

## Curriculum Design Retreat - Phase II

### Team Time Collaboration Task Card

### Brooklyn College

## October 2022 Curriculum Design Retreat

### Team Collaboration Task Card

**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.

### Team Time #1

### October 25 | 11:15-12:00 CDT

#### Curriculum Literacy Problems of Practice

The purpose is to consider program wide opportunities to implement curriculum literacy with teacher candidates.

During the TeachingWorks workshop, you and your colleagues had an opportunity to explore common problems of practice through the lens of tools and resources. Use the steps below to guide your discussion.

#### **Part 1- Problem of Practice (20 minutes)**

1. Choose a problem of practice from the Teaching Works workshop to focus on as a university team:
  - a. Problem of Practice 1: Determining Which Curriculum Materials to Use
  - b. Problem of Practice 2: Integrating Curriculum Materials Into Course Work
  - c. Problem of Practice 3: Assessing Mastery Across Time of Skill with Analyzing and Adapting Curriculum Materials
2. In your university team, discuss the selected problem of practice using the reflection questions below:
  - a. What about this problem of practice resonates with you?
  - b. How does this problem of practice apply to your context?
  - c. What are key takeaways from your small group discussion that could be applied to your EPP?

**Notes from Team Discussion**

- The problem: Having access to curriculum materials used in the field/schools.
- Action: Communicate to request access to materials from DOE/publishers. (Ingrid requested and was given access to Amplify Science. She is sending Meral and Hanna the email about requesting the access (DOE))

## **Part 2 - Team Planning (25 minutes)**

- How might you address this problem of practice? What specifically will your team do?
- In what ways can you apply “quick wins”? What about your context requires a strategic long-term plan to address the problem of practice?

### **Potential Action Steps**

- Implement survey to assess the use of curriculum among faculty (curriculum literacy)
- Sharing the work and artifacts with the department faculty and creating a space for them to share if any practices that they are also doing.
- Sharing the work and discuss/explore in department meeting and adjunct faculty meetings.
- Create a folder where artifacts can be stored as examples for the faculty.
- Align the BRESI outcomes with US PREP curriculum work.
- Alignment of US PREP work with existing SOE framework and INTASC standards.

## **Team Time #2**

**October 26 | 10:30-11:45 CDT**

### **Team Collaboration Time #2 Overview**

There are 2 options for your Team Time #2 pathway. You and your team can decide to focus on one of the two different topics. In both pathways, you will have a chance to reflect on your current implementation & plan for future implementation of the given topic. You will find the links to the note catchers for each topic below.

#### **Pathway Topic Options**

*Select your pathway based on your team's context.*

*If your team did not administer the curriculum literacy assessment, we recommend selecting the “Curriculum Literacy Across the Program” pathway.*



**Pathway Option 1:****Curriculum Literacy Assessment**

- Reflect on current implementation & any data from teacher candidates who took the assessment
- Plan for future implementation of curriculum literacy assessment use

**OR****Pathway Option 2:****Curriculum Literacy Across the Program**

- Reflect on current curriculum literacy implementation
- Plan for future implementation of curriculum literacy instruction and use of PK12 curricula materials

Here is a quick overview of the three steps you and your team will take during this time, regardless of the pathway you select:

1. Determining roles - Timekeeper, Note Taker, Facilitator (2 minutes); Team Time Overview - Facilitator goes through the pathway tasks (3 minutes)
2. Individual Sharing - Reflect & share out individual thinking (20 minutes)
3. Action Planning - Brainstorm & prioritize action steps (50 minutes)

Click on the topic of your choice to navigate to the table below. The directions will lead you through each of the steps and parts with additional details and a place to capture notes.

- [Curriculum Literacy Assessment](#)
- [Curriculum Literacy Across the Program](#)

## Curriculum Literacy Assessment

**Step One****Setting the Stage  
(5 min)**

**Part 1 - Team Roles:** Take **2 minutes** determining who will take the following roles for the remainder of the time.

| Timekeeper | Note Taker | Facilitator |
|------------|------------|-------------|
|            |            |             |

**Part 2 - Team Time Overview:** The facilitator will take **3 minutes** to read through the protocol with the team to provide an overview of how you will spend your time.

