns	Compare perspectives
		Assess the global economy	Evaluate savings and long term investments	Analyze global interconnections	Justify causation and argumentation
			Measure risk management tools		Iowa history

After anchor standards were chosen, the writing team made the decision that the K-8 standards should be grade-specific, rather than grade-banded as they are now. In addition, the team felt it was necessary

to organize the elementary and middle school standards into themes in order to provide cohesion. Moreover, feedback from statewide survey data indicated that teachers across Iowa prefer grade-level standards which they feel increase coherence and alignment among districts throughout the state. Survey data showed a large discrepancy in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade content taught among districts due to the grade-banded organization of the current social studies standards. To better serve students across the state, and take into account the many students who move between districts, the elementary and middle school writing teams decided to write grade-specific standards. The writing team felt that grade-specific themes would give districts flexibility, while providing enough guidance to meet the intent of the standards.

The high school writing team elected to organize the 9-12 standards by grade band instead of grade-level because of the credit-bearing nature of high school. This structure allows for district and school flexibility to teach the standards as appropriate at any grade-level, 9-12. The team also decided to write distinct standards for U.S. and World History. The current Iowa standards combine the two under one set of history standards, which demands extra work for schools since the Iowa Code specifically requires that students graduate having taken a year-long U.S. history course.

Content in Iowa history is not present in our current social studies standards and was added to the standards in response to Iowa Code requirements and best practices. To help students understand the broader context of the state’s unique history, the Iowa history writing team created standards that connect to each grade level. This supports best practices in the teaching of state history, rather than assigning state history to one specific grade level as is often done in other states. Three of the four members of the Iowa history team were also part of the Iowa History Advisory Council, which is working on implementing recommendations towards an increased emphasis on state history. The council was formed at the behest Governor Branstad in 2015.

Financial literacy content was also added to the social studies standards. This addition was for two reasons. First, members of the Financial Literacy Work Team recommended the standards be revised when they released their report in 2014. Second, the writing team examined data that suggested a large percentage of districts across the state were addressing financial literacy in social studies. These standards will now show up in 21st century skills, as they do now, and social studies. This gives districts and schools the flexibility to choose whether these standards are taught as part of a social studies or incorporated into another discipline such as family and consumer sciences. In the early grades where it is less likely that a school has a designated business or family and consumer science teacher, these skills are ensured a disciplinary “home.”

As part of the writing process, the following criteria were developed and used in order to evaluate the quality of the social studies standards. These criteria were also used as part of the review process.

Criteria	Key Questions	Description
Coherence	<ul style="list-style-type: none"> <li>Do the standards convey a unified vision of the discipline and do they establish connections among the major areas of study?</li> </ul>	The standards are categorized by anchor standards and broken out into supporting strands. This should reflect a coherent structure of the discipline and/or reveal significant relationships among the strands and how the study of one complements the study of another.
Manageability /Usability	<ul style="list-style-type: none"> <li>Is the amount of content in the standards reasonable?</li> <li>Do the standards provide sufficient guidance for the</li> </ul>	The standards are reasonable in scope, instructionally manageable, and promote depth of understanding. Yet the standards do not prescribe how they are taught and learned and will allow

Criteria	Key Questions	Description
	design of curricula and instructional materials? <ul style="list-style-type: none"> <li>● Are the standards instructionally manageable?</li> </ul>	teachers flexibility to teach and students to learn in various instructionally relevant contexts.
Flow/ Progression	<ul style="list-style-type: none"> <li>● Do the standards show a meaningful progression of content across the grades?</li> </ul>	The standards reflect a progression of learning that is meaningful and appropriate. The standards have limited repetition across the grades or grade spans to help educators align instruction to the standards.
Disciplinary Balance	<ul style="list-style-type: none"> <li>● Do the standards ask students to engage with the core concepts and/or content of the social studies disciplines?</li> <li>● Do the standards ask students to show understanding of the fundamental ideas relevant to social studies disciplines?</li> </ul>	The standards focus on ensuring student performance demonstrates an understanding of ideas, concepts, theories, and principles from the social studies disciplines and civic life by using them to interpret and explain specific, concrete information or events. The standards convey a unified vision of the big ideas and supporting concepts within a discipline.
Rigor	<ul style="list-style-type: none"> <li>● What is the intellectual demand of the standard?</li> <li>● Is the Depth of Knowledge level appropriate?</li> <li>● Does the standard ask student to engage with the content at a deep conceptual level?</li> </ul>	The standard includes high-level cognitive demands and asks students to demonstrate deep conceptual understanding through the application of content knowledge and skills to new situations. High-level cognitive demand includes reasoning, justification, synthesis, analysis, and problem-solving.
Focus	<ul style="list-style-type: none"> <li>● Does the standard represent what essential for students to learn?</li> </ul>	The standard focuses on concepts and skills that should be acquired by graduation from high school. The standard is based on the knowledge and skills essential for students to succeed in postsecondary education and the world of work.
Specificity	<ul style="list-style-type: none"> <li>● Is the standard specific enough to convey what is expected of students?</li> <li>● Is the grain size appropriate - not too broad and not too specific?</li> </ul>	The standard is precise and provides sufficient detail to convey the level of performance expected without being overly prescriptive. The standard is at a consistent level of precision (“grain size”).
Clarity/ Accessibility	<ul style="list-style-type: none"> <li>● Is the standard clearly written and free of jargon?</li> </ul>	The standard is plain and jargon-free prose, which is free of errors. It is communicated in language

Criteria	Key Questions	Description
	<ul style="list-style-type: none"> <li>Can the standard be easily understood by educators?</li> </ul>	that is straightforward and can be easily understood by educators.
Measurability	<ul style="list-style-type: none"> <li>Is the standard measurable and/or observable?</li> </ul>	The standard focuses on student attainment that is observable and verifiable. It can be used to develop broader assessment frameworks.
Analysis	<ul style="list-style-type: none"> <li>Does the standard ask students to demonstrate disciplinary thinking?</li> </ul>	The standard focuses on getting students to demonstrate thinking with social studies content by organizing, synthesizing, interpreting, evaluating and hypothesizing to produce comparisons/contrasts, arguments, application of new information to new contexts, and consideration of multiple viewpoints.

Ensuring vertical alignment, a progression of increasing cognitive complexity, and teacher usability was of particular importance to members of the team. They felt it was important to create a set of standards that provided consistency and showed a need for increased cognitive demands as students progressed throughout their K-12 experience. The team's finished work was reviewed by various stakeholders such as the Statewide Social Studies Leadership Team and their feedback was taken into consideration when creating the final document. In addition, a process was implemented in which sub-teams would use this criteria to not only evaluate their own work, but to evaluate the work of other sub-teams; ensuring coherence and quality in the entire document.

The Department released the draft social studies standards in October 2016.

