



The Teacher Center of Broome County
Teacher Study Group Grant Award
2014

FINAL REPORT DUE BY APRIL 7, 2014
DOCUMENT PROCESSES AND OUTCOMES

STUDY GROUP TOPIC: _____ Core Six Social Studies _____

List of group members: __Karen Doolittle and Lisa Kemmerer_____

The final report must be word-processed and submitted both in print and through e-mail using this form. Send print copy Teacher Center @ WSKG, BOCES Mail Drop #22 and e-mail file to [btcc@btboeces.org](mailto:btcc@btbooces.org). This report will be posted on the Teacher Center web page at <http://teachercenter.info>.

Describe the initial goal of the group noting any adjustments that had to be made as time passed.

The purpose of our study group was to help support our Social Studies department successfully meet the demands of the new Common Core State Standards by reflecting on research-based teaching strategies that align with the standards. In this study group we learned effective teaching methodologies that engage students and raise student achievement. The focus of our book study group was to discuss effective teaching and learn new practices that correlate with the Common Core and 21st Century learning skills.

For the most part we followed our initial goals. However due to unforeseen family illnesses are group was not able to meet as frequently as we had hoped.

Describe the ACTION PLAN that the group followed.

At our meetings we analyzed the book, "The Core Six Essential Strategies for Achieving Excellence with the Common Core." We focused on two units: Reading for Meaning and Compare and Contrast strategies that correlate with Common Core Standards. We discussed the research-based teaching strategies provided in each unit, and its implications in the history classroom.

Describe how the action plan was implemented.

We assigned a chapter of study before meeting as a group. At the meetings we (1) reflected on our current practices (i.e. how we currently teach compare and contrast) (2) identified Common Core Standards that aligned with the teaching methodology (3) discussed possible ways to implement such a strategy in the Social Studies classroom.

Evaluate the impact of the study group effort on teacher/student performance.
How has this study group changed you as a teacher? Do you anticipate that any of your teaching practices will have changed?

We are better able to guide our students' thought processes. The book provided excellent, teacher-friendly suggestions. Our teaching practices have changed as a result of our study group. Students are understanding themes in history.

Also many colleagues in our department wanted to learn more about the strategies that we were reading about in the book. The book gave us new information to discuss as a department and we are working more collaboratively.

What evidence do you expect to see of student achievement improving as a result of your participating in this study group?

We expect to see our students' become more proficient readers, thinkers and writers according to the Common Core.

What evidence is there that the goals of the study group has/has not been met?

Our study group analyzed teaching strategies that improve instruction on the following on the following skills:

- Reading and understanding rigorous texts.
- Evaluating evidence and using it to support positions.
- Conducting comparative analyses.
- Finding important patterns and structures built into content.
- Understanding and contributing to meaningful discussion about history and/or social studies.

When we tried the teaching methodologies there was a noticeable increase in class participation and discussion. Students were more engaged and could identify where they generated their ideas from.

Comment on the value of the study group process? Did it work for you?

The process of reflection is very important as a teacher and making it a priority to meet with other professionals was very valuable. Yes, it worked for us. We had only wished that there was more time.