**Step Two****Individual Reflection & Sharing  
(20 min)**

**Part 1 - Individually Reflect:** Take **3 minutes** to individually reflect and chart your responses in the table below. Use the prompts to guide your thinking.

- *If you have administered a curriculum literacy assessment, what were your noticings? What themes or trends can be extracted from your data?*
- *How do you want to see your EPP using curriculum literacy assessments across the program moving forward?*

*Please delete the rows you do not need.*

| Colleague | Content Team      | Next Steps |
|-----------|-------------------|------------|
|           | Bilingual         |            |
|           | Literacy          |            |
|           | Literacy          |            |
|           | Literacy          |            |
|           | Mathematics       |            |
|           | Mathematics       |            |
|           | Science           |            |
|           | Social Studies    |            |
|           | Special Education |            |
|           | Student Teaching  |            |

**Part 2 - Team Share Out:** Each colleague should take **2-3 minutes** to share.

## Step Three

### Action Plan (50 min)

**Action Plan:** Spend **50 minutes** brainstorming and prioritizing how your team will scale the use of curriculum literacy assessments within your TPP and lead to the vision developed during this initiative. Use the **two** parts below to guide your time.

**Part 1 - Ideal Implementation:** Take **20 minutes** to discuss what ideal implementation of the curriculum literacy assessment might look like at your TPP. Use the following questions to guide your conversation:

- *What does ideal implementation of the curriculum literacy assessments look and sound like for teacher candidates? For faculty? For district partners?*
- *What might implementation & scale of curriculum literacy assessments look like at your EPP?*
- *How and for what purposes could you collect data?*

*Notes from Team Discussion*

**Part 2 - Codify Action Steps:** In the remaining **40 minutes**, codify your action steps by finalizing each action step, timeline, person(s) responsible, and any support you may need. Additional support may include *thought partnership* and/or *feedback* on action steps, etc.

Consider these questions as you determine your next steps:

- *Are all stakeholder voices including the action steps? (i.e. leadership,*

faculty, school district partners)?

- What impact with the codified actions steps have on teacher candidates and PK-12 students?

|                 |                       |                        |                                                 |
|-----------------|-----------------------|------------------------|-------------------------------------------------|
| Action Step #1: |                       |                        |                                                 |
| Timeline        | Person(s) Responsible | Stakeholder Engagement | Support Needed (US PREP, Leadership Team, etc.) |
|                 |                       |                        |                                                 |
| Action Step #2: |                       |                        |                                                 |
| Timeline        | Person(s) Responsible | Stakeholder Engagement | Support Needed (US PREP, Leadership Team, etc.) |
|                 |                       |                        |                                                 |
| Action Step #3: |                       |                        |                                                 |
| Timeline        | Person(s) Responsible | Stakeholder Engagement | Support Needed (US PREP, Leadership Team, etc.) |
|                 |                       |                        |                                                 |
| Action Step #4: |                       |                        |                                                 |
| Timeline        | Person(s) Responsible | Stakeholder Engagement | Support Needed (US PREP, Leadership Team, etc.) |
|                 |                       |                        |                                                 |
| Action Step #5: |                       |                        |                                                 |
| Timeline        | Person(s) Responsible | Stakeholder Engagement | Support Needed (US PREP, Leadership Team, etc.) |
|                 |                       |                        |                                                 |

## Curriculum Literacy Across the Program

### Step One

#### Setting the Stage (5 min)

**Part 1 - Team Roles:** Take **2 minutes** determining who will take the following roles for the remainder of the time.

| Timekeeper | Note Taker | Facilitator |
|------------|------------|-------------|
|            |            |             |

**Part 2 - Team Time Overview:** The facilitator will take **3 minutes** to read through the protocol with the team to provide an overview of how you will spend your time.

### Step Two

#### Individual Reflection & Sharing (20 min)

**Part 1 - Individually Reflect:** Take **3 minutes** to individually reflect and chart your responses in the table below. Use the prompt to guide your thinking.

