

# Feedback Plan for Draft Social Studies Standards

Focus Groups	Date	Estimated Participation	Constituency
<b>2013 Standards Writing Team</b>	8/21/14	15	Teachers, District Administrators, Post-Secondary
<b>Hope Street Group Teacher Fellows</b>	9/3/14	20	K12 Teachers
<b>Kentucky Groups/Organizations(K-Group)</b>	9/17/14	35-40 (But representing many more constituents)	see attached list
<b>Social Studies Content Leadership Networks</b>	Throughout September	400	K12 Teachers
<b>Post-Secondary/CPE</b>	TBA	TBD	Post-Secondary Faculty
<b>School District Teams</b>	TBA	TBD	District Leaders, School Leaders, Teachers, Parents
<b>Kentucky Council for Social Studies</b>	9/23-24/14	TBD	K12 Teachers, Post-Secondary Faculty
<b>ILSN Meetings</b>	October	TBD	District and School Administrators

Invited Kentucky Groups for September 17th Focus Group	
KY Historical Society	KY Council for Social Studies
KY Heritage Council	KY Association for Gifted Education
KY Arts Council	KY Assoc. of Ed. Supervisors
KY Center for the Performing Arts	KY Humanities Council
KY Parent Teacher Association	KEA
KY Association for Early Childhood Education	Kentucky Society for Technology in Edu
KY Association of School Councils	Kentucky YMCA Youth Association
KY Association of School Administrators	KY Assoc. for Environmental Education
Kentucky Educational Television KET	Kentucky Bar Association
Commonwealth Institute for Parent Leadership	KY Geographic Alliance
KY Parent Information and Resource Center	KY Out-of-School Alliance
KY Council on Postsecondary Education	KY Chamber of Commerce
KY Council for Exceptional Children	Filson Historical Society
Partnership for Successful Schools	KY Council on Economic Education

Attachment C

McConnell Center for Civic Education	KY Ed Cooperative
Kentucky Community Education Association	Prichard Committee
Institutions of Higher Ed-Early Childhood	Junior Achievement of the Bluegrass
Kentucky School Board Association	Special Ed Cooperatives
Frazier History Museum	

## Focus Group Questions - Face to Face Questions - All Focus Group Participants Will Provide Feedback on these questions

1. Please review page 3 of the Draft KCAS for Social Studies. Please note that anchor standards are intended to demonstrate criteria to be exhibited by all students in order to graduate college, career and civic life ready. What are your immediate reactions to the 15 Anchor Standards and their connections to college/career/civic readiness expectations for 21st century learners?

2. Please review pages 27-29 of the Draft KCAS for Social Studies. Looking specifically at the three K-12 Progressions for the Disciplinary Core Concept, CIVIC-MINDEDNESS: To what degree does the K-12 Progression articulate a clear learning pathway for each Anchor Standard for CIVIC-MINDEDNESS?

1 - not clear      2      3 - clear      4      5 - extremely clear

Please cite specific evidence to support your insights.

3. Please review pages 30-33 of the Draft KCAS for Social Studies. Looking specifically at the three K-12 Progressions for the Disciplinary Core Concept, ECONOMIC DECISION MAKING: To what degree does the K-12 Progression articulate a clear learning pathway for each Anchor Standard for ECONOMIC DECISION MAKING?

1 - not clear      2      3 - clear      4      5 - extremely clear

Please cite specific evidence to support your insights.

4. Please review pages 34-37 of the Draft KCAS for Social Studies. Looking specifically at the three K-12 Progressions for the Disciplinary Core Concept, GEOGRAPHIC REASONING: To what degree does the K-12 Progression articulate a clear learning pathway for each Anchor Standard for GEOGRAPHIC REASONING?

1 - not clear      2      3 - clear      4      5 - extremely clear

Attachment C

Please cite specific evidence to support your insights.

5. Please review pages 38-41 of the Draft KCAS for Social Studies. Looking specifically at the three K-12 Progressions for the Disciplinary Core Concept, HISTORICAL THINKING: To what degree does the K-12 Progression articulate a clear learning pathway for each Anchor Standard for HISTORICAL THINKING?

1 - not clear

2

3 - clear

4

5 - extremely clear

Please cite specific evidence to support your insights.

## Online Portal Focus Group Participants

Q1: Please identify your role/title:

Q2: If you selected teacher, please select the grades you currently teach.

Q3: Which grade level would represent the MAJORITY of your teaching experience?

Q4: How many years have you been in education?

Q5: In which school district(s) are you employed?

Q6: Rate your level of familiarity in regard to:

- a. The KCAS for Literacy in History/Social Studies for grades 6-12
- b. College, Career, and Civic Life (C3) Framework for Social Studies State Standards
- c. The Global Competence Matrix
- d. How Students Learn History in the Classroom (NRC)

Q7: How would you rate your level of agreement with the following statements?

- a. All students should graduate from high school college, career, and civic ready.
- b. Inquiry is at the core of deep learning/understanding.
- c. Students learn best when skills and knowledge are integrated.
- d. Each student is capable of positively impacting their community.
- e. Having standards ensures equal access to rigorous expectations for all students.
- f. Standards define expectations for what all students should know and be able to do but do not define how to teach.

After completing the questions that are common to all Focus-Group Participants, the following questions are specific to online participants.

Q13: For the next series of questions, please identify a particular grade level(s) you will be examining:

Q14: Are the GRADE LEVEL STANDARDS you are examining formatted and presented in a clear and meaningful manner? (If multiple grade levels are reviewed, be sure to report an OVERALL or collective rating and indicate specific grade level comments in the text box.)

Q15: Do the GRADE LEVEL STANDARDS you are examining intentionally connect 21st Century Skills and Global Competencies? (If multiple grade levels are reviewed, be sure to report an OVERALL or collective rating and indicate specific grade level comments in the text box.)

Q16: Do the GRADE LEVEL STANDARDS you are examining have clear connections to the "practices" embedded in the Inquiry Cycle? (If multiple grade levels are reviewed, be sure to

## Attachment C

report an OVERALL or collective rating and indicate specific grade level comments in the text box.)

Q17: Is the narrative grade level introduction that precedes your GRADE LEVEL STANDARDS helpful? (If multiple grade levels are reviewed, be sure to report an OVERALL or collective rating and indicate specific grade level comments in the text box.)

Q18: As you examine the Grade Level Standards for Social Studies in the proposed DRAFT, do you see connections to other KCAS standards (in other content areas) for the same grade level? (If multiple grade levels are reviewed, be sure to report an OVERALL or collective rating and indicate specific grade level comments in the text box.)

Q19: Do the proposed DRAFT KCAS for Social Studies empower students to be active and engaged citizens in the 21st century?

Q20: Do the proposed DRAFT KCAS for Social Studies provide enduring skills that support the development of student growth goals?

Q21: Do the proposed DRAFT KCAS for Social Studies provide a framework for developing students who are college, career and civic life ready?