**AVATAR Partnership Region: 20**

**Meeting/Session Documentation Form**

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

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| **Meeting:** | Partnership Convening | | | | |
| **Meeting Purpose:** | Vertical Alignment Training | | | | |
| **Date:** | 1/16/13 | **Start Time:** | 12:00 | **End Time:** | 4:00 p.m. |
| **Meeting Coordinator/ Facilitator:** | R. Shaeffer | **Location:** | | Harlandale ISD Central Office | |
| **Meeting Recorder:** | Cynthia Villafranco | **Meeting Timekeeper:** | | Cynthia Villafranco | |

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| **Time** | **Topic** | **Format** | **Discussion Leader** | **Desired Outcome** |
| 12:00-12:30 | Welcome & Celebrations  2012 in Review | P | R. Shaeffer | Sharing – celebrate AVATAR sharing at regional meetings, review progress in 2012 |
| 12:30-1:00 | Vertical Alignment – CCRS, TEKS  Reference Course Profile | W  W | J. Kulhanek, R. Shaeffer  R. Shaeffer | Align TEKS with CCRS  Align college course syllabus with CCRS |
| 1:00-3:00 | Vertical Alignment Sharing, Compare CCRS Gap Analysis | W | Secondary & Post-Secondary Workgroups | Share Vertical alignment learning, Determine gaps in the secondary to post-secondary pipeline |
| 3:00-4:00 | Survey/Evaluation  Next Steps: Strengthening the Pipeline | W  P | R. Shaeffer | Evaluation/Suggestions  Group commits to next steps for strengthening the pipeline. |

**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** |
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| **Notes** | | |
| 1. Meeting started at 12:23pm    1. Agenda distributed/Overview of Planning and Working Documents    2. Meeting goals defined to generate working goals for today’s meeting 2. Gap Analysis report – group discussion    1. Focus Areas:       1. Fundamental Lab - UTSA          1. Math & ELAR          2. Practice in and out of school          3. My MathLab is an optional software used at UTSA          4. Use the technology that’s available in middle/high school (funding is an issue)    2. Review Dr. Norman’s syllabus with side-by-side analysis       1. Assessment differences       2. Big difference: Concepts are taught in one semester versus two years in high school (speed is an issue for most students)          1. Course review          2. 3 months 🡪 one week at UTSA          3. Topics vary (Many concepts at UTSA)             1. UTSA has about 40 classes   Linear  1 topic/class= 40 classes  Snapshots in a lesson  Not enough time in university  Computer assisted instructional time  Exponents  Factoring   * + - * 1. Faculty can’t cover everything; students must be prepared to come with basic background knowledge         2. Software instruction programs is a good alternative to aid students         3. What Kids don’t see in HS   Piecewise defined function  Step functions  PreCal incorporates some function concepts not taught in Alg. II  Polynomials  Logarithm functions are still problematic for students   * 1. Systems – what are HS doing      1. 3x3 matrix      2. Gap analysis has information about systems and polynomials per Joseph      3. Structures are introduced in Algebra I per Charles      4. New TEKS will change   2. Lunch with continued discussion   3. AVATAR Goals & Norms for collaboration reviewed   4. What strategi?es will be used to move forward with CCR   5. Come up with reference course profile (looking at UTSA syllabus now)      1. What will our AVATAR College Algebra syllabus look like?   6. Concepts continued…..      1. What if kids don’t take pre cal in high school? Are colleges expected to continue to expect students to know the concepts? (ex. Polynomials, long division)      2. More practice necessary of all concept      3. Grading based on ratios (grade correct answers over total problems)      4. Teaching logical skills to help students with problem-solving         1. Multiplication is a weakness (logic skills are weak; don’t remember)         2. Students quite before they are done         3. Addition, subtraction; calculators      5. Time investment Is key teaching students basic skills (fractions, negative #s)      6. Developmental Math         1. Teach everything they didn’t learn in first grade (addition, subtraction)         2. Disconnect still exists between HS and college (ex. Using calculator in math work)         3. Understanding how to use calculator still requires skill level         4. Even with a calculator, students without basic arithmetic skills will still have a hard time with math         5. TEKS/HS            1. Deficiency seen with place value         6. Student maturity level with teacher/student relations            1. Do students understand concepts even when they question process            2. Students question the “why” – What is the answer?   Rote memorization helps students move along quickly but it’s not considered a good teaching practice (flash cards should be used at home)  “Why” comes after they learned concept – rules need to be taught and learned within the classroom  Think aloud skills/organization pattern deficiency within students (they can’t see the entire picture/process)  Is “why” “why” the concept? Or “why” do I need to learn this?? Both. Students question both.  Pedagogy  You can’t “understand” until you know rules/fundamentals  Direct teach is frowned but some things need to be taught this way.  Conservative versus liberal curriculum standards have shifted  Critical thinking answers the “why” but teaching methods have shifted  Different approach today – kids think in terms of multiple choice (minimum)  Application without knowledge  Learning outside the classroom  Parents won’t be able to help their kids with most math concepts  Student have to be disciplined  Students do for themselves what parents have done  Math can’t be taught; it has to be learned (practiced)  Must commit to time to practice  Kids have to struggle to have motivation to learn concepts  Kids don’t have the perseverance  Kids don’t do work outside of class  Do they pass anyway?? This is a problem.  What do you need to be successful?  Homework practice  Notetaking - kids don’t see the correlation of notes with application/practice  Study skills practice needed (at all levels) *“How to succeed in school 101”*  Confusion between glossary and notes  Students rely on make up HW and retest; don’t see connections  Cornell Notes in Math (middle school) (sentence starters to help what summaries look like)  Success seen with Cornell notes (progress)  One size fits all doesn’t work for all students  Customize tools (like notetaking – Cornell notes doesn’t work for all, but learning/teaching notetaking is needed) Cornell notes works well at lower level; adjustments made for special needs kids (some system works as opposed to no system at all)  Is Notetaking happening in the math classroom? (Seen as a separate entity – lack of connection seen among students)  Tools to support students (calendar, social media, AVID, edmodo)  What is it that will allow students to develop those organizational skills (8th grade is too late to develop this skills)  Do classroom standards match the quality of work submitted?  Administrative support needed to change culture!  Class for “how to be a good students  Notetaking  Organizational  Study skills  Practice is important  Test-taking skills  How can higher ed communicate with middle school/high school administrators  Is there a feedback method to follow students after they leave (do admin know how students fare in post-secondary?)  Who needs to be on this council? Superintendent, school board member, directors, teachers, student representative, college and business oriented, Region 20  Graduation rates  Change is needed  Grading:  Weight of grades 50/50  70/30 (tests) breakdown on 70% (40% classwork, etc.) 80/20 for Gifted/Talented  Weight varies across schools  Determined by administrators  Need? Kids will panic in college; lack skill set and will have to pass all their test to pass the course  Element of independence in high school and college identified and seen as a weakness = accountability  Accountability falls on the teacher | | |