

Social Studies Department Chairpersons' Handbook

**Compiled by
Curriculum and Instruction, Social Sciences
Miami-Dade County Public Schools**

PREFACE

The overall goal of this handbook is to provide support to new and veteran Social Studies Department Chairpersons and the social studies teachers with whom they work. Its contents are dynamic in nature and are designed to be updated and/or replaced as needed. A number of the included documents will become outdated at the end of any given school year and should be replaced by newer versions to be supplied by the Division of Social Sciences.

Please review the materials and use your professional judgment as to their usefulness at your school site. If you have suggestions for improvement and/or items that you feel should be included in subsequent years, please contact personnel in the Division of Social Sciences at 305 995-1982.

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SOCIAL STUDIES DEPARTMENT

ARTICLE IX - TEACHING ASSIGNMENT

Section 1. General Procedures

All teachers shall be notified, in writing, as soon as possible, of their teaching assignment for the next school year, according to the following guidelines:

- A. Elementary, Middle and Senior High Schools (as applicable)
 - 1. Subject(s) to be taught;
 - 2. Grade level;
 - 3. Any special or unusual classes to be taught;
 - 4. Grade level and special nature, if any, of homeroom class; and,
 - 5. Session to which the teacher will be assigned, if school operates more than one session.
- B. Teachers will be given the opportunity to indicate their preference of grade level, teaching assignment, schedule, and (if applicable) shift assignment. Itinerant teachers shall be given the opportunity to indicate their preference of school/Region Center assignment.
- C. In order to make certain that teachers are not frozen in a particular assignment, a teacher shall, upon request, be considered for reassignment for the following school year.
- D. A policy of rotation within the school will be considered in the assignment of teachers to portable classrooms, except for assignments for specially constructed or equipped portable classrooms.
- E. A teacher's assignment shall not be changed during the school year, except for good cause, and such good cause shall be provided to the employee, in writing, if requested.
- F. Teachers will not be involuntarily assigned outside subject areas listed on their certificates, except temporarily and for good cause, and such good cause shall be provided to the employee, in writing, if requested.
- G. Should any full-time teaching position become available at a school site, consideration for such openings first will be given to all interested and qualified itinerant and regular full-time employees assigned to that work location. Such consideration shall be given

prior to filling such a position with an applicant from outside the school.

H. Department/Grade Level Chairperson

1. Selection Criteria

- a. A vacancy in the position of department/grade-level chairperson shall be announced to the faculty in the department involved 15 work days prior to filling the position. Prior to the appointment of such positions, members of the department/grade-level shall have the opportunity to make a recommendation for appointment to the principal.
- b. Priority consideration shall be given to personnel having a continuing or professional service contract, a minimum of three years= subject area experience in the school system, and at least a Master=s degree certificate in the specific subject area.

2. Minority Representation

The Board adheres to a policy of non-discrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all. It is expected that this policy will be implemented when selecting or appointing department/grade-level chairpersons.

3. Term of Appointment

Department/grade-level chairpersons shall be appointed annually.

4. Leadership Experience

The department/grade-level chairperson positions provide teachers with an opportunity to have a significant role in school-level planning and program development, as well as an opportunity to further develop positive leadership traits.

- I. In order to facilitate middle school teaming, every effort will be made to provide common planning time for those teachers and paraprofessionals who are on the same team.
- J. Employees who are required to split their work assignments between two or more work locations during the same workday shall be given reasonable travel time.
- K. Where possible, the number of different rooms to which a teacher is assigned should be limited to two.

Section 2. Role of the Principal

The scheduling of employees shall be the responsibility of the principal or supervising administrator. Such scheduling shall be accomplished in a fair, equitable, and impartial fashion, taking into account employee preferences.

Section 3. Number of Preparations

Unless the principal stipulates good cause, in writing, necessitating a deviation in scheduling, secondary teachers shall not be required to teach more than two subject areas or to have more than three teaching preparations at any one time.

Section 4. Adult Program

- A. Any regular full-time employee may teach in the adult program, in addition to his/her regular employment, for a maximum of four nights per week, Monday through Friday. Employees shall be limited to teaching a maximum of 24 hours per week under the provisions of this Section.

- B. The Board agrees to hire part-time hourly instructional employees in adult education programs for the length of the course or the term of the Part-time Adult Education Teacher Contract, provided the enrollment meets and maintains the minimum required to support the class. Employees who are terminated for reasons other than maintenance of minimum enrollment will be subject to disciplinary action based upon just cause.

Such employees will be eligible to participate in the Florida Retirement System and Social Security, according to the rules and regulations of the Florida Department of Administration, Division of Retirement.

