



Considerations for Implementing the Illinois Learning Standards for Social Science Resource Introduction Page



Intended Audiences: Teachers, Teacher Leaders, Administrators, District Office Administration

Description: This tool is intended to help teachers and districts determine the level of implementation of the Illinois Learning Standards for Social Science. Based on specific components, this document can be used as a guide to drive the shifts necessary to achieve full implementation of the new Social Science Standards. The Illinois Social Science Standards were adopted statewide in 2016 with expected implementation during the 2017-2018 school year. The tool 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. Each consideration does include a connection to Charlotte Danielson’s Framework for Teaching; however, this is not meant to serve for evaluation purposes. ***This tool is only meant to serve as a connection in thinking for the teacher or administrator to transfer understanding of the shifts of the Illinois Social Science Learning Standards to practice in the classroom. Therefore, in no way should it be implied that a beginning implementation level serve as an unsatisfactory or basic level of teacher performance.***

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

1. District level – Leadership discussion might consider focusing on using the tool to:
 - Reflect how alignment adjustments may need to be made in curricular areas.
 - Discuss professional learning needs district wide.
 - Discuss whether student learning priorities set in strategic plans are targeting professional learning needs.
 - Guide Professional Learning Coordinators in developing materials for workshops/professional learning.
 - Communicate to stakeholders the characteristics of a fully aligned classroom, school, or district.
2. Schools – Principals and teacher leaders or grade level meetings/whole staff discussions might consider focusing on using the tool to:
 - Reflect on professional learning needs within the school.
 - Discuss further capacity building for all staff.
 - Determine how the tool connects to school assessments (formative, summative, and normative).
 - Reflect on needs of school: physically, culturally, and climate in nature.
3. Classroom – Classroom teachers and practitioners might use this tool to:
 - Be a 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

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Classroom Implementation Considerations of Illinois Learning Standards for Social Science

In the table below are considerations that need to be made in a standards-aligned classroom. The graphic beneath each category indicates the domains of the Danielson Framework that each consideration aligns with. Bolded words are defined below the indicators and resource links have been included, if applicable.

	Full Implementation	Partial Implementation	Beginning Implementation
<p>Resource Documents</p> 	<p>The teacher has read, understands, and bases their instruction on the Illinois Learning Standards for Social Science. Teachers also connect their understanding to the College, Career, and Civic Life Framework (C3) and additional supporting resources.</p>	<p>The teacher is familiar with the Illinois Learning Standards for Social Science for their grade level, but not familiar with how their piece fits in the big picture, or does not understand the goals and architecture of the standards.</p>	<p>The teacher is aware that these documents are there to support the transition to full implementation, but has not had the opportunity to fully examine their contents.</p>
	<p>Resources:</p> <ul style="list-style-type: none"> ▪ Illinois Learning Standards for SS - http://bit.ly/2h5NCAV ▪ IL Supporting Resources - http://bit.ly/2h5Nlhn ▪ C3 Framework - http://bit.ly/2xADWp0 ▪ C3 Supporting Resources - http://bit.ly/2vfvY0l 		
<p>Inquiry-Centered Classroom</p> 	<p>The classroom reflects the understanding that inquiry should be at the center of classroom instruction. 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.</p>	<p>The classroom sometimes reflects the idea that inquiry should be at the center of classroom instruction. The teacher has a basic understanding of inquiry but only sometimes uses the inquiry standards to frame the way students acquire social science content knowledge.</p>	<p>The classroom rarely reflects the idea that inquiry should be at the center of classroom instruction. The teacher has a limited understanding of the inquiry standards and rarely uses them to frame the way students acquire social science content knowledge.</p>
	<p>Inquiry speaks to the intersection of ideas and learners where there is a focus on the use of questions to spark curiosity, guide instruction, and deepen investigations for students to acquire rigorous content, as well as apply knowledge and ideas in real world settings.</p> <p>Resources:</p> <ul style="list-style-type: none"> ▪ Instructional Shifts - http://bit.ly/2eXikhF ▪ Inquiry-Based Learning Webinar - http://bit.ly/2jBCzyJ ▪ Inquiry Resources - http://bit.ly/2fUoycD 		
<p>Questioning Drives Inquiry</p> 	<p>The teacher often allows students, both individually and collaboratively, to construct essential and supporting questions that initiate and sustain an inquiry. Students understand the relevance and importance of the questions under investigation and that these understandings build throughout the inquiry experience.</p>	<p>The teacher sometimes allows students, both individually and collaboratively, to construct essential and supporting questions that initiate and sustain an inquiry. Students have a basic understanding of the relevance and importance of the questions under investigation.</p>	<p>The teacher rarely allows students, both individually and collaboratively, to construct essential and supporting questions that initiate and sustain an inquiry. Students do not understand the relevance and importance of the questions under investigation.</p>
	<p>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. Students will be able to understand and articulate that relationship as they build their knowledge on these skills.</p> <p>Resources:</p> <ul style="list-style-type: none"> ▪ Instructional Shifts - http://bit.ly/2eXikhF ▪ Inquiry-Based Learning Webinar - http://bit.ly/2jBCzyJ ▪ Inquiry Resources - http://bit.ly/2fUoycD 		