### Social Studies Standards Writing Team Meetings

Date	Time	Location
January 21, 2016	9:00 a.m. - 4:00 p.m.	State Historical Museum of Iowa
February 18, 2016	9:00 a.m. - 4:00 p.m.	Iowa State Bar Association
March 10, 2016	9:00 a.m. - 4:00 p.m.	Iowa State Bar Association
April 21, 2016	9:00 a.m. - 4:00 p.m.	Iowa State Bar Association
May 19, 2016	9:00 a.m. - 4:00 p.m.	Heartland AEA
June 8-9, 2016	9:00 a.m. - 4:00 p.m.	Iowa State Bar Association

## Writing Team Membership

### K-5 Grade Team

- Dr. Katy Swalwell, Iowa State University
- Jennifer Cooley, State Historical Museum
- Jenny Sinclair, Norwalk Community School District
- Kimberly Villotti, Iowa Department of Education
- Kim Heckart, College Community School District (Team Leader)
- Michael Hahn, Sioux City Community Schools
- Rebecca Helland, Pella Community School District

### 6-8 Grade Team

- Alisa Meggitt, Iowa City Community School District
- Dan Nietzel, Mississippi Bend AEA
- Jennifer Knight, Earlham Community School District
- Julie Bauer, Diocese of Davenport
- Mandie Reynolds, Riverside Community School District (Team Leader)
- Tandi Permenter, Clinton Community School District

### 9-12 Grade Team

#### Civics and Government

- Alicen Morley, Boone Community School District (Team Leader)
- Joe Judge, Albia Community School District
- Mike Miller, Ankeny Community School District

#### U.S. and World History

- Canada Snyder, Des Moines Public Schools (Team Leader)
- Catherine Mein, Ballard Community Schools
- Dr. Chad Timm, Grand View University
- Dr. Ryan Austin, Carroll Community Schools
- Jacqueline Johnson, Glenwood Community School District
- Sean Neilly, Cedar Rapids Community School District

#### Geography

- Alex Oberle, University of Northern Iowa (Team Leader)
- Christian Davison, Marshalltown Community School District
- Michael Kennedy, Dubuque Community School District

#### Economics and Financial Literacy

- Chad Christopher, University of Northern Iowa (Team Leader)
- Carol Van Waardhuizen, Ames Community School District
- Jeff Ferguson, Dowling Catholic High School
- Jennifer Anderson, Treynor Community School District

### Behavioral Science

- Chad Guge, North Scott Community School District (Team Leader)
- Crystal Holt, Denison Community School District
- Dr. Richard Snyder, Wartburg College

### Iowa History

- Jennifer Cooley, State Historical Museum of Iowa (Team Leader)
- Cheryl Mullenbach, Author
- Tom Morain, Graceland College
- Mike Knedler, State Board of Education (ex-officio)

### Facilitators

- Stefanie Wager, Iowa Department of Education
- Beth Ratway, Midwest Comprehensive Center at American Institutes for Research
- Anne Mishkind, Midwest Comprehensive Center at American Institutes for Research

## Review Team Process

In order to meet Executive Order 83, a separate process was conducted to review the draft standards and gather public feedback on those standards. It was important to have a separate team review the draft standards to ensure impartiality and additional stakeholder input.

The Social Studies Standards Review Team consisted of 20 Iowans, selected by the Department, from a wide range of stakeholders. The team consisted of classroom teachers, higher education personnel, administrators, and informal educators. The team's charge was to review the draft Iowa social studies standards and analyze stakeholder feedback collected through an online public survey, in-person public forums, and focus groups.

The Social Studies Standards Review Team convened in November 2016 and met through March 2017. During the course of five day-long meetings, the team reviewed the writing process, studied the draft social studies standards, examined the collection of feedback on the draft standards, and assessed the infrastructure and support for implementation of those standards. The review team also used the criterion for high quality standards to conduct individual, small and large group reviews of the standards.

The first feedback the review team examined was the national expert feedback. This included reviews from the National Council for History Education, the Council for Economic Education, National Council for Geography Education and the Center for Information and Research on Civic Learning and Engagement (CIRCLE). Reviewers were introduced to a process to systematically capture data points by examining predictions and biases, collecting evidence, and drawing out inferences and implications. National expert feedback was analyzed standard-by-standard, as well as through the lens of the criteria. Overall the expert feedback was positive, and most suggested changes were related to language clarity and the level of detail in the standards.

In addition to expert feedback, public feedback on the social studies standards was gathered through (1) teacher focus groups, (2) public forums, and (3) a public survey. Seven focus groups were conducted (K-5, 6-8, and each 9-12 content area) in order to gather targeted feedback about the draft standards using the established criteria. The review team made adjustments to the standards based on this feedback. For example, the 6-8 inquiry standards were the same for each grade within the draft standards. The focus group data revealed this didn't provide increased rigor and complexity throughout the 6-8 standards. Therefore, the review team slightly changed the standards as a result of this feedback.

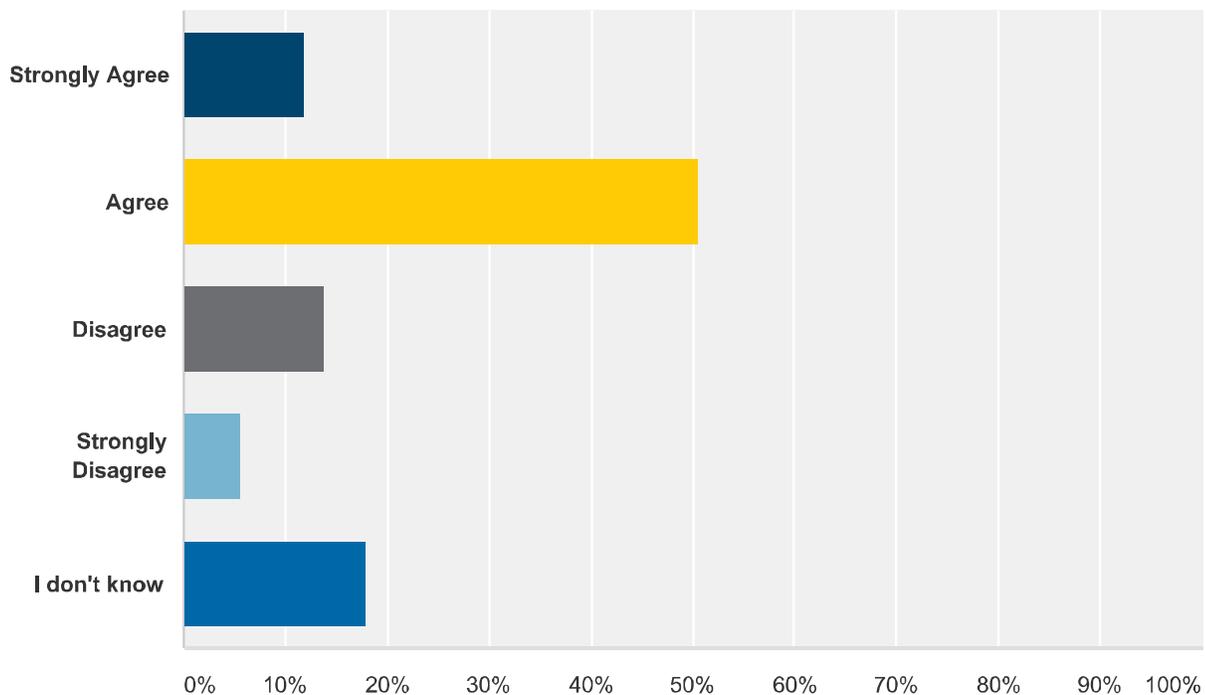
The review team designed the survey that was used to gather public feedback. Members developed questions based on the criterion to get holistic feedback on the standards and decided that there should be an opportunity for each survey participant to provide feedback on individual standards. Survey-takers were able to choose grade-level standards to review and provide feedback. Within each grade, they could review the individual standards and select to keep the standard as is, suggest a revision or eliminate the standard. Survey-takers could then make comments about why a standard should be revised or removed. This provided the team with both high level and standard-specific feedback.