* United Teachers of Dade Contract

EFFECTIVENESS INDICATORS FOR DEPARTMENT CHAIRPERSONS

1. *Ability to Manage*
Exhibits competence in planning, organizing, and follow-through. Prepares well prior to giving instructions. Does not waste subordinates' time with unnecessary or duplicate tasks. Maintains control of organization.
2. *Ability to Lead*
Establishes clear expectations. Maintains adequate contact with subordinates. Assumes initiative in identifying and solving problems. Involves faculty, staff, and students in decision-making process while maintaining responsibility for final decisions. Ability to delegate responsibility.
3. *Ability to Communicate*
Communicates clearly and thoroughly. Exhibits adequate verbal activity. Uses appropriate illustrations and examples. (Shows communicative adaptability to various publics.) Recognizes nonverbal communication.
4. *Ability to Make Decisions*
Collects adequate information before making decisions. Uses reliable sources of information. Does not delay important decisions nor allow pressure to cause hasty decisions. Explains reasons for decisions to persons affected. Delegates decision-making wherever appropriate. Understands the importance of timing to decision-making.
5. *Responsiveness to Others*
Exhibits openness and humaneness in dealing with others. Fairness: Inclined toward praising success. Reacts to mistakes with patience. Corrects individuals in private. Friendly and open-minded in meeting situations. Steady and even-tempered but not self-effacing under severe criticism. Cooperates well with colleagues. Has sense of humor.
6. *Ability to Maintain an Effective Educational Climate*
Encourages an esprit for learning, a sense of adventure at school. Provides for cooperative feeling among students and teachers. Promotes good motivational techniques. Allocates resources fairly and effectively. Encourages students to be self-educating while also demonstrating adequate self-control and personal discipline. Recognizes the achievements of students and faculty. Provides for extracurricular learning opportunities. Requires school programs to reflect sound, research-based educational practices. Promotes horizontal articulation.
7. *Creativity*
Demonstrates imagination in the solving of educational and technical problems. Exhibits alertness, resourcefulness, and ingenuity. Shows flexibility without being

formless. Encourages creative approaches by subordinates.

8. *Implementation of District Policies and Procedures*

Knows district policies and procedures, implementing them in the most effective way possible. Assumes responsibility for requesting changes as necessary in policies or procedures. Expresses opinions on policy matters directly to the appropriate group or individual. Supports policy decisions as finalized.

9. *Staff Evaluation and Staff Development*

Encourages the professional growth of faculty and staff. Assists subordinates in setting objectives and in reaching these objectives. Understands the importance of goal setting to improved performance. Uses evaluative instruments appropriately. Shows honesty in evaluation by identifying areas of deficiency as well as areas of strength. Exhibits personal interest in the welfare of individuals. Supports competent faculty and staff for promotion whenever appropriate.

10. *Physical and Financial Resources*

Plans budget carefully. Controls budget, maximizing the use of resources available. Coordinates objectives and priorities with resource allocation. Understands fiscal situations generally. Utilizes the physical plant well. Requests appropriate preventative maintenance and building renewal. Seeks to create a pride in the appearance of buildings and grounds. Impartially supports all areas of department.

11. *General Knowledge*

Exhibits awareness of the main events of public life and relates these to the educational scene. Shows alertness to new knowledge that might benefit students or faculty. Keeps current in educational sociology and educational psychology.

12. *Representation*

Relates department activities to total school program and effectively interacts with teachers, students, public, and other administrators outside the department and the system on broad range of concerns. Represents school and department in professional and community settings outside the school.

13. *Professional Knowledge*

Thorough knowledge and understanding of all aspects of the field; i.e., subject matter and teaching techniques.

* Taken from Handbook for Effective Department Leadership: Concepts and Practices in Today's Secondary Schools, 2nd edition, Thomas J. Sergiovanni, pp 67-69, 1984

THE TEN ASUGGESTIONS

(Reminders for Department Chairpersons)

1. Rarely give a command. Progress in schools, as in society, often results from the rejection of someone's command. True leaders engender a sense of common purpose, a will to carry on, both of which make commands unnecessary.
2. Don't be doing something all the time. Stop, look, and listen. Oscar Wilde once said, "To do nothing at all is the most difficult thing in the world, the most difficult and the most intellectual."
3. Don't expect to have all the answers. Instead, ask the right questions. Give everyone else the chance to show how smart *they* are.
4. Establish processes to handle job responsibilities; then trust the processes. Margaret Mead once said, "Never doubt that a small group of thoughtful, committed citizens can change the world; indeed it's the only thing that ever does."
5. Evaluation should provide light, not heat. It should improve teaching, not your position or status in the department. Also, remember that evaluation is a form of measurement and that measurement by itself never made anything grow.
6. Sustain a focus on your department's normative values. You will never be wrong. And never lose your enthusiasm. Little significance will be achieved in your department without it.
7. Don't worry about authority. The more you want authority, the more you seek security, not progress.
8. Master your craft; continue to study, to grow professionally. Authority without knowledge is a care without a driver, a force without purpose or direction.
9. Revolutions of the intelligent, not riots of the ignorant, lead to genuine change. Always seek the counsel and involvement of your most committed department members.
10. Finally, never try to make yourself look good. Your job is to make everyone else look good.

* Taken from figure 10-3 in Department Head's Survival Guide, Michael D. Koehler, Prentice Hall, 1993.

A GUIDE TO INTERVIEWING TEACHERS

Interviewing is a technique used to obtain ideas, attitudes, feelings, and other information from another person. Often the purpose of the interview is to make a decision or to diagnose a need and it is assumed that this purpose is enhanced as information is obtained. Many meetings that are intended to be interviews become something else because of misunderstandings regarding interviewer and interviewee roles. In order to obtain the information required, the interviewer needs to provide some direction and to facilitate the interviewee's sharing of his or her thoughts and ideas. But it is the thoughts and ideas of the interviewee that should dominate the meeting. The following suggestions may help you to interview prospective teachers:

1. *Listen to the candidate in a patient, friendly, but critical manner.* Your job is to listen to what the person has to say. The quickest way to stop a person from expressing him/herself is by interrupting. But listening is not enough, you need to understand what the person is saying. From time to time try to summarize what the person has said and ask if this is what is meant. Let the person know you understand his or her thoughts, positions, or ideas.
2. *Avoid displaying any kind of authority.* Your intent is to free the person to talk and the more equal one feels the better able one will be to speak fully and candidly. Avoid hiding behind a desk. Avoid other symbols of your authority.
3. *Do not give advice or make judgments about what the person says.* If a person describes a problem in disciplining students on an occasion, don't tell what should have been done. If a person shows distrust for administration, don't admonish. In the first case, ask "How did you work this problem out?"; and in the second, "Why do you feel this way?" The intent is to get the person to speak more fully and therefore to increase your understanding, and not to correct or advise.
4. *Avoid arguing.* If you are able to get the person to talk about important educational issues, values, and beliefs you will obtain a great deal of information to help make a better decision. At the same time, you run the risk of disagreeing with the person. Your job is not to tell what you think and argue but to understand how he or she thinks and why.
5. *Limit what you say* in the interview to questions and comments that help the person talk, relieve anxieties, and give praise for sharing views.
6. It may be appropriate at the *end* of the interview to *invite the person to interview you* about your beliefs and those of the department and about other aspects of the school which are of interest. Avoid beginning in this fashion, however, because your views are likely to influence his or her comments.

