



Program of Excellence

Social Studies and Civics

Champion Excellence

Fundamental to the role of a champion is the capacity to envision potential. It is the belief in one's potential, the potential of our students and our colleagues, and the potential of our educational system that gives us cause to act with intentionality and to persevere when we are faced with challenges. In order to cast a shared vision that drives collective action that embraces and the collective wisdom of the education community across Oklahoma, the Oklahoma State Department of Education has collaborated with educators and school leaders to develop Programs of Excellence rubrics that envision and describe the characteristics of excellent disciplinary programs within a school.

The Programs of Excellence rubrics are **emergent**, in that they are co-designed with input from educators across the state and always in draft form; **aspirational**, in that they speak to an idealized, holistic vision of each program that may be impossible for one school to fully embody; and **flexible**, in that they respect the unique contexts of Oklahoma's schools whether that be in size, geography, or demography.

Across disciplines, there are variations that bring perspective from the unique communities who shaped their contents, capturing real experiences, shared values, and a hope for well-rounded learning opportunities for all children in a safe and healthy school. Throughout the remainder of this year and the 2019-2020 school year, the Programs of Excellence rubrics will continue to change and grow as the best attributes across the disciplines are shared and insights from stakeholders are taken into account.

Please help shape this vision for excellent programs that all children deserve by sharing your input at <http://sde.ok.gov/ChampionExcellence>.

**“Every child deserves a champion,
an adult who will never give up
on them, who understands the power
of connection, and insists
that they become the best
that they can possibly be.”**
— Rita Pierson

Using the Program of Excellence Rubric

The responsibility of identifying a school disciplinary program as bronze, silver, or gold is placed on the school and its community. Through local evaluation and verification, a school can celebrate efforts and create strategic initiatives to improve. The OSDE will not verify each identification claim, but the school is expected to utilize the following process for reviewing and identifying its level of distinction.

1. **Review:** A school-based advisory committee involving external stakeholders as appropriate, will make recommendations for bronze, silver, or gold status. *It is not appropriate to assign the review process to an individual. The review process should be inclusive and transparent.*
2. **Verification:** The recommendation of the advisory committee must be signed off by each member of the committee and reviewed by the school principal. Upon verification by the principal, the recommendation will be submitted to the district school board and superintendent for review and verification.
3. **Submission (beginning summer 2020):** Only when each layer of review and verification is complete, the final self-identification will be submitted to the OSDE. Levels of distinction for Programs of Excellence will be valid for three years and will be visible on the school's accountability dashboard. *The remainder of this school year and the 2019-2020 school year provides schools with the opportunity to select priority areas for which they will work to be ready to identify as bronze, silver, or gold in 2020.*

In this Program of Excellence rubric, each element of the rubric is provided as a characteristic of a bronze, silver, or gold program. **In order to be a bronze ELA program, every bronze element, or characteristic, must be true of the school's Social Studies program.** A school's Social Studies program may only be considered silver only when every bronze element **AND** every silver element is true. Likewise, a school's Social Studies program may only be considered gold when every bronze, silver, **AND** gold element is true.

The fidelity of the Programs of Excellence process hinges on the fair and honest local review. Please help protect this ambitious effort to celebrate the great work happening across Oklahoma.

Category 1 Instruction

Equitable learning experiences for all students, including a rigorous curriculum aligned with standards that use engaging and researched-based practices essential to student achievement.



A BRONZE program...

- A. Ensures all social studies curriculum is aligned to the Oklahoma Academic Standards for Social Studies.
- B. Uses a comprehensive scope and sequence that allows for instruction in social studies Pre-K - grade 12 each day.
- C. Provides teachers with high quality, hands-on, diverse resources to effectively teach using the social studies practices.
- D. Ensures that teachers implement inquiry-based instructional practices.
- E. Incorporates literacy based instructional strategies to leverage/support social studies content.



A SILVER program has all the elements of a BRONZE program and...

- F. Expects teachers are regularly implementing a variety of strategies to differentiate instruction to accommodate learning differences.
- G. Administers standards-based authentic assessments or performance tasks at each grade level.



A GOLD program has all the elements of a BRONZE and SILVER program and...

- H. Expects teachers to use blending learning strategies
- I. Ensures teachers are providing opportunities for student-driven experiences, including but not limited to project-based learning.

Category 2 Professional Learning & Growth

Effective educators and leaders belong to a learning community that supports a climate of growth. Ensuring effective educators and leaders requires a systematic approach addressing ongoing, job-embedded, professional development.



A BRONZE program...

- A. Ensures all teachers participate in professional development relevant to the social studies classroom.
- B. Identifies teacher leaders in each building or grade level who serve as peer mentors, especially for new teachers.
- C. Enables teachers to work collaboratively to examine, discuss, and respond to student work.



A SILVER program has all the elements of a BRONZE program and...

- D. Implements a support structure for professional learning such as PLCs, modeling, workshop/in-service, and job-embedded opportunities.
- E. Develops a variety of community partnerships.



A GOLD program has all the elements of a BRONZE and SILVER program and...

- F. Expects all teachers belong to at least two social studies related professional organizations.
- G. Actively involves teachers in decision making for professional development programs, curriculum changes, and other activities that affect their practice.

Category 3 School Culture

Administration, faculty/staff, students, and the broader community should support multiple opportunities to engage in social studies related content experiences.



A BRONZE program...

- A. Affords time in each day to ensure students are able to engage fully in the expectations defined in the Oklahoma Academic Standards for Social Studies.
- B. Provides opportunities for students to participate in social studies related experiences beyond the academic day including, but not limited to school clubs organizations and field trips, and externally with supporting organizations opportunities.
- C. Enhances social studies experiences for students with the purposeful connection to the diversity of the local, tribal, and state communities.



A SILVER program has all the elements of a BRONZE program and...

- D. Provides opportunities for students to participate in social studies related special programming which connect them with simulations of real-world social studies related experiences.
- E. Ensures students have opportunities to enroll in social studies related elective courses that are beyond the graduation requirements.



A GOLD program has all the elements of a BRONZE and SILVER program and...

- F. Affords time for teacher driven discussion about social studies instruction/experiences.
- G. Provides opportunities for students to participate in service learning.
- H. Uses a variety of approaches to effectively engage families and community members in supporting social studies at home and in the community.