- *What do you want to see our EPP do moving forward as a result of your experience during Phase II of the curriculum design initiative?*

*Please delete the rows you do not need.*

| Colleague | Content Team      | Next Steps |
|-----------|-------------------|------------|
|           | Bilingual         |            |
|           | Literacy          |            |
|           | Literacy          |            |
|           | Literacy          |            |
|           | Mathematics       |            |
|           | Mathematics       |            |
|           | Science           |            |
|           | Social Studies    |            |
|           | Special Education |            |
|           | Student Teaching  |            |

**Part 2 - Team Share Out:** Each colleague should take **2-3 minutes** to share.

### Step Three

#### Action Plan (50 min)

**Action Plan:** Spend **50 minutes** to brainstorm and prioritize how your team will scale the redesign work within your TPP and lead to the vision developed during this initiative. Use the **two** parts below to guide your time.

**Part 1 - Review Action Steps:** Take **10 minutes** to review the vision statements and action steps developed at the October '21, March '22, and June '22 retreats. You can access these action steps below.

As a team, share the following:

- Action steps that have been completed
- Action steps still need to be completed
- Action steps that need to be shifted - add the revised action to this retreat's action plan
- Action steps that need to be continued - copy these to this retreat's action plan
- Ways in which the completed action steps have led the team closer to your vision

**Part 2 - Codify Action Steps:** In the remaining **40 minutes**, codify your action steps by finalizing each action step, timeline, person(s) responsible, and any support you may need. Additional support may include *thought partnership* on the vision, *feedback* on action steps, etc.

Consider these questions as you determine your next steps:

- *Are all stakeholder voices including the action steps? (i.e. leadership, faculty, school district partners)?*
- *What impact will the codified actions steps have on teacher candidates and PK-12 students?*
- *How will these actions steps enable your EPP in moving forward with the vision for curriculum literacy across the program(s)?*

|                        |                              |                               |                                                           |
|------------------------|------------------------------|-------------------------------|-----------------------------------------------------------|
| <b>Action Step #1:</b> |                              |                               |                                                           |
| <b>Timeline</b>        | <b>Person(s) Responsible</b> | <b>Stakeholder Engagement</b> | <b>Support Needed</b><br>(US PREP, Leadership Team, etc.) |
|                        |                              |                               |                                                           |
| <b>Action Step #2:</b> |                              |                               |                                                           |
| <b>Timeline</b>        | <b>Person(s) Responsible</b> | <b>Stakeholder Engagement</b> | <b>Support Needed</b><br>(US PREP, Leadership Team, etc.) |
|                        |                              |                               |                                                           |
| <b>Action Step #3:</b> |                              |                               |                                                           |
| <b>Timeline</b>        | <b>Person(s) Responsible</b> | <b>Stakeholder Engagement</b> | <b>Support Needed</b><br>(US PREP, Leadership Team, etc.) |
|                        |                              |                               |                                                           |

|                        |                              |                               |                                                           |
|------------------------|------------------------------|-------------------------------|-----------------------------------------------------------|
|                        |                              |                               |                                                           |
| <b>Action Step #4:</b> |                              |                               |                                                           |
| <b>Timeline</b>        | <b>Person(s) Responsible</b> | <b>Stakeholder Engagement</b> | <b>Support Needed</b><br>(US PREP, Leadership Team, etc.) |
|                        |                              |                               |                                                           |
| <b>Action Step #5:</b> |                              |                               |                                                           |
| <b>Timeline</b>        | <b>Person(s) Responsible</b> | <b>Stakeholder Engagement</b> | <b>Support Needed</b><br>(US PREP, Leadership Team, etc.) |
|                        |                              |                               |                                                           |

## BROOKLYN COLLEGE

### June 2022 Curriculum Design Retreat

#### Team Collaboration Task Card

**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.

#### Team Time #1

##### June 15 | 12:00-12:30 CDT

#### Curriculum Literacy Assessment Discussion & Planning

The purpose is to scale use of the assessment, collect data to improve the quality of the assessment, and to support your university in thinking through assessment use at their EPP.

Now that you and your team have experienced the curriculum literacy assessment, this 30 minute team time is designed to give you space to plan how your team will use the assessment in the fall semester.