The online survey was created and available to the public through the Iowa Department of Education's website, and it was advertised through a press release, social media and Department newsletters. Review team members also helped distribute the survey through their own networks. The survey was open online for four weeks. During that time, there were more than 1,400 responses.

High-level data points from online public survey:

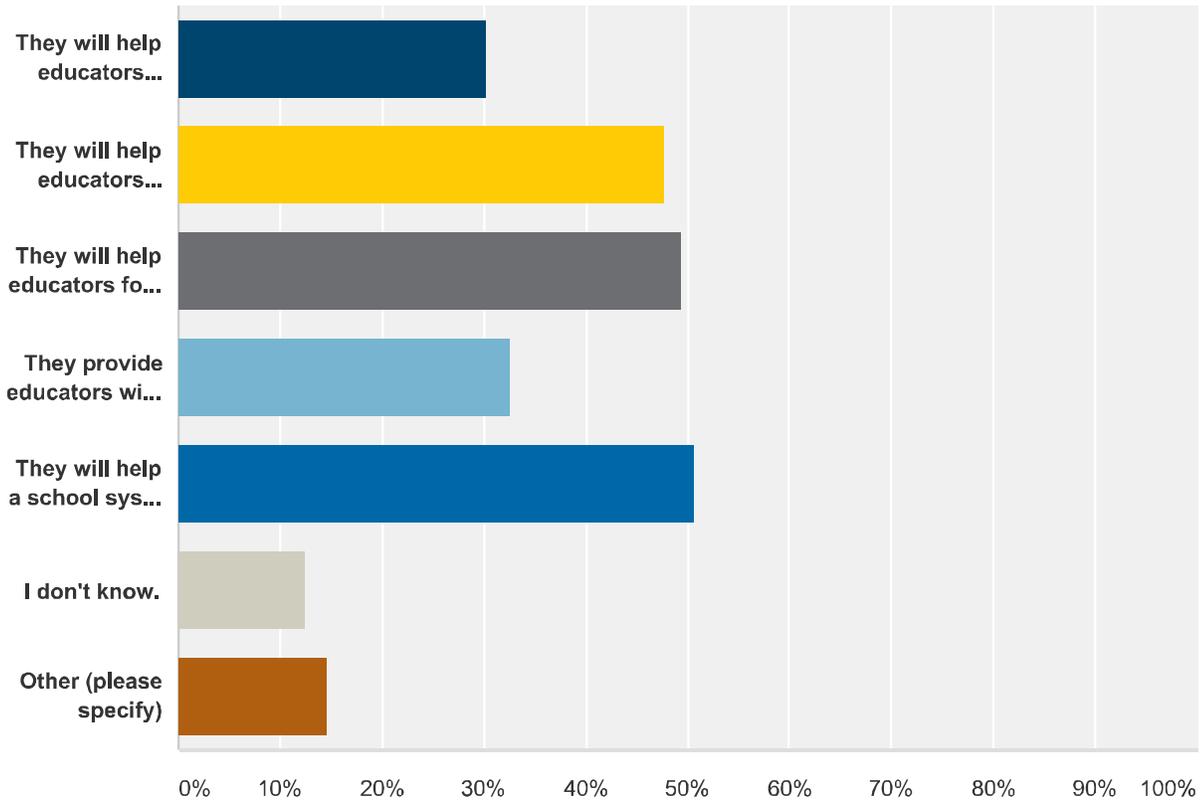
## I believe that the Draft Iowa Social Studies Standards will lead to improved learning for Iowa students.

Answered: 1,034 Skipped: 373



### If you believe that the Draft Iowa Social Studies Standards will improve student learning, please identify the reasons. (check all that apply)

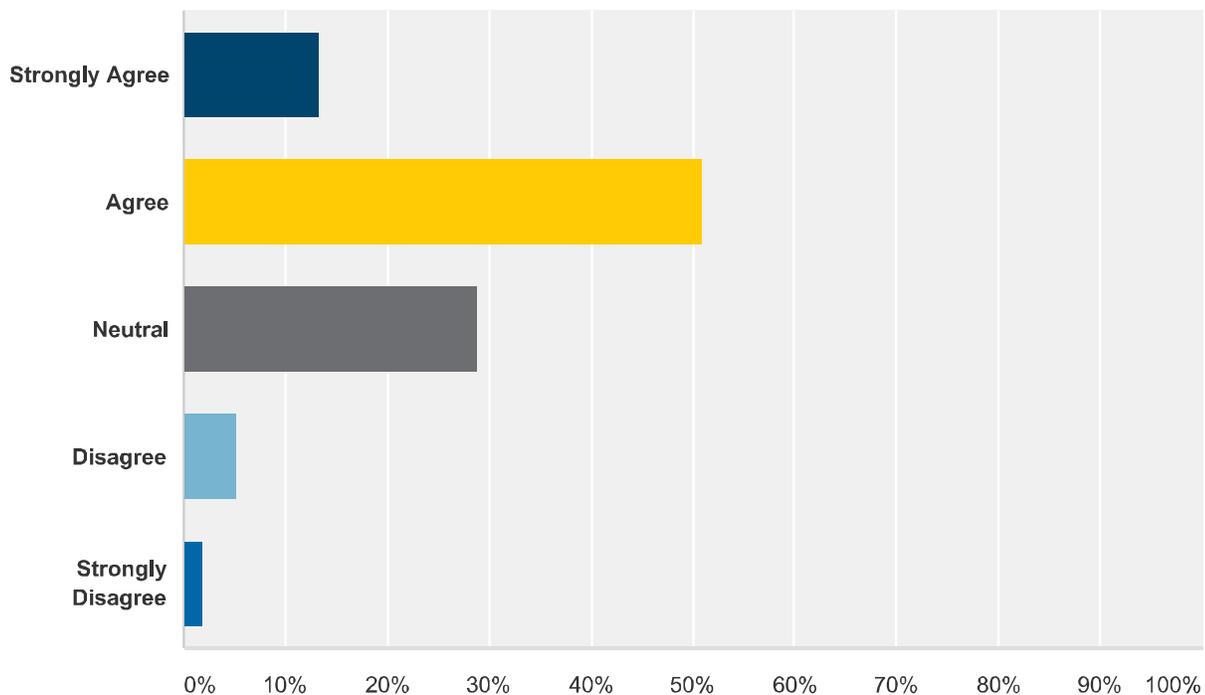
Answered: 830 Skipped: 577



- They will help educators better prepare students for college or the workforce.
- They will help educators better prepare students for participation in civic life.
- They will help educators focus on what's important.
- They provide educators with a manageable amount of standards to teach in a school year.
- They will help a school system ensure that students are learning important concepts and skills.
- I don't know.
- Other

