**AVATAR Partnership Region: 20**

**Meeting/Session Documentation Form**

Form should be completed after each meeting and given to the Regional AVATAR Coordinator/Facilitator

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| **Meeting:** | Partnership Convening | | | | |
| **Meeting Purpose:** | Convene Regional AVATAR Partners | | | | |
| **Date:** | 10/5/12 | **Start Time:** | 8:30 a.m. | **End Time:** | 10:30 a.m. |
| **Meeting Coordinator/ Facilitator:** | R. Shaeffer | **Location:** | | Harlandale ISD Central Office | |
| **Meeting Recorder:** | Cynthia Villafranco | **Meeting Timekeeper:** | | Rivette Pena | |

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| **Time** | **Topic** | **Format** | **Discussion Leader** | **Desired Outcome** |
| 8:30-8:45 | Welcome & Introductions | O – partner convening | R. Shaeffer | Forming and Sustaining Vertical Alignment Partnerships and Course Team Relationships |
| 8:45-9:15 | The AVATAR Partnership | P | R. Shaeffer | Forming and Sustaining Vertical Alignment Partnerships and Course Team Relationships |
| 9:15-9:45 | Regional PowerPoint | D | R. Shaeffer | Regional Data Collection, Reporting, Use in Decision Making for Action Plan |
| 9:45-10:00 | Regional Action Plan | D | R. Shaeffer | Partnership Goals Related to Critical Conversations, Actions, and Outcomes for Students’ Success |

**Agenda Format Key:** P = Presentation, F = Feedback, D = Decision-Making, W = Work Group, O = Other, with explanation

**AVATAR Meeting Minutes**

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| **Action Item** | **Person Responsible** | **Due Date** |
| **Train 2012-2013 AVATAR Regional Course Team Members**  Optional Dates:  Friday, October 19  Friday, October 26  Saturday, October 27  Monday, October 29  \*Saturday, November 3\* | R. Shaeffer | 10/29/12 |
| Approve Regional PowerPoint | R. Shaeffer | 10/11/12 |
| Approve Action Plan | R. Shaeffer | 10/11/12 |