* Taken from Handbook for Effective Department Leadership: Concepts and Practices in Today's Secondary Schools, 2nd Edition, Thomas J. Sergiovanni, pp.226-227, 1984.

INTERVIEWING TEACHER CANDIDATES

Candidates reveal as much about themselves by what they don't say as what they do say. Be sure, therefore, to probe their answers and to ask them to elaborate on certain points. And, keep the following pointers in mind when you evaluate each of them.

We Want:

- People who are aware of their strengths and limitations.
- People who admit to being involved in a project that failed.
- People who are able to see the big picture, who identify the subtle characteristics of a situation.
- People who ask a lot of questions, who want to know more and more about the world around them.
- People who accept alternative ways of doing things.
- People who describe a situation and relate the specifics of how they learned to respond differently.

We Don't Want:

- People who have a tough time saying anything about their own weaknesses.
- People who find excuses for periodic failures.
- People who see situations only superficially.
- People who ask few questions, who are accepting of almost everything they are told.
- People who prescribe few ways of doing things. They tend to be too rigid.
- People who view their situations as being controlled by someone else.

In essence, we're looking for honesty and candor, a solid sense of self, awareness, and a willingness to grow. Be sure to ask the kinds of questions that help to reveal these characteristics.

* Taken from figure 5-13 in Department Head's Survival Guide, Michael D. Koehler, Prentice Hall, 1993.

ORIENTATION FOR NEW DEPARTMENT MEMBERS

Each school has its own culture, or “how we do business around here,” and new teachers must learn to function within that culture. In recognition of the needs of beginning teachers and teachers new to the school, department chairpersons should make an attempt to provide informational packets which minimally contain the following:

- Explanations of the policies involving district, state, and/or federal policies; e.g., reporting of child abuse, confidentiality of records.
- Attendance and tardy policies for students and absence policies for teachers.
- Bell schedules and a master schedule for the department.
- Explanations of disciplinary procedures.
- Procedures for fire drills and building evacuation.
- Procedures for field trips, notices and grade reports to parents, hall passes, and semester exams.
- An explanation of the teacher evaluation process.
- Procedures for duplication services.
- A map of the building.
- A listing of the functions and tasks with the building/department and the names and contact numbers of the persons responsible for each.

There are many, many more items that could be included at individual school sites. Please try to think about what a new teacher at your school would need in terms of useful information and make an attempt to include those things in an informational packet.

* Modified from p. 157 in Department Head's Survival Guide, Michael D. Koehler, Prentice Hall, 1993.

ASSESSING THE STRENGTHS OF THE SOCIAL SCIENCES PROGRAM

This checklist is designed to help teachers, department chairpersons and school administrators assess the strengths of the school's Social Sciences instructional program. Use this checklist to recognize program strengths and to identify areas in which improvement is needed.

Does the school's administration provide necessary support and guidance to Social Sciences teachers?

- Are adequate dollars allocated to support the Social Sciences program; i.e., technology, textbooks, supplemental materials, and supplies?
- Have current textbooks been purchased for the department?
- Are all teachers in the department certified in Social Sciences?
- Are Social Sciences class sizes comparable to those of other disciplines?
- Are Social Sciences classes visited by administrators on a regular basis? Are lesson plans reviewed by administrators?
- Do teacher lesson plans include all required components; i.e., objectives, activities, assessment, homework?
- Are teacher grade books in compliance; i.e., appropriate number of grades, grades clearly labeled, correct grading scale used?
- Do student folders contain a variety of student assignments and assessments?
- Does departmental planning occur on a regular basis?
- Are department chairpersons directly involved in decisions affecting the instructional program; e.g., interviewing prospective teachers, providing input on the master schedule, selecting instructional materials?
- Are teachers encouraged to participate in professional growth activities?
- Are new/beginning teachers provided with necessary help and support?
- Is technical assistance from the district office utilized to support the Social Sciences program?

Does a spirit of collegiality and cohesiveness exist within the Social Sciences department? Is the Social Sciences Department Chairperson an instructional leader?

- Does the department meet regularly to discuss instructional issues?
- Does the department work to develop departmental goals?
- Is cooperative, grade-level planning encouraged?
- Does the department chairperson work to develop a spirit of collegiality and cohesiveness within the department?
- Is the department chairperson an advocate for the department with the school's administration?
- Does the Social Sciences chairperson effectively share information on school and district activities and programs with teachers in the department?
- Does the department chairperson possess a complete understanding of the Social Sciences ~~paring~~ guides, NGSSS and other state and district Social Sciences requirements?
- Does the department chairperson possess knowledge of textbooks and other supplementary materials that are available to support the Social Sciences program?
- Is the department chairperson knowledgeable about the current trends and issues in Social Sciences education?
- Does the department chairperson encourage teacher participation in district-wide Social Sciences programs and competitions?
- Does the department chairperson encourage teacher participation in professional growth activities; e.g., conferences, seminars, workshops.
- Does the department chairperson advocate for involvement of social studies teachers on EESAC committees?
- Does the department chairperson advocate for a school improvement goal that is associated with social studies?