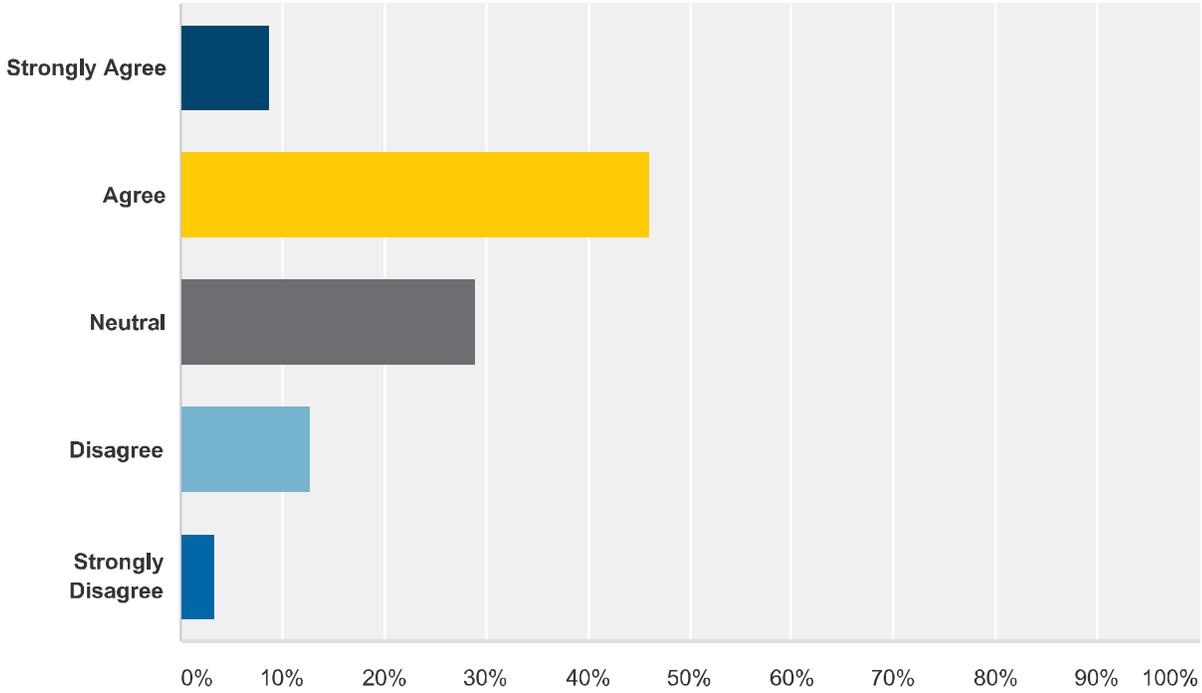
## I believe the Draft Social Studies Standards are rigorous as a set of K-12 standards.

Answered: 1,034 Skipped: 373



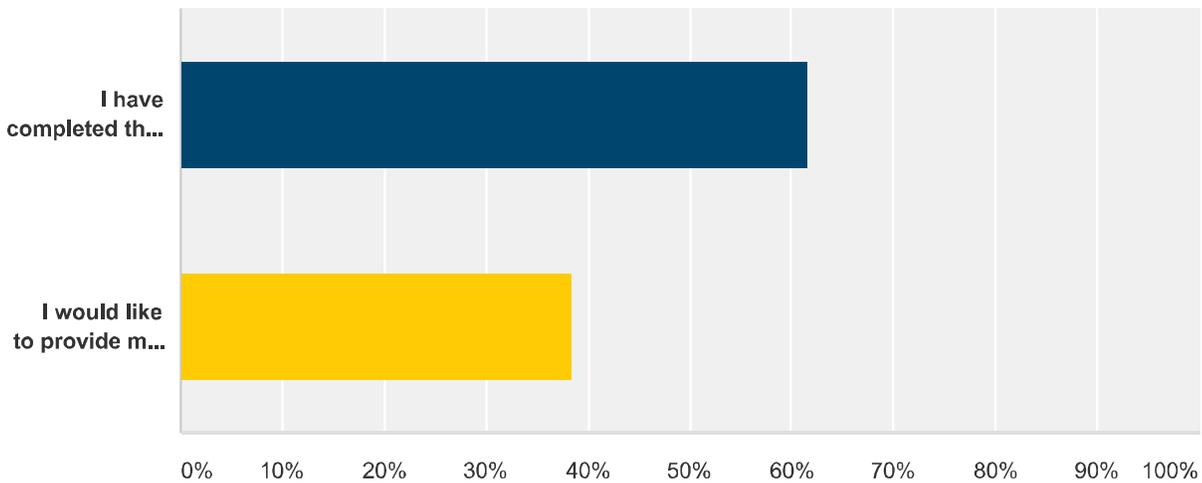
## I believe the Draft Social Studies Standards are coherent as a set of K-12 standards.

Answered: 1,034 Skipped: 373



## You can now either complete the survey or provide feedback concerning specific standards.

Answered: 1,034 Skipped: 373



I have completed the survey.

I would like to provide more detailed feedback concerning specific standards.

Public feedback was also collected through three in-person public forums across the state. In addition to three sites, additional satellite locations were open at area education agencies across the state so that more people could participate. Approximately seventy-five people participated in the three forums. The forums provided opportunities for any individual to give feedback on the standards.

The forums took place on the following dates:

<b>Date</b>	<b>Main Location</b>	<b>Satellite Locations</b>
January 9, 2017	Heartland AEA (Johnston)	Northwest AEA and Keystone AEA
January 12, 2017	Grant Wood AEA (Cedar Rapids)	Prairie Lakes AEA and Mississippi Bend AEA
January 25, 2017	Green Hills AEA (Council Bluffs)	Great Prairie AEA and AEA 267

The review team used the data collection process to review all of the feedback on the standards. This included the online survey, seven focus groups and three public forums. Review team members were divided into groups based on grade-level bands to evaluate and analyze the data. The survey data were organized into searchable Microsoft Excel files. Team members were asked to pay specific attention to areas where the data show a theme. The goal was for the review team to use the data to determine if the standards needed to be revised, and if so, what revisions or additions were necessary. In addition, the team used the data to discuss how implementation of the standards needed to be supported to help teachers and districts across the state.

Reviewers first worked as a large group to determine any main structural changes that needed to be made to the document overall. For instance, the data suggested that there should be some consistency in the use of e.g. and/or i.e. in the standards.

Team members then used the common issues that arose during the public feedback process, along with their own analysis to determine how to improve the individual standards. As smaller teams gathered and analyzed these data they made changes to the draft standards in order to respond to the public feedback.

A summary of the changes include:

- Some of the draft standards included content examples in parentheses. The public feedback was mixed about this, but the review team felt there should either be examples provided for all of the standards or none at all. Because of the mixed nature of the public feedback, the team voted to remove all examples in parentheses.
- The public feedback indicated a lot of confusion about the inclusion of financial literacy in the draft standards. The review team voted to clearly mark each of the civic and financial literacy standards with 21st century skills so that teachers and districts would know these standards show up in both social studies and 21st century skills standards.
- The fourth grade theme in the draft standards was progression and regression. This did not receive positive comment within the public feedback, so the theme was changed to change and continuity.
- The 6th-8th grade inquiry standards were the same for each grade level. Public feedback indicated a desire to tweak these standards so that they were more complex from 6th to 8th grade. Therefore, the standards were changed to reflect this.
- Public feedback on the 9-12 behavioral sciences standards pointed at a desire to have standards split into psychology and sociology since, realistically, most districts teach a psychology and/or sociology class, not a behavioral sciences class. Therefore, the review team

decided to split the 9-12 standards into a psychology and sociology strand, giving districts the option of using one or both strands.

- The 9-12 United States and world history standards were not matched to the content anchor standards within the draft document. Public comment indicated this was confusing, so the review team reconfigured these standards to align with the content anchor standards that show up throughout the rest of the document.
- There was some confusion with the language of the intro statements before each grade level in the draft standards. In some cases, the statements did not match the expectations of the standards. The review team changed these statements to more accurately reflect the intent of the standards.
- Overall, language was tweaked to provide clarification or simplicity based on public on public feedback.