	Full Implementation	Partial Implementation	Beginning Implementation
Disciplinary Integrity with Interdisciplinary Connections 	<p>The teacher understands the aspects of the core disciplines and the core disciplines are implemented with fidelity throughout lessons and units while still emphasizing the conceptual content that ties them all together.</p> <p>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. Skills, particularly those in the disciplines, exist for the purpose of developing content knowledge. *</p>	<p>The teacher understands the aspects of the core disciplines and the core disciplines are mostly implemented with fidelity throughout lessons and units while sometimes emphasizing the conceptual content that ties them all together.</p> <p>Students are sometimes working to develop disciplinary literacies as they build the disciplinary skills and conceptual knowledge found within the standards. Skills, particularly those in the disciplines, are sometimes used for the purpose of developing content knowledge.</p>	<p>The teacher has a basic understanding of the aspects of the core disciplines and the core disciplines are sometimes implemented with fidelity throughout lessons and units; however, rarely is the conceptual content that ties them all together emphasized.</p> <p>Students are rarely working to develop disciplinary literacies. Skills, particularly those in the disciplines, exist mostly separate from developing content knowledge.</p>
	<p>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.</p> <p>*Additional clarification: Teachers are thoughtful in selecting appropriate and relevant content to help students ground inquiries and build disciplinary skills and conceptual knowledge found within the standards. For example, if teaching the Revolutionary War in 5th grade, the teacher uses the skill of determining cause and effect (listed in the standards) to build the content.</p> <p>Resources:</p> <ul style="list-style-type: none"> ▪ Instructional Shifts - http://bit.ly/2eXiKhF ▪ Inquiry-Based Learning Webinar - http://bit.ly/2jBCzyJ ▪ Content and Inquiry Resources - http://bit.ly/2fUoycD 		
English Language Arts (ELA) Connections 	<p>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).</p>	<p>Attempts are made at connecting social science to ELA (K-5) and/or Literacy in History/Social Studies Standards (6-12), but not in every unit or activity.</p>	<p>The curriculum provides siloes of social science knowledge that students learn in isolation from reading, writing, and speaking/listening. Literacy and social science are taught in isolation from one another.</p>
	<p>Connections 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.</p> <p>Resources:</p> <ul style="list-style-type: none"> ▪ Literacy Standards - http://bit.ly/2h4vzr1 		
Collaborative Civic Environments 	<p>The classroom reflects that peer collaboration is hard-wired into the inquiry skills. When using an inquiry approach informed by the standards in the classroom, the importance of collaboration as a natural part of civic life is clear.</p>	<p>The classroom sometimes reflects that peer collaboration is hard-wired into the inquiry skills. The importance of collaboration as a natural part of civic life is only occasionally clear.</p>	<p>The classroom rarely reflects that peer collaboration is hard-wired into the inquiry skills. The importance of collaboration as a natural part of civic life is rarely made clear.</p>
	<p>Peer collaboration means more than just pairing up with other students to develop questions or analyze sources. Students collaborate to develop questions and rely on one another to examine the importance of those questions. When engaging the disciplinary content, students work together to apply civic virtues and principles in the school settings. 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. In all places where the standards emphasize civic life, collaboration is fundamental to student success.</p>		