Are the Next Generation Sunshine State Standards the primary focus of the school's Social Sciences instructional program?

- Does every teacher have a current copy of the pacing guides?
- Do teacher lesson plans reflect NGSSS requirements?
- Are the NGSSS the primary focus of the instructional program?
- Is long-range planning by individual teachers encouraged?
- Is instructional pacing appropriate so that all course requirements are met?
- Are district developed NGSSS support materials available for teacher use?

Are a variety of instructional strategies and assessments used in the delivery of the Social Sciences instructional program?

- Are a variety of instructional strategies used during instruction that actively involve students in their learning?
- Are classroom activities provided that develop geographic skills?
- Are classroom activities provided that help students develop the skills of reading and interpreting maps, charts, and graphs?
- Is there evidence of classroom activities that require students to conduct research using a variety of sources?
- Are classroom activities provided that support the goals of multicultural education, especially as they relate to the African-American history, Holocaust, Hispanic studies, and women's history requirements?
- Are classroom activities provided that help develop civic responsibility and civic participation?
- Are classroom activities provided that help students develop a global perspective?
- Are classroom activities provided that promote reading and writing skills, especially as they relate to the skills tested on standardized tests, including EOCs?
- Are classroom activities provided that encourage students to utilize current technology?

- Is current event instruction included in the instructional program?
- Is classroom discussion encouraged?
- Are students encouraged to discuss controversial issues?
- Do students have the opportunity to work in cooperative groups?
- Are extra-curricular activities related to Social Sciences provided for students; e.g., Social Sciences clubs, participation in Social Sciences competitions?
- Are textbooks used to support, not supplant the requirements of NGSSS?
- Are supplemental materials used to support the instructional program; e.g., newspapers, magazines, trade books, primary sources, maps, globes, technology?
- Are classroom tests teacher-made or publisher-made?
- Do teacher tests reflect the NGSSS and other course requirements?
- Are tests well-constructed and do they reflect a variety of objective test formats, essays, and performance-based assessments?
- Is the homework required by teachers meaningful and does it complement classroom instruction?
- Are elective courses offered by the department?
- Is there a clear level of differentiation between regular and advanced/honors/Advanced Placement courses?
- Is the work required of students in advanced/honors/Advanced Placement level courses observably more comprehensive than the work required of students in regular classes; e.g., writing, research?

DISPOSING OF INSTRUCTIONAL MATERIALS FOR CREDIT

A. Return of Instructional Materials for Credit

Shipments that were ordered and/or received in error or damaged prior to being delivered to the school must be returned for credit or correction with **30 days** after receiving materials at the school.

1. Complete a new S&D requisition, citing the same budget structure as the original.
2. Identify the items the same as on the original requisition.
3. On the **REMARKS** line enter “**Return for Credit-Order Error.**”
4. Attach a copy of the original requisition and delivery ticket that reflects the items to be returned.
5. Mail the paperwork to Textbook Services, School Mail Code: 9631. **DO NOT SEND THE MATERIALS. THEY MUST BE PICKED UP BY S&D.**

Materials in their last year of adoption or in little use will not be accepted for return, unless the Florida School Book Depository will take them back for credit.

B. Disposal of Surplus or Unusable Instructional Materials

Instructional materials that have become unserviceable or surplus and are no longer on State contract may be disposed of as follows under Sections 233.37 (1) and (2):

1. Offered to teachers to cut up or otherwise use as resource materials;
2. Given free to Miami-Dade County Public Schools students;
3. Offered to private and parochial schools in Miami-Dade County;
4. Made available to any governmental agency, charitable organization or any individual;
5. Sold to used book dealers, recycling plants; pulp mills or other persons or firms, at the discretion of the Superintendent, or designee. Funds received will be added to the school's instructional materials allocation; or
6. Returned to the Stores and Mail Distribution used textbook warehouse for

disposal. To send used or surplus textbooks to the used textbook warehouse, forward a memorandum to S&D identifying the number of boxes to be removed. A copy of the *Textbook for Return* form, taped to the top of each box would be helpful to others in need of used textbooks. (See Appendix G, page IX-27 of administrator's e handbook).

* Taken from E handbook, Miami-Dade County Public Schools

DEPARTMENTAL COMMUNICATION

EFFECTIVE MEETINGS - TIPS

The following are some tips to help you make your next meeting successful, effective, and maybe even fun!

Before the Meeting

1. Define the purpose of the meeting.
2. Solicit ideas for agenda items from department members.
3. Develop an agenda in cooperation with key participants.
4. Distribute the agenda and circulate background material, lengthy documents or articles prior to the meeting so members will be prepared and feel involved and up-to-date.
5. Choose an appropriate meeting time. Set a time limit and stick to it, if possible. Remember, members have other commitments. They will be more likely to attend meetings if you make them productive, predictable and as short as possible.
6. If possible, arrange the room so that members face each other; i.e., a circle or semi-circle. For large groups, try U-shaped rows.
7. Choose a location suitable to your group's size. Small rooms with too many people get stuffy and create tension. A larger room is more comfortable and encourages individual expression.
8. Use visual aids for interest; e.g., posters, diagrams, etc. Post a large agenda up front to which members can refer.
9. Vary meeting places if possible to accommodate different members. Be sure everyone knows where and when the next meeting will be held.

During the Meeting

1. Greet members and make them feel welcome, even late members when appropriate.
2. If possible, serve light refreshments; they are good icebreakers and make your members feel special and comfortable.
3. Start on time. End on time.
4. Review the agenda and set priorities for the meeting.

