

Developing Historians and Global Thinkers Advisory Group

Date: Tuesday, May 05, 2015
 Central Services, Room 212
 Time: 4:00-6:30

Bellingham Public Schools
 A Collective Commitment

Attendees:

- | | | |
|---|--|--|
| <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 checked="" type="checkbox"/> Shannon Eubank, SHS | <input checked="" type="checkbox"/> Jamine Moss-Owen | <input checked="" type="checkbox"/> Keith Schacht, SQHS |
| <input checked="" type="checkbox"/> Gaye Fullner, SL | <input checked="" type="checkbox"/> Stephanie Strow, SMS | <input checked="" type="checkbox"/> Alisa Sachs, FMS |

Topic	Discussion	Decision
1. Welcome and Overview	<p>Congrats to Anda (new Director of Teaching and Learning, Susan Cotton (principal at another district), and Keith Schacht (new Director of Teaching and Learning) for their new positions. Although Michelle Kuss-Cybula will be leaving (principal at Sehome), Charisse Berner will continue to lead.</p> <p>Goal is - how to develop students K-12 as global thinkers. How are we developing them no matter what school they attended. Each member introduced themselves.</p>	
2. Gordon Carter Environmental Learning Site: Advisory Group	<p>Rob McElroy & Anda Adams joined the group to explain the status of the advisory group. They talked about their powerpoint. There is a sixth grade partnership with Western and Whatcom Community College. Only one grade made a trip there this year. Advisory dealt with structures and transportation and how to expand it to other schools and grades. In the past the third graders really enjoyed this. The sixth graders spent the night and loved it. It would be nice to resume these activities. Whatcom Museum could also be a partner. Develop off-site field trip experience. A director/staff member would have to be in charge of scheduling, transportation, etc. Recommended timeline would be in the next year or two for infrastructure. The goal is to get the program moving so it doesn't take too long to build. The goal is also to budget in the 2015-16 year. Utilities and a teaching structure will be funded by bond dollars.</p>	
3. Big Ideas	<p>Went over ideas from last meeting. Take a high level view using standards. Try to cure curriculum drift. Standards and report card elements. Can the higher courses be described at a higher level? Get key learnings at each level. Chart where you want to be</p>	

	<p>using the paper handed out. Break out into groups make standards easy to read – “not government speak.” Create a high level for each grade. Each person talked to the person next to them about what question they had and broke out into groups.</p> <p>Feedback</p> <p>Elementary School – decided that the standards would be the early learning requirements (ELR). Kindergarten has civil- just because there is no standard, does not mean that geography should not be taught. Put all five ELR’s in teacher reading. Students are very engaged with geography by having visitors, etc. Support, prompting, using personal experiences. For example, talk about salmon habitat. Give them exposure.</p> <p>As more International Baccalaureate (IB) schools come into the district there would be more cross content/curriculum. Right now there are two IB schools – perhaps two more will become IB in the next year. Good to share experiences.</p> <p>Middle School – content, skills – marrying them together – an old question. Trying to decide big question using knowledge of what is developmental appropriate. How to pull evidence from texts. This dilemma is consistent with all middle schools. What are the foundation principals that society relies on. Good to bring in the spiral concept because they can still learn seeing it again at a different level. May take away different pieces not seen before.</p> <p>High School – There is no set progression which makes it difficult to smoothly transition from course to course. Many high school teachers are setting their own lesson plan. Look at school based standards. Look at what middle school teachers are doing and continue at a higher level.</p> <p>Outcomes:</p> <ol style="list-style-type: none"> 1. What are the key essential learnings? <i>From a 20,000 foot level: Use posters to work through grade levels to determine the key ideas – what does that look like in the progression of student learning?</i> 2. Where do we see natural ELA (English Language Arts) CCS (common core standards) connections in our key essentials? 	
4. Break	Break and reading task 3A’s:	

	<p>What do you agree with? What would you argue? Lack of content in the article. Definition of social studies – do teachers come to that job through that lens. Hard job to bridge classes between grade levels. What do you aspire to do as a result?</p>	
5. Research	<ul style="list-style-type: none"> • Pre-readings. <p>Historians & Global Thinkers: http://www.socialstudies.org/system/files/images/documents/7404217.pdf Scientists: http://www.lmtsd.org/cms/lib/PA01000427/Centricity/Domain/91/HowPeopleLearn.pdf</p>	
6. Implications for our work	<ul style="list-style-type: none"> • How does the article and Big Ideas inform our work together? Ten themes. Trying to get students to see the larger picture. Shape curriculum around the student’s experiences. Susan found a good article that she is putting on the “P” drive. • Where do we see gaps? 	
7. Next Steps/Plus Delta	<p>What recommendations does the group have? The next meeting will be in the fall of 2015. Hopefully, all of the members will stay on and in the following years some will leave and new participants will join.</p> <p>Comments:</p> <ul style="list-style-type: none"> • Would like to start working on something. • Would like to meet before school starts. Good to have a middle high school conversation about content, etc. • How to communicate with peers at each grade level and reporting back to group. • Good to have a social studies group on purple Fridays. • Are there more things that were not captured from the last meeting? • How is this group going to impact other teachers • Perhaps next year could be a larger group • Work on consistency across the high schools • Going out to see the Carter Site – perhaps in the Fall • Need an IB voice in the advisory • Email other comments that • Make a Teaching & Learning Advisory in the “P” drive. • Look at Web’s Depth of Knowledge • Send out minutes • Type out wall board • How do we prioritize? 	

Summary: Minutes will be sent out in a timely manner. Put together a draft agenda before next meeting in the fall. Hopefully, have fall, winter, spring meetings. Do not plan meetings on Jewish High Holy Days (September/October) Get dates early. Give feedback.

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