

Micro-credential Title: Teaching State and Local History with *The Massachusetts Chronicles*

<p>About this Micro-credential</p>	<p><u>Key Outcomes for Participants:</u> Successful completion of this micro-credential means that educators have provided evidence that they:</p> <ul style="list-style-type: none"> • Utilized content from <i>The Massachusetts Chronicles</i> to engage their students in active learning • Planned for student learning experiences by completing a self-reflection exploring historical and current contexts of Massachusetts history via assignments, activities based on researched best practices (e.g., design thinking, collaboration, personalized learning) • From the Educators’ Guide, utilized one of the suggested lessons/activities or created their own to connect their students with the content, structure, and resources along the timeline of <i>The Massachusetts Chronicles</i> • Provided student artifacts/products demonstrating students’ learning from <i>The Massachusetts Chronicles</i> • Engaged in reflective practice by completing a post-lesson reflection of the submitted learning activity
<p>Supporting Research</p>	<p>Clarke, W., & Lee, J. (2004). The Promise of Digital History in the Teaching of Local History. <i>The Clearing House</i>, 78(2), 84-87. Retrieved July 9, 2020, from www.jstor.org/stable/30197690</p> <p>Edwards, S. (2015-05-01). Active Learning in the Middle Grades. <i>Middle school journal</i>, 46(5), 26.</p> <p>Massachusetts Department of Elementary and Secondary Education. <i>Massachusetts Definition of College and Career Readiness and Civic Participation</i>. February, 2016. http://www.doe.mass.edu/ccte/ccr/definition.docx</p> <p>Mutto, Elizabeth C. Alison Rios Millett McCarthy, Elizabeth Bennion, Dick Simpson, eds. (2017) <i>Teaching Civic Engagement Across the Curriculum</i>. Washington DC: The American Political Science Association. Retrieved December 9, 2017</p> <p>Waring, S. (2008). Inquiring about one’s community: Conducting community histories with K-12 students. <i>Social Studies Research and Practice</i>, 3(3), 86-100.</p>
<p>Resources</p>	<p>Content Resources:</p>

	<p><i>The Massachusetts Chronicles</i> (digital version):</p> <p><i>The Massachusetts Chronicles Educator’s Guide</i> (digital version):</p> <p>Pedagogy/Performance Task Resources:</p> <p>MA History & Social Science Practice Standards (pp. 23-25): http://www.doe.mass.edu/frameworks/hss/2018-12.pdf</p> <p>“Performance Task Blog Series #1 - What is a Performance Task?” by Jay McTighe https://blog.performancetask.com/what-is-a-performance-task-part-1-9fa0d99ead3b</p> <p>“Steps in Designing a Performance Task” Template by Jay McTighe https://jaymctighe.com/downloads/Steps-in-Designing-a-Performance-Task.pdf</p> <p>Performance Task Template by Jay McTighe (Word Document) https://jaymctighe.com/downloads/Task-Template-WORD.doc</p> <p>“Taking Informed Action” - C3 Teachers (Video) https://www.youtube.com/watch?v=PC6J4tc3_TY</p>
<p>Submission Requirements (assessments)</p>	<p>Part 1: A 500-word narrative reflecting on the teacher’s existing knowledge and instructional base regarding state and local history</p> <p>Part 2: Instructional Plans for an active learning performance task</p> <p>Part 3: Evidence of student engagement with a 500-word teacher reflection</p>
<p>Submission Guidelines</p>	<p>Part 1: Contextual Narrative</p> <p>After reading through the <i>The Massachusetts Chronicles</i> and the introduction in the Educator’s Guide, write a 300-500 word self-reflection that addresses the following two guiding questions:</p> <ul style="list-style-type: none"> A. How do you currently incorporate the topic of state and local history in your classroom? If you don’t currently teach it, what are the barriers to learning about state and local history in your class? B. What content or elements from <i>The Massachusetts Chronicles</i> best match the curriculum within your class(es)? <p>Part 2: Performance Task/Lesson Plan</p>

Develop and submit a lesson plan using a suggested task from *The Massachusetts Chronicles Educator’s Guide* or a standards-based task of your own creation connected to the content of *The Massachusetts Chronicles*.

Be sure to include all student handouts and supplemental materials (student handouts, rubrics, etc.) to give the micro-credential assessor a complete understanding of the performance task as it was administered to students.

Part 3: Reflection
 Submit two examples of student products and any associated rubrics/feedback from the teacher and provide a 300- to 500-word reflective narrative that addresses the following:

A. What do the student data tell you about their understanding of state & local government relative to the applicable MA Social Science Frameworks? How did you draw this conclusion?

B. What were the strengths and successes of this task and the learning that took place? In what ways would you modify this task for the next administration.

Evaluation Criteria

PART 1: Contextual Narrative
 YES – The narrative sufficiently and thoughtfully addresses the prompts
 NO – The narrative does not sufficiently and thoughtfully address the prompts

PART 2: Performance Task/Lesson Plan
 Must demonstrate proficiency on all elements of the rubric:

	Proficient	Approaching Proficient
Content	Performance task sufficiently engages students in the state & local content outlined in the 2018 Massachusetts History & Social Science Framework	Performance task insufficiently engages students in the state & local content outlined in the 2018 Massachusetts History & Social Science Framework
History & Social Science Practice Standards	Performance task sufficiently engages students in the History & Social Science Practice Standards outlined in the 2018 Massachusetts History & Social Science Framework	Performance task insufficiently engages students in the History & Social Science Practice Standards outlined in the 2018 Massachusetts History & Social Science Framework
Supporting Materials	Supporting materials are sufficient in giving the assessor a clear understanding of the task and its intended learning outcomes	Supporting materials are not sufficient in giving the assessor a clear understanding of the task and its intended learning outcomes

PART 3: Reflection
 YES – Student evidence is present and sufficient AND reflective narrative sufficiently addresses the prompts
 NO – Student evidence is absent/insufficient AND/OR reflective narrative insufficiently addresses the prompts