

**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 & P16 Council’s Content Coordinators |
| **Meeting Purpose:** | `13-14 Activities to-date & Planning |
| **Date:** | 10-16-13 | **Start Time:** | 4:00 pm | **End Time:** | 5:15 pm |
| **Meeting Coordinator/ Facilitator:** | Robin Adkins | **Location:** | Region 16 ESC |
| **Meeting Recorder:** | RA | **Meeting Timekeeper:** | RA |
| **Time** | **Topic** | **Format** | **Discussion Leader** | **Desired Outcome** |
| 4:00 pm | 1. a. Introductions. b. Any new math team members expected for AVATAR for `13-14? | P/F | RA | Build capacity among AVATAR & P16. |
| 4:05 pm | 2. AVATAR team members debrief on your activities to-date and share successes and challenges. | P/F | RA/All | Engage in discussions to advance P16 Content Coordinators’ and AVATAR team members’ work in `13-14. |
| 4:35 pm | 3. Discuss possible professional development activities:--How can we rollout to regional teachers?--Collaborations with R16 staff & AVATAR Team and regional teachers RE math journal?--Can you conduct your own faculty exchanges and share experiences with team? | P/F/D | RA | Identify ways to share info RE the project to regional teachers. |
| 4:55 pm | 4. Discuss ways to gather data from the project. Qualitative: --Should be easier to get: feedback from students RE what worked, what didn’t, what helped, what was confusing, etc. Quantitative:--Track how journal students do at the college level.--Make college teachers aware of which students participated in the project and ask them to observe if they are more successful than those who didn’t, and if they have stronger skills in certain areas than those who didn’t. | P/F/D | RA | Identify ways to measure success of project. |
| 5:10 pm | 5. Next meeting. | F/D | RA |  |
| 5:15 pm | 6. Adjourn. |  |  |  |

**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** |
| 2. Cheryl will talk to 9th grade teachers @ Canyon HS about starting the journal project. | Cheryl Freeman | ASAP |
| 2. Each teacher participating in the project will bring a journal and the list of math concepts to the next meeting. | All participating teachers. | TBD |
| 2. Look for existing videos that can be sent to high schools to use to promote the need for students to take rigorous math classes. | RA | ASAP |
| 3. Meet with R16’s social studies specialist to discuss possible collaborations for professional development. | Doug Hes | Nov. 6 |
| 5. Schedule next meeting. | RA | Before end of fall semester. |
| **Notes** |
| Discussions revolved around agenda items, the above action items, and the following notes.**OTHER NOTES 10/16/13 MEETING:**1.b. --Sandy Freriks, math teacher at West Texas High School (Plemons-Stinnett-Phillips CISD) has joined the project. She and Beth are currently in the discussion stage, but hope to begin the journal project at the end of the fall semester.--Craig Yerger, math instructor at Frank Phillips College, has joined the project.--Shona Besselman, P16 English Language Arts Content Coordinator, is unable to continue in her role due to her heavy work load as an assistant principal. Robin asked team members to think about a suitable replacement and let him know of possibilities.2. Members present reported on the statuses of the journal project:--Beth/FPC: Project is just beginning. Fall `13 in Intermediate Algebra (3rd level of developmental education; Craig Yerger, instructor); Spring `14 in College Algebra (Craig Yerger).--Beth/WTHS: Discussion stage only. Hope to begin at end of semester, Fall `13, in Pre-Cal., and in Spring `14 in Alg. II and College Alg. (Sandy Freriks, WTHS math teacher).--Cheryl/CHS: Jessica Ray, CHS math teacher, intends to begin, but hasn’t started the project yet. Pre-Cal, Fall `13; Coll. Alg., Spring `14. Cheryl will talk to her 9th grade teachers about starting the journal project.--Other discussions on this item: |
| -It was suggested that a common template for the journal be settled upon: use the current list of concepts as a starting point, determine how to organize the students’ work, decide what should go into the Appendix/Reference section. Robin suggested that the projects underway continue to use their current journal formats and that the team come together before the end of the second semester to share strengths and weaknesses of the different formats. He is hesitant to mandate a format before doing that.-Doug said his district is moving somewhat away from journaling [in social studies] but that they do use it in fifth grade. He stated that it’s important that the journal work doesn’t replace learning the content.-Concern was raised that the lower math rigor in HB 5 legislation could impact our work. It was suggested that our team develop a video for parents and students that stresses the importance of taking higher level math courses and of being prepared for College Algebra. A team member stated that emphasizing the need for taking rigorous courses is as important as the journal project. Can short videos be developed to send to regional teachers to use in class and with parents: parent/teacher meetings, PTA, show on “Jumbotron” at football games in Amarillo and Canyon, run on TV, schools run on their TVs as announcements, etc.-Is there an existing resource that lists the classes needed for specific professions? Could short videos be produced, e.g., “I’m a vet. I use math every day. Let me show you how.”3. Doug suggested creating a “Social Studies Survival Guide” for 5th through 8th graders.4. Concern was expressed as to how to gather data from the project while it is just getting off the ground. Robin encouraged team members to not get derailed from the project’s work by this concern but to be thinking of appropriate ways that data might be gathered.5. RE meeting dates: Beth = Tues. and Fri. not good; Doug = Ready to meet again. Consider meeting before the holidays so they will have time over the holidays to dedicate to the work; Cheryl, Kim, Carolyn = Meeting in-person is preferable to video or phone. Beth suggested that the math journal’s format and concepts be the topic of the next meeting. |

**Meeting Participant List**

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| **Name** | **Title** | **Organization/Institution** |
| Beth Summers | Math Instructor | Frank Phillips College |
| Cheryl Freeman | Math Teacher | Canyon High School |
| Doug Hes | P16 Social Studies Content Coordinator | Hereford ISD |
| Kim Seward | Math Instructor | West Texas A&M University |
| Carolyn Bouma | Biology Instructor | West Texas A&M University |
| Robin Adkins | P16 Specialist | Region 16 ESC |
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