## Social Studies Standards Review Team Meetings

<b>Date</b>	<b>Time</b>	<b>Location</b>
November 8, 2016	9:00 a.m. - 3:00 p.m.	Heartland AEA
January 10, 2017	9:00 a.m. - 3:00 p.m.	Iowa Department of Education
January 24, 2017	9:00 a.m. - 3:00 p.m.	Heartland AEA
February 7, 2017	9:00 a.m. - 3:00 p.m.	Iowa Department of Education
March 1, 2017	9:00 a.m. - 3:00 p.m.	Iowa Department of Education

## Review Team Membership

- Alex Abbe, teacher, Marshalltown Community School District
- Amber Davison, teacher leader, Des Moines Public Schools
- Janet Wills, teacher, Southeast Webster-Grand Community School District
- Beverley McPherson, teacher, Des Moines Public Schools
- Nan Kiel, teacher, Bishop Heelan Catholic Schools
- Dominic Iannone, teacher, Iowa City Community School District
- Holly Glade, teacher, Dallas Center-Grimes Community School District
- Steve Bomgaars, teacher, Spencer Community School District
- Michelle Anderson, teacher, College Community School District
- Heather Coffman, teacher, Van Buren Community School District
- Linda Linn, consultant, Prairie Lakes Area Education Agency
- Lisa Lueken, social studies curriculum coordinator, Dubuque Community School District
- Mark Core, adjunct social studies methods professor, Central College
- Greg Dufoe, superintendent, Adel Desoto Minburn Community School District
- Jason Harshman, professor, University of Iowa Department of Education
- John Wheeler, director, Iowa State Bar Association Center for Law & Civic Education
- Rob Dittmer, K-12 social studies curriculum specialist, Council Bluffs Community School District
- Cynthia Phillips, principal, AHSTW Community School District
- Nancy Elliott, executive director, Iowa Council for the Social Studies
- Leah Slick-Driscoll, teacher, Meskwaki Settlement

### Facilitators

- Stefanie Wager, Iowa Department of Education, Des Moines
- Beth Ratway, Midwest Comprehensive Center at American Institutes for Research
- Anne Mishkind, Midwest Comprehensive Center at American Institutes for Research

# Standards and Implementation Recommendations

The Iowa Social Studies Standards Review Team recommends that the State Board of Education adopt the K-12 Social Studies Standards. You can view these standards at <https://www.educateiowa.gov/documents/standards-curriculum/2017/04/final-draft-iowa-social-studies-standards>.

In order to ensure successful implementation of the standards, both the Social Studies Standards Writing Team and the Social Studies Standards Review Team considered structures that need to be in place. As a result, an implementation plan was developed that provides specifics about what should happen over the next three years in order for successful implementation to occur (see Appendix A). The implementation plan is divided into three phases, or years, which include (1) Exploration, Awareness, and Capacity Building, (2) Classroom Transitions, Shifts, and Practices, and (3) Leveraging Partnerships, Analysis, and Development. The implementation plan is divided into these three phases, or years, because implementation science points to the fact that implementation of standards takes place over a number of years.

Additionally, both teams put together high level recommendations. These include:

**1. Encourage the AEsAs to have dedicated social studies consultants at each agency.**

Currently, the AEsAs have at least one, if not more, content consultant in literacy, math, and science at each agency. This is not the same in social studies. Both teams identified this as a major barrier to successful implementation of standards. With limited capacity, both teams worried that standards would not be successfully implemented across the state.

**2. Ensure ongoing access to professional development in social studies.**

In 2015, when the Department published *Social Studies: A Call to Action* ([https://www.educateiowa.gov/sites/files/ed/documents/Social%20Studies%20report\\_11-16-15%20FINAL.pdf](https://www.educateiowa.gov/sites/files/ed/documents/Social%20Studies%20report_11-16-15%20FINAL.pdf)), data revealed how often social studies professional development was made available to teachers across the state. A few points stood out to members of both the writing and review teams. First, it was startling to see how few opportunities were available to elementary teachers. Over 74% indicated social studies professional development had not been made available to them in the last three years. Second, the superintendent data indicated that 32.5% of districts had offered no social studies professional development in the past three years. Both teams felt this must change in order to successfully implement new standards, but that in order to do so, recommendation number one would need to be in place.

**3. Increase the accountability for social studies across the state.**

Data from *Social Studies: A Call to Action* also revealed that social studies was being taught less than 5% of the week at the elementary level. At the same time, superintendents reported that they would focus more on social studies if there was more accountability around it at the state level. Both teams indicated a desire to see more accountability in this area and explore the idea of a state assessment in social studies in order to measure and monitor implementation of standards.

**4. Emphasize social studies as an integral part of success in college, career, and civic life.**

Both teams indicated the need for social studies to be considered equally important for success in college, career, and civic life and saw a need for increased inclusion of social studies as part of these efforts; both in word and in action. One suggestion by the review team for this particular recommendation was to include social studies as a more prominent part of the state's Every Student Succeeds Act plan.

## Conclusion

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The Social Studies Standards Writing Team and Social Studies Standards Review Team have completed their work and review of the standards. They have adequately considered all public feedback that was received during this process. As a result, the review team puts forth this document, which includes the finalized version of the standards and recommendations in order to successfully implement the standards.

## References

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*The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History.* National Council for the Social Studies, Silver Spring, 2013.

*Social Studies: A Call to Action: An Analysis of Survey Results of Teacher Knowledge of Social Studies Instructional Practice, Curricula, and Associated Needs.* Iowa Department of Education, Des Moines, 2015.  
[https://www.educateiowa.gov/sites/files/ed/documents/Social%20Studies%20report\\_11-16-15%20FINAL.pdf](https://www.educateiowa.gov/sites/files/ed/documents/Social%20Studies%20report_11-16-15%20FINAL.pdf)

## Appendix A. Implementation Plan

### 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](#). Questions about the standards or implementation plan should be directed toward Stefanie Wager, Iowa Department of Education Social Studies Consultant, at [stefanie.wager@iowa.gov](mailto:stefanie.wager@iowa.gov).

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

In the Classroom	Behind the Scenes
<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>Are able to identify the architecture of new standards and the instructional shifts within those standards.</li> <li>Begin incorporating social studies practices into current social studies classes.</li> </ul> <p><b>Administrators/ Instructional Coaches:</b></p> <ul style="list-style-type: none"> <li>Begin to familiarize themselves with the new Iowa Social Studies standards and available resources.</li> <li>Be able to recognize the architecture of the</li> </ul>	<p><b>Teachers or Teacher Teams:</b></p> <ul style="list-style-type: none"> <li>Attend the area education agency (AEA) led social studies standards overview professional development.</li> <li>Read the How to Read the Iowa Social Studies Standards and What's Different from Old to New Standards document to develop an understanding of the vision, architecture, and instructional shifts of the new standards.</li> <li>Use your learning from the overview PD to study the Iowa Social Studies Standards. Explore resources on <a href="#">Iowa Core-Social Studies</a>, such as the C3 Framework, to continue learning about the standards, to reflect on curricular and instructional practices, and to locate, evaluate, and share resources to support implementation.</li> <li>Gauge current practices using the <a href="#">Best Practices Rubric</a> and begin adapting or augmenting current practices and resources to intentionally engage students in social studies best practices.</li> <li>Access Building Literacy in Social Studies Statewide PD if you haven't already done so. This professional development serves as a foundational piece to implementation of new standards. Go to the <a href="#">Iowa Core Social Studies Professional Development</a> page in order to see webinars of this PD or for information about accessing it within your AEA.</li> </ul> <p><b>Districts:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Review all of the K-12 Iowa Social Studies Standards. Determine your capacity for implementation and create a preliminary implementation timeline.</li> <li>Develop a district plan to ensure all teachers of social studies, including elementary teachers, receive the appropriate professional learning</li> </ul>

