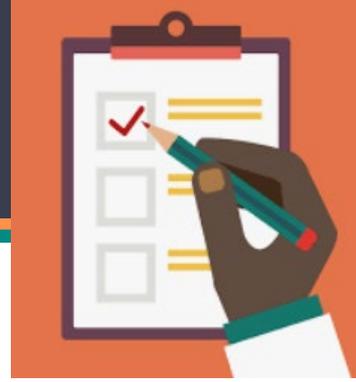


WELCOME - QHC



As you are getting settled please log into the Zoom

Click on the QHC link in the agenda

- Add questions, hopes and concerns you have about this work

Disclaimer

This presentation contains examples and resource materials that are provided for the user's convenience. The inclusion of any material is not intended to reflect its importance, nor is it intended to endorse any views expressed, or products or services. These materials may contain the views and recommendations of the presenter as well as hypertext links, contact addresses and websites to information created and maintained by other public and private organizations. The opinions expressed in any of these materials do not necessarily reflect the positions or policies of the New Mexico Public Education Department (NMPED). The NMPED does not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials. Mentions of specific programs or products in these examples are designed to provide clearer understanding and are not meant as endorsements.¹

¹*Language adopted from the U.S. Department of Education*

Virtual Meeting/Conference Recording Notice

The NMPED allows for the recording of audio, visuals, participants, and other information sent, verbalized, or utilized during business related meetings. By joining a meeting, you automatically consent to such recordings. Any participant who prefers to participate via audio only should disable their video camera so only their audio will be captured. Video and/or audio recordings of any NMPED session shall not be transmitted to an external third party without the permission of NMPED.

Introductions



In the chat box share your name, position and district

Answer the following prompt:

When I think about facilitating discussions on the new standards with parents, I feel _____, because _____.

Our Shared Agreements

 Contribute your ideas respectfully

 Focus on what matters

 Ask thoughtful and clarifying questions

 Listen to understand

 Link and connect ideas

 Invite all perspectives

 Recognize and suspend assumptions

 Participate fully and be present for the entire day

Today's Agenda



- Welcome/Disclaimer
- Introductions
- Review the Purpose and Content of the new SS standards
- Identify Strategies for Facilitating Conversations with Parents
- Engage with the New Parent Guides
- Review Resources to Support Facilitating Conversations
- Upcoming CoP
- Closing

New Standards - Content

Old Standards	New Standards
Organized as benchmarks and performance standards	Organized around anchor standards, themes, and performance standards
Primarily focus on content	Focus on skills and content
Grade specific K-8, Content specific 9-12	Grade specific K-8, Content specific 9-12
No inquiry or ethnic, cultural, and identity (ECI) strand	Inclusion of inquiry and ethnic, cultural, and identity (ECI) strand

New Standards - Purpose

“Democratic societies rely on high-quality social studies instruction, cultivating students who delve deeper into issues and problems that vex humankind” (Hatti, Stern, Fisher, & Frey, 2020). A rigorous social studies education is necessary to prepare students for success in the 21st century and is critical for the health of our democracy. Foundational to a rigorous social studies education is a set of high-quality social studies standards.

New Standards - Instructional Shifts

Shift	Description
Moving away from a singular dominant narrative	These new standards attempt to move away from seeing social studies as a singular story, but one that recognizes and embraces counter narratives and provides equitable inclusion of historical stories reflecting Indigenous, Hispano/Latino, Chicano, Mestizo, Genizaro, African American and other cultural perspectives.
Craft questions that spark and sustain an inquiry	The standards set an expectation that teachers create compelling and supporting questions to drive inquiry based instruction. Compelling questions represent enduring disciplinary problems and issues. Supporting questions help unpack the compelling question to provide knowledge and insights to the overall inquiry. Together compelling and supporting questions allow students to analyze disciplinary concepts.
Integrate skills and content purposefully	The notion of content as separate from skills is an artificial distinction. Skills, particularly those in the disciplines, exist for the purpose of developing content knowledge. In essence, students will come to know disciplinary content as they apply skills to be fully college, career, and civic ready.
Provide opportunities for communicating conclusions through productive student discourse and taking informed action	This shift provides students with opportunities to practice civil discourse, communicate the results of their inquiries and, in cases where it is curricularly appropriate, to take informed action.
Empowering students to develop agency and pride in their identity	The concept of identity is a constant in social studies education. In order to learn about the world around us, students must understand, and take pride in, their own identity. The standards empower students to develop agency and pride in their own identity.

What is High Quality Instruction in Social Studies



CLUES

To High Quality Instruction in Social Studies



Create consistent opportunities for inquiry



Leverage content rich texts from multiple sources and perspectives



Use learning strategies that ask students to engage in disciplinary thinking through reading, writing, speaking, listening, and viewing



Ensure there are opportunities for communicating conclusions through productive student discourse



Select opportunities for learners to engage in interdisciplinary studies to delve into issues they care about and work to solve complex problems

© 2022

What Strategies Have You Used to Engage Parents in Understanding the New Standards?



