

The Traverse Continuum of Practice

A Guide for the Stages of Implementation

Use this tool to support teachers through each stage of Traverse implementation. While Traverse’s multi-faceted curriculum lends itself to teachers being at different stages for the various components of the product simultaneously, this guide can be used to facilitate collaborative conversations on the journey toward mastery.

Within each stage of implementation, teachers will continue to increase their knowledge and develop skills by utilizing various components of the program, moving toward an increase in inquiry-based instruction. Implementation of Traverse, a social studies program **built for today’s learners**, is grounded in the cultivation of five foundational practices that illustrate how the curriculum might be used by teachers and students:

- Flexible Implementation
- Relevant and Engaging Connections
- Attainable Inquiry-Driven Instruction
- Real World Skill Development
- Frequent Formative Assessment and Feedback

Stages of Implementation

Stage 01	Stage 02	Stage 03
Navigating and building understanding of the components of Traverse.	Designing instruction, assigning student work, and integrating the features of Traverse into classroom instruction.	Engaging students with customized, student-centered inquiry-based lessons and supporting peers with Traverse instruction.

Stage 01: Program Knowledge

Navigating and building understanding of the components of Traverse. Check off to indicate foundational knowledge of each line item.

Stage 01	Program Component	I know where it is	I understand what it is	I know how to use it
Navigating Key Components of Traverse	Curriculum and Course Pages			
	Chapter Page			
	Table of Contents Slide-In			
	Teacher Edition Slide-In			
	Student Source and Skill Companion (Print)			
	Teacher Resource Companion (Print)			
Planning Support and Resources	Help Center and Getting Started Course			
	Planning Guide			
	Strategies Glossary			
Interactive Features	Student activities (e.g. Word Cloud, Ranking, Poll, Linear Scale, Drag and Drop, Multiple Choice, Short Answer)			
	Highlight Tool for Text and Images			
	Pin to Right			
	Notebook			
Media	Videos (The View, QuickTalk, Traverse 360, Graphic Explainer, Time Tunnel, The Beat)			
	Interactive Media (Flipbook, Interactive Time Line, Hot Spot, 3-D Object Explainer)			
Narrative	Chapter Preview TE			
	Chapter Introduction			
	Chapter Question and Objectives			
	Chapter Summary			
	Chapter and Section Questions			
	Text and Images			
	Practice Historical Thinking			
	Sources in Narrative			

Stage 01	Program Component	I know where it is	I understand what it is	I know how to use it
Narrative	Echo			
	Recap			
	Chapter Review Questions			
Inquiry	Inquiry Preview TE			
	Inquiry Introduction			
	Compelling Question and Inquiry Prompt			
	Source Set and Graphic Organizer			
Unit-Level Resources	Unit Introduction			
	Unit Wrap			
Scaffolding and Differentiation	Assign Student Proficiency Levels and Supplemental Languages in Classroom			
	Slide In Writing and Discussion Scaffolds			
	Suggestions for Beyond-Grade-Level Learners			
Instructional Strategies in the TE	Collaborative Learning Activities			
	Creating Classroom Community			
	Read, Comprehend, and Discuss Questions			
Supplemental TE Information	Enduring Themes, Common Misconceptions, Contemporary Connections, Civic Participation, Multiple Perspectives, Moments of Transformation			
Assign and Assess	Customize and Assign a Chapter			
	View and Edit Assignments in Classroom			
	Grading Assignments and Providing Feedback to Students			
	Gradebook and Data Tools			
	Reporting Options			

Next Steps:

Scan the overall trend in Stage 01. If items are consistently checked-off, recommend that teachers explore additional sections of the Help Center, contact a Traverse Specialist to schedule Next Steps or Deep Dive training sessions, and share their success stories with peers and a Traverse Specialist. For teachers in earlier stages of implementation, recommend that they complete the Getting Started Course in the Help Center and attend foundational webinars.

Notes:



Stage 02: Fluency/Proficiency

Designing instruction, assigning student work, and comfortably integrating core features of Traverse into classroom instruction. Check off to indicate frequency of practice.