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| **Notes** |
| **Group Introductions/Goals for AVATAR**  Rebecca Solis – Math Teacher/Harlandale Revette Pena – Harlandale Jessica Acosta – Harlandale Samantha Gallegos – Harlandale Steve – K-12 Math Coordinator/Harlandale Charles Dunn/Harlandale ISD/McCollum Bridget Wlliams/Terrell Wells MS Dr. Conrad Krueger/SAC Joseph C./UTSA Cynthia Villafranco/P16Plus Najette Hema/Harlandale Angela Malani/Math Harlandale Regina T./ McCollum  1. Introductions 2. AVATAR purpose: Focus on math Develop processes, record conversations/processes/log that process and replicate that process. Introduced brand (PowerPoint slide). Vertical alignment process will be developed over this next year and celebrated in May with new training in the summer.  Aligning middle/high school/higher ed math We’ll bring questions to the table  3. Norms for collaboration (introduced to group) -Honor time commitments - Encourage active listening - Respect different points of view and experience.  - Ask and/or record questions - Provide data - Take time to reflect  - Share/communicate conversations  4. AVATAR Training Feedback/Experiences/Take-Aways - Standards are aligned for middle school to college - Met with college instructors within groups who attended training - Conversations that were shared between high school/higher ed are valuable  **Discussion:**  - Having that voice from higher ed to the lower grades/making connections/fill in the gaps - Conversations can also be shared with middle school teachers/high school teachers  - Calculator issue on all assessments – major division  - Content versus tools issues (calculators) - Obstacles/issues among middle/high/higher ed instruction/teachers (their own set of norms – instructional processes) - What are our measures of success? STAAR is not *THE* measure of success for this group. What are our benchmarks? Measures of Success? Where is the growth?  - Algebra 2 is the measure for college Algebra (Joseph shared that college admin tests will change in the next legislative session, so STAAR will have an impact on college admissions based on Algebra 2 student performance) - Students who fall into developmental math based on TAKS/placement tests tend to drop or not enroll in college (Dr. Krueger shared this trend that has been observed at the community college level.) - SAC has math review course that helps students avoid taking multiple development classes - Refresher in reading/math together at SAC – Dr. Krueger - Colleges will continue to use ACT/SAT as a gatekeeper for college admissions, but Algebra 2 will also be used and perhaps English 3 - Math Vocabulary /conceptual conversations/numeracy discussions are missing from classrooms (pedagogy) - Jessica shared the importance of reading for comprehension/language acquisition/idea of decoding/how do you break down to read?? - Knowing the beginnings can lead to bigger concepts/ addressing the instructional issues in secondary education  What is the norm? How do we have a paradigm shift?  Ravae shared more from the training to those who did not attend training in Dallas (in PowerPoint)   * Year 1 – Train, begin vertical alignment process, use GenTX SA to help fill in the gaps, incorporate faculty to share/fill in gaps. Joseph will continue to share TSI. We are developing process/replicating the process * AVATAR Goals: expand awareness, identify/implement strategies/identify processes/share best practices   + Share data   Discussion: - Math became the first area of focus because conversations shared that Algebra was the buzz. - Joseph/Dr. Krueger shared more on TSI group’s work (statewide initiative) - Developed college algebra course to be offered in high schools - MOU developed with school districts; special course would allow high school teachers to get certified to teach college algebra in the high schools (non-STEM) - Lots of people coming together to support math initiatives (regional/higher ed collaboration to fill in the gaps) - What are the programs that exist? Lessons created? Who are the partners to help us fill in the gaps?  Measures of success/Critical Conversations (PowerPoint slide) - Measures shared from secondary/post-secondary perspectives - As a group, there are different levels of understanding; so it’s important to have foundation when we come together and build our understanding - We are responsible for submitting deliverables. - Ravae shared where files are located online under ESC-20 tab on the AVATAR web site. There we can find McCollum/Harlandale date on the slides (What does the data say about our regional pipeline?)  Regional PowerPoint website for AVATAR project (link/resources shared with group)  ACTION PLAN - All pieces embedded into action plan (processes, celebrations, etc.) The plan is in evolution, but dates need to be plotted for deliverables.  - Regional Action Plan is in draft form. Must approve the regional PowerPoint and action plan. How can we do this? Concensus? Majority vote? Discussion and consensus? Ravae will send out high importance vote via email and then we’ll measure/record it and then approve deliverable (face to face and electronic). - Vertical Alignment Team (Who should be on the team?)  - This first year, we’ll use the processes in Math; next spring we’ll incorporate English - In the math perspective, English folks will watch and make note of processes/recording/ should it be replicated? We’ll ask English folks to help us record and archive. We’ll train those same folks in the spring who in turn will continue the training with new folks who join the team.  Discussion: - Relate writing and math (tech writing)  - Career aspect (real world) - Change the systemic process between math/English (both concepts are needed to be successful- blending is used in careers). - Word problems – if you can’t read or write out the problems in complete sentences, students struggle.  - Students don’t even communicate in complete sentences - Math still continues to be the key issue (What is subtraction? What is a function?) Let’s explain these in words, then word problems might be easier to understand. It seems to be a translation issue and concept comprehension.  Regional Action Plan - Feedback - Decision Making  - DATES to think about (see slide) - Oct. 11 12-4pm - Nov. 14 8:30-11:30am - Dec. 4 12-4pm - Jan. 16 12-4pm - Feb. 15 8:30-10:30 am - March 28 12-4pm - May 24 (hard deadlines) Celebration TBD (Some dates may not work; can meet in smaller groups; not all players need to meet)  Meeting Minutes (Handout) - Next Steps:  Training our vertical alignment team to do the work Dates for training. Who can sit in on those meetings? (Middle School, High School, Higher Ed folks) We must pick one date for training. (Friday, Oct. 19; Friday Oct. 26; Saturday Oct. 27; Monday Oct. 29; Saturday Nov. 3)  Request for information will be emailed by Ravae based on dates for training.   Training dates that don’t work (discussion)  Monday Oct. 29 would be good for majority; Wed. Oct. 31  - We’ll collaborate and get back with date.  Substitute form was distributed for teachers.  Meeting concluded at 10:27am |

**Meeting Participant List**

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| **Name** | **Title** | **Organization/Institution** |
| Rebecca Solis | Math Teacher | HISD |
| Rivette Pena | Teacher | HISD |
| Jessica Acosta | ELAR Coordinator | HISD |
| Samantha Gallegos | Director of Secondary Curriculum | HISD |
| Steve | K-12 Math Coordinator | HISD |
| Charles Dunn | Math Teacher, McCollum HS | HISD |
| Bridget Williams | Teacher | Terrell Wells MS |
| Conrad Krueger | Dean of Arts and Sciences | SAC |
| Joseph Kulhanek | Office of P-20 | UTSA |
| Cynthia Villafranco | Office of P-16 | P-16+ |
| Najette Hema | ELA Teacher | HISD |
| Angela Milani | Math Teacher | HISD |
| Regina T. | Teacher, McCollum HS | HISD |
| Ravae Shaeffer | Coordinator | ESC-20 |