**Math Vertical Alignment Team Meeting Agenda Minutes**

**April 10, 2015, 4:30 at UTPA, STAC 2.129**

**Attended**: Dr. Shirley Mills, UTPA, Virgil Pierce, UTPA, Colin Charlton, UTPA, Abraham Jimenez, TSC, Melissa Rodriguez, McAllen ISD, Carlos Jimenez, McAllen ISD, Martha Villarreal, McAllen ISD, Enrique Arrendondo, STC, Thane Stroop, Edinburg ISD, Esther Rodriguez, Educate Texas, Melissa Segovia, McAllen ISD, Howard Price, STC, Diana Carcanio, McAllen ISD, Boye Obed Sanchez, TSC

**Taking Minutes**: Laura Hinojosa

1. **Meeting called to order at 4:30 PM.**
2. **Welcome and Introductions**

Introductions given by Dr. Mills.

1. **Research**
   1. **Need to visit classrooms and observe**

* Curious to see what kinds of computers are being used, look at classroom setup, etc.
* Trying to do it as research project but need IRB approval prior.
* IRB hasn’t been approved yet so we can’t do external reports. A few IRB problems. Because it serves legitimate educational purposes, we are permitted to internally review collected data.

1. **Data**
   1. **Send student data with no names to:**
      1. [piercevu@utpa.edu](mailto:piercevu@utpa.edu) (Math)
      2. [ccharlton@utpa.edu](mailto:ccharlton@utpa.edu) (ELA)
      3. [millssj@utpa.edu](mailto:millssj@utpa.edu) (send either to me)

* No data has been collected yet.
* For math should be getting statistics from final exam on whether students met objectives. Particularly from those teachers who used WeBWorK to deliver the final exam.
* A number of teachers have reported (word of mouth) that students who have passed first part of course are passing TSI test.
* Course is adaptable for variety levels needed by students.
* This is data that needs to be collected.
* Final on software, then we can just go in and gather data necessary.
* We could really use a photograph of the classrooms used to see how class is set up. Send in those photographs to include in data.

1. **Summer Training**
   1. **Discussion of Summer Training**
      1. Summer training for new teachers
         1. Go into more depth into how to use statistics that software collects.
         2. One day training or if needs to be done in evening then it can be done in two days.
         3. Will have more teachers coming into summer training.
         4. Maybe on Saturdays or in August for training.
      2. Mechanism for people to get in touch with mentor teachers
         1. Train mentor or master teachers in the WebWork software so they can be available in districts for those who need training.
      3. Alignment of software with textbook.
         1. Get software of course aligned with a textbook.
         2. There are free textbooks that can be utilized so we want to align one of those in order to keep it at $0 per student.
         3. Same group of teachers will be asked to work with professors to align software with textbooks. They will become experts.
      4. Have professors who are using mymathlab to also work with us

**Additional Comments:**

* Start off by looking at assignments that students are working on and look at how they’re doing. Identify where students are struggling and then set up mini lesson on problem area for those students.

**Activities for summer:**

* Need to find out who is available when? And to see what money is available. Also rely heavily on teachers. Will have John available for aid for programming and can help other teachers get started with program.
* For recruits- we want to recruit those who have been using the course
* Suggestions: Maybe use formal invitational email routed through their supervisors and superintendents to get them to want to participate.

1. **Questions & Next Meeting**
   1. Team needs data before May 18th if possible
   2. Training date for ELA calibration training
   3. Need permission to get into schools and observe teaching and review ELA portfolios

**Questions:**

* In the fall will all campuses be having the course?

It’s up to the district. Must notify parents and students that the course is available.

* Is it district that determines enrollment number?

Yes it’s up to the district but 30 is limit. Though course will work better with smaller class size.

* How do we monitor who earns wavering?

Trying to get to a place where we can trust high school transcript

We have to trust that teacher is doing their best, as well as administration.

1. **Additional Notes:**

* Will be working on TSI camp for summer for students for McHi campus.
* There are efforts throughout all schools that are aimed to have college prep readiness courses.
* Important to convey back to leadership team that this is for college readiness, not to pass a test.
* It is up to administration to determine if student passes after first part of course, do they continue on or get replaced by another student who would benefit from course.
* One PEIMS code for course, grade for each semester, a flag will be present if student achieves minimum score on exam.
* Passing grade in course is separate from waiver determining college readiness.
* Web work version of course, 70 versions set up. http://webwork.utpa.edu There is a link on the page with the list of high school courses.
* There are 700 students in course, but it does not appear that there are that many students active in the program. At some point we need to measure who is using program and who isn’t. Look at data to see if there is a marked difference. All districts have various resources.
* Math lab is not currently working yet. Ready to abandon it.
* Graduate student works on the program, supports it. He gets copy of emails from instructors or students who try and make contact.
* There are new versions of final exams being worked on. 3 parts. Course A and course B versions. There will be more course B versions needed.
* Looking for students who are missing TSI by 1 or 2 points.
* There is a problem with length of courses. Course A is taking longer than 1 semester.
* There is also overlap between courses. It allows students to catch up in next course.
* One instructor is ignoring overlap and went straight into course B and students are doing well. Instructor can walk around and work on problems on the board working with the students.
* Some instructors are using quizzes. There is a time limit on quizzes. But time limits can be adjusted within the program.
* Let students start on lessons right away.
* Some students can be way ahead or behind, but that isn’t too much of a burden with the way the teacher sets up the course.
* Getting ideas from La Joya, What are they doing? How do they select students for the classes? They had a very good instructor who went and sought out students. Would be beneficial to discuss with him his approach.
* School districts with few computers print out questions for use with students.
* Remedial courses don’t transfer from STC to UTPA.
* Suggestion: Have professors visit campuses to discuss how this course aligns with college and why it’s important
* Can you think of reasons why we continue to promote Pearson? We still have school districts who have made agreements with Pearson to purchase books at a fixed price.
* Pearson did not allow for template course to be run
* A reminder that with WebWork teachers can add a colleague to their class if they want to work together.

**Vision for the future:**

* 1 training in summer for new teachers
* The rest is handled by mentor teachers.
* Ideally a lab setting would be great for this course.

1. **Meeting adjourned at 5:50 PM.**