

Texas Tech University June Curriculum Design Retreat Team Collaboration Task Card | 1:25-2:40 CST

Purpose: In March, your team came together to share your cross-content retreat experiences and co-develop a plan for your College of Education and School District partners to develop systems and structures for implementing and sustaining practices related to coursework design. June team time will provide you additional space and time to share updates, revisit your vision, and continue to map out your action plan.

Tasks: Assign the following roles.

Timekeeper	Note Taker	Facilitator
Linnie Greenlees	Ray Flores	Jay Wang

Step 1 Update on Action Steps (25 min)

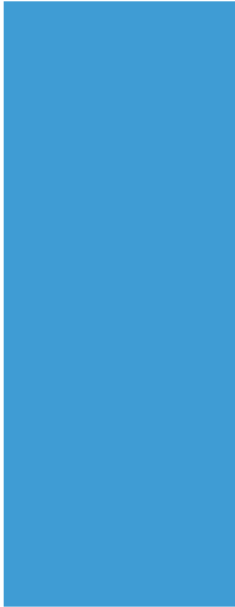
Reflect: Spend **25 minutes** reflecting and sharing what action steps your team has completed as you've worked towards your vision from the March retreat for 1) sharing your new learnings with COE leadership, faculty and school district partners and 2) scaling your curriculum redesign work at your college of education. Please note your task card from the March Retreat is located below this task card.

Part 1: Take 3 minutes to individually reflect and chart your responses to the prompts in the table below.

- What action steps were you responsible for between March and today? Did you complete these action steps? What was the result?
- What support do you need from your university team? What additional steps may need to be added to your Action Plan?

Part 2: Each colleague should take 2-3 minutes sharing your action step updates.

Colleague/	Action Step Updates/ Support/ Additional Steps
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Content Team	
	More work needs to help faculty feel more connected through projects and systems (e.g., shared projects)
	With the new literacy anchor, this will help literacy faculty feel more connected.
	There is a disconnect.
	Grade expectations from students continue to be an issue.
	Free tutorials on Spanish, they got upset.

More work needs to be on academic language about students (e.g., struggling learners)

Instructors just told what to do instead of input into the course.

Mentor teacher issues (e.g., MT telling TCs that what TTU doing is wrong, no need to make accommodations).

Key stakeholders need to be brought to table. 2 + 1 program students and faculty are disconnected.

No guided reading in districts this past year, yet our students are asked to do assignments that required guiding readings.

***Beginning of the semester, get together with district folks, about goals and assignments.

Adjuncts don't feel part of the team.

Limited talking with SC.

Pandemic made connection issues. Building relationships was difficult. WOULD like to visit with mentor teachers to share what we are doing, etc. For example, beginning and end of semester.

Miscommunication. Decisions made but communications did not go through.

Lack of communication: Where are we missing the mark?

Lack of consistency: Instructors change assignments which causes issues. TCs feel treated unfairly.

TCs don't see us (Program) as united. Explanation of why we are doing assignment.

2 + 1 feels disconnected.

Top priority: Communication Shared Goals for the Area

DBR. Integrating Research and Teaching.
Connecting research to your teaching practice.
Meaningful.

-Help produce high quality teacher candidates despite complaints etc. Feedback from district.

-TC retention is really good.

-Doing innovative things. Balance of research and clinical. Role of tenure track is doing research. Clinical faculty needs to be part of data day.

-Enjoyed the retreats with all of SC. Training in Lubbock was difficult. It was nice to see faculty on the ground like we used to.

-Data day activity. Focused on edTPA helped Minju improve her teaching and program.

-edTPA presentation helped with course redesign.

-Data day time was good. Need to have data day in the school district in the field.

-Online SC have meeting with Tami every wednesday.

_Using data day as a launching point, collaboration was improved across the department.

-Spring data day traveling to the district.

-Pioneers in preparing bilingual teachers, piloting edTPA.

-Recruitment of bilingual candidates continues to be an issue. The needs are there however, diverse candidates are hard to find. May be financial. More expensive to be bilingual certified than ESL certified.

-Grants for BLPT

Step 2
Revisit
Vision for
Sharing and
Scaling
(20 min)

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Spend **20 minutes** revisiting, reflecting on, and revising your vision.

Revisit your Vision: Revisit your vision for:

- sharing your new learnings with COE leadership, faculty and school district partners;
- scaling your curriculum redesign work at your college of education.

Vision for Sharing with Stakeholders	Vision for Scaling Redesign Work
❑ Sharing USPREP experiences and learning at governance meetings. For example, opportunity myth research and data. ❑ Improve partnerships to increase communication including district curriculum contacts	❑ Have a stronger district presence at Data day. ❑ Having a town hall type meeting with district personnel that directly work with TC's (mentor teachers etc) ❑ Mentor / teacher survey - adjust Mentor teachers according to what comes back on survey. ❑ Faculty having more input on mentor teacher selection

Reflect on your Vision:

- How is your vision aligned to indicator [1.4: Practice-Based Coursework](#) in the Developmental Framework?
- What changes can you make to your vision to promote further development in [1.4: Practice-Based Coursework](#)?
- Is your vision broad enough that all Stakeholders can be included but narrow enough that it can be accomplished?
- Does your vision address sharing curriculum learning with COE leadership, faculty, and school district partners?
- Does your vision address scaling your curriculum redesign work at your college of education?