	Full Implementation	Partial Implementation	Beginning Implementation
<p>Opportunities for Taking Informed Action</p> 	<p>The teacher understands that in social science, students practice citizenship in the same way they practice historical thinking, economic decision-making, or geographic reasoning. As a result, students are given tangible spaces in curricula to consider, debate, and plan for action-oriented experiences that would culminate their academic inquiries. It is evident to students that applying knowledge to real-world problems prepares students for college, career, and civic life.</p>	<p>The teacher has a developing understanding that in social science, students practice citizenship in the same way they practice historical thinking, economic decision-making, or geographic reasoning. As a result, students are occasionally given tangible spaces in curricula to consider, debate, and plan for action-oriented experiences that would culminate their academic inquiries. It is sometimes evident to students that applying knowledge to real-world problems prepares students for college, career, and civic life.</p>	<p>The teacher does not demonstrate an understanding that in social science, students practice citizenship in the same way they practice historical thinking, economic decision-making, or geographic reasoning. As a result, students are rarely given tangible spaces in curricula to consider, debate, and plan for action-oriented experiences that would culminate their academic inquiries. It is not made evident to students that applying knowledge to real-world problems prepares students for college, career, and civic life.</p>
<p>Assessment</p> 	<p>The teacher consistently selects and designs assessments that are congruent with how learning occurs in the classroom.* Students engage in assessments that allow them to apply their knowledge and communicate their learning to demonstrate their level of mastery.</p> <p>The teacher consistently provides constructive feedback-based assessment data to students to support attainment of the Illinois Learning Standards for Social Science expectations.</p>	<p>The teacher sometimes selects and designs assessments that are congruent with how learning occurs in the classroom. However, students may not consistently engage in assessments that allow them to apply their knowledge and communicate their learning to demonstrate their level of mastery.</p> <p>The teacher inconsistently provides constructive feedback-based assessment data to students to support attainment of the Illinois Learning Standards for Social Science expectations.</p>	<p>The teacher infrequently selects and designs assessments that are congruent with how learning occurs in the classroom. Additionally, students are not always engaged in assessments that allow them to apply their knowledge and communicate their learning to demonstrate their level of mastery.</p> <p>The teacher seldom provides constructive feedback-based assessment data to students to support attainment of the Illinois Learning Standards for Social Science expectations.</p>
<p>*Additional clarification: Teachers are thoughtful in selecting assessments that connect to the learning in the classroom. For example, if students have been engaged in a unit of inquiry about the U.S. and Illinois Constitutions, the format of the assessment would reflect the higher-order thinking done throughout the unit as well as allow them the opportunity to communicate their conclusions from the inquiry.</p> <p>Resources:</p> <ul style="list-style-type: none"> ▪ NCSS Performance-Based Assessment Clearinghouse - http://bit.ly/2wchrX0 			
<p>Classroom Culture</p> 	<p>The teacher provides a safe and welcoming classroom environment that promotes interaction, communication, collaboration, and intellectual risk taking.</p> <p>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 student collaboration, creativity, and understanding of social science.</p>	<p>The teacher provides a safe and welcoming classroom environment that often promotes interaction, communication, and collaboration.</p> <p>The teacher often provides direct instruction and expects students to explain similar ideas with the same process that was demonstrated. Students rarely feel comfortable taking intellectual risks. The teacher provides students with worthwhile tasks and classroom time to work in pairs or small groups to find the solutions.</p>	<p>The teacher provides a safe classroom environment where students are expected to remain silent unless called upon, take good and accurate notes, follow all directions, and work independently.</p> <p>The teacher often provides only direct instruction to students and expects students to explain similar ideas with the same process that was demonstrated. The teacher rarely provides time for students to collaborate or communicate with one another.</p>

