

**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 |
| **Meeting Purpose:** | Product Development, Planning, & Discussion |
| **Date:** | 3-22-13 | **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 |
| **Time** | **Topic** | **Format** | **Discussion Leader** | **Desired Outcome** |
| 9:00 – 2:00 (Team members will come & go as schedules allow.) | 1. Discussions of expansion of AVATAR Teams for ‘13-14 (As part of this item, discuss goals for our project.):

-More ISDs & IHEs? -More teachers from current ISDs & IHEs?-Expand into junior high?-Include other subject areas?  | P/F/D | RA | Identification of project goals and appropriate participants for `13-14. |
| 9:00 – 2:00 (Team members will come & go as schedules allow.) | 1. Discuss presenting professional development opportunities to regional math teachers:

-R16’s i3 Conf., Aug. 21. **Deadline for proposal to present is March 29.**-R16’s summer math conference, July 25. **Deadline for proposal to present is April 12.**-IHE & HS team members conduct their own “teacher exchanges”? -Meetings of IHE and HS teachers before each six weeks to discuss upcoming lessons, expectations, etc.? | P/F/D | RA | Identify and begin planning professional development for regional math teachers. |
| 9:00 – 2:00 (Team members will come & go as schedules allow.) | 1. Begin creation of math journal models.
 | D/W | ISD & IHE Partners | Creation of sample math journals. |
| 9:00 – 2:00 (Team members will come & go as schedules allow.) | 1. Discuss activities of other AVATAR teams:

-R15 created a brochure for students in grades 6-12 and college freshmen about what is expected in 1301 courses in the region. -R13 used Cross-Disciplinary Standards to create “lessons” to teach soft skills.-R9 conducted a math seminar for regional teachers.-R9 & R12 will conduct “faculty exchanges.” | P/F/D | RA | Identify activities our project might undertake. |
| 9:00 – 2:00 (Team members will come & go as schedules allow.) | 1. Review and discussion of resources.
 | P/F | RA | Identification of helpful resources for our project.  |
| 9:00 – 2:00 (Team members will come & go as schedules allow.) | 1. Review modified list of “soft skills/survival skills” students need to be successful in college.
 | P/F/D | RA | Provide to HS teachers to incorporate into their lessons.  |
| 9:00 – 2:00 (Team members will come & go as schedules allow.) | 1. --Ask members to submit mileage.

--Discuss next steps.--Set next meeting date. | P/F/D | RA | Items accomplished. |

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

**AVATAR Meeting Minutes (See “Notes” page for more info)**

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| **Action Item (numbered items below correspond to agenda items above)** | **Person Responsible** | **Due Date** |
| 1. a. 2013-14 team members will consist of current members plus teachers recruited as follows: A teacher from each of Fritch HS, West Texas HS, Canyon HS, Amarillo HS, Kress HS, and Borger HS (need to ask Pam about this). Intermediate Math (developmental) Instructor, FPC; Math Instructor, Wayland Baptist Univ.

b. Possibly expand into other subjects by utilizing current P16 Content Coordinators.c. Two Project Goals:i. Finalize math journal’s purpose and structure and share with region’s HS and IHE teachers for use, 2013-14. Purpose will be to enhance current learning, support students’ future higher-level math learnings, enhance long-term skills and understandings, and help link concepts between courses. Use journals in Alg. II, non-college credit Pre-Cal., and Intermediate Math (dev., college level). ii. Begin implementation of journals immediately (Spring `13) in “demo projects”: Amarillo HS = Alg. II or Pre-Cal; FPC = Inter. Alg. | 1.a., b.Beth = FPC Inter. Math; Fritch HS; West Texas HSCheryl = Canyon HSTammy N. = Amarillo HSAdkins = David Williams, Kress HS/Wayland Baptist Univ.; P16 Content Coordinators1.c.i. = All1.c.ii. = Tammy N., Beth | 1.a., b. = ASAP1.c.i. = Before July 25 presentation1.c.ii. = ASAP |
| 1. Submit proposals for team to present at Aug. 21 R16 i3 Conf. and July 25 R16 math conf. Confirm who will be available to participate (Aug. 21 = NO for Tammy N. and Cheryl; July 25 = members will check and let Adkins know). Consider presenting at Panhandle Area Math & Sci. Conf., Sept. `13.
 | Adkins = submit proposalsGregg = provide details of Panhandle Area Math & Sci. Conf., Sept. `13, when available. | Submission of proposals: i3 = March 29; math conf. = April 12. |
| 1. a. Teachers in “demo projects” will create their own versions of the journal, use as possible before end of terms in May `13, and share what works/doesn’t work with other team members before July 25 presentation so that the structure of the journal may be finalized (SEE Item # 1.c.i.,ii above).

