

**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:** | | 5-10-13 | **Start Time:** | 9:00 am | | | **End Time:** | | 12:00 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 | 1. a. Introductions of new team members.  b. Discuss status of recruitment efforts for `13-14 team. Will each of you be able to serve in `13-14? | | | | P/F/D | RA | | Continue to form `13-14 team. | |
| 9:15 | 2. a. Overview of AVATAR and purpose of math journals.  b. Review and discuss concepts for math journals and characteristics of successful college students. | | | | P/F | RA/GL/All | | Provide new team members with understandings of AVATAR (state & regionally) and of the math journal project. | |
| 9:55 | 3. Report on math journal “Demo Projects.” | | | | P/F/D/W | RA (for TN), BS | | Apply lessons learned to creation of math journals’ structure, format, and content. | |
| 10:10 | 4. Put together first draft of journal structure, format, and content. | | | | F/D/W | All | | Creation of model math journal that can be shared with regional teachers at summer trainings. | |
| 11:10 | 5. Discuss professional development opportunities for regional math teachers:  a. Confirm team members who will participate in upcoming presentations. July 25 -- Region 16 Math Summit  Aug. 21 -- Region 16 i3 Conf.  Sept. 28 -- WTAMU Panhandle Area Math & Science Conf.  b. Begin planning presentations. | | | | P/F/D/W | RA/All | | Identify presenters and begin planning July & August sessions for regional math teachers. | |
| 11:40 | 6. Discuss superintendent’s request for his students’ IHE data. | | | | D | RA | | Discuss availability of data requests from schools outside of the team. | |
| 11:50 | 7. Schedule next meeting. | | | | F/D | RA | | Attempt to meet deadlines to orient new members & reflect on work/discuss next steps. Prepare for July 25th presentation. | |
| 12:00 | 8. Submit mileage claims for reimbursement & adjourn. | | | | F/D | RA | |  | |

**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. b. All indicated they will be able to serve in `13-14. |  |  |
| 3. Math Journal “Demo Projects”: Tammy N. will begin the week of May 20. Beth will begin with June summer session. Cheryl Freeman will bring Tammy up-to-speed on discussions RE the “basic template” of the Math Journal. | Tammy N., Beth, Cheryl | Report experiences at July 15 meeting. |
| 4. Beth and Tammy will base their “Demo Projects” on today’s discussions of the structure of the Math Journal. Other team members will put together draft journals on their own as they can. | Tammy N., Beth | Report experiences at July 15 meeting. |
| 5. a. Team members who will participate in the July 25, Region 16 Math Summit are Pam, Beth, Gregg, Robin.  b. Review proposal submitted for i3 Conf. and be ready to finalize presentation at July 15 meeting. | Pam, Beth, Gregg, Robin | Finalize plans for July 25 presentation at July 15 meeting. |
| 6. WT, AC, and FPC reps will attempt to get data RE Channing High School students’ successes in their first-year math classes. | Gregg, Beth, Tammy H. | July 15. |
| 7. Next meeting will be Mon., July 15, Noon – 3:00. | Robin |  |
| **Notes** | | |
| Discussions revolved around agenda items, the above action items, and the following notes.  **5/10/13 OTHER NOTES:**  1. a. New team members were introduced: Jessica Ray, Canyon HS; David Williams, Kress HS/Wayland Baptist Univ.; Kim Seward, WTAMU.  2. a., b. Robin, Gregg gave overview of AVATAR statewide/regional projects as orientation to new members (Kim, Jessica, and David). All team members discussed progress to-date.  4. Basic “template” for math journals should consist of: Individual Skills with pages titled by concept, e.g., “Hierarchy of Operations”; Comprehensive Problems taken from IHEs’ final exam review questions; Index, including vocabulary; Resources (list of websites for tutorials; include “pre-assessment activity” developed by WTAMU for TSI). Other discussions/ideas RE math journals: --Use a three-ring binder or pocket folder; --Use card-stock and tab or color-code them; --Important for students to hand-write the work because many of them are tactile/kinesthetic; --Give students the option to digitize their work on their own so it can be recovered if they lose their hard copies. Part of preparing for IHE is reinforcing need for students to be responsible for themselves and their work.  5. a. Review of proposal submitted for i3 to use for July 25 Math Summit. Presenters will review and come to July 15 meeting ready to finalize. Design last part of the session to be hands-on for teachers to put together a sample Math Journal. Presenters at upcoming meetings of regional teachers, Aug. 21, Region 16 i3 Conf., & Sept. 28, WTAMU Panhandle Area Math & Science Conf., are to be determined.  7. Team members are unable to meet until July 15.  **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 |
| Jessica Ray | Math Teacher | Canyon High School |
| Pam Walker | Math Teacher | Borger High School |
| David Williams | Math Teacher | Kress High School/Wayland Baptist University |
| 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 |
| Tammy Holmes | Math Instructor | Amarillo College |
| Brenda Foster | Math Specialist | Region 16 ESC |
| Robin Adkins | P16 Specialist | Panhandle P16 Council/Region 16 ESC |