**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:** | 10/29/12 | **Start Time:** | 1:00 p.m. | **End Time:** | 4:00 p.m. |
| **Meeting Coordinator/ Facilitator:** | R. Shaeffer | **Location:** | | Harlandale ISD Central Office | |
| **Meeting Recorder:** | Cynthia Villafranco | **Meeting Timekeeper:** | | Samantha Gallegos | |

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| **Time** | **Topic** | **Format** | **Discussion Leader** | **Desired Outcome** |
| 1:00-1:30 | Welcome  Norms, Expectations, Goals | P | R. Shaeffer | Forming and Sustaining Vertical Alignment Partnerships and Course Team Relationships |
| 1:30-2:00 | Regional Data | P | R. Shaeffer | Forming and Sustaining Vertical Alignment Partnerships and Course Team Relationships |
| 2:00-3:30 | Vertical Alignment – CCRS, TEKS  Reference Course Profile | W  W | J. Kulhanek, R. Shaeffer  R. Shaeffer | Partnership Goals Related to Critical Conversations, Actions, and Outcomes for Students’ Success |
| 3:30-4:00 | Next Steps: Reference Course Profile  November mtg date – 11/14 8:30-11:30  December mtg date – 12/4 12:00-4:00 | D | R. Shaeffer | Partnership Goals Related to Critical Conversations, Actions, and Outcomes for Students’ Success |