5. Stick to the agenda.
6. Encourage group discussion to get all points of view and ideas. You will have better quality decisions as well as highly motivated members; they will feel that attending meetings is worth their while.
7. Encourage feedback. Ideas, activities and commitment to the organization improve when members see their impact on the decision-making process.
8. Keep conversation focused on the topic. Feel free to ask for only constructive and non-repetitive comments. Tactfully end discussions when they are getting nowhere or becoming destructive or unproductive.
9. Keep minutes of the meeting for future reference in case a question or problem arises.
10. As a leader, be a role model by listening, showing interest, appreciation and confidence in members. Admit mistakes.
11. Summarize agreements reached and end the meeting on a unifying or positive note. For example, have members volunteer thoughts of things they feel have been good or successful or reiterate the organization's mission.
12. Set a date, time and place for the next meeting.

After the Meeting

1. Write up and distribute minutes within 3 or 4 days. Quick action reinforces the importance of the meeting and reduces errors of memory.
2. Discuss any problems during the meeting with other officers; come up with ways improvements can be made.
3. Follow-up on delegation decisions. See that all members understand and carry-out their responsibilities.
4. Give recognition and appreciation to excellent and timely progress.
5. Put unfinished business on the agenda for the next meeting.
6. Conduct a periodic evaluation of the meetings. Note any areas that can be analyzed and improved for more productive meetings.

And remember, effective meetings will keep them coming back!

SUGGESTIONS FOR MEETING MORE EFFECTIVELY

The best way to cut down on the number of meetings you attend or conduct is to get more out of them. But effective meetings should not only be seen as profitable in the sense that objectives are achieved and tasks are accomplished. Effective meetings are also stimulating, enjoyable, and interesting to teachers.

The following are suggestions for planning and conducting department meetings:

1. *Identify and record a set of goals for the year's department meetings.* These goals or targets should be related to your key-results areas and the yearly targets you set for yourself. A tentative yearly schedule of topics and activities might then be distributed to all department members.
2. *Plan carefully for each meeting.* Your plans should focus less on particular solutions to problems than on facilitating solutions. If you decide beforehand on the way to solve a particular problem, you probably don't need a meeting. Your responsibility is to help the group solve problems and you do this by providing the necessary structure, resources, and environment. Planning includes setting targets for meetings, building an agenda, preparing the physical setting, obtaining faculty involvement, preparing a record-keeping system, and arranging for evaluation of meetings.
3. *Be concerned with the physical setting for your meetings.* Teachers generally come to meetings in addition to their assignments and only rarely as a substitute for an assignment. So effort should be made to provide a comfortable setting, but one that is also conducive to getting the work done. Provide for adequate seating, ventilation, and refreshments. Prepare to start and finish on time. Being organized, having materials ready, using a chalk or white board also help.
4. *Prepare and distribute an agenda to all department members before each meeting.* Teachers should participate in developing the agenda.
5. *Develop and display objectives for each meeting.* These purposes should be communicated to department members on the agenda, which is circulated, and again on a chalk board or white board.
6. *Keep "administrivia" to a minimum.* Announcements and other routines which do not require elaboration or reactions should be made through memos. No more than 20 percent of the meeting time should be spent on such routines (ten to twelve minutes per hour).
7. *Use a moderator to chair department meetings.* A moderator is a person elected by

the department who assumes responsibility for operating meetings. Moderators could also be selected, meeting by meeting, on a rotating basis. The chairperson is still responsible for planning meetings, agenda building, evaluating, and for administering decisions made at meetings. The use of a moderator offers a number of advantages. The chairperson is in a position to listen to others and to participate, idea for idea, with others on an equal basis. Communications tend to free up and department members are likely to participate willingly. The chairperson might “chair” the meeting for the first ten minutes dealing with routine matters, then join the group as a participant, leaving the chairing to the moderator for the problem-solving discussions.

8. *Involve staff in planning, agenda building, problem-solving, and evaluation.* Department members should help outline yearly goals and individual meeting targets and participate as much as possible in other aspects of planning and operating meetings. You and your department constitute a team; you are in it together; and you need each other if you see department effectiveness as more than doing one=s job in a satisfactory but routine fashion.
9. *Keep a record of department meetings.* A detailed summary of each meeting is well worth the effort. Such a record might contain department positions, reactions to curricular materials, policies and activities agreed upon, and procedures adopted, all important for future reference. Each year, the record should be reviewed, policy-oriented and procedural statements should be extracted and, after careful review by department members, made a part of the department’s policies and procedures or, if appropriate, a part of the department’s educational program platform.
10. *Provide a mechanism for evaluating meetings.* Evaluation is an important but overlooked aspect of building effectiveness into meetings. Meetings should be evaluated on a regular basis and evaluation should become an important part of the planning and agenda-building cycle.

* Taken from Handbook for Effective Department Leadership: Concepts and Practices in Today’s Secondary Schools, 2nd edition, Thomas J. Sergiovanni, pp. 132-135, 1984.

LEADERSHIP OF THE DEPARTMENT CHAIRPERSON

The kind of leadership you bring to meetings will influence effectiveness. Of particular importance will be your actual behavior in the meeting after the planning and arranging have been completed. You want to operate so as not to force department members to compete with you, or to vie for your attention. Competing or patronizing behavior can be expected from group members if you are the center of the group's activity. Shifting the focus from *yourself* to the group problems and targets will require a break from tradition. The following principles might be helpful to you as you work to shift the focus.