In the Classroom	Behind the Scenes
<p>standards and identify the instructional shifts of the standards.</p>	<p>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.)</p> <ul style="list-style-type: none"> <li>● Determine if the implementation process will impact normal adoption cycles and make any necessary adjustments to the cycles.</li> <li>● Begin to identify district-level policies and practices that support or impede implementation. Develop action steps to eliminate barriers and build on strengths.</li> <li>● Identify and engage key stakeholders for implementation and communicate regularly with those stakeholders.</li> <li>● Distribute <a href="#">Iowa Core Parent Guides</a> to help parents understand the standards and how they can help their child at home.</li> <li>● Consider creating a collaborative of local/regional districts to share model lessons/units, evaluate resources, and coordinate professional learning.</li> </ul> <p><b>AEAs:</b></p> <ul style="list-style-type: none"> <li>● Work as an AEA system to disseminate professional learning related to an overview of the vision, architecture, and instructional shifts of the standards.</li> <li>● Encourage at least one team from each district (public and private) within the AEA region to attend.</li> <li>● Monitor attendance at and effectiveness of professional development held in AEA.</li> <li>● Consider developing a social studies teacher network.</li> <li>● Build capacity at the AEAs to deliver social studies professional development and help districts as they implement new standards.</li> <li>● Offer guidance and support for administrators, curriculum directors, and TLC leads within the AEA.</li> </ul> <p><b>Statewide Social Studies Leadership Team:</b></p> <ul style="list-style-type: none"> <li>● Create overview professional development around the vision, architecture and instructional shifts of the standards.</li> <li>● Identify key stakeholders across the state and use a variety of mechanisms to engage and communicate with the stakeholder groups. Work to coordinate the efforts of these various stakeholder groups.</li> <li>● 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.</li> <li>● Identify ways to collect data on which districts attend professional development and how to support those who are not able to attend.</li> <li>● Share national and other state resources with the field as they become available.</li> <li>● Work with Social Studies Cadre to deliver social studies professional learning in each AEA.</li> <li>● Identify “early-implementer” districts and convene a representative group to explore best practices and lessons learned.</li> <li>● 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</li> </ul>

In the Classroom	Behind the Scenes
	<p>requirements.</p> <ul style="list-style-type: none"> <li>● Train Social Studies Leadership Team on Educators Evaluating the Quality of Instructional Products (EQUIP) social studies rubric.</li> <li>● 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.</li> <li>● Communicate regularly with the field via e-mail, newsletters, Social Studies Leadership Team meetings, AEA curriculum networks and administrator network meetings.</li> <li>● Create standards overview document for administrators.</li> <li>● Create “at-a-glance” unit exemplars in elementary, middle, and high school.</li> </ul> <p><b>Higher Education:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Participate in social studies methods professors meeting once per year in order to learn about new standards.</li> <li>● Disseminate standards overview webinar to pre-service students that provides an overview of new standards.</li> </ul> <p><b>TLC Stakeholders (Coaches, Model Teachers, etc.):</b></p> <ul style="list-style-type: none"> <li>● Participate in Social Studies Coaching Virtual Network, statewide professional development, and Best Practices Institute.</li> <li>● 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.</li> </ul> <p><b>External Partners (Museum Educators, Professional Organizations, etc.):</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Create teacher networks in order to build capacity around implementation of new standards.</li> </ul> <p><b>Parents:</b></p> <ul style="list-style-type: none"> <li>● Read and use Iowa Core Parent Guides that reflect new standards.</li> </ul>

Year 2: Classroom Transitions, Shifts, and Practices (2018-2019)

In the Classroom	Behind the Scenes
<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>● Are engaging in disciplinary practices</li> </ul>	<p><b>All elementary and 6-12 social studies teachers:</b></p> <ul style="list-style-type: none"> <li>● Attend statewide professional development sessions to continue deeper learning that will support implementation of the standards.</li> </ul>

In the Classroom	Behind the Scenes
<p>within the social studies.</p> <p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>● Focus on deliberate, guided integration of social studies disciplinary practices into lessons/units.</li> <li>● Field test lessons/units and classroom assessments that are intentionally focused on building students' learning toward each of the instructional shifts within the standards.</li> <li>● 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.</li> <li>● Begin evaluating instructional resources and begin modifying existing materials to more completely align with standards.</li> </ul> <p><b>Administrators/ Instructional Coaches:</b></p> <ul style="list-style-type: none"> <li>● Continue to expand understanding of the Iowa Social Studies Standards and available resources.</li> <li>● Help teachers identify opportunities for students to engage in the disciplinary practices of social studies.</li> </ul> <p><b>Social Studies Teacher Leaders/ Model Teachers:</b></p> <ul style="list-style-type: none"> <li>● Begin to intentionally bundle all components of the standards into classroom experiences.</li> <li>● Pilot lessons/units and strategies/ resources</li> </ul>	<ul style="list-style-type: none"> <li>● Carefully study/unpack standards and select at least one unit per grade level or content area to field test using the new standards keeping in mind that the standards are performance expectations as a result of instruction, not curriculum.</li> <li>● Begin using the EQulP social studies rubric to evaluate the lessons/units that were field-tested.</li> <li>● Continue using the resources on the <a href="#">Iowa Core Social Studies website</a> to inform instructional decisions and curricular design.</li> <li>● Use professional development about the social studies practices to review and revise current practices related to the 6-12 Literacy Standards for History/Social Studies.</li> <li>● Begin thinking about changes to classroom and district-wide assessments in relation to new standards.</li> </ul> <p><b>Social Studies Teacher Leaders/Model Teachers:</b></p> <ul style="list-style-type: none"> <li>● Pilot lessons/units/strategies/resources aligned to new standards.</li> <li>● Provide professional development experiences within your district/network/AEA.</li> <li>● 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.</li> <li>● Use developed resources to support relevant PLCs within the district/network/AEA.</li> </ul> <p><b>Districts:</b></p> <ul style="list-style-type: none"> <li>● 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).</li> <li>● Review K-8 social studies standards and create a timeline/plan for ensuring the standards will be addressed at the appropriate level.</li> <li>● Review possible high school course sequences and establish a projected district course sequence.</li> <li>● Examine the <a href="#">Social Studies Curriculum Revision Checklist</a> as initial conversations begin around curricular changes.</li> <li>● Create horizontal and vertical curriculum teams in order to create a district wide scope and sequence in social studies.</li> <li>● 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.</li> <li>● Based on the district team's study of the standards and how the teams bundled the standards and arranged courses, identify content-related and pedagogy-related professional development needs at the elementary, middle, and high school levels and work with AEAs, higher education, external partners, and other stakeholder groups to identify sources of research-based professional learning opportunities.</li> <li>● Identify and support examples of exemplary social studies instruction and assessment. Encourage these teachers to serve as model teachers for the district.</li> <li>● Establish baseline and measures your district will use to determine</li> </ul>