Revise your Vision: Based on your reflection from above, revise your vision to best guide your team planning time.

**Step 3
Action Plan
(30 min)**

Vision for Sharing with Stakeholders	Vision for Scaling Redesign Work
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Spend **30 minutes** to review previous action steps and add additional steps that will lead to scaling the redesign work within your COE.

Review your March Action Plan: Scroll down to your Action Plan in your March Task Card (located below). What action steps did not get completed? Copy and paste action steps that still need to be completed in the chart below.

Action Planning: Brainstorm and prioritize additional or revised action steps that will lead to scaling the redesign work within your COE. For each action step, consider what stakeholders will need to be engaged and the support you will need from US PREP or your university team.

Action Steps	Timeline	Person(s) Responsible	Support Needed (US PREP, Leadership Team, etc...)

Texas Tech University

March Curriculum Design Retreat

Team Collaboration Task Card | 1:40-2:50 CST

Purpose: Team collaboration time is a dedicated space to share and co-plan with your university cross-content retreat colleagues. This will be a space for you to share the work you are engaged in within your content-specific teams and your individual learning as it relates to your coursework design. Your team will co-develop a plan for ways your College of Education and School District partners can collectively come together to develop systems and structures for implementing and sustaining these practices.

Tasks: Assign the following roles.

Timekeeper	Note Taker	Facilitator
Shay	Anjanette	Mary Alice

Step 1 Individual Sharing (25 min)

Doing & Learning: Spend **25 minutes** reflecting and sharing what you are doing and learning within your content teams.

Part 1: Take 3 minutes to individually reflect and chart your responses to the three prompts in the table below.

- 1 key activity you have been engaged in with your content team;
- 1 key learning that could be shared broadly across the college/departments;
- 1 key action that can be taken to move the work forward in your College.

Part 2: Each colleague should take 2-3 minutes sharing your activity, learning and action.

Colleague	Content Team	Key Activity, Learning & Action
Jamie Brazell	Science	Giving students time to develop arguments and counter arguments in scientific discourse. Using CER but also arguing AGAINST and learning the process of doing so. We were very specific in our triad.

Mary Alice Zavala & Julie	Student Teaching	Use of data to impact student teaching course; what types of data are we collecting or need to collect more of. Analyze current syllabus for elements that were determined as needed in June retreat: Equitable supportive environment Content, social and emotional content, effective lesson planning content, building relationships content
Ray Flores	Math	Practicing the practice of coaching a rehearsal, developing a rubric connected to effective mathematics teaching practice and high leverage content. Began reflecting on how to evaluate our rubrics to ensure that our implicit biases are not embedded into them and how we can proactively create checks/balances for our implicit biases as coaches (or teacher educators) and those of our teacher candidates when they engage with children in field placements.
Shay Troutman/ Anjanette Franklin	Literacy/SPED	Opportunity Myth - Grade appropriate lesson plans that matches the rigor of the specified TEKS so that students have consistent opportunities for grade-level assignments. This also includes access to grade-appropriate texts. Resource: https://www.texasgateway.org/search-standards?subject=144&grade=All&strand=All
Minju Yi	Math	How to coach TCs through the process of rehearsal and create a rubric to evaluate the enactment

			of rehearsal/ how to break or challenge implicit bias through our practice/Discuss what we as a whole department can do to coaching our TCs for effective teaching at the same time, achieve equity and access by reflecting on and challenging the implicit bias we have as a teacher educator.
	Linnie	Literacy/SPED	Thinking about teaching curriculum through an equity lens. Explore literacy content and include more equitable representation. Include different types of media to support learners with disabilities. Prepare TCs to teach all learners and promote their teaching self-efficacy for literacy across the content areas.
	Cinthia	Bilingual	We developed high leverage practices and created rubrics that measure the implementation of those HLPs. Assessing coursework vs. practice in the classroom. Ensure that there is a transfer from theory to practice.
Step 2 Integration of Curriculum Design Work (20 min)	Developing our Vision: Given your experiences in your various content teams, spend 20 minutes cohering around your vision for: • sharing your new learnings with COE leadership, faculty and school district partners; • scaling your curriculum redesign work at your college of education.		
	Vision for Sharing with Stakeholders		Vision for Scaling Redesign Work

- ❑ Sharing USPREP experiences and learning at governance meetings. For example, opportunity myth research and data.
- ❑ Improve partnerships to increase communication including district curriculum contacts
- ❑ Have a stronger district presence at Data day.
- ❑ Having a town hall type meeting with district personnel that directly work with TC's (mentor teachers etc)
- ❑ Mentor / teacher survey - adjust Mentor teachers according to what comes back on survey.
- ❑ Faculty having more input on mentor teacher selection

Step 3 Action Plan (25 min)

Action Planning: Spend **20 minutes** to brainstorm and prioritize action steps that will lead to scaling the redesign work within your COE. For each action step, consider what stakeholders will need to be engaged and the support you will need from US PREP.

Action Steps	Timeline	Person(s) Responsible
Take it to Strategic Planning Committee		

There will be an opportunity during the June 2021 Curriculum Design Retreat for your cross-curricular team to reflect on progress towards your vision and monitor and adjust your Action Plan.

What additional support do you need from US PREP?

(i.e. follow-up from the Regional Transformation Support Specialist that supports your TPP; an external US PREP thought-partner; feedback on your vision and action steps)