Harvard Family Research Project

an engaged family is important for student success. A family involved in their child's education "...can lead to positive benefits...such as increased school attendance, higher academic performance, and improved attitudes about school."

Protocol for Facilitating Conversations



Identifying a clear purpose



Establishing ground rules



Providing a common basis for understanding



Creating a framework for the discussion that maintains focus and flow



Including everyone



Being an active facilitator



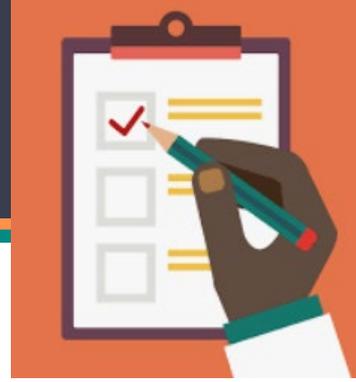
Summarizing discussion and gathering participant feedback

Parent and Family Guides for Social Studies

A Resource



Parent Guides



Key Elements

- Overview
- Additional Resources
- Grade by Grade Review
 - Examples of What Your Child May be Doing at School
 - How to Help Your Child at Home
 - Questions You Can Ask Your Child
 - Questions You Can Ask Your Child's Teacher

- K-2
- 3-5
- 6-8
- 9-12



Click on a grade band to review individually in the agenda (5 min)

Go into that grade band breakout room and discuss this question (15 min).

How Could You Use the Parent Guides to Support Conversations Around the Standards?

Breakout Group Report Out

How Could You Use the Parent Guides to Support Conversations Around the Standards?

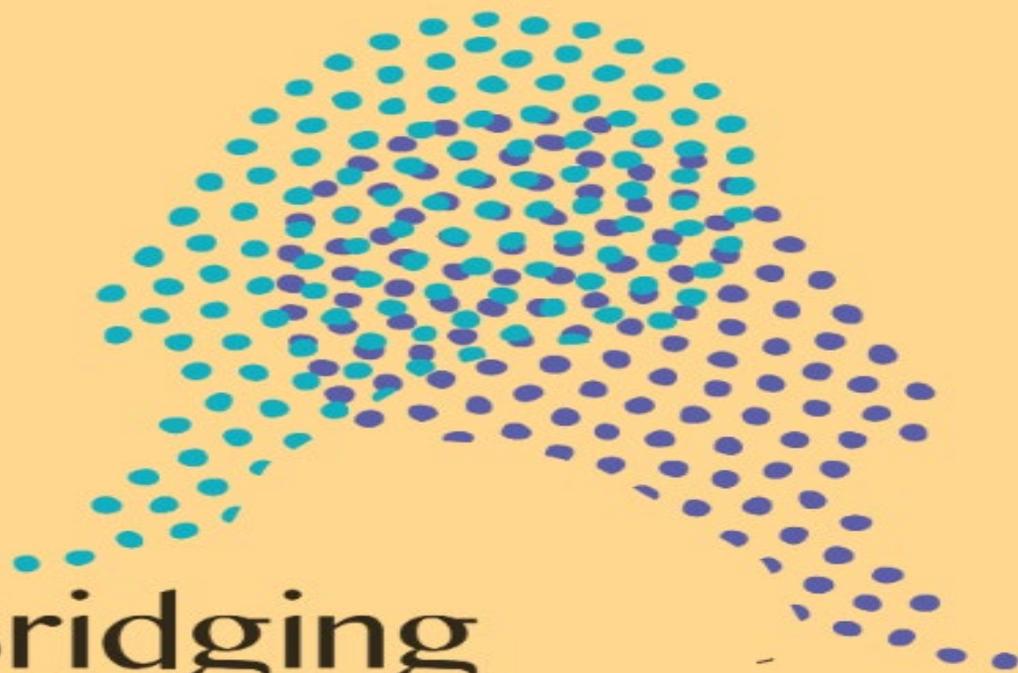


What are the obstacles to having high quality discussions?