Stage 02	Practice	Always	Usually	Sometimes	Never
Flexible Implementation	Consider the pacing suggestions in Traverse and use a pacing calendar to map out lessons, chapters, and units				
	Use questions and objectives provided in Traverse as a starting point for learning goals				
	Create lessons using each of the sections in Traverse including the Unit Intro, Unit Wrap, Chapter Narrative, Sources, Echo, and Chapter Inquiry				
	Customize a chapter before assigning it to students				
	Consider suggestions in the Planning Guide and make use of other resources in the Help Center as needed				
Relevant and Engaging Connections	Relate content to students' lives and make comparisons to the present using Echos when appropriate				
	Connect topics through the Enduring Themes				
	Use the video and interactive media in Traverse to present content				
	Regularly provide students with opportunities to demonstrate their knowledge and express their opinions				
Attainable Inquiry-Driven Instruction	Become familiar with the Questions, Sources, and Tasks Inquiry Structure in Traverse and be able to recognize its components in the curriculum				
	Integrate the Inquiry-Based Instructional Routine found in the Traverse Planning Guide or a similar inquiry-based lesson structure				
	Frame and guide instruction with questions, starting with those in Traverse				
	Assign sources that represent multiple perspectives and are the basis for students' investigation, evidence gathering, and claims				
	Regularly engage students in collaboration and discussion				
	Establish and nurture a positive, safe, and respectful environment where students feel comfortable taking academic risks				
	Balance whole group, small group, and independent student work				

Stage 02	Practice	Always	Usually	Sometimes	Never
Attainable Inquiry-Driven Instruction	Use the language of inquiry and expect students to do the same				
	Align student tasks so they build to an inquiry prompt or other learning goal				
	Utilize differentiation and scaffolding tools				
Real World Skill Development	Integrate Reading Comprehension Strategies and Reading Skill Lessons as they appear in Traverse				
	Teach an Inquiry and Research Skill Lesson that appears in an inquiry				
	Choose a skill that students regularly use and use the accompanying checklist to reinforce the skill in a lesson after it has been introduced				
Frequent Formative Assessment and Feedback	Assign frequent formative assessment				
	Use formative and summative assessment tools in Traverse				
	Utilize multiple measures of data to inform instructional plans (Gradebook, Assessment Results, Assignment Reports)				
	Monitor student progress, providing feedback and using observations to inform instruction				
Leadership	Actively participate in a professional learning community of Traverse teachers by sharing your experiences and successes, and helping others with their instructional decisions				

Next Steps:

If **Always** and **Usually** are consistently checked-off, recommend that teachers further explore sections in the Help Center, contact a Traverse Specialist to schedule Deep Dive training sessions, and share their success stories with peers and Traverse. Consider selecting a Traverse coach or two from your pool of Traverse teachers to help train others.

Notes:

Stage 03: Program Mastery

Engaging students with customized curriculum in a student-centered learning environment and supporting peers with Traverse instruction. Check off to indicate frequency based on practice.

Stage 03	Practice	Always	Usually	Sometimes	Never
Flexible Implementation	Consider long-term pacing when making planning decisions to ensure that necessary topics and skills are given adequate time.				
	Thoughtfully customize resources in Traverse while maintaining a coherent and comprehensive curriculum that meets students' needs				
Relevant and Engaging Connections	Ensure that students see themselves in the curriculum through relevant content, contemporary connections, diverse representation, engaging media, and the prioritization of student voice and agency in the classroom				
Attainable Inquiry-Driven Instruction	Cultivate a deep culture of inquiry as evidenced by the use of questions, sources, tasks, evidence, language, and collaboration and discussion in a positive, safe and respectful environment				
	Create inquiry-based lessons that utilize the Questions, Sources, and Tasks Inquiry Structure in Traverse — an inquiry-based instructional routine, through which students establish evidence-based claims and engage in collaboration and discussion				
	Enable access to all students while maintaining rigorous inquiry-based lessons using differentiation and scaffolding				
Real World Skill Development	Introduce and reinforce skills throughout the course so they spiral and build on one another, asking students to apply them when appropriate				
	Plan for a gradual release of skill instruction so students can apply the skills with more independence over time				
Frequent Formative Assessment and Feedback	Challenge and support students through feedback and teach students to do the same for their peers				
	Monitor student progress in skill development and content acquisition throughout the course				
	Engage students in monitoring their own skill development and content acquisition, setting goals for themselves, and evaluating their success				

Next Steps:

If **Always** and **Usually** are consistently selected, congratulate your teachers! Consider scheduling routine collaborative sessions within a school or across the district for teachers to discuss goals, share successes, and/or work with coaches as needed. Contact a Traverse Specialist to find out about coaching training.

Notes:

