

VERTICAL TEAMING FOR ALL MINUTES
2007-2008

Content Area: Social Studies Vertical Teaming

Today's date ___11-20-07___ Recorder ___Karen Hommerding___

Date/time/place for next meeting ___Apollo Media Center, Room 506D___
December 11 from 3:45 to 5:00 p.m.

VT Leadership Team members present:

Alison Auer (CV), Bill Kunshier (Disco), Melanie Jiskra (Kenn), Roberta Abson (Linc), Jess Mead (Mad), Diane White (OH), Jonathan Oettel (Tal), Angela Mitchell (Tal), Kelli Westling (So), Steve Donabauer (No), Sheila Doll-Ferguson (Riverwood) and Lowell Haageson (Tech SPED)

Eric Williams, Tina Lahr and Karen Hommerding

Agenda Item: US History Grant Survey

Summary of discussion:

Andrea Preppernau shared that the focus of the grant is professional development for teachers.

Task list if appropriate:

Andrea distributed surveys that teachers are to complete during today's VT meeting.

Action decision:

Completed surveys will be collected and given to Andrea.

People to follow up:

Andrea will analyze data.

Target date completion:

Unknown

Agenda Item: Presentation of SSVT Overview from August 2004 to Present

Summary of discussion:

Angela Mitchell shared the APPARTS Primary Source Strategy that all 6-12 Social Studies teachers were to introduce during the 04-05 school year. She shared that APPARTS posters were given to all K-12 SS teachers in the district to aid in implementation of the strategy. She also shared that '04 VT elementary and middle level trained teachers made decisions as to which parts of the APPARTS strategy would be introduced at specific grade levels, as well as the grade levels requiring mastery of the strategy parts.

Angela also shared work that has been completed with the Secondary Source Strategies of 'Big Picture' & 'Agree or Disagree' which focus on students working from the 'Main Idea to Details'. These strategies were embedded in the grade 6 SS curriculum, copies of which were given to all grade 6 teachers.

Teachers also assigned grade levels the introduction and mastery levels for the following Secondary Source strategies of 'Conceptual Identifications, Using Subheadings, Generating Main Ideas from a Reading and Half-Page Solutions, which focus on working from 'Details to Main Idea'.

Angela also shared a few examples of rubrics developed by grade 6-12 teachers in 06-07, in conjunction with Language Arts Vertical Team teachers, which focus on the thesis and essay writing.

She also shared that valuable discussion came from the Social Studies and Language Arts co-vertical teaming during the 06-07 year at both the district level and building levels.

Task list if appropriate:

Action decision:

People to follow up:

Target date completion:

Agenda Item: Learning Principles, Curriculum Definition, Continuous Improvement Cycle Documents

Summary of discussion:

Karen shared the Vertical Teaming for ALL Roles with the responsibilities of principals and curriculum support people, the VT Facilitators and all teachers in the district.

Also shared was the District 742 Learning Principles document which drives teacher practices and learner practices; this document was developed with input from Career Ladder Institutes.

Also shared was the Definition of Curriculum and the Continuous Improvement Cycle; both were also developed with input from Career Ladder Institutes. Phase I is highlighted as the area of focus for the SSVT this year.

A teacher shared the multi-year curriculum cycle present in the 90s; Eric summarized the use of standards and the structure of Vertical Teams to be able to work on the curriculum cycle and have wonderful opportunities to embed social studies in the elementary curriculum and to teach concepts inter-disciplinarily.

Task list if appropriate:

Action decision:

People to follow up:

Target date completion:

Agenda Item: Social Studies Standards and Curriculum Work

Summary of discussion:

Tina shared that vertical teaming is new to K-5 this year; she outlined the amount of time in each elementary day that must be designated for reading and math and that it is challenging to fit social studies into instruction within the elementary day. The need for integrating subject matter was emphasized.

Tina summarized that elementary teachers were asked by their principals to examine what they teach and document that information on social studies standards documents. Teachers then asked how that information was used. Tina shared that she compiled the information and reaffirmed that these were quick looks to begin the discussion and work of the SSVT this year.

Tina also walked through a document to demonstrate to the team how teachers completed these standards/curriculum documents.

Task list if appropriate:

Teachers met in small groups by grade level bands: K-3, 4-6, 7-12. Teachers began to look at the MN Social Studies Standards and the instruction being delivered at each grade level.

The task of each group is to begin the work necessary in assigning standards to grade levels. Guiding questions could include the following:

"What standards are being taught? What standards are not being taught? Which standards are consistently taught at certain grade levels? Which grade levels should teach what standards? What is developmentally appropriate?"

Eric re-emphasized the need to build a viable interdisciplinary SS curriculum within language arts.

A teacher added that just current clusters of instruction at grade levels should not be the sole basis for assigning standards to grade levels; we need to also pay attention to reading levels, developmentally appropriate instruction and resources, etc.

Teachers expressed frustration with the current social studies curriculum. Other teachers offered that, in the 90s during curriculum cycle work, leadership teachers tried to get teachers to pick the 'Big Ideas/Concepts' to

be taught in Social Studies. However, stronger voices changed that direction and a text was adopted with more discrete units of study, rather than conceptually-based instruction.

Teachers would like to study standards and apply appropriate indicators such as introduction, partial mastery and mastery to standards because they recognize that certain standards will fall within many grade levels (i.e., geography maps and globes).

Teachers want to know the depth at which all standard benchmarks are being covered at each grade level.

Action decision:

Minutes will be provided to all SS teachers in the district so they can see the work of the leadership team.

People to follow up:

SSVT teachers will share with buildings the work that is beginning for the SSVT. All teachers will be provided multiple opportunities to provide input in assigning standards to grade levels.

Target date completion:

Possible agenda items for next meeting:

Carry on the work begun at this meeting to address standards and social studies curriculum currently being taught at Kindergarten through Grade 12.

Middle level teachers expressed a desire to know what elementary is teaching; perhaps an In and Out Activity in the future would be valuable. Middle level teachers also want elementary teachers to understand which standards and benchmarks are being addressed at the middle school level to gain an understanding of how they can help prepare students for mastery.

Odds and ends list:

SSVT teachers will share the work today of the SSVT with teachers in their buildings at a staff meeting. Input may be brought back from these building meetings to the December 11 SSVT meeting.