



Arlington Public Schools

Social Studies

2015 Evaluation



Program Goals

- Social Studies program provides **high quality instruction**.
- APS students participate in **enrichment and advanced coursework** in social studies.
- APS students:
 - demonstrate **rising achievement**
 - acquire skills of **higher cognition**
 - practice **21st Century Skills of creativity, critical thinking, collaboration, and communication**
- The Social Studies Office **manages social studies resources** effectively.

APS Evaluation Process

- Process used by APS for **continuous improvement**
- Planning committee with **stakeholders** in 2012-13
- **Various methodologies** used to collect data in 2013-14 and fall 2014
- Focus on **implementation** and **outcomes**

Full evaluation with appendices at
www.apsva.us/evaluationreports



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Evaluation Findings – Program Strengths

- Strong **emotional support, classroom organization**, and **student engagement** is evident in social studies classrooms.
- **Technology** use enhances social studies instruction.
- Increased enrollment in **advanced coursework**
- High implementation of **History Alive!** strategies
- High **student and parent satisfaction** with social studies instruction
- **Teacher and principal satisfaction** with support from the Social Studies Office

Recommendations

- Evaluation includes **five recommendations** to improve program.

Staff Action Plan

- Social Studies Office outlines **strategies, responsible offices**, and **timeline**.

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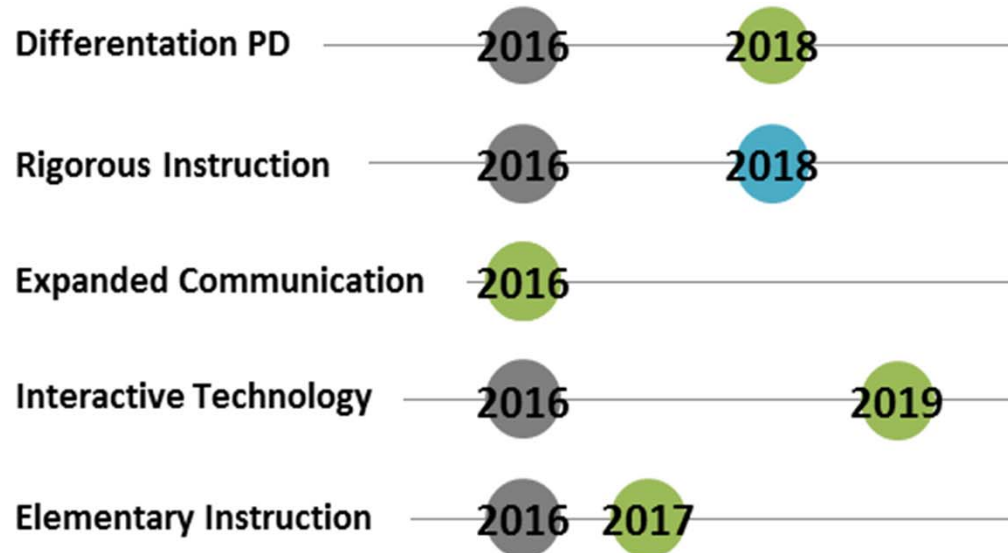
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Recommendations



- Start Year
- Implemented by S.S. Office
- Implemented with APS Stakeholders

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Recommendation 1

Provide professional development to support the implementation of **effective differentiation strategies** in social studies instruction across grade levels, with a focus on:

- a. Best practices that encompass differentiation (History Alive!, SIOP)
- b. Co-teaching models and planning
- c. Resources to support differentiation
- d. Differentiation strategies for advanced courses
- e. Support for non-traditional AP/IB students in AP/IB courses

Strategy	Office Responsible	Completion Date
Develop classroom expectations for differentiation and incorporate as one component in the walkthrough document to check for compliance.	Social Studies	Spring 2016
Provide professional learning to address differentiation to include co-teaching, SIOP, and support of advanced learners.	Social Studies, Special Education, ESOL/HILT, Gifted Services Elementary, middle, and high schools	Spring 2016
Establish vertical planning sessions between middle school and high school to align middle school practice with high school expectations.	Social Studies Middle and high schools	Ongoing
Develop and offer a graduate course on differentiation in advanced academics.	Social Studies, Gifted Services	Spring 2017
Implement the creation of differentiated resources as a Site-Based Initiative (SBI) at each secondary school based on school assessment data.	Social Studies Middle and high schools	Spring 2016

