

TEAM COLLABORATION  
TASK CARDJune Convening  
Team Collaboration Task Card |

**Purpose:** Team collaboration time is a dedicated space to share and co-plan with your university and district partners. This will be a space for you to share your learnings from today's sessions.

**Tasks:** Assign the following roles.

| Timekeeper | Scribe |
|------------|--------|
|            |        |

Step 1  
Identify  
Sessions  
(10 min)

Review the [agenda](#) and identify who from your team will attend which breakout session and complete the table below.

| Name   | Session 1                                                                  | Session 2                                                                                                             | Session 3                                                              |
|--------|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| Erica  | McNeese State University, Purposeful Professional Development for Faculty  | UTSA,                                                                                                                 | N/A                                                                    |
| Laurie | University Arkansas - Pine Buff Part of the Pride: The Teacher Work Sample | University of Texas-Permain Basin - Teacher Residents, Site Coordinators, Co-Teaching, and AVID Strategies(r), Oh My! | California State - San Marcos Self-Study of Teacher Educator Practices |
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## Complete Steps 2 & 3 AFTER breakout sessions

**Step 2 - Connect, Collect, & Reflect:** Spend 30 minutes, making connections to your context, sharing artifacts/resources you collected, and reflecting on key takeaways from breakout sessions.

**Part 1:** Individually, take 10 minutes to reflect and chart your responses to the three prompts in the table below.

- 1 key **connection** between your own work and anything you learned or heard today
- 1 artifact or resource that you **collected** in breakout sessions
- 1 key **reflection** or takeaway that may help move the work forward in your region

### Step 2 Connect, Reflect, & Share (30 min)

| Name  | Key Connection, Collection, & Reflection                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Erica | <p><b>McNeese State U: Faculty PD:</b> Start with the “why” for faculty, created a logo based on faculty responses, consensus on evidence-based teaching practices, consensus on benchmarks/vocabulary, bite-sized PD (US Prep), make it part of the Annual Performance Review, faculty asked to implement high-leverage practices and then share experience at later meetings, faculty agreed on a dedicated time to meet, program-wide assessments were developed for professors to use in courses (CATE-driven...moved to based on TC data/needs). Called themselves the Strategic Leadership Team (as opposed to the Leadership team) Lots of surveys...faculty decides topics, course assessments for “program improvement” not accreditation..COE has “Rainbow Chart”...all courses, lists all field hours, assessments, alignment to (MAT) competencies---that is accessible by all.</p> <p><b>Touro: Secondary Student Teaching:</b> not relevant to our program</p> <p><b>Prepping for State Exam:</b> very specific, not sure how to apply</p> <p><b>UTSA: Culturally Efficacious Mentor Teacher Modules:</b><br/> <a href="https://drive.google.com/file/d/1kNa1t0aJJ0fGC_mSavIYe6q1JXDiCqtw/view?usp=sharing">https://drive.google.com/file/d/1kNa1t0aJJ0fGC_mSavIYe6q1JXDiCqtw/view?usp=sharing</a> Mentor Teachers are being trained on equity --pre/self-assessment of understanding, post/field assessment of implementation.</p> |
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| <b>Erika</b>   | <p>University of Houston - Presentation on US PREP Innovation Grant on usefulness of Mursion VR/MR Software</p> <p>Connection -- opportunities for teacher candidate rehearsal during coursework using AR/VR/MR</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Jessica</b> | <p><a href="#">Texas State University</a></p> <p><b>From Classroom Management to Relationships and Restorative Justice: A Paradigm Shift That's Been a Long Time Coming</b></p> <p>This session explores the process and outcomes of transforming a classroom management course from a paradigm focused on behavior management to that of one rooted in relationships and community.</p> <p>My connection-</p> <p>Community Connections Project is something I would be interested in as a way to anchor or connect with SPS work -</p> <p><a href="https://drive.google.com/file/d/1dgOT4qGiHnRdnglMy20pbPIJu_5hoEIP/view?usp=sharing">https://drive.google.com/file/d/1dgOT4qGiHnRdnglMy20pbPIJu_5hoEIP/view?usp=sharing</a></p>                                                                                                                                                                                                                                                                                                                       |
| <b>Yvonne</b>  | <p><b>Tarelton- Honoring everyone's voices</b></p> <p>This session had many similarities to what we are planning.</p> <p><b>My connections:</b></p> <ul style="list-style-type: none"> <li>*Governance</li> <li>*Problem of practice(RYHT-Data Wise)</li> <li>*Surveys - MT, Resident, Principal, collected monthly and used to plan for following month</li> <li>* Faculty using data to change the way they present and teach in their classrooms and working cross-curricular with Math Dept</li> <li>*Walk-through data collected <ul style="list-style-type: none"> <li>-Co-Teaching and a few brief items</li> </ul> </li> <li>*Be intentional with building relationships <ul style="list-style-type: none"> <li>-Collecting the data and using it to reflect and use it to implement changes</li> </ul> </li> </ul> <p><a href="https://docs.google.com/forms/d/e/1FAIpQLSfiqcli6FdYPfRavAse9fxGK4385XmQGNijqHf3o5nhSjTm3g/viewform">https://docs.google.com/forms/d/e/1FAIpQLSfiqcli6FdYPfRavAse9fxGK4385XmQGNijqHf3o5nhSjTm3g/viewform</a></p> |
| <b>Lidia</b>   | <p><b>Tarelton - Honoring Diverse Voices</b></p> <p>They talked about the importance of involving all</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

stakeholders in the decision-making process. They use Google forms to collect data and share it.

They follow a similar process as UTEP.

**University of Arkansas - Prepping for State Exams**

They talked about the methods they've used to prepare students to succeed in certification exams.

What stood out to me:

They have case studies

They have individualized plans based on student needs - ex. 6 weeks vs 8 weeks to prep before allowing them to test.

**Part 2: Share Out**

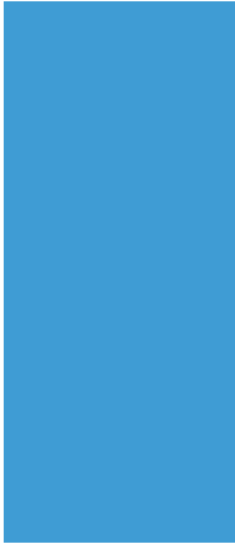
Each colleague should take 3-5 minutes to share their connection, collection, and reflection.

Step 3  
Action Plan  
(30 min)

**Step 3: Action Planning**

Identify at least two action steps that the region would like to take as a result of the new learning. (20 minutes)

| Action Step                                                                                                                       | Timeline | Person(s) Responsible |
|-----------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------|
| Develop a "snapshot" data collection tool for substitute teaching walkthroughs (glow, grow, additional chunk?).                   |          | Yvonne                |
| Explore the community connections project and how it can be used to support resident's area of focus from the SPS.                |          | Jessica               |
| Continue to honor diverse voices in our data collection and use. (i.e. faculty, residents, Mentor teachers, UTEP leadership team) |          |                       |



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| Look for ways to incorporate CRT practices in MT training, making it explicit in future trainings as part of the work of mentoring residents. |  |  |
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**Provide Feedback**

Complete the survey to provide feedback on your experience today.  
(10 minutes)

|                                       |
|---------------------------------------|
| <a href="#"><u>Link to Survey</u></a> |
|---------------------------------------|