

SSAC Meeting Minutes: September 19, 2024

“AI by Tactiq, transcribed by Anjy Cramer and Nate Green”

- I. Attendance
 - a. Nate Green, Christine Joy (liaison), Anjy Cramer, Erik Johnson, Allan Carey, Tralonne Shorter, Caroline Rogus, Henry Gould
- II. Approval of Minutes from August **approved unanimously**
- III. New member: Tralonne Shorter provided brief introduction
- IV. Agenda Items
 - a. Student SSAC membership
 - i. Discussed membership, county-wide meeting for Social Studies teachers, link: place to apply, sharing link with them to pass along to SS students
 - b. Items to pursue this year: note-taking, update from Nate
 - i. ELA Advisory Group update
 1. Nate shared with the Committee sample resource on taking notes, from Professor Cassandra Good (historian, Marymount University)
 2. Also noted to the committee the importance of reading comprehension, including working with whole books (not just short excerpts), and mentioned some reports [that students increasingly don't read entire books.](#)
 3. One of the values of emphasizing note-taking is that it allows students to work with longer texts, including entire books. Social Studies can also be a field that allows students to work with texts in a different way than in English. Nate raised the question how often is that done in SS classrooms, esp. at high school level? Middle school?
 - ii. Committee also discussed note-taking in the “Age of AI”: Specifically, some discussion of ways to “leverage” AI for note-taking—any discussion to “regulate”/“provide guidance”
 1. Christine: some PD for teachers on AI, but somewhat limited b/c changing so quickly
 - a. Noted that AI is not reliable, access restricted b/c of that; APS “banned” virtually all programs that have AI
 2. Considerable division over “Proper uses of AI”
 - iii. Committee discussed at the Middle School level, is there an “appetite” to teach students notes?
 1. Socratic seminars—how to read an article and mark up the text—some explicit instruction about that, but only “pockets” of instruction around notetaking, and some aversion to lecture
 - iv. APUSH and Dual Enrollment: Resources for teaching notetaking
 1. Henry noted: Teacher has students choose to answer 20 questions or turn in your notes (creating an incentive to take notes, but offering questions that are meant to guide student’s reading)

- v. Christine discussed History “Live Training”: interactive notebook—instructor collects students notebook, grades it, gives feedback on contents; noted there has been a “shift” away from that, due to concerns that doing so was “grading on behavior.” This raises the question of how to learn what notetaking is already being taught, and how to help teachers, while not running afoul of policy.
 - vi. Committee also discussed New SS framework, VA DOE accountability standards—promote more “content mastery” than growth—whether to put more on SS teachers’ plates?
 - vii. Nate reach out to more committees, give them a heads-up, and ask if they would like to help with this, since note-taking would be of interest to all disciplines
 - c. Civics Education—possible recommendations to the School Board?
 - i. Recommendation from a few years back—Caroline can look it up
 - d. Previous SB Recommendation: elementary specialist in Social Studies—further ideas about Social Studies education at the elementary level?
 - i. Christine can supply some data—student/faculty/parent feedback, AP, IB data
- V. Other Agenda Items?
 - a. Information on student assessment performances re: social studies? What are the gaps? Can that be used as basis for our recommendation re: note-taking?
 - b. ACTL—Strategic Plan is “our direction”—read the Strategic Plan, APS website
- VI. Adjourn 6:58 pm