

## Developing Historians and Global Thinkers Advisory Group

Date: Tuesday, March 10, 2015  
 Central Services, Room 205  
 Time: 4:00-6:30

Bellingham Public Schools  
 A Collective Commitment

Attendees:

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| <input checked="" type="checkbox"/> Karen Anastasio, SQHS | <input checked="" type="checkbox"/> Alex Giebelhaus, KMS | <input checked="" type="checkbox"/> Charisse Berner, DO      |
| <input checked="" type="checkbox"/> Susan Cotton, DO      | <input checked="" type="checkbox"/> Bruce Mansfield, BHS | <input checked="" type="checkbox"/> Michelle Kuss-Cybula, DO |
| <input type="checkbox"/> Shannon Eubank, SHS              | <input checked="" type="checkbox"/> Jamine Moss-Owen     |  |
| <input checked="" type="checkbox"/> Gaye Fullner, SL      | <input checked="" type="checkbox"/> Stephanie Strow, SMS |  |

Topic	Discussion	Decision
1. Welcome and Overview	<ul style="list-style-type: none"> <li>Teaching and Learning Advisory – introductions:</li> <li>A <b>power point</b> regarding the purpose of this and the science advisory. Want to be proactive and mindful of Bellingham promise.</li> <li>Ideally a revolving group will meet three times a year. This year only twice. This is not an adoption committee. It may evolve into an adoption but that would take more time and people to explore.</li> <li>Wish and wonder (index cards) were given to each member</li> </ul> <p><b><u>Wishes</u></b></p> <p>More resources :</p> <p>More voices at the table</p> <p>Structure in place for next year</p> <p>Common ground teaching expectations -</p> <p>How to create global thinkers</p> <p>Greater continuity between schools –shared vision</p> <p>Vertical alignment between middle &amp; high school</p> <p>Get social studies back into elementary school curriculum</p> <p>P-12 alignment</p>	

	<p><b><u>Wonders</u></b></p> <p>What are we supposed to accomplish?          What will work lead us to and do we have the capacity?          Different groups how to work through competition          How much support from District Office?          How is creating global thinkers going to happen?          More collaboration          How to make real alignment between middle and high school real and stick?          How International Baccalaureate (IB) effects social studies?          How long will it take to adopt social studies in middle school?</p>	
<p>2. Learning Targets &amp; Success Criteria</p>	<p>Outcomes:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of the purpose and function of the committee work.</li> <li>• Develop an understanding of the current status (curriculum, instruction, standards and assessment) in Bellingham and how this relates to the Bellingham Promise.</li> </ul>	
<p>3. Norms</p>	<ul style="list-style-type: none"> <li>• Norm Activity (Pausing, paraphrasing, posing questions, putting ideas on the table, paying attention to self and others, presuming positive intentions, pursuing balance between advocacy and inquiry -listed on back of name tag) – Each person picked a norm to discuss.</li> </ul>	
<p>4. Overview of the Curriculum Summit, Scope of the Work</p>	<p>Bellingham Promise. The math adoption process was explained. There is currently a world language committee. Other advisory, besides math and world language, is science. Reading and Health &amp; Fitness will start in the fall of 2015. Once each subject has formed an advisory or committee then a subjects could go into a deep dive. Even though math has been adopted a smaller committee continues to meet. Needs could be PD, materials, or other. Each group would bring forth to the executive team a vision for how to move forward.</p> <p>IMC was explained (Instructional Materials Committee). Broad committee with full representation (teachers, librarians, etc.). Purpose is to monitor procedures for materials selected. Receives citizen complaints not resolved at building level. Reference Policy 2020. Exercise all of the attributes listed on the power point. They are related in some way to social studies.</p>	
<p>5. Data Walk</p>	<ul style="list-style-type: none"> <li>• What does the data tell us? Divided into three groups to discuss data.</li> <li>• When was Springboard implemented?</li> <li>• What could be done w/that curriculum – increased learning or not?</li> <li>• Are there systems in place to support the students?</li> <li>• What was the process for selecting school districts? Reading and math were highest</li> </ul>	

