

Notes- Social Studies Standards Review Team

November 8, 2016

Location: Iowa Department of Education (B100)

Time	Topic	Notes
9:00 - 9:20	Welcome and Introductions	Participants introduced themselves
9:20 - 9:40	Beginning with the End in Mind Activity	Participants participated in hypothetic activity discussing what might be talked about in regards to the impact of new standards:
9:40 - 9:50	Setting Norms for Our Work	Shared common norms for the work: <ul style="list-style-type: none">● Respectfully contribute your ideas● Focus on what matters● Ask thoughtful and clarifying questions● Listen to understand● Link and connect ideas● Invite all perspectives● Recognize and suspend assumptions● Participate fully and be present for the entire day Agreed to use fist to five for voting on recommendations.
9:50 - 10:15	Social Studies in Iowa	Overview of current context of IA
10:15 - 10:30	BREAK	
10:30 - 11:45	Overview of Social Studies Standards Writing Process	Highlighted the following review of the standards writing process: <ul style="list-style-type: none">● Jan 21 - Context● Feb 18 - Groundwork● March 10 - Writing● April 21- Writing and Connecting● May 19 - Writing and Connecting

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		<ul style="list-style-type: none"> • June 8-9 - Writing, Connecting and Clarifying <p>Asked them to write a standard for each grade (K, 3, 6, HS economics, and HS geography)</p> <p>Introduced them to the standards criteria</p> <ul style="list-style-type: none"> • Rigor • Focus • Specificity • Clarity/Accessibility • Measurability • Disciplinary Analysis • Coherence • Manageability/Usability • Disciplinary Balance
11:45 - 12:15	Working Lunch	
12:15 - 1:00	Deep Dive into Standards	<p>Elementary Feedback:</p> <ul style="list-style-type: none"> • Absence of inequality after K and first grade • Some seem more specific and others are more generic • Assumption that students know what the anchor standards are - need to build in more opportunity to define and understand • Semantic and syntax • IA history - need more examples of who to include and how (like first nations people of IA) • History is more focused on disciplinary analysis than the economics/financial literacy (disciplinary knowledge v thinking) • The concept of timelines over hit in elementary (sometimes a task rather than a standard) - maybe causation - sometimes the same task and ceases to be a progression (gap in the purpose of the work) • Financial literacy tasks seem age appropriate

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		<ul style="list-style-type: none"> • If students could leave elementary school actually doing the inquiry standards it would be good. <p><i>Middle School Feedback:</i></p> <ul style="list-style-type: none"> • Emphasis on global and regional • 6 and 7 seem like a jump to go to global and then back to US - may help students own the learning more if done with US in 6th • 7th grade rigor lessened • Building inquiry standards -needs more in K-5 to prepare for the 6th grade inquiry • Multiple sources is not the same as multiple perspectives • Issue with weight/balance in financial literacy - more of those than other content areas - the message may not be what we want (could seem like an emphasis on financial literacy) • 6th grade IA history - no discussions about cultural composition or cultural geography • Non-governmental organizations are covered without any coverage of governmental organizations prior in order to build their knowledge (maybe a little at 5th grade) • Responsibilities of global citizens may have some push back in 7th grade <p><i>High School Feedback:</i></p> <ul style="list-style-type: none"> • 1877- present - indicate on 8th grade that it goes to 1877? • Not clear how the examples coincide with the standards • Can see where things are connected for the financial literacy and economics are connected • Added an additional set of historical thinking standards
1:00 - 1:45	National Feedback	<p>Highlighted how national feedback is being collected and from whom:</p> <ul style="list-style-type: none"> • NCHE • CIRCLE • NCGE • AEI

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		<ul style="list-style-type: none"> • CEE • Stanford • UCLA History • CS4
1:45 - 2:00	BREAK	
2:00 - 3:15	Survey Feedback and Development	<p>Review team provided feedback on what should be included in public survey in order to get the best data to improve standards. General thoughts about survey questions included:</p> <ul style="list-style-type: none"> • It's good to get standard by standard input - being proactive • Do they promote a sense of civic literacy • Do they give them the tools to adapt to a changing society • Should we break up knowledge and skills? • Which standards do that well and which do you feel are not meeting that (first two bulleted questions) • I believe SS standards should (Likert scale) • Incorporate skills • Content • Themes • Do you feel these standards are clear or the expectations are expressed clearly (at the end of each survey or grade) • 6 and 7 - each piece and making strongly agree- disagree for each of the pieces • Question 4 - roles - teacher certified in a different area with a fill in box • Do you have a background in SS - could give a perspective on the lense they are looking at the standards with) • Question 6 - take out majority (include our students) • AEA v Counties? • Social studies standards are valuable yes/no: why...
3:15 - 3:30	Next Steps	<ul style="list-style-type: none"> • Next meeting is January 10th.

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		<ul style="list-style-type: none"><li data-bbox="827 272 1514 305">• Will start to review public survey data at that time.