

**AVATAR Partnership Region: 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; ESC C&I Facilitator; ESC Workshop Presenter | | | | |
| **Meeting Purpose:** | Plan for 7/10 & 7/29 presentations; Discuss projects/next steps; Confer with workshop presenter | | | | |
| **Date:** | May 16, 2014 | **Start Time:** | 10:00 am | **End Time:** | 1:30 pm |
| **Meeting Coordinator/ Facilitator:** | Robin Adkins | **Location:** | | High Plains Room, Region 16 ESC | |
| **Meeting Recorder:** | RA | **Meeting Timekeeper:** | | RA | |

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| **Time** | **Topic** | **Format** | **Discussion Leader** | **Desired Outcome** |
| 10:00 am | 1. Planning for presentations: July 10 – R16 Math Conf.; July 29 – R16 Instructional Strategies Conf. | W/D | RA | Identify members who will present. Plan presentations. |
| 11:00 am | 2. Consider date for next meeting. | F/D | RA | Set next meeting date to finalize presentations and discuss `14-15 projects. |
| 11:10 am | 3. Team members provide overviews of their journal projects. | P/F/D | Team members. | All members gain understandings of projects that are underway. Sharing of best practices and application of those practices to projects. |
| 11:45 am | 4. Lunch discussion with Karen Marshall, presenter of “Paper Folding and Journaling for Conceptual Understanding of Mathematics.” | P/F/D | RA | Gaining perspective from Ms Marshall’s work and discussion/application of best practices to projects. |
| 1:00 pm | 5. Continue overviews of journal projects & consider next steps. | P/F/D | Team members. | All members gain understandings of projects that are underway. Sharing of best practices and application of those practices to projects. |
| 2:00 pm | 6. Adjourn. |  | RA |  |

**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** |
| 1. Cathy, Beth, and Gregg will send me their content for the presentations and I will put into a PowerPoint. | Cathy, Beth, Gregg, Robin | June 24, 2014 |
| 2. Reserve room for next meeting: Wed., June 25, 2014, 1:00 pm @ Region 16 ESC. | Robin | May 17, 2014 |
| 3. Cathy, Gregg will survey their students (informally) using questions listed in “Notes.” | Cathy, Gregg, Beth | July 1, 2014 |
| 3. Robin will ask Wade Shaffer, WTAMU, for results of “Freshmen Survey of Student Engagement.” | Robin | July 1, 2014 |
| 3. Cathy will send Robin her Smart Board file of the journal. Adkins send to team members. | Cathy, Robin | June 13, 2014 |
| |  | | --- | | **Notes** |   **Discussions revolved around agenda items, the above action items, and the following notes.**  **Item #1:**  --Presenters: July 10 = Beth, Stan, & Robin; July 29 = Beth, Stan, Cathy, & Robin.  --DRAFT OUTLINE FOR PRESENTATIONS at July 10 REGION 16 MATH CONFERENCE, AND JULY 29 REGION 16 INSTRUCTIONAL STRATEGIES CONFERENCE:  “College Readiness: Aligning Algebra II & College Algebra”  Beth Summers, Professor of Math, Frank Phillips College  Stan Maxwell, Math Teacher, West Texas High School  Cathy Coleman, Math Teacher, Amarillo High School  Robin Adkins, P-16 Specialist, Texas Panhandle P-16 Council  1. Recognition of need:  a. Brief overview of statewide and regional AVATAR Project  b. Review of college readiness data  c. Review of numbers of students who enroll in college developmental math, on-level college math, and their outcomes.  2. Establishing relationships between high school and college math instructors: perspectives from members of Region 16’s AVATAR Math Project.  3. Tools, strategies, & resources teachers can use to enhance success of Algebra II students planning to take College Algebra:  a. Student-maintained math journals  b. Characteristics of successful college students  4. Q&A with high school and higher education math instructors.  **Items #3 & #4:**  HOW MEASURE EFFECTIVENESS OF JOURNALS:  --Student surveys:  Cathy (Pre-Calculus) will ask: Have you used your journal? What part(s) of your journal did you use? Is there something I could have focused on more?  Gregg (Coll. Alg., Bus. Math, and Dev. Ed.) & Beth (College Algebra) will ask students in Summer 1: Which concepts should have been covered in more depth? Did you graduate from HS/year? What challenges did you face in using an online homework system? Did you use on-campus resources such as tutoring, math labs, instructors’ office hours? When you began College Algebra, did you feel prepared based upon your high school math coursework? Now, at this point in College Algebra (later in semester), has your opinion changed?  --TSI results:  Tammy will compare this year’s results with last year’s (with the understanding that they are two different assessments). CHECK WITH TAMMY.  --Follow-up surveys in `14-15 with students who used journals in `13-14:  College-bound students in the math journal project who are willing will provide their Fall `14 contact information so Tammy can follow-up with them to see what aspects of the journal work helped them in their college math class(es).  --Student panels to present to teachers RE what best prepared them for college math? Experiences with journals?  Team would like to do this, but will need to have more discussions of logistics.  **GENERAL THOUGHTS FROM DISCUSSIONS OF ITEMS #3 & #4:**  --Cathy:  Have received very positive feedback from students RE journals who are taking College Algebra at AC (5 students). Positive feedback from students in college who did the journal last two weeks of May `13. Put journals together at the ends of semesters: Spring `13, Fall `13, and Spr. `14. In `14-15, will begin journals a beginning of semester and use throughout. Students write everything [from Smart Board presentation]. I don’t print it off. Don’t want it to be another worksheet. Encourage students to take journals to their next math classes.  --Beth:  Contact students about to take College Alg. and complete the journal with them in 3 nights before class begins. Need to talk to Ms Kim (FPC instructor): she has used journal throughout semester.  --David:  I think journals should start with Alg. 1.  --Karen Marshall:  Give students examples of great thinkers/scientists who utilized journaling, like Da Vinci.  Don’t try to put too much into the journals: kids lose interest.  Think about how you’ll organize for use in class (where keep journals; how keep them).  Be selective in what you put into them. Use a timer for how long students work in journals.  Identify: What do you want to accomplish with the journal? What’s your goal?  Journals should be formatted how the teacher wants to do it, not one format.  Teachers can give grades on journal work, but don’t write ON students’ journals. Put grade/comment on a sticky note.  **Meeting Participant List**   |  |  |  | | --- | --- | --- | | **Name** | **Title** | **Organization/Institution** | | Cathy Coleman | Math Teacher | Amarillo HS | | Gregg Lawler | Math Instructor | West Texas A&M Univ. | | Stan Maxwell | Math Teacher | West Texas HS | | Kim Seward | Math Instructor | West Texas A&M Univ. | | Beth Summers | Math Instructor | Frank Phillips College | | David Williams | Math Teacher | Kress ISD/Wayland Baptist Univ. | | Karen Marshall | Professional Development Provider | InsureAll, Inc. | | Christine Scroggs | Facilitator of Curriculum & Instruction | Region 16 ESC | | Robin Adkins | P-16 Specialist | Panhandle P-16 Council | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | | |
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