9. *Avoid competing with department members.* You have good ideas and they should be expressed. But if you are inclined to contribute your ideas before others, chances are you will favor yours and others are likely to accept them because of your authority. As a general rule, give precedence to the ideas of every other member before presenting yours. Probably you will hear some ideas not likely to be offered if you contribute first. Further, often the ideas you have are proposed by others in the group, and that helps in their ultimate adoption.
10. *Listen to your department members.* Practice paraphrasing in your own words to make sure you understand the ideas of others to their satisfaction. This requires that you avoid making judgments, tuning out or projecting your own ideas or otherwise not fully comprehending what others are saying.
11. *Avoid putting others on the defensive.* This requires that you assume most members' contributions have a value and that you work to discover this value. Often the wildest idea has within it some insights from which all can benefit.
12. *Keep the tone of the meeting at a high peak.* The amount of energy or excitement present in a group depends upon factors beyond your control. Being tired, sick, or pressed for time are examples. But you can contribute much to the group's tone. If you are interested, alert, and working hard, this modeling is likely to affect others. Keep the meeting pace brisk. Don't try to be a professional clown but show that you have a sense of humor. Occasionally, humor tends to have a rejuvenating effect on group interest and effort. Have high expectations for members to participate; ask them challenging questions, give them responsibilities, expect them to be prepared.
13. *Get participation from everyone.* It is easy to "play" to the few people who tend to be talkative. But you need everyone's ideas. Let the group know this. Seek out the quieter members but don't embarrass them. If they don't respond, move on to another person. As you prepare for your next meeting, give the less talkative members more formal responsibility.
14. *Keep an on-going record of the group's progress.* Keep notes during the meeting.

Do this by writing on chart paper, chalk board, or white board which is visible to all group members. Indicate what has been accomplished and when you are moving on to the next step. When the group gets involved in discussion, restate where you think the group is and have them comment. This on-going record can be kept by the moderator, if you choose to use one, or by another member of the group. Rotating this responsibility among group members keeps them interested, particularly in the continuity of issues from meeting to meeting. If, for example, it is my responsibility to record next week, I had better be alert to events occurring this week for many may carry over.

* Taken from Handbook for Effective Department Leadership: Concepts and Practices in Today's Secondary Schools, 2nd edition, Thomas J. Sergiovanni, p. 135, 1984.

RECOGNIZING THE IMPORTANCE OF GOOD COMMUNICATION

You will avoid a lot of problems if you are perceived by others in your department as someone who believes in good communication. Model your belief that communication is a two-way proposition. Listen as well as you talk to others. Be alert to body language, your own as well as the other person's. Paraphrase the other person's position frequently. It assures your understanding of his or her position and establishes rapport by showing that you are listening. Don't judge and don't be quick to volunteer advice. Whatever benefits you expect, invariably they come at the expense of trust. And don't compare the person's situation to someone else's. It detracts from the importance of his or her issue.

Make "I" statements. "I am angry." "I would appreciate some help with this." "I disagree." Avoid the flipside of each statement: "You make me mad." "Why don't you ever help out in the department?" "You're wrong." "I" statements explain your feelings about an issue without personalizing it. Even with substantial disagreements, "I" statements permit healthy arguments. Once personalized, they become little more than quarreling and bickering.

* Taken from Department Head's Survival Guide, Michael D. Koehler, Prentice Hall, pp. 271-272, 1993.

INSTRUCTION

EFFECTIVE SOCIAL SCIENCE TEACHERS

Exemplary Social Sciences teachers possess a strong background in Social Sciences content which they use to create a challenging instructional program. Exemplary teachers use a variety of teaching methods, instructional materials, and evaluative techniques to achieve program goals. They display an enthusiasm for teaching and motivate students to achieve. An effective Social Sciences teacher:

- possesses strong Social Sciences content knowledge;
- integrates critical thinking and reading and writing skills throughout the curriculum;
- promotes multicultural appreciation;
- emphasizes geography and current events throughout the curriculum;
- emphasizes a global perspective;
- uses a variety of learning strategies in the instructional program;
- encourages the examination of controversial issues;
- uses a variety of teaching materials and resources;
- assists students in conducting research;
- utilizes technology to enhance the instructional program;
- uses a variety of assessment techniques to evaluate students' progress;
- establishes a positive teacher-student relationship;
- encourages parental involvement; and
- participates in professional organizations and strives for professional growth.

CRITERIA FOR EFFECTIVE TEACHING

Clarity

- Concepts, ideas, and directions are presented logically, rationally, clearly.
- Proper materials selected for students.
- Objective and rationale are given, and students understand expectations and standards.
- Opening activity is meaningful and motivating.

Flexibility

- The ability to use a variety of appropriate techniques.
- The teacher matches the method to content for the students.
- Appropriate right and left brain techniques are used.
- Questions are rephrased or concept broken into smaller steps when necessary.

Evaluation

- Concurrently with clarity and flexibility, the teacher monitors the cues (feedback) from the students so that methods or techniques are changed.
- The teacher makes sure the problems in mastery are not teacher-caused.
- Checks for understanding, formal and informal, are made frequently, and especially at the end of the class.

Enthusiasm

- The teacher exhibits enthusiasm for the material, the students, and the activity through movement, voice, gesture, facial expression, and responses to student contributions.

Task-Orientation

- The students are able to focus on a particular task (objective, goal, purpose).
- The class is engaged in meaningful activity.
- All students participate actively.

Use of Student Ideas

- Teacher acknowledges, modifies, applies, summarizes student contributions to build rapport and to show mutual respect (positive reinforcement).
- Student contributions are used to develop concepts or process.
- Induction helps students discover generalizations, rules, processes.

Criticism

- Evaluative or critical comments have no negative behavior or tone that discourages participation. Students take risks willingly.
- Critical (strategic, logical) thinking is encouraged to correct erroneous response.
- Classroom management is handled without disruption to instruction. Preventative

rather than punitive measures are employed.

- A strong, positive feeling/tone is created through teacher=s management and behavior.

