

**Attendance:**

**Absent:**

**MEETING PREPARATION & PROPOSED AGENDA**

**Preparation:** Please bring in one sample of ELA aligned writing that was done in Social Studies (agree on an assignment for each grade in STPT) as well as the rubric used that demonstrates integration of ELA in your SS curriculum. Please decide who will bring low, medium, high so there is a spread.

\*Purpose: analyze vertical alignment of strategies to incorporate ELA into SS as well as common grading standards\*

[Please enter your class averages in this google form on December 1-2 for current data analysis](https://docs.google.com/a/wheelermiddle.k12.hi.us/forms/d/10OfQ-sch_YjBdefpnxDG2i4-s5DYOSEZE-BcgQPN3I/viewform)  
(https://docs.google.com/a/wheelermiddle.k12.hi.us/forms/d/10OfQ-sch\_YjBdefpnxDG2i4-s5DYOSEZE-BcgQPN3I/viewform)

**Agenda:**

- SLO data announcement, make sure you're keeping up to date with RL 6.1, RI 6.1 data
- Rationales and explanations of ELA-SS cross curricular usage in your assignments
- Supplies distribution (hopefully they're in)
- Revisit grade discussion?
  - look at averages data
  - is an A in Abe's class an A in English's class etc. if not, what solutions can we look at to make grade distributions more fair

**ANNOUNCEMENTS**

**QUESTIONS FOR THE DEPARTMENT**

**ITEMS / DISCUSSION POINTS**

**NOTES / MINUTES**

**ACTION ITEMS & NEXT STEPS**

**Comment [1]:** We utilize google forms and surveys while also giving the results to our colleagues for accurate and meaningful group collaboration opportunities.

**Comment [2]:** In the past, department meetings have been very brief announcements and then "bye!" This year however, we have been working on making this time more meaningful for the department, and as an opportunity to get temperature checks from the department and to assess how well all of our students are prepared for each grade level.

**Comment [3]:** One member of the department asked there to be a section in meeting notes to ask questions so this was an easy fix from previous agenda notes.

**Attendance:** K.Orlowski, C. English, Hamilton, C. Singlehurst, M. Gallagher, C. Singlehurst, Calello, Abe, Beatie, Kawano, Young, S. Telles, S. Simmonds

**Absent:**

**MEETING PREPARATION & PROPOSED AGENDA**

- Survey: [Please take this survey to prep for today's meeting](#) (5-10 mins)
  - if you complete this survey before the meeting, do the response reflection for the whole 15 minutes
- When you finish the survey, go to the survey responses [here](#) and reflect and/or comment on your colleagues' responses (ask questions, note thoughts or first reactions) (5 mins)
- Whole group discuss actions and rationales outlined in the survey responses (10 mins)
  - why did you break your grades down how you did?
  - is it grade level wide?
  - rationales behind performance task selection
- SLOs - remember to be collecting data throughout the year (citing evidence) (2 mins)
  - you want multiple data points to **show growth over time**
- supplies - still needed? sorry for the delay we will figure out budget and supplies within the next week (1 min) [Survey link](#)

auf wiedersehen

**ANNOUNCEMENTS**

ITEMS / DISCUSSION POINTS	NOTES / MINUTES
Survey / Debrief	participation/ performance grade Do we WANT alignment? 6th and 8th grade already have it. 7th Grade does not
SLO / Supplies	Brain Pop (one per grade level) will be funded

**ACTION ITEMS & NEXT STEPS**

- Do we want SBA practice data? - if so, we need to decide what data we're using in our STPTs
- E/E SBA rubric - how are our students doing on using evidence? How can we improve those skills?
- start thinking about how to expose the Ss to the SBA questioning format/ practice problems?
- MUL? How are we using MUL
- 

Discussion points: rationales for breakdowns/ grade level curriculum  
common curriculum ->

**Attendance:** C.English, S. Hamilton, K. Orlowski, S. Covelman, M. Gallagher, L. Hauck, L. Kawano, Beattie, S. Simonds, T. Young, S. Abe, Calelo

**Absent:** C. Singlehurst, T. Lin, S. Telles

**MEETING PREPARATION & PROPOSED AGENDA**

**Preparation:**

Upload your high, medium, low samples from the writing diagnostic **the power of words** to your respective grade level folders: [link here](#)

Look at the google forms under the agenda to see what you are going to be reflecting on. Please wait until we are in a group to work on your reflection, as we want you to be able to discuss the first 2 questions collaboratively:

8th grade teachers: Review 6th grade samples

7th grade teachers: Review 8th grade samples

6th grade teachers: Review 7th grade samples

**Agenda:**

- As a grade level team, you will review your assigned grade samples (see above) and fill out the following reflections for your grade level team

[6th about 7th samples google form](#)

[7th about 8th samples google form](#)

[8th about 6th samples google form](#)

- Once everyone has filled out the google form, please read the action items and next step below and as a grade level discuss what you can start to do to prepare for the next meeting

**ANNOUNCEMENTS**

- Supplies needed? If you need any supplies, please fill out the form here: [supplies form](#)

ITEMS / DISCUSSION POINTS	NOTES / MINUTES
Reviewing Samples	Next meeting: discuss reflections. Do we see anything that needs to be addressed immediately? (like in Quarter 1) One reflection mentioned that we may be scoring too high. Do we feel like there is grade-level alignment in grading standards?
Achievement Gap	There seems to be a significant difference between high and low samples. What can we do in the

classroom to address this gap?  
 Ideas: Use "high" sample students to our advantage!  
 Give them leadership opportunities to run writing workshops on specific areas of expertise! For example, if certain students are GREAT at incorporating evidence into their writing, have them run a workshop for students that have this as an area of improvement.

**ACTION ITEMS & NEXT STEPS**

- Please fill out this form: [Maximizing Department Meetings](#) in reflection of how to make department meetings as efficient and effective as possible
- For our next meeting, we will be discussing cross-curricular integration and strategies/ sample assignments
- We will also begin the SLO (student learning objectives) process, it will likely be easier if we can agree as a department to focus on the same SLO as we can help with materials and strategies to have common data.
  - suggestions: R.CCR.1 - citing evidence (same CCRR for 6, 7, 8)
  - \*VP/P\*: is a semester SLO vs. a year long SLO an option?
- We should be hitting all 4 types of writing (explanatory, argumentative, narrative, opinion) each quarter, **are all grade levels doing practice SBA performance tasks?**  
 Ex: 6th will do narrative SBA performance task in Q1

**ELA/SS Department: Meeting Notes #2**

**Date: /2015**

**Attendance:**

**Absent:**

**MEETING PREPARATION & PROPOSED AGENDA**

**ANNOUNCEMENTS**

ITEMS / DISCUSSION POINTS

NOTES / MINUTES

**ACTION ITEMS & NEXT STEPS**