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Recommendation 2

Support teachers in increasing the level of **rigor** in all social studies courses by:

- a. Providing professional development focusing on strategies that increase higher level thinking
- b. Promoting enrichment opportunities
- c. Facilitating the use of performance assessment tasks (PATs) as alternate assessments
- d. Monitoring the implementation of the new state adapted curriculum which focuses on critical thinking skills

Strategy	Office Responsible	Completion Date
Communicate through <i>Vision</i> Newsletter and Social Studies Snapshots and other social media: <ul style="list-style-type: none"> • expectations about rigor • strategies to support teachers in implementing rigorous instruction • enrichment opportunities for students and teachers 	Social Studies	Ongoing
Develop the new social studies curriculum to align with state-mandated skill-focused History and Social Science Standards of Learning.	Social Studies	Spring 2018
Revise current Performance Assessment Tasks (PATs) to align with new curriculum and increase teacher use in Grades 3-12.	Social Studies	Spring 2017
Provide professional development in the incorporation of critical thinking skills.	Social Studies	Ongoing

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Recommendation 3

Provide opportunities for **greater and more effective communication** between the Social Studies Office and Special Education and ESOL/HILT teachers.

Strategy	Office Responsible	Completion Date
Attend fall and spring meetings with Special Education and ESOL/HILT lead teachers to discuss social studies curriculum, assessment, and support needed from the Social Studies office.	Social Studies Elementary, middle, and high schools	Ongoing
Include Special Education and ESOL/HILT social studies teachers on all communication from the social studies office related to curriculum, professional learning opportunities and social studies resources.	Social Studies	Ongoing
Include SPED and ESOL/HILT representation on social studies curriculum and textbook adoption committees.	Social Studies, Special Education, ESOL/HILT	Ongoing
Collaborate with Special Education, ESOL/HILT, Minority Achievement, and Gifted Services offices to deliver joint workshops on topics such as co-teaching, SIOP and strategies for teaching advanced students to encourage work between general education and Special Education, ESOL/HILT and gifted resource teachers.	Social Studies, Special Education, ESOL/HILT, Minority Achievement, Gifted Services	Ongoing

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Recommendation 4

In conjunction with the Personalized Device Initiative, support teachers in the use of **interactive technology** with students.

Strategy	Office Responsible	Completion Date
Develop a set of expectations for technology use in Social Studies incorporating the SAMR model.	Social Studies, Information Services	Ongoing
Develop a list of suggested apps for use in social studies instruction.	Social Studies	Ongoing
Establish a forum for the sharing of technology integrated lessons.	Social Studies	Ongoing
Implement the creation of technology integrated lessons as a Site-Based Initiative (SBI) at each secondary school.	Social Studies Middle and high schools	Spring 2017
Continue the development and revision of blended and virtual courses that align with best practice in online instruction and are accessible to ESOL/HILT and Special Education students.	Social Studies	Spring 2019

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Recommendation 5

Collaborate with elementary principals on the implementation of effective social studies instruction at different grade levels; encouraging **literacy integration** across grade levels and **departmentalized social studies instruction** in the upper grades.

Strategy	Office Responsible	Completion Date
Pilot a literacy integrated K-3 curriculum at the new elementary school.	Social Studies, English Language Arts	Spring 2017
Partner with English Language Arts Office to provide workshops on literacy integration and strategies for teaching non-fiction	Social Studies, English Language Arts	Spring 2018
Expand curriculum development on literacy integrated social studies lessons.	Social Studies, English Language Arts	Ongoing
Meet regularly with elementary principals to discuss school data and the implementation of social studies in the elementary grades.	Social Studies	Ongoing

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