In the Classroom	Behind the Scenes
<p>that have been evaluated using the EQulP rubric.</p>	<p>implementation success. Develop a mechanism for collecting and analyzing data across the district.</p> <ul style="list-style-type: none"> <li>● Analyze district/grade level progress on addressing the instructional shifts 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.</li> <li>● Continue identifying district-level policies/practices and schedules that support or impede implementation. Develop action steps to eliminate barriers and build on strengths.</li> </ul> <p><b>AEAs:</b></p> <ul style="list-style-type: none"> <li>● Work with the Social Studies Leadership Team to develop professional learning related to 1) Use of EQulP rubric to evaluate lessons/units, 2) Bundling of standards to develop and sequence courses to develop instructional units and 3) identifying and promoting best practices in students' use of social studies practices to construct knowledge of social studies content.</li> <li>● Facilitate the collaboratively-designed professional development workshops and use the developed metrics to assess the effectiveness of the professional development experiences.</li> <li>● Identify and support examples of exemplary instruction and assessment. Encourage these teachers to serve as model teachers in their district/region.</li> <li>● Work with the identified model teachers to implement new learning and to prepare materials to share with other teachers.</li> <li>● Share effective lessons/units/resources/strategies in professional venues (ICSS, NCSS, etc.)</li> <li>● Create collaborative groups to use the EQulP-like social studies rubric to identify resources that build toward implementation of the standards. Submit these resources.</li> <li>● Locate and share resources with AEA constituents and with other AEAs using a variety of mechanisms (social media, newsletters, websites, etc.)</li> <li>● Conduct a needs assessment within the AEA 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.</li> <li>● Reach out to relevant external partners who could provide content professional development within the region such as a community college, university, local historical museum, etc.</li> </ul> <p><b>Statewide Social Studies Leadership Team:</b></p> <ul style="list-style-type: none"> <li>● Host #iasschat on Twitter in order to promote virtual social studies PLC.</li> <li>● Develop a network of social studies contacts in each building/district to receive communications related to the social studies standards and initiatives.</li> <li>● Communicate regularly with the field via e-mail, newsletters, Social Studies Leadership Team meetings, AEA curriculum networks and administrator network meetings.</li> <li>● Encourage social studies champions to share exemplary lessons/units/resources/strategies at professional venues.</li> </ul>

In the Classroom	Behind the Scenes
	<ul style="list-style-type: none"> <li>● Vet and curate resources to be added to Iowa Core website.</li> <li>● Analyze professional development data to make any necessary changes in order to ensure effectiveness of professional development.</li> <li>● 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.</li> <li>● 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.</li> <li>● Develop a list of professional development opportunities in social studies and post it on the open social studies calendar <a href="#">here</a>.</li> <li>● Create K-12 “at-a-glance” scope and sequence guides as exemplars.</li> <li>● Develop full unit exemplars- one for elementary, middle, and high.</li> </ul> <p><b>Higher Education:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Participate in social studies methods professors meeting once per year in order to learn about new standards.</li> <li>● Disseminate standards overview webinar to pre-service students that provides an overview of new standards.</li> </ul> <p><b>External Partners (Museum Educators, Professional Organizations, etc.):</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Create teacher networks in order to build capacity around implementation of new standards.</li> <li>● Attend statewide professional development and Best Practices Institute.</li> <li>● Provide professional development opportunities for teachers across the state to help best implement the standards.</li> </ul> <p><b>Parents:</b></p> <ul style="list-style-type: none"> <li>● Continue to engage with Iowa Core Parent Guides and share with other parents.</li> </ul> <p><b>TLC Coaches and Stakeholders:</b></p> <ul style="list-style-type: none"> <li>● Participate in Social Studies Coaching Virtual Network, statewide professional development, and Best Practices Institute.</li> <li>● 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.</li> </ul>

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

In the Classroom	Behind the Scenes
<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Frequently use social studies practices to demonstrate deep knowledge of the standards.</li> </ul> <p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>Make instructional decisions that are congruent with the standards and aligned with the vision and instructional shifts of the standards.</li> <li>Use individual and/or bundled standards to implement the standards.</li> <li>Continue to pare back on teaching topics and practices not promoted by the standards.</li> <li>Focus on building all students' learning toward the standards.</li> <li>Sequence units to help build all students' skills around the standards.</li> <li>Use formative assessment data to guide instructional practices and student learning.</li> </ul> <p><b>Social Studies Teacher Leaders/Model Teachers:</b></p> <ul style="list-style-type: none"> <li>Pilot lessons/units and strategies/ resources that have been evaluated using the EQuIP rubric. Share these/ model these with other teachers.</li> </ul> <p><b>Administrators/ Instructional Coaches:</b></p> <ul style="list-style-type: none"> <li>Focus walkthroughs on student learning around new standards.</li> </ul>	<p><b>All elementary and 6-12 social studies teachers:</b></p> <ul style="list-style-type: none"> <li>Attend professional development focused on deepening your learning about the standards and on supporting implementation.</li> <li>Review field-tested lessons and units, including artifacts of student learning, from year two. Individual teachers and teams continue to build toward the standards.</li> <li>Regularly use the EQuIP rubric to evaluate lessons, units, and instructional resources. Modify lessons, units, and instructional resources to more completely align with all dimensions of the standards.</li> <li>Share effective lessons/units/resources/strategies at professional venues such as ICSS or NCSS.</li> <li>Start developing classroom or district-wide social studies assessments aligned to new standards.</li> </ul> <p><b>Social Studies Teacher Leaders/Model Teachers:</b></p> <ul style="list-style-type: none"> <li>Pilot lessons/units/strategies and continue to refine.</li> <li>Provide workshops within districts/region.</li> <li>Share effective lessons/units/resources/strategies at professional venues.</li> </ul> <p><b>Districts:</b></p> <ul style="list-style-type: none"> <li>Ensure teachers, administrators, and instructional coaches have access to the necessary professional development to support implementation.</li> <li>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.</li> <li>Use the <a href="#">Social Studies Curriculum Revision Checklist</a> in order to continue with district curriculum revision/adoption, if applicable.</li> <li>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.</li> <li>Review and invest in instructional materials and resources that are aligned to the standards.</li> <li>Identify content-related and pedagogy-related 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.</li> <li>Examine the current professional literature and research related to instructional practices and resources in social studies and determine the instructional strategies to be implemented to execute the effective delivery of the curriculum.</li> <li>Identify and support examples of exemplary social studies instruction and assessment. Encourage these teachers to serve as model teachers for the district.</li> </ul>

In the Classroom	Behind the Scenes
	<p><b>AEAs:</b></p> <ul style="list-style-type: none"> <li>● Develop and provide professional development for administrators on what classrooms look like, feel like, and sound like when students are engaged in learning through the new standards.</li> <li>● Facilitate professional development workshops focused on authentic context, best practices, bundling of standards across a year and designing classroom-based assessments.</li> <li>● Identify and support examples of exemplary instruction and assessment. Encourage these teachers to serve as model teachers in the district/region.</li> <li>● Work with identified model teachers to implement new learning and to prepare materials to share with other teachers.</li> <li>● Share effective lessons/units/resources/strategies in professional venues such as ICSS and NCSS.</li> </ul> <p><b>Statewide Social Studies Leadership Team:</b></p> <ul style="list-style-type: none"> <li>● Conduct webinars for special populations (English Language Learners, gifted learners, special education, etc.) and topics (scope and sequence, teacher endorsements, etc.)</li> <li>● 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.</li> <li>● 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.</li> <li>● Use the cadre of social studies teacher leaders/ model teachers with expertise in particular areas of the standards to design and deliver specialized professional development and to provide focused support for districts/teachers.</li> <li>● Create and disseminate exemplar performance tasks.</li> <li>● Based on feedback from the field and on the availability of resources, revise the implementation plan as necessary and provide updated information regarding implementation.</li> <li>● Create and curate instructional materials aligned to standards and disseminate through Iowa Core website.</li> </ul> <p><b>Higher Education:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Participate in social studies methods professors meeting once per year in order to learn about new standards.</li> <li>● Disseminate standards overview webinar to pre-service students that provides an overview of new standards.</li> <li>● Partner with the Department to provide professional development to support K-12 standards implementation.</li> </ul> <p><b>External Partners (Museum Educators, Professional Organizations, etc.):</b></p> <ul style="list-style-type: none"> <li>● Engage with Social Studies Leadership Team to understand standards vision, architecture and instructional shifts in order to provide</li> </ul>

