

**Education Service Centers Region 10 & Region XI**  
**Fall 2011 AVATAR Reflection**  
**January 23, 2012**

- **Content:**

- Keep the following AVATAR Fall 2011 Pilot content modules: grant overview, David Conley's articles, TEKS and STAAR/EOC discussion **\*Regions 10 & XI**
- Face-to-face secondary and postsecondary interaction was very important to the process **\*Regions 10 & XI**
- Campus principals must be part of this initiative for teacher practice to change **\*Regions 10 & XI**
- All teachers need to understand the CCRS **\*Regions 10 & XI**
- All teachers must understand that the TEKS are a minimum standards and we must push to a higher level of instruction for all students **\*Regions 10 & XI**
- ACCUPLACER and THEA information helpful in understanding the postsecondary perspective of college readiness **\*Regions 10 & XI**
- Groups should experience an assessment being currently used **\*Region 10**
- Provide more direction regarding the course profile template **\*Regions 10 & XI**

- **Process:**

- What is in it for ME? Define the outcome for all stakeholders **\*Regions 10 & XI**
- What are the deliverables to tell the audience? **\*Regions 10 & XI**
- What drives the process of the grant to meet the requirements that are useful?
- What are the requirements for the teachers to produce? **\*Regions 10 & XI**
- What is in it for DISD? Partnership with Brookhaven College already strong. **\*Region 10**
- What is in it for FWISD? Strengthen the partnership between Tarrant County College and FWISD
- Do we have the leverage with TCC, but we began the conversation?
- Action plan: TCC can have an annual discussion and data
- Tarrant County has a college being built to bridge the high school with college
- Is the process helpful for identifying gaps between HS and college? **\*Regions 10 & XI**
- The process enabled our groups to discover system and culture gaps rather than content gaps. **\*Region 10**
- The end product meant something to someone, but will it be helpful.

- **Partners:**

- Principal needs to be involved in the process. Secondary person over principals: Maria Sanchez. **\*Regions 10 & XI**
- Interpreting the communication to others....many mutations occur in the process.
- Curriculum is only as good as the people who work on it. The other people were only there for conversations.
- We need the directors involved in the process. **\*Regions 10 & XI**
- **High school counselors need to be involved**

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- Where is the parent's role in the project?
- Principal/campus leadership is a must
- Principals are concerned with the bottom line: end product. **\*Regions 10 & XI**
- Future indicators: college readiness.... Algebra II and English III EOC tests will be the determining factors
- Commended students were TAKS based.
- College readiness standards will affect campuses. How? The state is still deciding how the process will work.
- Statistically, academic rigor is a concern for the future of our students. **\*Regions 10 & XI**
- How will college readiness standards affect the rating of the campus?
- District leadership is highly recommended for this program. **\*Regions 10 & XI**
- Ideal Partners need curriculum alignment experience.
- Curriculum people involved to have a staff development. **\*Regions 10 & XI**
- Professional development is created by the high school principal to meet campus needs, but it is a major concern for each campus. (ex. AYP, leverage a discussion at another table)
- Waiver Day is run by the district rather than by individual content area.
- Add a career professional to the groups (in math/chemistry fields) **\*Region10**
  
- **System / Culture Changes:**
  - Roles and responsibilities **\*Regions 10 & XI**
  - Campus leadership **\*Regions 10 & XI**
  - Staff development focus needs to change **\*Regions 10 & XI**
  - Time **\*Regions 10 & XI**
  - Building relationships **\*Regions 10 & XI**
  - Teacher preparations: not prepared to teach at a high level
  - Induction: what is the intention of the district?
  - Doctoral program vs certification: classroom experience to develop
  - Are the CBA: (curriculum based assessment) aligned with the curriculum? Students are timed and not yet taught in the curriculum. Much stress is focused. Each teacher is data driven.
  - How does formative and summative assessment impact our campus?
  - Formative assessment can be developed, but how will
  - How do the performance indicators affect the assessments?
    - Low performing schools have to submit reports for students who are failing and view the CBA test scores.
    - Discuss face to face communication has improved our inputs.
  - Would it be beneficial to have an administrator from the college campus? **\*Regions 10 & XI**
  - What is the next step to educate the teachers in FWISD?

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- How helpful is it to have the college present at the Avatar program meetings?
- Are the teachers who are coaching athletic students receiving the EOC preparation?
- IT is the change of individual student teaching.
- Making more overt connections to the college level by being a part of the Avatar program. **\*Regions 10 & XI**
- Concepts need to be viewed at the depth and complexity to prepare the students. **\*Regions 10 & XI**
- Students (less mature and mindset focus) have an abstract concepts in chemistry.
- High school teacher can relate applications of the concrete ideas.
- College level has more ramifications with the real world applications and more mature about learning.
- Algebra we solve equations. Problems have the equations, solve for value of x. Meaning and result is never concerned. Just get the answer. **\*Regions 10 & XI**
- The knowledge and skills of geometrical shapes are needed, so students need higher level math skills to master the EOC chemistry test.
- “Less is more” when teaching concepts. Texas teachers are expected to teach many of concepts. **\*Regions 10 & XI**
- Mathematical computations are in chemistry, so it is necessary to have students incorporate all skills in science class. **\*Regions 10 & XI**
- Can we educate the partners via computer rather than attend face to face conversations? **\*Regions 10 & XI**
- Leverage the resources

● **Processes to Stop** **\*Regions 10 & XI all had focused discussions on these items**

- Blaming other teachers, other college professors, educational levels, etc.
- Too detailed in the length of the document for chemistry
- Happy medium: stop talking in general, but take action
- How much is too much and how much is not enough?
- We want enough information to the novice reader, but must be careful not to have too lengthy.
- From the two perspectives of high school versus college, the gap is in the expectations and in the processes.
- Roll out or scale up of end products from the program: partners should reflect and respond
- On-line program might be a way for secondary and post secondary partners to respond.

● **New Processes: How can this program start institutionalizing?**

- College level: breaking down the process of writing
- Assessing students to build the skills for writing

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- How can we encourage professors to follow the accreditation standards, tell how you are going to meet the goals and still be able to teach and not set the goals so low that the professors just roll of the bar level that was set? Big concern at the college level **\*Regions 10 & XI**
- Higher education: assessment is described by the College Board and students are not testing on the same material taught.
- Cross disciplinary standards: divergent fields at the college level Professors want to teach at a higher level. **\*Regions 10 & XI**
- Cross disciplinary skills: how do they apply in the classroom? What does reading look like in the classroom setting? **\*Regions 10 & XI**
- Reading skills at ALL levels are on ALL tests at a higher level and at the college level. Need higher student expectations. **\*Regions 10 & XI**
- Identifying foundation knowledge necessary for students to have in place to be successful in college courses would enable them to “get up to speed” before enrolling in the course. **\*Region 10**

- **Existing Processes to Continue**

- **Mindset Changes \*Regions 10 & XI all had focused discussions on these items**
  - Change leaders mindset
  - Principal affects the professional development on campus and makes many decisions.
  - Higher Education: college students can graduate on time.
  - What does it mean to be college-ready?
  - How does it change our practices?
  - How will we close the gap? The workforce will be looking at the “Golden Ticket (college).”
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