Resources to Support Facilitating Conversations Around the Standards





Bridging Differences Playbook

Learn research-based strategies to promote
positive dialogue and understanding



Eberly Center

Teaching Excellence & Educational Innovation

Design & Teach a Course

Technology for Education

Assess Teaching & Learning

Solve a Teaching Problem

The Simon Initiative

Who We Are

[Eberly Center](#) › [Design & Teach a Course](#) › [Design Your Course](#) › [Instructional Strategies](#) › Discussions

Discussions

(Some sections adapted from Davis, 1993; Brookfield and Preskill, 1999)

The Harriet W. Sheridan Center for Teaching and Learning

[About](#)[Programs & Services](#)[Teaching & Learning Resources](#)[Learning Collaborative](#)[News & Events](#)

Teaching & Learning
Resources

Facilitating Effective Discussions: Self-Checklist



Usable Knowledge

Relevant research for today's educators

 SEARCH

 SUBSCRIBE

 LEARN MORE



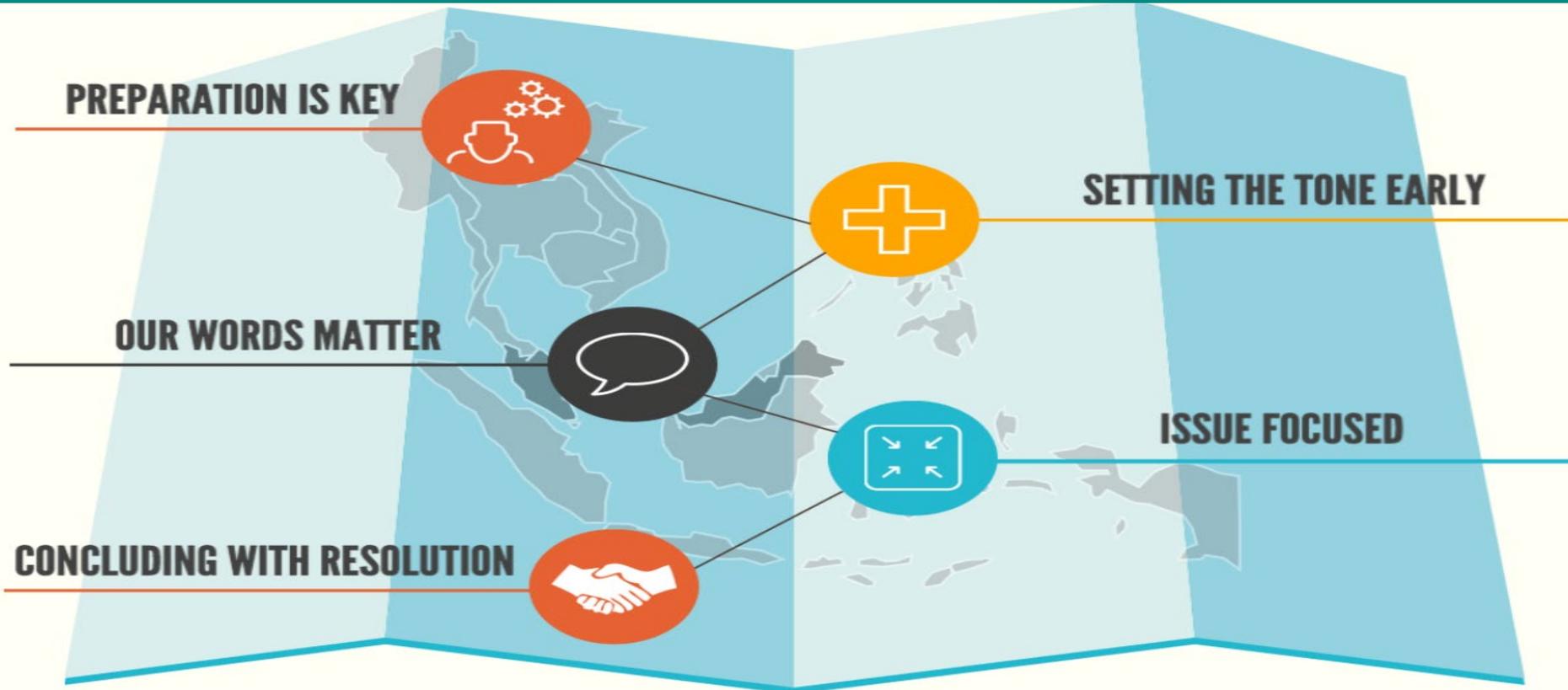
SHARE

RESEARCH STORIES

Starting the Conversation

High-quality discussion protocols to prompt collaborative,
responsive learning

Roadmap



Reflection

Guiding Question -

What strategies will you use to plan for conversations with parents about the new social studies standards?

Survey

Please provide feedback for today's CoP

See the link in the chat box

Upcoming Community of Practice Meetings

TODAY – September 15, 3-4pm, Thinking About Student Engagement in a 360 Model:

[https://us02web.zoom.us/meeting/register/tZctfumsrjsvEtakzVlFFIS9TlsJFCcRBbfq](https://us02web.zoom.us/j/91234567890)

October 13, 2022, 3-4pm: Using National History Day and Primary Sources in Conjunction with the New Social Studies Standards:

[https://us02web.zoom.us/meeting/register/tZUvduyurjwoH9w7FZW9LAGpRHwZNFIMYlfl](https://us02web.zoom.us/j/91234567890)

