



AVATAR Partnership Region: Region 17
 Meeting/Session Documentation Form

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

| | | | |
|----------------------------------|--|---------------------|---------------|
| Meeting: | AVATAR Region 17 ESC | | |
| Meeting Purpose: | Finalize Action Plans and Work Session | | |
| Date: | May 19, 2015 | Start Time: | 9:00 |
| Meeting Coordinator/Facilitator: | Heather Blount, Shaunelese | Location: | Region 17 ESC |
| Meeting Recorder: | H. Blount | Meeting Timekeeper: | |
| End Time: | 2:30 pm | | |

| Time | Topic | Format | Discussion Leader | Desired Outcome |
|------|-------------------------|--------|-------------------|--|
| 9:00 | Welcome + Introductions | P | Heather Blount | — |
| 9:15 | Review of Past meetings | P | Heather Blount | Answer any questions regarding information and work done so far. |
| 9:20 | Divide into VAT groups | W | Each VAT | -Finalize action plans -Work on action plans |

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

9:20 Administrative Partners
 Discuss Grant Continuation

Heather Blount

-Develop alist of new partners to discuss endorsements needed, highered + workforce



May 17, 2015
Region 17

Meeting Participant List

| Name | Title | Organization/Institution |
|---------------------|------------------------|--------------------------|
| Anie Ramirez | So Plains P-20 Council | Autre Exe Director |
| DEANNA TAPLEY | TEACHER | FRENSHIP HS |
| Amy Chaney | teacher | Friendship H.S. |
| Cale Bridges | Teacher | Friendship H.S. |
| Jody Valdez | teacher | Friendship H.S. |
| Pain Cooke | Counselor | Smyer HS |
| Ken Spears | Dean | SPC |
| Sonya Sherrad | Teacher | Texas Tech |
| Sharon Race | Professor of Engl. | SPC |
| Stacy Caviet-Watson | CAR Special.s | LISD |
| Buffy Bahtan | teacher | Friendship HS |
| Shenai Alonge | lecturer | LCU |
| Brandon Clayton | Teacher | Friendship HS |
| Judy Gholson | Teacher | Smyer HS |
| Aubrey Bassett | teacher | Smyer HS |
| Anna Schump | teacher | Smyer HS |

Meeting Participant List

| Name | Title | Organization/Institution |
|----------------|---------------------|--------------------------|
| Kerby Jno | H.S. Counselor | Shallowater ISD |
| Scott Kight | H.S. Counselor | Shallowater ISD |
| Dexter Brown | ESOL CTE Specialist | ESC 17 |
| Sherry Givens | Instructor | Smylee ISD |
| Jack Weatherly | HS Math | FHS, Friendship ISD |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

MAY 19, 2015
Region 17

AVATAR Meeting Minutes

| Decided to create | Action Item | Person Responsible | Due Date |
|--|--------------------------------------|--------------------|--------------|
| - A suggested Scope + Sequence for Engl. IV/CP based on Frenship's used this past year | Frenship Senior English Instructors | done | 5/19/15 |
| - Resources / Resources document | Merge group ideas with Sharon's doc. | in process | Cale Bridges |
| - Logistics | Group ideas | done | 5/19/15 |
| - Key Concepts + Skills for College Writers | Notes Sharon's document | done | 5/19/15 |
| <ul style="list-style-type: none"> - Frenship (large school) + Smyer (small school), Sharon from LCU, Sharon from SPC - Decided to put together a Best Practices document + "Scope + Sequence" - Resources: <ul style="list-style-type: none"> - Teachers Paying Teachers (task cards - depth + complexity, punctuation, literature etc., Cornell note taking system (give students a sheet w/ terms already listed on left side) - WordGen - SLAM - state answer, locate evidence, add explanation, meaningful conclusion. - PEEL - Point, evidence, explanation, link - APE - Answer, Prove, Explain - St. Augustine (Florida) Pre-College Program - Houston's TSI Practice - "Survive the Writing Process" - Teachers Paying Teachers peer assessment - TED Talks - ethos, pathos, logos | | | |

- Cale from Frenship asked what SPC + LCU expect from a senior as far as understanding the research process. Sharon emphasized importance of knowing how to identify reliable, valid sources. I emphasized the importance of students really understanding plagiarism.

Logistics

- start pushing TSI earlier for seniors fall benchmark
 Spring Assessment (if needed)
- call the course English II/CP but don't emphasize the CP part - it doesn't need to have a punitive aspect
- schools need to be careful not to stigmatize the course by sending letters to parents that indicate a student is being "remediated".
- > Maybe use "College + Career Prep" rather than just "College Prep" (CCP)
- need \$15-30 for the course - 2 testings @ \$15 each if both needed.
 ↳ course requirement
- more focus at the junior level on ACT/SAT/TSI writing

May 19, 2015
 Regim 17

Mathematics

AVATAR Meeting Minutes

| Action Item | Person Responsible | Due Date |
|---|--------------------|------------|
| Charted a draft copy to send i class | Brandon Clayton | July 14 |
| Create a live binder with materials | Sean | on July 14 |
| Join ESO 17 to give links to | | |
| Notes | | |
| <p>~ Discussion of progress this year even if test results are not good</p> <p>~ Kathy Miller shared test results from SPEC - 3% passed test for College Algebra</p> <p>~ Number sense needs to improve - (calculator use has made them dependent - concrete → abstract (manipulatives))</p> <p>- multiplex representations (bits/connections)</p> <p>- vocabulary / bitegers / expressions / equations / solve / simplify</p> <p>~ self learner / self initiative</p> <p>~ Students must be able to read a textbook</p> <p>Flipped classroom - suggest watching a video before you come to class</p> <p>Eduzzle - type in concept / thinking blocks / conceptual understanding with ITDE</p> <p>competence to illustrate functions, domain, a.g. go</p> <p>Persepolis / data</p> <p>~ Mind maps - Concept attainment ~ essay questions</p> <p>~ journals / fact sheets ~ writing to evaluate understanding / misconceptions</p> <p>~ Solving for a variable - balance scale - conceptual number lines / counters - read about correctly</p> <p>- PANDAS backwards when you solve - (getting dressed)</p> | | |

Discusses
 Best Practices