

**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, P16 Council’s Content Coordinators, & ESC Math Specialists | | | | | | | |
| **Meeting Purpose:** | | Capacity Building; Presentation Prep; `13-14 Planning | | | | | | | |
| **Date:** | | 7-15-13 | **Start Time:** | 12:00 pm | | | **End Time:** | | 3:00 pm |
| **Meeting Coordinator/ Facilitator:** | | Robin Adkins | **Location:** | | | | Region 16 ESC | | |
| **Meeting Recorder:** | | RA | **Meeting Timekeeper:** | | | | RA | | |
| **Time** | **Topic** | | | | **Format** | **Discussion Leader** | | **Desired Outcome** | |
| 12:00 pm | 1. a. Lunch & Introductions.  b. Any new math team members expected for AVATAR for `13-14? | | | | P | RA | | Build capacity among AVATAR, P16, & ESC. | |
| 12:15 pm | 2. AVATAR team members review this year’s work and lessons learned, and discuss results from the math journal “Demo Projects” conducted. | | | | P/F | RA/TN/BS/All | | Engage in discussions to:  --Advance P16 Content Coordinators’ and AVATAR team members’ work in `13-14.  --Gain insights for July 25 presentation. | |
| 1:00 pm | 3. Review superintendents’ survey results. | | | | P/F/D | RA | | Determine if AVATAR Team should expand focus to another subject & identify the subject and team members. | |
| 1:10 pm | 4. Discuss possibility of joint meeting dates (P16 & AVATAR) for `13-14. | | | | P/F/D | RA | | Determine if CCs & AVATAR team should meet and, if so, purpose & frequency. | |
| 1:30 pm | 5. New TSI. | | | | P/F/D | RA/All | | IHE reps share any TSI info they know. Determine if review materials for new TSI from IHEs will be available and if professional development RE them should be offered. | |
| 1:50 pm | 6. BREAK INTO WORK GROUPS.  AVATAR:  --Prep for July 25 Region 16 Math Summit presentation: Thurs., 2:40 – 3:50 pm, Conf. Room D. **SEE NOTES ON NEXT PAGE FOR PRESENTATION OUTLINE.**  --Prep for Aug. 21 Region 16 ESC’s i3 Conference.  --Schedule next meeting.  P16 Content Coordinators:  --Discuss direction and activities for `13-14.  --Schedule next meeting. | | | | P/F/D/W | RA/All | | AVATAR:  --Put together the July 25 Region 16 Math Summit presentation and identify handouts & materials needed for it.  --Confirm presenters for Aug. 21 Region 16 ESC’s i3 Conference.  --Set date for meeting to prep for i3 Conf.  P16 Content Coordinators:  --Establish potential activities for `13-14.  --Set date for next meeting. | |
| 3:00 pm | 7. Adjourn. | | | |  |  | |  | |

**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.b. Add Cathy Coleman, AHS math teacher, to team for `13-14. |  |  |
| 4. Identify potential meeting dates/times. Explore use of webinar, Skype, videoconf., etc., for meetings. | Robin Adkins | 8-31-13 |
| 5. Get sample TSI questions from IHE members. Kim Seward will provide TSI update at next AVATAR meeting. | Robin Adkins, Kim Seward | 8-31-13 |
| 6. AVATAR:  Responsibilities for 7-25-13 presentation materials:  --Gregg will add Robin’s PPT slides to Prezi file and complete presentation slides. Send to Robin, Beth & Pam for review.  --Pam will create blank template file from Cheryl’s design and send to Robin for printing copies for audience participation portion.  --Beth will organize samples for showing at the presentation & will send Gregg some samples to add to presentation file  --Gregg will create a dropbox folder for files to be uploaded and accessible to participants.  --Robin will request a document camera for the session so that participants can present their sample pages.  No team members will be available for 8-21-13 i3 Conference. Adkins contact Gwen Hicks, R16, to cancel the session.  6. P16 Content Coordinators:  --Schedule meeting with all four Content Coordinators to discuss expansion of AVATAR to ELA as well as application of lessons learned to all subjects. | Gregg Lawler, Pam Walker, Beth Summers, Robin Adkins  Robin Adkins | 7-24-13  7-16-13 |
| **Notes** | | |
| Discussions revolved around agenda items, the above action items, and the following notes.  **7/15/2013 OTHER NOTES:**  2. After introductions of Shona and Cathy, a brief overview of the statewide AVATAR initiative and the Region XVI-specific group was provided to Shona and Cathy. Discussed the origin of the math journals idea, review of college exams and grade data from IHE.  -Demo projects review: Beth and Cathy spoke to group about the journals that were created at Frank Phillips & AHS:   * + Cathy Coleman, AHS (Precalculus course)     - Used spiral notebooks as medium for journaling     - This was a two-week trial at the end of the school year. Students will create the journal throughout `13-14 school year.     - Created SMART Board presentations to go along with the journal lessons     - Students created a table of contents & tabbed sections with post-it notes     - Provided team with a sample notebook for use   + Beth Summers (Intermediate Algebra course)     - Created journal pages for a 5-wk summer course     - Created reference pages with fundamental materials (types of numbers, common roots, etc.)     - Provided team with example pages and survey results from students. It was a positive experience.     - Will follow these students in College Algebra in Fall `13 to monitor effect.   3. Tabled for consideration by P16 Content Coordinators.  4. Members present decided that meetings via webinar would be a preferable method for the upcoming year. Idea of meeting after each 6-weeks period to discuss progress with journals was discussed. Team present agreed upon Monday at 4pm as being the best time to meet. Meetings in October and December were also recommended.  5. Kim Seward provided the group with an overview of the latest information:  --Students registering late (i.e. on the first day or after of the semester) will be taking the new TSI assessment.  --Students only need to take the portions for which they are not exempt  --No time limit on exam  --If a student does not pass a section, they must take an additional diagnostic (up to 40 additional questions) to help advisors better place students in courses  --Kim has a handout from the College Board with sample questions from the 4 areas.  --WTAMU is working on creating review activities to place on their virtual math lab website.  6. AVATAR:  Gregg, Beth and Pam setup the outline for the presentation:  --Intro from Robin (10-15 mins): AVATAR overview (same as Abilene CC presentation)  --Development of journal (10 mins): Gregg  --Sample journals (10-15 mins): Beth  --Audience participation (20 mins): Pam – we will ask the participants to create a sample skills page for fractions, scaled to their grade level. Participants will share their draft pages  --Wrap-up and Q&A (Balance of time)  6. P16 Content Coordinators:  --Shona and Tammy discussed what AVATAR might look like for English Language Arts.  ***7-15-13 Presentation Planning:***    ***Title of Presentation: “Tools for Student Success in College Algebra”***  ***Outline of Presentation:***  ***1. Recognition of need:***  ***a. Brief overview of statewide and regional AVATAR Project***  ***b. Review of data***  ***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***  ***c. Comparison of Alg. II TEKS & College and Career Readiness Standards***  ***d. WTAMU’s Virtual Math Lab***  ***4. Q&A with high school and higher education math instructors.***  ***Short description of presentation that shares how this session will influence student success, inspire students or share innovations that keep students engaged in school until graduation. Descriptions will be provided to participants and should be less than 100 words.***  ***“Taking steps to enhance high school students’ chances for success in college-level math courses will support their current learning, support their learning of future higher-level math concepts, and strengthen their long-term math skills and understanding of concepts. In this session, high school and college math instructors will share tools, strategies, and resources they developed together to improve student success in high school and college math.”***  ***Each room will have internet access for the presenter, projector and a screen. All other equipment will be the responsibility of the presenter.***  **5/10/13 OTHER NOTES:**  1. a. New team members were introduced: Jessica Ray, Canyon HS; David Williams, Kress HS/Wayland Baptist Univ.; Kim Seward, WTAMU.  2. a., b. Robin, Gregg gave overview of AVATAR statewide/regional projects as orientation to new members (Kim, Jessica, and David). All team members discussed progress to-date.  4. Basic “template” for math journals should consist of: Individual Skills with pages titled by concept, e.g., “Hierarchy of Operations”; Comprehensive Problems taken from IHEs’ final exam review questions; Index, including vocabulary; Resources (list of websites for tutorials; include “pre-assessment activity” developed by WTAMU for TSI). Other discussions/ideas RE math journals: --Use a three-ring binder or pocket folder; --Use card-stock and tab or color-code them; --Important for students to hand-write the work because many of them are tactile/kinesthetic; --Give students the option to digitize their work on their own so it can be recovered if they lose their hard copies. Part of preparing for IHE is reinforcing need for students to be responsible for themselves and their work.  5. a. Review of proposal submitted for i3 to use for July 25 Math Summit. Presenters will review and come to July 15 meeting ready to finalize. Design last part of the session to be hands-on for teachers to put together a sample Math Journal. Presenters at upcoming meetings of regional teachers, Aug. 21, Region 16 i3 Conf., & Sept. 28, WTAMU Panhandle Area Math & Science Conf., are to be determined.  7. Team members are unable to meet until July 15.  **3/22/13 OTHER NOTES:**  --RE Item #2:  -Tammy N. & Beth will share results of their journal work this May with those team members available to present at July and/or Aug. events.  -R16’s Alg. II EOC prof. dev. in `13-14 will be a good opportunity to collaborate.  -It was suggested that IHE and HS team members could conduct teacher exchanges independently, possibly in the fall. Also, meetings each six weeks of IHE and HS teachers might work better for smaller schools. These two items will be discussed at future meetings.  --RE Item #3:  -Tammy N. plans to utilize Facebook for her “demo” participants to communicate and provide support. She’ll share results with team.  -Other ideas RE journals: Don’t replicate the college-review problems, but identify the skills students will need to solve those problems. Some “demo” projects will allow students to decorate their own journal covers. This might help to engage “right-brained” learners. If a “standardized” journal cover is desired, possibly have students submit designs and we pick one. Suggestions for journal topic pages included using card stock and/or laminated sleeves. Utilize R16’s print shop as needed when journal format and design is finalized.  --RE Item # 5:  -Info RE “Foundations of College Math,” innovative high school course designed by David McKain, Whitehouse HS, was emailed to members. Its topics match review topics in WTAMU’s virtual math lab.  -Info RE “STEPS” and “CRAFT” projects is expected May-June.  **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** |
| Pam Walker | Math Teacher | Borger High School |
| Beth Summers | Math Instructor | Frank Phillips College |
| Gregg Lawler | Math Instructor | West Texas A&M University |
| Kim Seward | Math Instructor | West Texas A&M University |
| Tammy Nash | Math Teacher | Amarillo High School |
| Cathy Coleman | Math Teacher | Amarillo High School |
| Shona Besselman | P16 Content Coordinator | Amarillo ISD |