Questioning

- Lower order questions (who, what, when) that do not prompt discussion are avoided in favor of higher order questions (why, how).
- Questions lead students to think, to form valid conclusions from evidence, to master processes.
- Higher levels of the thinking skills taxonomy are reached.
- Teacher practices adequate “wait” time between questions.

Use of Structuring

- From a stated objective, activities designed for students to master the objectives and appropriate evaluation techniques, a structured lesson is designed.
- Sequence of instruction moves smoothly and logically from concept/skill to concept/skill, from known to unknown, from simple to complex, from concrete to abstract.
- Instructional session has a definite beginning, middle, and end.
- Process is developed clearly, and students demonstrate mastery because of organization and practice.
- Through organization of instruction and adequate practice, students are able to summarize (reiterate, paraphrase) the sessions= essential points; i.e., present closure.

* Taken from figure 9-5 in Department Head’s Survival Guide, Michael D. Loehler, Prentice Hall, 1993

LESSON SELF-ANALYSIS FOR TEACHERS

The questions which follow are provided simply as a reminder of the kinds of questions that lead to a sound analysis of classroom teaching. They should be utilized after teaching a lesson.

1. Were student behaviors consistent with what you had expected of the lesson?
2. Do you think the objectives for the lesson were realized?
3. Why do you think the goals/objectives of the lesson were or were not realized?
4. In the future, would you teach this material differently? If yes, how would you modify instructional delivery?
5. If you answered yes in #4, what caused you to conclude that a modification was necessary?
6. What has your analysis of this lesson caused you to think about?

* Modified from figure 3-4 in Department Head's Survival Guide, Michael D. Koehler, Prentice Hall, 1993.

LESSON PLANS

All teachers are required to develop weekly lesson plans according to contract provisions. Good teaching results from realistic planning; good plans are reflected in systematic and effective teaching.

Classroom teachers are required to develop weekly lesson plans, which shall reflect one or more objectives, activities, home learning assignments, and a way of monitoring student progress.

It is agreed that the manner in which these components are to be reflected in a lesson plan shall be left to the discretion of the individual teacher except as noted above. Teachers shall not be prohibited from reflecting required lesson plan components utilizing abbreviated notation and/or referencing techniques.

Lesson plans shall be available to the principal or designee during classroom visits or immediately prior to an official observation.

IPEGS requires long- range planning for teachers involved in the assessment process and promotes collaboration and self-assessment as professional growth activities.

* Taken from the Electronic Staff Handbook on dadeschools.net.

Course/Periods: _____

WEEKLY LESSON PLAN FORM

Week of _____

Objective(s)	Activity(ies)	Assessment(s)	Home Learning
<u>Monday</u>			
<u>Tuesday</u>			
<u>Wednesday</u>			
<u>Thursday</u>			
<u>Friday</u>			

Weekly Lesson Plan

Teacher's Name: _____ Department: Social Studies Course: _____

Date: From: _____ to _____ Period(s): _____

Language Arts Benchmarks Addressed and Other Special Instructional Notes:

	Objectives from NGSSS	Activities	Assessment (including homework)	Materials/Aids
<u>Monday</u>				
<u>Tuesday</u>				

	Objectives from NGSSS	Activities	Assessment (including homework)	Materials/ Aids
<u>Wednesday</u>				
<u>Thursday</u>				
<u>Friday</u>				

UNIT/THEME PLANNING

- I. List the **distribution of topics and benchmarks for each nine week grading period** in a way that makes logical sense to you.
- II. Identify the **time** that each benchmark (and the corresponding objectives) will likely take to make sure that you have allocated adequate time for instruction.

The following should be included in your **detailed** plan for a unit or theme:

1. Daily lesson plans
2. Listing of resources/supplies needed
3. Internet support (**As applicable**)
4. Worksheets/Handouts
5. Essay Topics
6. Language Arts/Reading Benchmarks
7. Project Descriptions (**As applicable**)
8. Mandate infusion (Holocaust, African American History, Women=s History, Hispanic Contributions, Character Education) (**As applicable**)

UNIT/THEME PLANNING FORM

Title of Unit/Theme: _____

Explain your overall instructional sequence/general concept for this Unit/Theme:

Standards: SS.912.A.2.1 (example) Review the causes ... (example)

_____	_____
_____	_____
_____	_____
_____	_____

List the Language Arts/Reading Benchmarks that are supported by this Unit/Theme:

_____	_____
_____	_____
_____	_____

How many class periods will this unit take to complete? _____

(Attach a daily lesson plan for each class period for this unit.)

What are some potential written assignments/essay topics that could logically be included with this unit?

Does this Unit/Theme include a student project? If so, briefly describe the project below:

Do you have plans to infuse the state mandated social studies programs into this unit/theme? If so, list the way(s) in which they will be infused below.

African American History

Holocaust Education

Hispanic Contributions

Women's History

Character Education

What resources/supplies will you need for this project?

Is technology and/or the use of the Internet an integral part of this unit/theme? If so, how?

List Internet sites that are potential resources. (As applicable)

EXTENDED LESSON PLAN FORM

Grade Level: _____ Course: _____ Periods: _____

NGSSS Objective(s):

Language Arts Benchmark(s) Reinforced (if applicable):

Number of Class Periods: _____ non-block **OR** _____ block

Description of Activities:

Description of Activities (continued):

Assessment Method:

Materials Needed:

Extension Activities:

STUDENT EVALUATION OF TEACHER'S PERFORMANCE

To the Student: Circle the appropriate number under each characteristic. Circle a 5 if exceptional, 4 if good, 3 if average, 2 if fair, and 1 if poor. Then indicate with two or three words your general evaluation of your teacher's performance.

