

Sam Houston State 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
Kendra	Macie	Jannah

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/ Content	Action Step Updates/ Support/ Additional Steps
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	Team	
	Literacy/SPED	• We analyzed the standards • We created a survey • We revised and refined the survey • We shared with US PREP colleagues • We will revise and refine based on feedback from colleagues (remove likert scale to three definition choices; add additional terms) • We plan to send out in Fall to pilot group • We will revise and refine based on feedback • We will send to target audience early Spring

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

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
☐ We plan to share new learnings at our SHIPS meetings for external stakeholders, with current mentor teachers,	☐ We plan to begin this work in the SoTL but then share our work with the COE in the Fall 2021 semester

and with faculty in the SoTL through program and department meetings.

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.

Vision for Sharing with Stakeholders	Vision for Scaling Redesign Work
❑ Share findings with BESL/TESL faculty and field supervisors ❑ Share resource with Abbie Strunc and Lory Haas for adjunct faculty orientation	❑ Share findings with READ 3380, 3383, 3384, 3388, 3389 & SPED 4314 faculty, who will collaboratively analyze and audit their courses for common language and incorporate where needed ❑ READ & SPED faculty will examine and enhance the coursework assignments and field work tasks to align with commonly defined terms ❑ READ & SPED 4314 faculty will collect video examples to accompany the commonly defined

	terms ☐ Add glossary to shared resources provided to adjuncts and clinical teaching courses
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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.

Step 3 Action Plan (30 min)

Step 3 Action Plan (30 min)

Step 3 Action Plan (30 min)	Action Steps	Timeline	Person(s) Responsible	Support Needed (US PREP, Leadership Team, etc...)
	Incorporate feedback from US PREP colleagues	Early Aug	Kendra	
	Create survey on Qualtrics	Mid Aug	Student Worker	Andy
	Distribute survey to pilot group	Mid to Late Aug	Kendra	
	Collect and analyze data from pilot survey	Late Aug	Kendra & Macie	
	Send final revised survey to target audience	Nov (pending)	Jannah	

	on IRB approval)		
Analyze data	Jan	Kendra	
Create glossary	Jan-Mar	Team	
Share glossary and data with stakeholders (providing the why & what, survey turnout, etc.)	April-May	Team members + Abbie and Lory, Susan Harte	
Revise courses based on these findings and defined terms	May		

Sam Houston State 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

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
Amy Ray	Math Ed	Activity: Intentional Rehearsal - High-leverage routine (Number Talks); High-leverage practice (Eliciting and Using Evidence of Student Thinking); Intentional tool for Coaching/Feedback (Rubric Design) Learning: the power of “safe-space” routine practice; using routines to make explicit connections between coursework and fieldwork Action: Implementation of routine, practice, coaching, and rubric feedback → Connection to other 3334 courses and Field 1 courses → Connection to LbSD work [examples/non-examples]
Kathy Adair	Student Teaching	Activity: Transparency Framework for Assignments Learning: Purposeful planning of assignments for transparency for all students (equity focus) Action: Analysis of current assessments vs. those designed with Transparency Framework
Jannah Nerren	Literacy / SPED	• Activity: Analysis of common terms in the Texas Teacher Standards • Learning: Not all terms / phrases related to teacher preparation are used

			consistently for meaning across courses and field experiences Action: Development of glossary using input from key stakeholders
	Peg Pinto	SPED	Activity: Collection of common terms. Learning: identify common terms using across literacy and SPED program areas. Action: Develop survey gathering data from all stakeholders to create a general glossary.
	Kendra O'Neal	Literacy	Activity: Identify and define terms and vocabulary from the Texas Teaching Standards Learning: Terms are not all being used with common definitions across classes and with district partners Action: Identify terms. Create survey to gather input and develop common glossary of terms
	Macie Kerbs	Literacy	Activity: Identify and define common vocabulary for instruction (Texas Teaching Standards) Learning: Terms are not all being used with common definitions across classes and with district partners Action: Identify terms. Create survey to gather input and develop common glossary of terms
Step 2 Integration of Curriculum	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		

**Design
Work
(20 min)**

- school district partners;
- scaling your curriculum redesign work at your college of education.

Vision for Sharing with Stakeholders	Vision for Scaling Redesign Work
☐ We plan to share new learnings at our SHIPS meetings for external stakeholders and with faculty in the SoTL through program and department meetings.	☐ We plan to begin this work in the SoTL but then share our work with the COE in the Fall 2021 semester

**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
1. Call meeting to develop survey for external stakeholders	By April 15	Jannah
2. Distribute survey, collect and analyze data	By May 15	Jannah will distribute survey, all team members will analyze data
3. Use survey data to inform creation of glossary	By June 1	All team members

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)

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