

**AVATAR Partnership Region: ESC 16**

**Meeting/Session Documentation Form**

Form should be completed after each meeting and given to the Regional AVATAR Coordinator/Facilitator

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| **Meeting:** | AVATAR Team Planning |
| **Meeting Purpose:** | Review and compare IHE & HS texts, curriculum, & tests. Other discussion and planning. |
| **Date:** | 1-25-13 | **Start Time:** | 9:00 am | **End Time:** | 2:00 pm |
| **Meeting Coordinator/ Facilitator:** | Robin Adkins | **Location:** | Region 16 ESC |
| **Meeting Recorder:** | RA | **Meeting Timekeeper:** | RA |

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| **Time** | **Topic** | **Format** | **Discussion Leader** | **Desired Outcome** |
| 9:00 – 2:00 (Team members will come & go as schedules allow.) | Review topics and notes from last meeting. Discuss today’s agenda. | P/F | RA | Team members will discuss this info with their high schools’ math colleagues: --#s of students enrolling in dev. math, college algebra, and outcomes--Syllabi for College Algebra classes--CCRS for math and common math vocabulary |
| 9:00 – 2:00 (Team members will come & go as schedules allow.) | Higher Ed. partners will bring textbooks used for College Algebra to compare with curriculum/TEKS utilized by High School partners. | P/F/W | IHE Partners | Greater understandings of IHE & ISD curriculums and identify possible gaps and strategies to bridge. |
| 9:00 – 2:00 (Team members will come & go as schedules allow.) | High School partners will bring examples of semester and six weeks’ tests to go over with Higher Ed. | P/F/W | ISD Partners | Greater understandings of IHE & ISD curriculums and identify possible gaps and strategies to bridge. |
| 9:00 – 2:00 (Team members will come & go as schedules allow.) | Review examples of Reference Course Profiles. | P/F | RA | Understand the information and determine how to use it for next steps. |
| 9:00 – 2:00 (Team members will come & go as schedules allow.) | Discuss key College Algebra concepts that could be taught in high schools in weeks following EOC exam. | P/F/W/D | IHE Partners | Identify concepts that high school teachers could teach in weeks following EOC exam. EX: -Factoring, -Exponential expressions (especially those involving rational and negative exponents), -Radical expressions, -Rational expressions |
| 9:00 – 2:00 (Team members will come & go as schedules allow.) | Discuss potential professional development opportunities for regional teachers based upon our work. | P/F/W/D | RA | --Begin planning to provide regional teachers with relevant information and tools. |
| 9:00 – 2:00 (Team members will come & go as schedules allow.) | Discuss potential “product” our AVATAR team is expected to produce.Discuss narrowing of our team’s focus.  | P/F/W/D | RA | Should be something that’s useful for the teachers in our region. --Common calculator policy? --Prof. dev. focused in a specific area? --Idea of reviewing College Alg. concepts in the month following Alg. II EOC? An ELA team in another region is developing a common scoring rubric for essays at the HS and IHE levels.  |
| 9:00 – 2:00 (Team members will come & go as schedules allow.) | Review notes from 12-7-12 “Moving Educator Preparation Forward” conference | P/F/D | GL | Discuss conference outcomes and resources to apply to AVATAR. |
| 9:00 – 2:00 (Team members will come & go as schedules allow.) | Next steps & potential meeting dates. | P/F/D | RA |  |

