

**AVATAR Partnership Region: ESC 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 Planning |
| **Meeting Purpose:** | Continue to review and compare IHE & HS curriculum & tests. Other discussion and planning. |
| **Date:** | 2-22-13 | **Start Time:** | 9:00 am | **End Time:** | 2:00 pm |
| **Meeting Coordinator/ Facilitator:** | Robin Adkins | **Location:** | Region 16 ESC |
| **Meeting Recorder:** | RA | **Meeting Timekeeper:** | RA |

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| **Time** | **Topic** | **Format** | **Discussion Leader** | **Desired Outcome** |
| 9:00 – 2:00 (Team members will come & go as schedules allow.) | 1. Review <http://www.txfacultycollaboratives.org/mathematics/2012-03-02-20-35-58/resources/101-algebra-ii-performance-expectations> for resources.
 | P/F/D | RA | Determine if resources at this site are relevant and useful. |
| 9:00 – 2:00 (Team members will come & go as schedules allow.) | 1. FPC, AC, and CC to bring lists of numbers of students who enroll in developmental math classes and college algebra classes, and their outcomes (drops, completers, grades earned) compiled by Amarillo High, Borger High, and Canyon High students. WT has already provided.
 | P/F/W | IHE Partners | Create awareness for HS teachers of success rates of students. HS teachers will share the information with their HS math colleagues. |
| 9:00 – 2:00 (Team members will come & go as schedules allow.) | 1. WT, AC and CC to bring instruments they use to help students review for their College Algebra finals.  FPC has already provided.
 | P/F/W | IHE Partners | Create awareness of concepts students need to know to pass college tests. Identify concepts that can be included in math journal. HS teachers will share the information with their HS math colleagues. Implement this spring. |
| 9:00 – 2:00 (Team members will come & go as schedules allow.) | 1. IHE partners will bring lists of “soft skills/survival skills” students need to be successful in college.
 | P/F/W/D | IHE Partners | Provide to HS teachers to incorporate into their lessons.  |
| 9:00 – 2:00 (Team members will come & go as schedules allow.) | 1. Discuss potential professional development opportunities based upon our work.
 | P/F/W/D | RA | Begin planning to provide teachers with relevant information and tools: --Journal project; --AVATAR steps taken, data reviewed, and lessons learned; --Topics for math depts’ discussions. |
| 9:00 – 2:00 (Team members will come & go as schedules allow.) | 1. Discussion of `13-14 AVATAR Team and plan for `13-14.
 | P/F/W/D | RA | Planning for `13-14.  |
| 9:00 – 2:00 (Team members will come & go as schedules allow.) | 1. Next steps & potential meeting dates.
 | P/F/D | 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. Email “Texas Faculty Collaborative for Math” contacts to determine if document comparing Alg. II TEKS to CCRS is up-to-date and relevant.
 | RA | Received affirmative response from Dr. John Beck on 2/25/13 and forwarded to team members & ESC math specialists. |
| 1. FPC provided numbers for Borger High students for `10-12. AC is working on obtaining them.
 | BS, TH, LR | ASAP |
| 1. WT and AC provided review instruments that were discussed. Gregg and Tammy H. will let Adkins know if there are any restrictions on team members copying the instruments. Adkins will then notify team members.
 | GL, TH, RA | ASAP |
| 1. List was discussed and modifications suggested. Adkins will compile and bring modified list to 3/22/13 meeting for review and discussion.
 | RA | 3/22/13 |
| 1. --AVATAR Team will participate in Region 16 ESC’s math professional development activities for regional teachers July 22-25. Sherry Clark, R16 Math Specialist, will send info to Adkins to submit session topics.