**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** |
| Reference Course Profile Meetings – schedule for Workgroup | C. Krueger, P. Lee, S. Norman | November 28, 2012 |
| Communicate Next Meeting Date & Goals | R. Shaeffer | TBD (Dec. 4) |
| **Notes** | | |
| AVATAR Convening 10/29/12 Harlandale Central 1-4pm  Meeting Notes   1. Welcome    1. Norms, Expectations, Goals shared 2. Regional Data (Not shared due to technical issues; Ravae will email to group) 3. Vertical Alignment – CCRS, TEKS, Reference Course Profile    1. Joseph giving overview and history of the Tx College and Career Readiness program (TEA is hosting the site.)   Discussion  What should students know and what should they be taught at the secondary level. Joseph shared overview and phases listed on the website. Shared Performance Indicators listed in document (Gap Analysis). TEA approved standards. Check out the Research section for more resources (math, English teachers)  Analysis and results shared on site’s section (hyperlink)  Linda Gann (NEISD) lead the composition project along with another faculty member.  CCRS TEKS Alignment Project - Phase 1 and Phase 2 listed on this site. Pdf documents are available. All are aligned to national standards. Docs have performance expectations and are validated (agreed on).  Look on Project Share or On Track to find missing tab/resources.  Vertical Teams are also listed on the site per phase (Institutions)  Dr. Norman answered questions about TEKS and basic algebra. Initiatives needed for common algebra standards.  Ravae shared that there is a charge in place now to get common standards for English and math.  Calculator issue remains constant in all conversations/all levels. These look like TEKS/Student Expectations.  **CCRS Alignment Activity:** One document has standards laid out and then one with more specificity laid out in CCRS. Use Performance indicator in next activity. Core standards listed with cross discipline listed as well. How are Cross-Disciplinary Standards different from content/ math or ELA? Very broad, general – applicable to real-life implications. Scholarly inquiry/ challenge is there that may not have been there before.  **Activity using Item Analysis Guide**: Pick one reporting category and do a correlation between CCRS and that reporting category. Identify TEKS. 15-30 minutes and then share out with group.  **Activity Feedback/Observations based on Correlation**  ELA Group: How does the CCRS play into TEKSs and how do they play into each other. By the time kids graduate, they need to already be at CCRS not just getting there. If TEKS are already a HS standards, why is CCRS an issue? Mastery-level students in TEKS should be at the CCRS mastery-level; however, that is just in theory.  Where are the gaps? Going back to reteach (Najette) Reteaching and data contributes to both. Samantha added that STAAR has caused district to step back and refocus on writing across the curriculum. What does writing look like in math classes? Challenges? Every grade level/subject texts include writing, presentation, grammar skills. We’re so content driven that teachers just focus on math, English, science, etc. Non-ELA teachers see the importance of writing at Harlandale.  **Ravae Summary:** Authentic experience/real-life experience needs to be reinforced. Writing is communication—not just a content issue. We “write” to communicate.  Discussion: We need to show patterns of each essay (expository, narrative, etc.) Writing across the curriculum is in place but not all teachers may be spending enough time on it. Format issues need to be address and shared across the district.  Ravae: Writing can be specific to that content. There will be different types of writing and students should note the differences.  Bigger picture in CCRS is the cross-disciplinary standards and trying to reach them. The cross-disc standards will come into play across the curriculum.  Observations continued: Bridget:  Math context – CCRS standards can be aligned with math TEKS. It’s important to lay the foundation. Observations from teachers: students are not ready to absorb concepts. So much to learn in such a little time. Adding the writing component might add to the reteaching.  Ravae summary—it may take time to achieve CCRS standards over time. We have to ask, where is the practice happening?  Steve: CCRS should be achieved by end of 11th grade. CCRS are aligned with algebra II; students should be college ready.  Ravae: What’s missing?  Charles - Expectations vary. Teachers goals are to graduate students not master content.  Discussion:  Do we know what mastery is? It’s not just achievement or meeting a score. Focus needs to go back to mastery level. Do we have adequate ways to measure mastery?? Grades are objective in some classes. Students who work very hard in high school may not have the grades but are passed anyway. In college, it’s different. Administration puts pressure to pass kids.  What are the standards? What are the grading practices K-12? Post Secondary? Pressures of admin; pressure to grade effort, etc.  Maybe hold kids accounts in Algebra I in high school. If students can’t get algebra I, then they shouldn’t be promoted.  More discussion – Steve  Some students are college and career ready (testing versus CCRS) but not all kids want to go to college. Should teachers have expectations that all kids will go to college?  Patricia: Not every child will go to college or is equipped to go to college because of skill or maturity. The standards and schools are overlooking these students.  More Discussion – Cross-curricular standards are what are needed to have the skill set to excel beyond high school. Even further is the advancement of technology – understand and be able to read technical language.  Is advanced mathematics needed if all students need to succeed is the cross-curricular standards? CCRS document is written with Algebra II in mind. Do we have minimal plans in place? Yes, minimal grad plans layout content needed to achieve to graduate.  Regular ed kids are expected to take advance math. Can this be addressed at the district level?  Options being developed: Dual credit Algebra class is being developed. Math requirement in college will be completed quicker with this plan in motion (4th year non-STEM college).  Offering another dual credit class to the seniors, sometimes the DC classes are only offered in one time frame – can interfere with class schedules.  District initiative – increase pool of dual credit certified teachers so more sections can be offered at different times.  College and career readiness as a culture needs to be stronger in campuses . The state is already pushing this initiative. Are we set up to have that college-going culture in the district? Look at counseling, programs to fill the gap, etc. Lots of this type of conversations occurring across the state.  We’re looking to align the pipeline. College and career-ready has different implications. If they are not ready, what does it look like in 6th grade, 3rd grade, etc.  How is the college and career culture across the district?  Looking Ahead:  November 14th – Will this work for the group?  This can be an opportunity for the faculty to develop the reference course profile.  Options: Aferschool, Saturdays, etc.  When can we get together? Need to plan. Lots of shortage of subs across the district.  Samantha: Dec. 4th is high school EOC testing  **Not meeting Nov. 14th after all as a group – Delete from calendar.**  \*\*Dec. 4 will stay on calendar for now – will discuss possibilities with Samantha.  Ravae will send future dates, regional data and minutes to group so we can move forward with vertical alignment.  Samantha will communicate with the principals.  Meeting concluded at 3:30pm. | | |

**Meeting Participant List**

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| **Name** | **Title** | **Organization/Institution** |
| Sandy Norman | Math Professor | UTSA |
| Patricia Prince | Math Teacher | Harlandale MS |
| Patricia Keller | Math Teacher | Harlandale MS |
| Rebecca Solis | Math Teacher | Kingsborough |
| Rivette Pena | Math Teacher | Leal MS |
| Jessica Acosta | C&I/ELAR Coordinator | HISD |
| Samantha Gallegos | Director of Secondary Curriculum | HISD |
| Steve Sippel | C&I/K-12 Math Coordinator | HISD |
| Cristela Delgado | Teacher | McCollum HS |
| Charles Dunn | Math Teacher | McCollum HS |
| Bridget Williams | Teacher | Terrell Wells MS/Math |
| Conrad Krueger | Dean of Arts and Sciences | SAC |
| Joseph Kulhanek | Office of P-20 | UTSA |
| Cynthia Villafranco | Office of P-16 | P-16+ |
| Najette Hema | ELA Teacher | Harlandale HS |
| Angela Milani | Math Teacher | Harlandale HS |
| Ravae Shaeffer | Coordinator | ESC-20 |