	Full Implementation	Partial Implementation	Beginning Implementation
<p>Equity</p> 	<p>The teacher ensures that the Illinois Learning Standards for Social Science are for all students. This philosophy is at the forefront of curricular decisions. Course sequence and content are organized with the diversity of student groups in mind, and efforts are made to differentiate instruction to accommodate all students using appropriate researched methods.</p>	<p>The teacher considers student background when selecting course sequence and content, but may not facilitate the learning of diverse student groups, or may not be knowledgeable of effective differentiation methods.</p>	<p>The teacher does not consider the diverse background of the student population when planning instruction or has no methods for differentiation. The idea that standards are for all students from the Illinois Learning Standards for Social Science is unfulfilled.</p>
<p>Instructional Materials</p> 	<p>The teacher has reviewed the alignment of all instructional materials to the appropriate grade-level of the Illinois Learning Standards for Social Science, and has made efforts to modify their own materials, when appropriate, as well as sought out aligned materials from reputable sources.</p> <p>In addition, the teacher has utilized the Illinois Quality Review Rubric for Social Science Lessons and Units to evaluate new or current instructional materials for alignment to the Illinois Learning Standards for Social Science.</p>	<p>The teacher has reviewed instructional materials for alignment and may have integrated some aligned materials from reputable sources, but has not fully modified their own materials or has not consistently utilized the Illinois Quality Review Rubric to evaluate new or current instructional materials for alignment to the Illinois Learning Standards for Social Science.</p>	<p>The teacher has not reviewed their own instructional materials, nor have they sought out or implemented aligned materials from reputable sources. The teacher has not utilized the Illinois Quality Review Rubric to evaluate new or current instructional materials for alignment to the Illinois Learning Standards for Social Science.</p>
	<p>Resources:</p> <ul style="list-style-type: none"> ▪ Illinois Quality Review Rubric for Lessons and Units - http://bit.ly/2yJwG7E ▪ C3 Notable SS Trade Book List - http://bit.ly/2wrB3BY 		
<p>Vertical Alignment</p> 	<p>The teacher uses the resource documents (Standards, C3 Framework and supporting documents) to check for coherence between their own courses and the courses before and after their grade level to ensure the content builds towards increasing sophistication of student thinking as presented in the Illinois Learning Standards for Social Science.</p>	<p>The social science curriculum provides learning experiences for students that develop a coherent progression of knowledge and skills in most courses, but may not be fully aligned in each content area to the grades before and after.</p>	<p>The social science curriculum lacks coherence in knowledge and experiences; provides repetitive, discrete knowledge that students memorize at each grade level; the courses often miss essential knowledge that must be filled at later grade-levels.</p>

District Implementation Considerations of Illinois Learning Standards for Social Science

In the table below are system-wide considerations that need to be made in a standards-aligned district. Bolded words are clarified below the indicators and resource links have been included, if applicable.

	Full Implementation	Partial Implementation	Beginning Implementation
Equity and Access	District administration ensures that all students K-12 experience quality social science instruction by allocating adequate time and resources to students of all backgrounds and abilities. The district provides and monitors appropriate course sequence and content to support the needs of diverse learners.	District leaders have established a course sequence and content to support diverse learners, but does not monitor its effectiveness, nor support continued refinement with the allocation of time and resources.	The district leaves course content selection to teachers, and plays no part in ensuring equity in instruction beyond teacher evaluation.
Management	District leadership effectively manages Illinois Learning Standards for Social Science implementation through explicit planning, timelines and creation of a district-wide implementation team. The district assesses course materials, develops course sequences and seeks out quality professional learning for teachers.	District leaders have created an implementation plan with input from teachers. The implementation plan suggests course sequence or course materials, but does not include professional learning considerations.	District leaders have no implementation plan to transition to Illinois Learning Standards for Social Science. Teachers are left to implement the standards in their classrooms as they see fit, with no district-wide guidance.
Professional Learning for Teachers	School leaders understand the shifts of the Illinois Learning Standards for Social Science, and select appropriate supporting professional learning for their teachers. Quality professional development 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.	School leaders are familiar with the Illinois Learning Standards for Social Science and its shifts, but may lack in-depth understanding. Professional learning is aligned to the district social science plan, but may not meet the implementation needs of specific classrooms, and may not address the shifts.	School leaders are not familiar with the shifts in the Illinois Learning Standards for Social Science. Professional learning is selected on the recommendation of outside agencies, or left to the teacher to seek out. Professional learning is not aligned to the district social science plan, and may not support the specific implementation needs of the teachers.
	Resources: <ul style="list-style-type: none"> ▪ Learning Forward Standards for Professional Learning - http://bit.ly/2dxUxzU ▪ Instructional Shifts - http://bit.ly/2eXiKhF ▪ Social Science in Action Professional Learning Page - http://bit.ly/2x34aji 		
Collaboration	Districts encourage and facilitate communication and collaboration between educators within their district as well as educators in other districts, and partners with external organizations where appropriate to support implementation. Districts provide time and structure to plan and coordinate instruction and implementation, and seek out input from outside voices.	Districts support collaboration by providing time for departments to meet, but does not provide structure or guidance. Departments are not encouraged to collaborate and/or seek feedback outside the district.	District leaders leave implementation decisions to individual classrooms, and do not promote or facilitate intra- or inter-district communication or collaboration. Partnerships with external organizations are not investigated or acted on.