#### **Part 1- Team Discussion (10 minutes)**

- Where are curriculum literacy skills currently taught in your program? Where might it

- How might the curriculum literacy assessment as a whole or in part fit in with the methods course/credential program as a whole?
- Who else might be important to include in this discussion of the use of a curriculum literacy assessment?

●

Read through the use case options below. Discuss options 1 and 2, and determine if your team will administer the assessment using either Option 1 or Option 2. If neither of those options work for your team's context, please decide how you will use the assessment and describe it in the column labeled "Use Case: Your Option."

Document who will be administering the assessments and their email address, which curriculum literacy assessment content (i.e. math, science, social studies, literacy) will be administered, and whether they will be administering part or all of the curriculum literacy assessment in the table below.

[illegible]

|                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |
| <b>Part 3 - Getting Started (5 minutes)</b> <ul style="list-style-type: none"> <li>What follow-up will your team do once the assessment is given?</li> <li>What support might your team need from curriculum coaches and/or US PREP to implement this plan?</li> <li>What questions do you have for the Curriculum Literacy Assessment developers/US PREP about administering the curriculum literacy assessment?</li> </ul> |  |  |
| <b>Notes from Getting Started</b>                                                                                                                                                                                                                                                                                                                                                                                            |  |  |
| <ul style="list-style-type: none"> <li></li> </ul>                                                                                                                                                                                                                                                                                                                                                                           |  |  |

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------|-------------|
| <h2 style="margin: 0;">Team Time #2</h2> <p style="margin: 0;">June 15   10:45-11:45 CDT</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                       |            |             |
| <b>Team Collaboration Time #2 Overview</b> <p style="color: #800000; font-weight: bold; margin-top: 10px;"> <i><b>**If your team needs additional time to finalize the discussion from Team Time #1, use 15-20 minutes during Team Time #2 to do so.**</b></i> </p> <p>Here are the steps you and your team will take during this time:</p> <ol style="list-style-type: none"> <li>Determining roles - Timekeeper, Note Taker, Facilitator (2 minutes)</li> <li>Team Time Overview - Facilitator goes through the tasks (3 minutes)</li> <li>Individual Sharing - Reflect &amp; share out key takeaways from content team (15 minutes)</li> <li>Action Planning - Brainstorm &amp; prioritize action steps (40 minutes)</li> </ol> <p>The table below will lead you through each of these steps with additional direction and a place to capture notes.</p> |                                                                                                                       |            |             |
| <b>Steps One &amp; Two</b><br><br><b>Team Roles &amp; Overview (5 min)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Team Roles:</b> Take <b>2 minutes</b> determining who will take the following roles for the remainder of the time. |            |             |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Timekeeper                                                                                                            | Note Taker | Facilitator |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                       |            |             |
| <b>Team Time Overview:</b> The facilitator will take 3 minutes to read through the protocol with the team to provide an overview of how you will spend your time.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                       |            |             |
| <b>Shared Learning:</b> Spend <b>15 minutes</b> reflecting and sharing your takeaways from your content team time. Use the two parts below to guide                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                       |            |             |

### Step Three

#### Individual Sharing (15 min)

your time.

**Part 1 - Individually Reflect:** Take **3 minutes** to individually reflect and chart your responses. Use **one** of the three prompts to guide your thinking.

- *What are you most excited to share with your colleagues based on your content team time learning?*
- *Based on your content team time learning, what are you motivated to take back to your courses/Teacher Preparation Program (TPP)?*
- *What is the most impactful thing you learned and how could this influence your course/TPP?*

*Please delete the rows you do not need.*

| Colleague | Content Team      | Takeaways |
|-----------|-------------------|-----------|
|           | Bilingual         |           |
|           | Literacy          |           |
|           | Literacy          |           |
|           | Literacy          |           |
|           | Mathematics       |           |
|           | Mathematics       |           |
|           | Science           |           |
|           | Social Studies    |           |
|           | Special Education |           |
|           | Student Teaching  |           |

**Part 2 - Team Share Out:** Each colleague should take **2-3 minutes** sharing your takeaways.

### Step Four

#### Action Plan (40 min)

**Action Plan:** Spend **40 minutes** to brainstorm and prioritize how your team will scale the redesign work within your TPP and lead to the vision developed at the March retreat (copied in the table found in Part 1). Use the **four** parts below to guide your time.

