

# 2011-12 STEM Learning Communities

## Final Report Template

Due June 1, 2012

**Title of Learning Community:** [NEGA RESA AP Statistics Learning Community](#)

**Contact Name(s) and Email Address(es):**

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[Kaycie Maddox](#)      [kaycie.maddox@negaresa.org](mailto:kaycie.maddox@negaresa.org)

**Membership:** (Add rows as necessary)

Name	Department	Institution/School
1. Abney, Summer	<a href="#">Morgan County</a>	<a href="#">Morgan County HS</a>
2. Butler, Thomas	<a href="#">Rockdale County</a>	<a href="#">Rockdale County HS</a>
3. Dillon, Ouida	<a href="#">Oconee County</a>	<a href="#">Oconee County HS</a>
4. Franklin, Chris	<a href="#">University of Georgia</a>	<a href="#">Statistics Department</a>
5. Maddox, Kaycie	<a href="#">Northeast Georgia RESA</a>	
6. Jennifer Mansour	<a href="#">Walton County</a>	<a href="#">Monroe Area HS</a>
7. Maxwell, Dione	<a href="#">Walton County</a>	<a href="#">Loganville HS</a>
8. McGarity, Melissa	<a href="#">Oglethorpe County</a>	<a href="#">Oglethorpe County HS</a>
9. Reems, Martha	<a href="#">Oconee County</a>	<a href="#">North Oconee HS</a>
10. Reid, Ron	<a href="#">Rockdale County</a>	<a href="#">Rockdale County HS</a>
11. Simmons, Renea	<a href="#">Madison County</a>	<a href="#">Madison County HS</a>
12. Singletary, Billy	<a href="#">Barrow County</a>	<a href="#">Winder-Barrow HS</a>

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### Description of Learning Community Progress

1. Describe the process by which the members of your learning community work together (i.e., how do members interact with each other in meetings or in other learning community work?). You may, for instance, share the length of time of meetings, how meetings are facilitated or run, other ways of communicating with each other outside of meetings, or the frequency of meetings.

[The members of the AP Statistics LC meet monthly for two hours and correspond with each other via email between meetings as questions and needs arise. The LC members set each agenda and Kaycie Maddox, Mathematics Specialist for Northeast Georgia RESA, facilitates the meetings.](#)

2. Briefly describe the learning community's work, including the topics(s) addressed and/or activities implemented. Include products produced, if applicable.

[The primary focal points of the topics addressed in the AP Statistics LC meetings are appropriate content and pedagogy for the AP Statistics learning objectives. Much time is devoted to the dissection of these objectives and suitable activities and strategies to be employed to heighten the learning experience for students. This year, the members created a learning task for comparing median-median lines and least squares regression lines, using much of the time for several of the](#)

monthly meetings as well as some called smaller committee meetings to create the final draft. This learning task was then presented at the Georgia Council of Teachers of Mathematics Fall Conference in October of 2011 by the PLC members. It has also been shared with the Mathematics Program Specialist for the Georgia Department of Education to be included in the learning tasks for one of the new Common Core Georgia Performance Standards courses for high school students. The participants regularly review student work and provide feedback to the students through a rubric, resulting in suggestions to the LC member for ways to address student misconceptions upon returning to the classroom. The participants also devote much of their meeting time to best practices in preparation for the AP Statistics Examination. They share resources with each other and with teachers new to AP Statistics in an effort to support their inaugural experience with this national assessment. Chris Franklin, an invaluable resource for members of this group, is available to the LC members during the meetings for questions and concerns and through email, even making guest appearances in the classrooms of members who invite her to do so.

3. Explain how your work is impacting STEM teaching and learning.

The work of the AP Statistics LC is impacting STEM teaching and learning in a variety of ways. This group is committed to embedding instructional practices in relevant real-world scenarios to engage students to participate in the learning. They use appropriate technology to facilitate student work and to enable students to make inferences from data analysis. The goal is to create statistical thinkers who can continue to use their statistical and technological skills and conceptual understanding as productive citizens.

4. What do you think is the most valuable aspect of participating in a STEM learning community?

The most valuable aspect of participation in the AP Statistics Learning Community is the access teachers have to others who teach this challenging course and to someone in higher education who has been deeply involved in the AP Statistics national community through the College Board. Certainly, the UGA statistician brings much experience and expertise to the table, but experienced AP Statistics teachers in this group also have developed into leaders and mentors to the other LC members.

5. Does your learning community plan to continue to work together?

The NEGA RESA AP Statistics Learning Community plans to continue to work together for the 2012-2013 school year.

Final reports should be no longer than three pages.  
Submit by June 1, 2012 to Nancy Vandergrift at [vandergr@uga.edu](mailto:vandergr@uga.edu)