**Agenda Format Key:** P = Presentation, F = Feedback, D = Decision-Making, W = Work Group, O = Other, with explanation

**AVATAR Meeting Minutes**

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| **Action Item** | **Person Responsible** | **Due Date** |
| Asked FPC, AC, and CC to bring lists of numbers of students who enroll in developmental math classes and college algebra classes, and their outcomes (drops, completers, grades earned) compiled by Amarillo High, Borger High, and Canyon High students. | FPC = Beth; AC = Tammy H.; CC = Linda(Gregg has already provided.) | By 2-22-13 meeting |
| Asked WT, AC and CC to bring instruments they use to help students review for their College Algebra finals. | WT = Gregg; AC = Tammy H.; CC = Linda; (Beth has already provided.) | By 2-22-13 meeting |
| Bring examples of key College Algebra concepts and how to work them that HS partners could expect HS students to maintain in a journal for review.  Possibly include a review of fractions. | Beth, Linda, Tammy H. (Gregg has already provided.) | By 2-22-13 meeting |
| Higher Educ. partners bring lists of “soft skills/survival skills” students will need to be successful in college.  Provide to HS teachers to incorporate into their lessons. | Beth, Linda, Tammy H., Gregg | By 2-22-13 meeting |
| Higher Education partners will bring textbooks used for College Algebra to compare with curriculum/TEKS taught by High School partners. | Beth, Linda, Tammy H., Gregg | By 2-22-13 meeting |
| Team will narrow focus to only those high school students who have not received dual credit in math. | ALL |  |
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| **Notes** |
| Discussions revolved around agenda items, the above action items, and the following notes.**1/25/13 OTHER NOTES:**--HS partners reviewed data (lists of numbers of students who enroll in developmental math classes and college algebra classes, and their outcomes: drops, completers, grades earned, compiled by Amarillo High, Borger High, and Canyon High students) with their respective HSs’ colleagues. One noted the data was very eye-opening for teachers in light of their HS’s good scores on TAKS (poor outcomes v. good TAKS scores).--One HS partner noted that this year they offered dual credit College Alg. in the spring as well as the fall and doubled their enrollment. The spring offering is for students who don’t need Trig. for college credit. Students taking it in the spring take an “Intermediate/Introductory Coll. Alg.” class in the fall. Another HS partner will propose this at her high school.--Propose that Alg. II and Pre-Cal students create a “journal” containing examples of how to work on certain concepts they will see in Coll. Alg. and use it to review. HS teachers of those subjects are unaware of what students will face in Coll. Alg. and the journal will help keep them current.--Give HS teachers review materials for finals provided by FPC and WT to HS teachers. This can raise their levels of teaching.**11/16/12 OTHER NOTES:**1. Comments from review of data:

--Numbers of “F’s” and repeats is alarming.--Need to start earlier telling students what they need to know to succeed in college (“soft” skills; “survival” skills). Can PTA work with parents to make them aware of the “soft/survival” skills kids will need?--Show high school students the College Algebra syllabi that are online.1. Review of syllabi from WTAMU, FPC, and AC. Review of CCRS and common math vocabulary developed through P16 work:

--One of the biggest disconnects between TEKS and CCRS is in statistics. Statistics not covered in high school unless taken as a specific class or in an AP class.--End-of-Course testing limits what can be covered in HS classes.--After Alg. II EOC taken in early May, use remaining school days to reinforce College Algebra concepts and/or go over introduction to statistics. Ask developmental education instructors which College Algebra concepts should be focused on.--Sometimes higher ed. misses covering the critical thinking questions, but that is changing.--Make students aware that College Algebra isn’t the only first-year math option. At WT, could also take Math for Liberal Arts or Business Math. At AC, could take Contemporary Math for Liberal Arts or Contemporary Math.--Teachers need to be aware of CCRS for math and also the Cross-Disciplinary Standards. Brainstorm ways for teachers to incorporate the Cross-Disc. Standards into what they are currently teaching.1. Other:

--Showed resources available at [www.sa-ready.net](http://www.sa-ready.net), WTAMU’s math tutorial lab, and at Austin Community College’s information on Reference Course Profiles.--Discussed potential professional development opportunities to provide to regional teachers: team members demonstrate pedagogy; possible collaboration with scheduled Region 16 ESC math trainings to imbed info from AVATAR work.**10/19/12 OTHER NOTES:** Also included, for future discussions:--Discuss when it’s most appropriate for high school students to use calculators and why.--Discuss possibility of IHE teachers imbedding common questions into College Algebra pre- and post-tests for analysis.--Discuss best online location to post our team’s AVATAR information: P16 content pages? Project Share?--Discuss IHE and HS teachers showing each other examples of pedagogy. |

**Meeting Participant List**

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| **Name** | **Title** | **Organization/Institution** |
| Gregg Lawler | Math Instructor | West Texas A&M University |
| Beth Summers | Math Instructor | Frank Phillips College |
| Pam Walker | Math Teacher | Borger High School |
| Cheryl Freeman | Math Teacher | Canyon High School |
| Tammy Nash | Math Curriculum Specialist | Amarillo High School |
| Robin Adkins | P16 Specialist | Panhandle P16 Council/Region 16 ESC |