1. Each session involved obvious preparation and planning.

5 4 3 2 1

2. The teacher presented the material in a friendly and understanding manner.

5 4 3 2 1

3. The teacher is knowledgeable in the subject area.

5 4 3 2 1

4. The teacher provided a positive learning environment. Each student felt accepted and was encouraged to participate in class discussions.

5 4 3 2 1

5. The teacher was intellectually stimulating and provoked thought sometimes beyond the scope of the material covered.

5 4 3 2 1

6. The teacher involved the students in discussion, question-and-answer, and varying activities.

5 4 3 2 1

7. The teacher draws on outside but related information to teach the material.

5 4 3 2 1

8. List the two or three best words that describe this teacher.

* Taken from figure 3-10 in Department Head's Survival Guide, Michael D. Koehler, Prentice Hall, 1993.

CURRICULUM

STATE MANDATED AND DISTRICT REQUIREMENTS MIAMI-DADE COUNTY PUBLIC SCHOOLS

African-American History Requirement

- In 1994, the Florida Legislature amended State Statute 233.061 (currently F.S. 1003.42) to require instruction in “the history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.”
- The Task Force on Teaching African-American History was established by the Commissioner of Education to design procedures for full implementation of the requirement. At the District level, the African American History Advisory Committee makes recommendations regarding the implementation of the program.
- The Student Progression Plan for Miami-Dade County Public Schools requires that all students, K-12, receive instruction in African-American history.
- *African American Voices and Tapestry of Many Voices - African American Multimedia Bibliography* have been developed by the District to support the requirement.

Holocaust Requirement

- In 1994, the Florida Legislature amended State Statute 233.061 (currently F.S. 1003.42) to require instruction in “the history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.”
- The Holocaust State Task Force was established by the Commissioner of Education to design procedures for full implementation of the requirement.
- The Student Progression Plan for Miami-Dade County Public Schools requires Holocaust education for all students, K-12.
- The Holocaust State Task Force developed the *State of Florida Resource Manual on Holocaust Education* to support the requirement. District staff has also developed Holocaust support materials.

Hispanic Contributions to the United States Requirement

- In 1998, the Florida Legislature amended State Statute 233.061 (currently F.S. 1003.42) to require instruction in “Hispanic contributions to the United States.”
- The Student Progression Plan requires the study of Hispanic contributions to the United States through the required K-12 social studies instructional program.
- *Legado - Hispanic American History Resource Guide* and *Tapestry of Many Voices - Hispanic American Multimedia Bibliography* have been developed by the District to support the requirement.

Women=s Contributions to the United States Requirement

- In 1998, the Florida Legislature amended State Statute 233.061 (currently F.S. 1003.42) to require instruction in “women’s contributions to the United States.”
- The Student Progression Plan requires the study of women=s contributions to the United States through the required K-12 social studies instructional program.
- *Faces - A Journey Through Women’s History* has been developed by the District to support the requirement.

Character Education

- Instruction in the nine core character education values adopted by the School Board is required in grades K-12. The nine core values are citizenship, cooperation, fairness, honesty, integrity, kindness, pursuit of excellence, respect, and responsibility.

MONTHLY LISTING OF EVENTS FOR THE DIVISION OF SOCIAL SCIENCES

(NOTE: Many of these are subject to change from year-to-year.)

OCTOBER	Hispanic Heritage Month (September 15-Oct. 15) School Violence Prevention Workshop, Airport Hilton Florida Public Space Workshop, University of Miami AAH Advocates Meetings, Florida Memorial College Florida Council for the Social Studies Conference Holocaust Workshop, Dave and Mary Alper JCC Hispanic Studies Workshop, FIU, University Park Campus Theodore Gibson Oratorical Contest Social Studies Department Chairpersons= Meeting
NOVEMBER	Native American Heritage Month Election Day School Violence Prevention Workshop, Airport Hilton National Council for the Social Studies Convention
DECEMBER	School Violence Prevention Workshop, Airport Hilton District "We the People..." Competition, Govt. Center
JANUARY	Jewish History Month School Violence Prevention Workshop, Airport Hilton African American History Speakers' Bureau Luncheon, Dunbar Elementary State "We the People..." Competition
FEBRUARY	African American History Month School Violence Prevention Workshop, Airport Hilton African American Read-In Chain Mock Trial Preliminary Competition (Senior High) Black History and Culture Brain Bowl
MARCH	Women's History Month Mock Trial Semi-Finals and Finals School Violence Prevention Workshop, Airport Hilton State Mock Trials Geography Bee (elementary) Geography Bee (secondary) Student Holocaust Awareness Days

APRIL

Asian Pacific American Month
Voter Registration (Senior High)
School Violence Prevention Workshop, Airport Hilton
History Bee (middle school)
Mayoral Youth Conference
Elementary School History Bee
Knowledge Bowl (senior high)

MAY

Haitian Heritage/Culture Month
Law Week Activities
Social Studies Planning Meeting, Airport Hilton
School Violence Prevention Program Focus Group
National Mock Trials
Social Studies Department Chairpersons' Meeting (middle and senior high schools)
Miami-Dade Council for the Social Studies Teacher of the Year Banquet
Student Government Elections
AAH Advocates Meeting

The School Board of Miami-Dade County, Florida, adheres to a policy of nondiscrimination in employment and educational programs/activities and programs/activities receiving Federal financial assistance from the Department of Education, and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender.

Age Discrimination in Employment Act of 1967 (ADEA), as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

The Equal Pay Act of 1963, as amended - prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

School Board Rules 6Gx13- 4A-1.01, 6Gx13- 4A-1.32, and 6Gx13- 5D-1.10 - prohibit harassment and/or discrimination against a student or employee on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy, or disability.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

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