In the Classroom	Behind the Scenes
	<p>professional development to teachers through your own organizations.</p> <ul style="list-style-type: none"> <li>● Refine teacher networks in order to grow capacity around implementation of standards.</li> <li>● Attend statewide professional development and Best Practices Institute.</li> <li>● Provide professional development opportunities for teachers across the state to help best implement the standards.</li> </ul> <p><b>Parents:</b></p> <ul style="list-style-type: none"> <li>● Continue to engage with Iowa Core Parent Guides and share with other parents.</li> </ul> <p><b>TLC Stakeholders (Coaches, Model Teachers, etc.):</b></p> <ul style="list-style-type: none"> <li>● Participate in Social Studies Coaching Virtual Network, statewide professional development, and Best Practices Institute.</li> <li>● 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.</li> </ul>

Year 4: Full Implementation

In the Classroom	Behind the Scenes
<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>● Are demonstrating deep understanding of standards.</li> </ul> <p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>● Are actively evaluating lessons/ units for alignment and are revising instruction based on the evaluation.</li> <li>● Are comfortable locating, modifying, and using instructional materials that are aligned to the standards.</li> <li>● Are differentiating instruction and providing appropriate scaffolding to ensure the standards are accessible for all students.</li> <li>● Use student performance on classroom assessments that are aligned to the standards to guide instruction.</li> </ul> <p><b>Administrator/Instructional Coaches:</b></p> <ul style="list-style-type: none"> <li>● Are continuing to have systems discussions about improving instruction in</li> </ul>	<p><b>All elementary and 6-12 social studies teachers:</b></p> <ul style="list-style-type: none"> <li>● Continue to engage in professional development that is focused on deepening their understanding and implementation of standards-aligned instructional practices.</li> <li>● Work individually and in teams to continue developing lessons/units that build towards full alignment with the standards.</li> <li>● Consistently use resources such as the EQuIP rubric to evaluate lessons, units, and instructional resources and modify resources to more completely align with standards.</li> <li>● Use student artifacts as evidence of learning and make instructional decisions based on that evidence.</li> <li>● 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.</li> <li>● Work individually and in teams to appropriately differentiate the standards to ensure they are accessible for all students.</li> <li>● Share effective lessons/units/resources/ strategies at professional venues such as ICSS or NCSS.</li> </ul> <p><b>Districts:</b></p> <ul style="list-style-type: none"> <li>● By the end of the 2019-2020 school year, 100 percent of curriculum and instruction will be standards-aligned K-12.</li> <li>● Ensure teachers, administrators, and instructional coaches have access to the necessary professional development to support implementation.</li> <li>● Analyze district/teacher level progress on addressing the instructional shifts within the standards. Identify strengths and gaps</li> </ul>

In the Classroom	Behind the Scenes
<p>social studies K-12.</p> <ul style="list-style-type: none"> <li>• Are monitoring delivery of social studies instruction and implementation of standards through walk-throughs, evaluations, classroom formative and summative assessments, etc.</li> </ul>	<p>and develop action steps to move closer to making the vision a reality in every classroom.</p> <ul style="list-style-type: none"> <li>• Select or have a plan for selecting curricular and instructional resources and materials to fully implement the Iowa Social Studies Standards.</li> <li>• 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.</li> <li>• 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.</li> <li>• Assess student progress through district-developed formative and summative assessments. Analyze data to make instructional and professional development decisions based on data.</li> <li>• Support the district implementation team, PLCs and individual teachers in making decisions that are congruent with both the vision and content of the standards.</li> </ul> <p><b>AEAs:</b></p> <ul style="list-style-type: none"> <li>• Facilitate professional development focused on authentic context and ensuring the standards are accessible for all students.</li> <li>• Continue offering earlier professional development in order to meet the needs of teachers who either couldn't attend or are new to the profession.</li> <li>• Identify and support examples of exemplary instruction and assessment. Encourage these teachers to serve as model teachers in the district/region.</li> <li>• Work with district to address specific needs.</li> <li>• Share effective lessons/units/resources/ strategies in professional venues.</li> </ul> <p><b>Statewide Social Studies Leadership Team:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Collaborate with the AEAs to address pockets of need.</li> </ul>

## Appendix B. Executive Order 83

Branstad signs Executive Order 83 to ensure local control in the development of Iowa Core standards and assessments

October 18, 2013

SECRETARY OF STATE (DES MOINES) – Gov. Terry E. Branstad yesterday signed Executive Order 83, ensuring local control in determining Iowa Core’s state academic standards and assessments. The executive order reads as follows:

Executive Order Number Eighty-three

**WHEREAS**, the Iowa Constitution encourages a strong educational foundation by providing that, “[t]he General Assembly shall encourage, by all suitable means, the promotion of intellectual, scientific, moral, and agricultural improvement” (Iowa Const. art. IX, 2d, § 3); and

**WHEREAS**, rigorous state standards detailing expected academic achievement are essential to provide a high-quality education, which is key to students’ futures and the future of this state; and

**WHEREAS**, the adoption of state standards should be done in an open, transparent way that includes opportunities for Iowans to review and offer input; and **WHEREAS**, it is the responsibility of local school districts to make decisions related to curricula, instruction, and learning materials consistent with state academic standards; and

**WHEREAS**, it is inappropriate for the federal government to require as a condition of application of federal grants the adoption of any federally developed standards; and

**WHEREAS**, the protection of student and family privacy is paramount and Iowa must protect its citizens against intrusive, unnecessary data collection and tracking.

**NOW, THEREFORE**, I, Terry E. Branstad, Governor of the State of Iowa, declare the following: The State of Iowa, not the federal government or any other organization, shall determine the content of Iowa’s state academic standards, which are known as the Iowa Core. The Iowa Department of Education shall develop a regular review cycle for the Iowa Core, including public comment, to determine the contents of and to continually improve state academic standards.

The State of Iowa, not the federal government or any other organization, shall choose the statewide assessments that will measure how well students have mastered the Iowa Core. School districts may also choose to use additional assessments to measure student academic progress.

The collection of student data by school districts and the Iowa Department of Education shall be done in a manner consistent with state and federal laws intended to protect student and family privacy. Only aggregate student data shall be provided to the federal government to comply with federal laws.

No Constitutional right of Iowa children and their families shall be violated through an overreach by the federal government into Iowa’s educational system.

IN TESTIMONY WHEREOF, I HAVE HEREUNTO SUBSCRIBED MY NAME AND CAUSED THE GREAT SEAL OF THE STATE OF IOWA TO BE AFFIXED. DONE AT DES MOINES THIS 16TH DAY OF OCTOBER IN THE YEAR OF OUR LORD TWO THOUSAND THIRTEEN.

TERRY E. BRANSTAD GOVERNOR OF IOWA

ATTEST:

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MATT SCHULTZ