--Team members will bring materials and ideas for putting together students’ math journals. --Sherry will forward the Texas Education Agency’s recent PowerPoint RE revisions made to Texas Essential Knowledge & Skills for math. Adkins will forward to team members. | Sherry Clark; RA, BS, TH, GL, CF, TN, PW | ASAP |
| 1. Discussions of `13-14 plans will continue at 3/22 meeting.
 | RA | 3/22/13 |
| 1. Set Friday, March 22, as date for next meeting. Adkins reserve ESC room.
 | RA | ASAP |
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| **Notes** |
| Discussions revolved around agenda items, the above action items, and the following notes.**2/22/13 OTHER NOTES:**--Discussed importance of educating parents and students at earliest ages possible of the importance of taking math courses that will prepare students for higher-level HS and IHE math. The possibility of making videos of testimonials RE importance of college readiness from successful experiences of ISD parents/students was discussed. Adkins showed team members existing videos on GenTX site, and later emailed link to “student success” videos produced last year by Amarillo College for the Texas Panhandle P16 Council to team members.--Possibilities of providing professional development to regional math teachers were discussed with Sherry Clark and Christine Scroggs, R16 ESC math specialists. Opportunities included R16 math prof. dev. scheduled for July 22-25, regional math collaborative activities (RCEMT), and a recent request received for R16 to partner with Texas Tech and WTAMU in a collaborative math project.--Math concepts discussed for possible inclusion in students’ journals included factoring (easily & quickly), simplifying radicals, rules of exponents, rational exponents, inverse functions, rational expressions, linear equations, and using calculators. The importance of students understanding the skills needed to solve the example problems on the IHE’s College Algebra reviews was discussed.**1/25/13 OTHER NOTES:**--HS partners reviewed data (lists of numbers of students who enroll in developmental math classes and college algebra classes, and their outcomes: drops, completers, grades earned, compiled by Amarillo High, Borger High, and Canyon High students) with their respective HSs’ colleagues. One noted the data was very eye-opening for teachers in light of their HS’s good scores on TAKS (poor outcomes v. good TAKS scores).--One HS partner noted that this year they offered dual credit College Alg. in the spring as well as the fall and doubled their enrollment. The spring offering is for students who don’t need Trig. for college credit. Students taking it in the spring take an “Intermediate/Introductory Coll. Alg.” class in the fall. Another HS partner will propose this at her high school.--Propose that Alg. II and Pre-Cal students create a “journal” containing examples of how to work on certain concepts they will see in Coll. Alg. and use it to review. HS teachers of those subjects are unaware of what students will face in Coll. Alg. and the journal will help keep them current.--Give HS teachers review materials for finals provided by FPC and WT to HS teachers. This can raise their levels of teaching.**11/16/12 OTHER NOTES:**1. Comments from review of data:

--Numbers of “F’s” and repeats is alarming.--Need to start earlier telling students what they need to know to succeed in college (“soft” skills; “survival” skills). Can PTA work with parents to make them aware of the “soft/survival” skills kids will need?--Show high school students the College Algebra syllabi that are online.1. Review of syllabi from WTAMU, FPC, and AC. Review of CCRS and common math vocabulary developed through P16 work:

--One of the biggest disconnects between TEKS and CCRS is in statistics. Statistics not covered in high school unless taken as a specific class or in an AP class.--End-of-Course testing limits what can be covered in HS classes.--After Alg. II EOC taken in early May, use remaining school days to reinforce College Algebra concepts and/or go over introduction to statistics. Ask developmental education instructors which College Algebra concepts should be focused on.--Sometimes higher ed. misses covering the critical thinking questions, but that is changing.--Make students aware that College Algebra isn’t the only first-year math option. At WT, could also take Math for Liberal Arts or Business Math. At AC, could take Contemporary Math for Liberal Arts or Contemporary Math.--Teachers need to be aware of CCRS for math and also the Cross-Disciplinary Standards. Brainstorm ways for teachers to incorporate the Cross-Disc. Standards into what they are currently teaching.1. Other:

--Showed resources available at [www.sa-ready.net](http://www.sa-ready.net), WTAMU’s math tutorial lab, and at Austin Community College’s information on Reference Course Profiles.--Discussed potential professional development opportunities to provide to regional teachers: team members demonstrate pedagogy; possible collaboration with scheduled Region 16 ESC math trainings to imbed info from AVATAR work.**10/19/12 OTHER NOTES:** Also included, for future discussions:--Discuss when it’s most appropriate for high school students to use calculators and why.--Discuss possibility of IHE teachers imbedding common questions into College Algebra pre- and post-tests for analysis.--Discuss best online location to post our team’s AVATAR information: P16 content pages? Project Share?--Discuss IHE and HS teachers showing each other examples of pedagogy. |

**Meeting Participant List**

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| **Name** | **Title** | **Organization/Institution** |
| Gregg Lawler | Math Instructor | West Texas A&M University |
| Beth Summers | Math Instructor | Frank Phillips College |
| Tammy Holmes | Math Instructor | Amarillo College |
| Pam Walker | Math Teacher | Borger High School |
| Cheryl Freeman | Math Teacher | Canyon High School |
| Tammy Nash | Math Curriculum Specialist | Amarillo High School |
| Robin Adkins | P16 Specialist | Panhandle P16 Council/Region 16 ESC |
| Sherry Clark | Math Specialist | Region 16 ESC |
| Christine Scroggs | Math Specialist | Region 16 ESC |