

**K – 12 Language Arts Vertical Team Meeting Notes
March 24, 2015**

Members

Kirsten Armbrust	IGHMS	Monica Atneosen	Hilltop
Penny Baker	Director C&I	Susan Barnard	Simley
Carlene Bray	Hilltop	Linda Brunsvold	Simley
Maryann Curro	Hilltop	Sheri Dobesh	Hilltop
Ashley Ellevold	Salem Hills	Catherine Ford	Simley
Heidi Frana	Pine Bend	Miriam Freidson	Hilltop
Natalie Giese	IGHMS	Kelly Goodnature	Salem Hills
Michele Haedrich	Salem Hills	Sheila Hetzel	Salem Hills
Adam Hubley	Pine Bend	Jennifer Kelly	Pine Bend
Heidi Klukas	Simley	Erin Kyllo	Pine Bend
Mary Landis	Pine Bend	Ashley Leseman	Pine Bend
Jen Moe	IGHMS	Sara Pacht	Pine Bend
Genesee Rasmussen	Reading Coach	Joel Rogness	Simley
Cindy Seagren	Pine Bend	Carol Swanson	Hilltop
Joyce Ursin	Hilltop	Debbie VanSchooten	IGHMS
Jodi Wendel	IGHMS	Tina Willette	Salem Hills
Jason Voss	IGHMS		

***Bold** – Members in Attendance

I. Review of Year

- A. The team reviewed the progress made over the past year related to writing standards:
- Unpacked the Writing Anchor Standards
 - Determined key ideas from each of the 10 standards
 - Applied Data Driven Dialogue Process to Current Writing Instruction
 - Little to no alignment of writing products
 - Inconsistency of standards being taught
 - Elementary less familiar with standards and no common rubrics created
 - Grades 6-12 unpacked writing standards and created common rubrics
 - Next Steps for Today
 - Look at research and best practice
 - New curriculum for Elementary Teachers
 - Alignment of ELA standards with ACT

II. District Writing Outcomes

- A. The District Reading Coach, Genesee Rasmussen, created a document aligning the ISD 199 Mission with the MN English Language Arts Standards and previous outcomes defined by the Language Arts Vertical Team. The team reviewed and edited the document. See Attachment 1 (ISD 199 Writing Outcomes).

III. Instructional Best Practices for Writing

- A. The team reviewed two sources of information related to best practice in writing instruction; one from The National Council of English Teachers and one from The Minnesota Writing Project (University of Minnesota Center for Reading Research).
- B. The articles can be found at:
<http://www.nwp.org/cs/public/print/resource/527>

<file:///Users/Administrator/Library/Caches/TemporaryItems/Outlook%20Temp/NCTE%20Beliefs%20about%20the%20Teaching%20of%20Writing.webarchive>

- C. The team created a summary of best practice outlined in each source. The list of best practice will be used to create a resource review form as a team to use for reviewing writing programs. See Attachment 2 (Writing Best Practices)

IV. Prioritizing Criteria of a Writing Program

- A. The team began prioritizing what specific things must be in a writing program based on best practice and the district defined writing outcomes.
- B. We did not complete this process. This will be finalized before previewing writing programs.

V. Next Meeting

- A. The next LA Vertical Team Meeting is on May 28 (8 - 3) for elementary teachers only, in the IGHMS Flexible Learning Space.

Attachment 1: District Writing Outcomes

INVER GROVE HEIGHTS MISSION

To provide a challenging education through which all learners achieve success in a diverse society. This will be accomplished through:

- Safe and caring environment
- Strong and stimulating curriculum
 - High academic standards
- Respect, honesty and accountability in all relationships
- Effective and innovative teaching
- Open communication and partnerships with families and community
- Facilities that support and enhance learning

When our work aligns with the IGH Mission, each student will achieve at high levels and produce outcomes that we value in writing, such as:

- Students will view themselves as writers.
- Students will write routinely.
- Students will produce clear and coherent writing appropriate to task, audience, and purpose (opinion/argumentative, informative/explanatory, narrative, and creative).
- Students will use a writing process that includes planning, drafting, revising, editing, and publishing.
- Students will incorporate research to support written analysis and reflection.
- Students will apply appropriate writing conventions.
- Students will use technology to collaborate, produce and publish writing.

Attachment 2: Writing Best Practices

Writing Best Practices

Writing is a cyclical process rather than a linear process.

Students receive quality feedback from their teacher.

Students have opportunity to write often, in and out of classrooms, in all content areas for various purposes.

Teachers use a writing process, which supports the form and content as well, for students to follow. The process should include planning, drafting, revising, editing, and publishing.

Students have opportunities to complete both formative and summative assessment using common rubrics to support writing growth.

Inquiry Based Writing – Student voice

Ongoing professional development is provided for all teachers of writing.

Purpose – Reason to write

Collaboration

Conventions are taught in the context of writing.

Writing promotes thinking – develop thought

Reading and Writing connections – the more you read the better the writer – access to multiple texts and genres

Connection to talking / speaking – talk about their writing

Students have opportunities to integrate technology.

Resources used Cultural Awareness and Language

Access to multiple texts and genres