



**English Language Arts Content Standards
Development Committee
Meeting Minutes
July 25-26, 2022**

Monday, July 25, 2022

8:15 AM – 4:15 PM

Bismarck Career Academy, Multi-Purpose Room

Facilitators: Dr. Stacy Duffield, NDSU
Davonne Eldredge, Assistant Director of Academic Support, DPI

Meeting Convened: 8:15 AM

Meeting Adjourned: 4:00 PM

Attendance – English Language Arts Content Standard Development Committee Members

Arnold, Karen	Mackowick, Liz
Bryn, Tina	Michels, Crystal
Cowan, Emily	Nieuwsma, Loren
Cummings, Tawnia	Ridl, Crystal
Curren, Dana	Riedlinger, Becky
Dodson, Dr. Clayton	Roeske, Lisa
Eklund, Andrea	Rothschiller, Kate
Gehrke, Shari	Schick, Amber
Griffin, Abby	Suter, Cassie
Hallock, Kristi	Volk, Aimee
Kremer, Melissa	
Kuznia, Diana	

Attendance – Facilitator and NDDPI Staff Members

Duffield, Dr. Stacy	Davonne Eldredge
Ellefson, Ann	
Olsen, Taylor	
Welk, Kara	

Welcome

Davonne Eldredge welcomed the English Language Arts Content Standards Development Committee members and expressed gratitude for their service and committed support. She facilitated introductions of the facilitator, committee members, and staff.

Introductions, Overview of Roles and Responsibilities

Davonne Eldredge thanked the committee for the important work they will be doing. The roles and responsibilities of the committee were reviewed.

Introduction to Standards Development

Davonne Eldredge reviewed the purpose of content standards, design elements, ND Legislative mandates, and future selection of a Content Standards Review Committee. North Dakota open records and open meetings laws were also reviewed.

Guiding Process for Standards Development

Ms. Eldredge discussed group working agreements, “Fist-to-Five” method of coming to consensus, various group structures, and the use of the TEAMS site for Committee work and resources.

Presentation of Current Educational Trends in ELA

Dr. Stacy Duffield from NDSU presented information about the Science of Reading, the writing process, and impacts of social media and media literacy on English Language Arts. She shared information about these areas and potential implications these trends may have in English Language Arts. Skills and knowledge bases that may need consideration in the standards were presented.

Presentation of Language and Literacy Developmental Progressions

Ann Ellefson and Taylor Olsen presented information about the development of reading and writing based upon research in the Science of Reading. Information about the legislation was also presented. The developmental progression of reading and writing skills may need consideration as the standards are reviewed.

Tasks for July Meetings

Tasks for this two-day session were reviewed and points to consider during the process were discussed, emphasizing that all standards be appropriate to all ND students and reflect ND priorities for content learning. Ms. Eldredge reviewed the differences between standards and curriculum. She reiterated the fact that the standards are written by this committee while curriculum is written in the local school district. The group was informed that the instructional units, lessons, and practices are set by the local school district.

- Task 1: Analyze comparable state and national standards
- Task 2: Current North Dakota standards analysis
- Task 3: Determine the organizational structure
- Task 4: Identify and describe elements within the organizational structure

Group Work – Task 1

The committee broke into small groups to review national and state standards. They identified strengths and weaknesses of the standards and noted elements they may want to consider when revising the North Dakota standards.

Whole Group Discussion of Task 1

Each group shared their observations and opinions regarding comparable standards from other states and national standards emphasizing ND priorities and discussed the organizational formats used.

Group Work – Task 2

The committee broke into small groups to review the results of the survey completed by the librarians in the state and conducted an analysis of the current ND English Language Arts Content Standards in comparison to the national and state standards previously reviewed.

Whole Group Discussion of Task 2

Each group shared their observations and opinions regarding which elements of the current ND standards that work, do not work, and considerations from the standards of other states and survey results with a focus on current content area research, reflecting ND priorities, and user-friendly formats.

Task 3 – Determine the Organizational Structure of Standards

The committee broke into small groups to discuss the organizational structure of the revised standards. The groups looked at the elements of standards and discussed the levels and elements that would be used as their work moved forward.

Whole Group Discussion of Task 3

Each group shared their vision for organizing the standards. The group voiced no particular preference to the names of the components, but expressed the desire to maintain a three or four level structure similar to that used in the past. The decided to table naming the tiers until a later time. As this work progressed, they would use the current terminology.

Reflections on Day 1 and Planning for Day 2

Ms. Eldredge reviewed the events of the day and discussed the tasks for Day 2. The tasks completed in Day 1 were reviewed.

Tuesday, July 26, 2022

8:15 AM – 4:00 PM

Bismarck Career Academy, Multi-purpose Room

Facilitators: Dr. Stacy Duffield, NDSU
Davonne Eldredge, Assistant Director of Academic Support, DPI

Meeting Convened: 8:15 AM

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Duffield, Dr. Stacy	Davonne Eldredge
Ellefson, Ann	Lodee Arnold
Olsen, Taylor	
Welk, Kara	

Welcome Back and Announcements

Davonne Eldredge welcomed the group back and previewed the agenda for the day.

Reflections on Day 1

Ms. Eldredge reviewed the differences between standards and curriculum and the activities of Day 1. Work completed on Day 1 and questions of the team were reviewed.

Presentation of the Learning Continuum

Ann Ellefson presented information regarding the ND legislation pertaining to the Learning Continuum. She development and content of the continuum was reviewed. This document contains information that the committee may consider as they proceed with the standards review.

Task 4 – Group Work

The committee broke into small groups to identify the strands that would be used to divide the standards.

Task 4 – Whole Group

The committee discussed the strands brought forward by each group. They came to consensus regarding five strands that would be used to break down the standards. Work was saved in the TEAMS file.

Task 4 – Group Work

The committee broke into small groups to write K-12 goals for each of the strands that would be used in the standards. Their work was saved in the TEAMS file.

Whole Group Debrief (Task 4)

Each group shared the goals they had written. The entire committee discussed each and asked questions of the groups to clarify. The committee voted to achieve consensus on the wording of the goals. During this process, the information was recorded in the TEAMS file.

Task 4 – Group Work

The smaller groups worked together to determine which clusters would be included under each of the strands in the standards.

Task 4 – Whole Group

The committee discussed the clusters brought forward by each group. The committee discussed the placement of clusters within the strands and wording they would use to define each cluster. Their work was recorded in the TEAM file.

Task 4 – Small Group

The committee broke into small groups to define the goal of each cluster. The groups divided the strands amongst groups for this task.

Task 4 – Whole Group

The group shared their cluster goals in writing. The goals were approved by the group. During this phase they discussed the order of the strands based upon how the skills develop. They determined the order would be Foundations, Communication, Reading, Writing, and Research and Inquiry. The order of the clusters will be addressed when the committee reconvenes in September.

Reflections on Day 2 and Planning for March Meeting

Ms. Eldredge reviewed the progress the groups had made throughout the two days. The committee selected and defined goals for their strands. They identified clusters they would like to use as a starting point. The committee started work on the definition of the goals of those clusters. Members were thanked for their hard work during the two days. The committee was told the standards writing work would continue with a discussion of the order of the clusters and writing of their grade span or level standards when the committee met in September. Meeting adjourned at 4:15 PM.