b. Complete setting-up AVATAR’s Project Share group so resources & discussions may be shared among team members. | 3.a. = All3.b. = Adkins | 3.a. = ASAP3.b. = March 28, 2013 |
| 1. Continue to review activities of other teams at future meetings.
 | Adkins |  |
|  6. List was reviewed and will be posted on Project Share. | Adkins | March 28, 2013 |
|  7. a. Members submit mileage at next meeting. b. Potential meeting dates were discussed. Poll members RE Fri., May 10. | 7.a. All7.b. Adkins | 7.a. At next meeting7.b. ASAP |
| **Notes** |
| Discussions revolved around agenda items, the above action items, and the following notes.**3/22/13 OTHER NOTES:**--RE Item #2:-Tammy N. & Beth will share results of their journal work this May with those team members available to present at July and/or Aug. events.-R16’s Alg. II EOC prof. dev. in `13-14 will be a good opportunity to collaborate.-It was suggested that IHE and HS team members could conduct teacher exchanges independently, possibly in the fall. Also, meetings each six weeks of IHE and HS teachers might work better for smaller schools. These two items will be discussed at future meetings.--RE Item #3:-Tammy N. plans to utilize Facebook for her “demo” participants to communicate and provide support. She’ll share results with team.-Other ideas RE journals: Don’t replicate the college-review problems, but identify the skills students will need to solve those problems. Some “demo” projects will allow students to decorate their own journal covers. This might help to engage “right-brained” learners. If a “standardized” journal cover is desired, possibly have students submit designs and we pick one. Suggestions for journal topic pages included using card stock and/or laminated sleeves. Utilize R16’s print shop as needed when journal format and design is finalized.--RE Item # 5:-Info RE “Foundations of College Math,” innovative high school course designed by David McKain, Whitehouse HS, was emailed to members. Its topics match review topics in WTAMU’s virtual math lab.-Info RE “STEPS” and “CRAFT” projects is expected May-June.**2/22/13 OTHER NOTES:**--Discussed importance of educating parents and students at earliest ages possible of the importance of taking math courses that will prepare students for higher-level HS and IHE math. The possibility of making videos of testimonials RE importance of college readiness from successful experiences of ISD parents/students was discussed. Adkins showed team members existing videos on GenTX site, and later emailed link to “student success” videos produced last year by Amarillo College for the Texas Panhandle P16 Council to team members.--Possibilities of providing professional development to regional math teachers were discussed with Sherry Clark and Christine Scroggs, R16 ESC math specialists. Opportunities included R16 math prof. dev. scheduled for July 22-25, regional math collaborative activities (RCEMT), and a recent request received for R16 to partner with Texas Tech and WTAMU in a collaborative math project.--Math concepts discussed for possible inclusion in students’ journals included factoring (easily & quickly), simplifying radicals, rules of exponents, rational exponents, inverse functions, rational expressions, linear equations, and using calculators. The importance of students understanding the skills needed to solve the example problems on the IHE’s College Algebra reviews was discussed.**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** |
| Cheryl Freeman | Math Teacher | Canyon High School |
| Tammy Nash | Math Curriculum Specialist | Amarillo High School |
| Beth Summers | Math Instructor | Frank Phillips College |
| Gregg Lawler | Math Instructor | West Texas A&M University |
| Kim Seward | Math Instructor | West Texas A&M University |
| Robin Adkins | P16 Specialist | Panhandle P16 Council/Region 16 ESC |
| Gwen Hicks | Director of Instructional Services | Region 16 ESC |