	<p>scores.</p> <ul style="list-style-type: none"> <li>• Fourth grade map scores what do questions look like – assessments, questions about ELL (English Language Learners).</li> <li>• What is going on in the district with resources and support?</li> <li>• Data Protocol: Notice/wonder with no judgment <ul style="list-style-type: none"> <li>○ What would be additional data points to talk about next meeting:</li> <li>○ Could we look at advanced placement social studies?</li> <li>○ Which test has been given consistently? Blend MAP (Measurement of Academic Performance) and HSPE (High School Proficiency Exam) scores</li> <li>○ High School scheduling – 3 years - how many students are choosing take more social studies?</li> <li>○ Running start data and success rates would be good to tie into course registration</li> <li>○ Starting with 2019 will need to have three science classes</li> <li>○ Maybe a survey with students</li> <li>○ What is the question that we need to collect data about?</li> <li>○ How is social studies nested in the common core?</li> <li>○ What is being taught in middle school?</li> <li>○ WA history is a big concern.</li> <li>○ What is C-3?</li> <li>○ Do new teachers know they are supposed to teach social studies in elementary?</li> </ul> </li> </ul>	
<p>6. COW (Curriculum on the Wall) ES, MS, HS</p>	<ul style="list-style-type: none"> <li>• <b><u>What are we using?</u></b> Snapshot of what is going on right now.</li> </ul> <p><b>Elementary School</b> – not very consistent. Wonder if district approved material is being used.</p> <p>Using ELR's (Early Learning Requirements)</p> <p>Counselors to come in to teach problem solving using kits and other resources. Little scholastic magazines being used in first grade "Time for Kids."</p> <p>Used to field trips at every level fifth grade mountain school. More science than social studies. Some activities are school based. "Where in Washington" activity for fourth graders using geography skills to figure out where they are. Does Lucy Caulkins deal with social studies? Maybe in third grade.</p>	

	<p><b>Middle School</b> – Teachers using current events, primary sources, and are building their own curriculum in their classrooms. Books are very dated (from 2001). Not a lot of cohesiveness with the teachers throughout the district. Civics students visited the jail at one school.</p> <p><b>High School</b> – There are common themes and varied course offerings. Most everything is self-constructed. Some texts are over 20 years old. Finding some resources online. No set curriculum. Each social studies class could be totally different from another in the same school. No set year when students are supposed to take social studies.</p> <ul style="list-style-type: none"> <li>• <b><u>How do we know what is being used across our system?</u></b></li> <li>• <b><u>How do we gather this information from our colleagues?</u></b></li> </ul> <p><b>Survey? What kind of questions to ask.</b></p> <p>Should it be sent to colleagues – or to principals instead?</p> <p>Find out what other buildings are using.</p> <p>How much time to you spend on social studies every week?</p> <p>What would be your request for best resources in elementary and secondary?</p>	
<p>7. Closing</p>	<p><b><u>Feedback</u></b></p> <ul style="list-style-type: none"> <li>• Keeping teachers to their content especially in middle school is a goal.</li> <li>• The intent of survey to sending the information gathered and perhaps adding to it.</li> <li>• Be good to interact with colleagues about social studies.</li> <li>• Secondary school might be suspicious about asking questions.</li> <li>• What texts are teachers currently using?</li> <li>• Is the literacy program incorporating social studies in the reading?</li> <li>• Bring in materials that are being used by the advisory.</li> <li>• Middle and high school teachers feel 15 years of being ignored. There is a mistrust of District because of this.</li> <li>• Communication to all staff –</li> <li>• How do we know what is being use across our system?</li> <li>• Expectations are not clear or uniform for elementary schools. Notebooks are very old. US history, civics, world history</li> <li>• How do we gather this information from our colleagues?</li> <li>• How is work related to the Promise?</li> <li>• There is a need to prioritizing the needs.</li> <li>• Getting noticed and recognized.</li> <li>• Who will be the person (Director, Executive, or Lead Teacher) who will go to bat for</li> </ul>	

	social studies? <ul style="list-style-type: none"><li>• Teachers want to know when their turn for an adoption is.</li></ul>	
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**Summary:** Science Advisory meeting on March 19th.  
Readers and writers along with Health & Fitness will start in the fall.  
Group is appreciated for being here. It's good to go slow through this process.

Please let Charisse and Michelle know what worked at this meeting and what did not.  
What would be something you would want to know about this advisory group.

Charisse & Michelle will get together with principals to go over the information from this meeting.

**Next meeting date: - May 5th from 4:00-6:30 in the Board Room**