	Full Implementation	Partial Implementation	Beginning Implementation
Instructional Materials	District leaders recognize the need for high-quality Illinois Learning Standards for Social Science aligned instructional materials, while realizing that they are not well supported by current textbooks. District leaders use criterion-based tools (Illinois Quality Review Rubric for Lessons and Units) to evaluate curricular materials alongside teachers, and support educators as they modify their own materials.	District leaders recognize the need for high-quality Illinois Learning Standards for Social Science aligned materials, but rely on teachers to make those determinations in their individual classrooms. Criterion-based tools are recommended to teachers, but not implemented on a district-wide basis.	District leaders rely on educational publishers to choose their instructional materials, and may adopt them system-wide. Alignment beyond publisher recommendation is not evaluated using criterion-based tools. The lack of quality resources is not recognized, and teachers are not supported in efforts to modify their own materials.
	Resources: <ul style="list-style-type: none"> ▪ Illinois Quality Review Rubric for Lessons and Units - http://bit.ly/2xmP1Jg 		
Assessments	The district has implemented rigorous, aligned, assessments that assess all components of inquiry as well as content (disciplinary concepts) for each grade level to accurately measure student performance of the Illinois Learning Standards for Social Science.	The district is developing or in the process of implementing rigorous, aligned, assessments that assess all components of inquiry as well as content (disciplinary concepts) for each grade level to accurately measure student performance of the Illinois Learning Standards for Social Science.	The district is considering the development and implementation of rigorous, aligned, assessments that assess all components of inquiry as well as content (disciplinary concepts) for each grade level to accurately measure student performance of the Illinois Learning Standards for Social Science.
	All components of inquiry – According to the standards, the process of inquiry can be divided into three categories: Developing Questions and Planning Inquiries; Evaluating Sources and Using Evidence; and Communicating Conclusions and Taking Informed Action.		
Student Outcomes	District leaders identify and implement effective methods and indicators to measure student performance. Student data is used as a source to evaluate Illinois Learning Standards for Social Science implementation, College and Career Readiness, and underserved subgroup performance.	Student performance in social science is measured district-wide and evaluated within departments, though conclusions may not be drawn and applied to the entire district. Students are assessed; however, the data is not used to reflect on Illinois Learning Standards for Social Science implementation.	Student performance in social science is not evaluated consistently and systematically across the district. Individual classrooms assess social science content knowledge, but not inquiry skills. No connection to the Illinois Learning Standards for Social Science implementation is evaluated, and data from assessments is not used to modify district-wide instruction.
School Structures	District leaders, in tandem with teachers, develop course scope and sequences based on the Illinois Learning Standards for Social Science. Each scope and sequence aligns to the mandates and graduation requirements in Illinois, reflects horizontal and vertical alignment, and provides developmentally appropriate coursework that builds coherently K-12, engaging all students in all standards.	District leaders develop a scope and sequence, but may or may not involve teachers in the process. Courses may or may not be developmentally appropriate and coherent, and some learning standards may not be covered. The effort for horizontal and vertical alignment is minimal.	District leaders are not involved in the development of a scope and sequence. Teachers incorporate standards into their current course sequence where possible, but Illinois mandates and graduation requirements are not considered. Significant learning standards are missed, and horizontal and vertical alignment is not considered.
	Resources: <ul style="list-style-type: none"> ▪ Illinois Learning Standards for SS - http://bit.ly/2h5NCAV ▪ IL Supporting Resources - http://bit.ly/2fUoycD ▪ ISBE Graduation Guidance Document - http://bit.ly/2xEKVgx 		

	Full Implementation	Partial Implementation	Beginning Implementation
Communication	District leaders make a concerted effort to communicate the changes being made in classrooms because of the implementation of the Illinois Learning Standards for Social Science. A plan exists to communicate the transition to both district and community stakeholders. Implementation timelines are developed and shared, and changes to instruction and assessment are communicated clearly. Avenues for feedback from in-district personnel and stakeholders are created and maintained.	District leaders make an inconsistent effort to communicate the changes being made in classrooms because of the implementation of the Illinois Learning Standards for Social Science. The plan only passively communicates through methods like newsletters or emails. No avenues for feedback are created or maintained.	District leaders make no specific effort to communicate the changes being made in classrooms because of the implementation of the Illinois Learning Standards for Social Science or the plan for implementation. District communication may only occur within departments rather than across grades/buildings, and may only happen on school improvement days or at faculty meetings. Community members are not aware when changes in standards, shifts, or assessment occur.
	Resources: <ul style="list-style-type: none"> ▪ Family and Community Engagement Supports - http://bit.ly/2c0xpHh 		

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>.

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