**Part 1 - Review Curriculum Design Vision:** Use the next **2-3 minutes** to review your teacher preparation program's collective vision for integrating curriculum literacy and the use of PK-12 curriculum materials into the program. This vision was drafted at the March 2022 Curriculum Design Retreat.

| Curriculum Design Vision                                                     |
|------------------------------------------------------------------------------|
| Create a vision to really implement equity and access to high impact content |

**Part 2 - Review Action Steps:** Take **10 minutes** to review the action steps developed at the March Curriculum Design Retreat. You can access these action steps [here](#).

As a team, share the following:

- Action steps that have been completed
- Action steps still need to be completed
- Action steps that need to be shifted - add the revised action to this retreat's action plan
- Action steps that need to be continued - copy these to this retreat's action plan

**Part 3 - Identify Action Steps:** In the remaining **28 minutes**, identify action steps you and your team will take because of your new learning and takeaways. For each action step, consider the action, timeline, person(s) responsible, which stakeholders will need to be engaged, and any support you may need. Additional support may include *thought partnership* on the vision, *feedback* on action steps, etc.

Consider these questions as you determine your next steps:

- *What needs to happen to include curriculum design principles, specifically HQIM & curriculum literacy, in our teacher preparation coursework?*
- *How will we promote the use of high-quality PK-12 curricula within coursework and clinical experiences?*

|                        |                              |                               |                                                            |
|------------------------|------------------------------|-------------------------------|------------------------------------------------------------|
| <b>Action Step #1:</b> |                              |                               |                                                            |
| <b>Timeline</b>        | <b>Person(s) Responsible</b> | <b>Stakeholder Engagement</b> | <b>Support Needed<br/>(US PREP, Leadership Team, etc.)</b> |
|                        |                              |                               |                                                            |
| <b>Action Step #2:</b> |                              |                               |                                                            |
| <b>Timeline</b>        | <b>Person(s) Responsible</b> | <b>Stakeholder Engagement</b> | <b>Support Needed<br/>(US PREP, Leadership Team, etc.)</b> |
|                        |                              |                               |                                                            |
| <b>Action Step #3:</b> |                              |                               |                                                            |

| Timeline               | Person(s) Responsible | Stakeholder Engagement | Support Needed<br>(US PREP, Leadership Team, etc.) |
|------------------------|-----------------------|------------------------|----------------------------------------------------|
|                        |                       |                        |                                                    |
| <b>Action Step #4:</b> |                       |                        |                                                    |
| Timeline               | Person(s) Responsible | Stakeholder Engagement | Support Needed<br>(US PREP, Leadership Team, etc.) |
|                        |                       |                        |                                                    |
| <b>Action Step #5:</b> |                       |                        |                                                    |
| Timeline               | Person(s) Responsible | Stakeholder Engagement | Support Needed<br>(US PREP, Leadership Team, etc.) |
|                        |                       |                        |                                                    |

**Part 4 - Get Started (if time):** If your team completes Parts 1-3 early, get started on completing the action steps.

### Hybrid Considerations

Majority of your team is **virtual**:

- In-person participants use individual computers to log into zoom Main Room
- Mute all computers except 1
- Turn volume off on all computers except 1

Majority of your team is **in-person**:

- All participants access the task card
- Use one computer to login to the zoom
- Unmute and turn on the volume for this one computer



*Nashville 2022 Curriculum Design Retreat*

**BROOKLYN COLLEGE**  
**March 2022 Curriculum Design Retreat**  
 Team Collaboration Task Card | 10:30-12:00 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.

### Team Collaboration Time Overview

Here are the steps you and your team will take during this time:

1. Determining roles - Timekeeper, Note Taker, Facilitator (2 minutes)
2. Team Time Overview - Facilitator goes through the tasks (3 minutes)
3. Individual Sharing - Reflect & share out key takeaways from content team (25 minutes)
4. Integrating Curriculum Design - Develop a vision to integrate key takeaways (25 minutes)
5. Action Planning - Brainstorm & prioritize action steps (25 minutes)

The table below will lead you through each of these steps with additional direction and a place to capture notes.

Steps One & Two

Team Roles & Overview (5 min)

Team Roles:

Take 2 minutes determining who will take the following roles for the remainder of the time.

| Timekeeper | Note Taker | Facilitator |
|------------|------------|-------------|
| Ingrid     | Mark       | Meral       |

Team Time Overview:

The facilitator will take 3 minutes to read through the protocol with the team to provide an overview of how you will spend your time.

Shared Learning:

Spend 25 minutes reflecting and sharing your takeaways from your content team time. Use the two parts below to guide your time.

Part 1 - Individually Reflect:

Take 3 minutes to individually reflect and chart your responses. Use one of the three prompts to guide your thinking.

What are you most excited to share with your colleagues based on your content team time learning?

Based on your content team time learning, what are you motivated to take back to your courses/Teacher Preparation Program (TPP)?

What is the most impactful thing you learned and how could this influence your course/TPP?

Please delete the rows you do not need.

Step Three

## Individual Sharing (25 min)

| Colleague  | Content Team      | Takeaways                                                                                                                                 |
|------------|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
|            | Bilingual         |                                                                                                                                           |
| Meral Kaya | Literacy          | Hearing about other practices. How to be more conscious about including equity. How to include all students in high quality experiences.. |
|            |                   |                                                                                                                                           |
|            |                   |                                                                                                                                           |
|            |                   |                                                                                                                                           |
|            |                   |                                                                                                                                           |
|            |                   |                                                                                                                                           |
|            |                   |                                                                                                                                           |
| Mark       | Special Education | How to modify curriculum materials to provide access to student with special needs so that they have real access to the curriculum        |
| Ingrid     | Student Teaching  | Taking into account the history and social impact and having access to high level curriculum.                                             |

**Part 2 - Team Share Out:** Each colleague should take **2-3 minutes** sharing your takeaways.

## Step Four Integration of Curriculum Design (25 min)

**Curriculum Design Vision:** Use the next **25 minutes** to further develop your teacher preparation program's collective vision for integrating curriculum literacy and the use of PK-12 curriculum materials into the program.

### **Write Your Team's Vision:**

You can access your initial vision brainstorm from the October Curriculum retreat [here](#). Consider revising, narrowing, or developing your vision so that it is something that can be communicated easily to all stakeholders (i.e. faculty, leadership team, teacher candidates, district partners).

*Example Vision Statement: Our TPP will ensure that all Teacher Candidates are prepared to analyze, use, and modify PK-12 curricular materials. Our Methods courses will model the use of PK-12 curriculum and will include coursework to introduce, model, practice and evaluate teacher candidates' curriculum literacy skill sets.*

|                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                |                        |                                                 |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|------------------------|-------------------------------------------------|
|                                          | <div>Curriculum Design Vision</div> <div>Create a vision to really implement equity and access to high impact content</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                |                        |                                                 |
|                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                |                        |                                                 |
| Step Five<br><br>Action Plan<br>(25 min) | <p><b>Action Plan:</b> Spend <b>25 minutes</b> to brainstorm and prioritize how your team will scale the redesign work within your TPP and lead to the vision developed in the previous step. Use the two parts below to guide your time.</p> <p><b>Part 1 - Review Action Steps:</b> Take <b>10 minutes</b> to review the action steps developed at the October Curriculum Design Retreat. You can access these action steps <a href="#">here</a>.</p> <p>As a team, share the following:</p> <ul style="list-style-type: none"><li>• Action steps that have been completed</li><li>• Action steps still need to be completed</li><li>• Action steps that need to be shifted - add the revised action to this retreat's action plan</li><li>• Action steps that need to be continued - copy these to this retreat's action plan</li></ul> <p><b>Part 2 - Identify Action Steps:</b> In the remaining <b>15 minutes</b>, identify action steps you and your team will take because of your new learning and takeaways. For each action step, consider the action, timeline, person(s) responsible, which stakeholders will need to be engaged, and any support you may need. Additional support may include <i>thought partnership</i> on the vision, <i>feedback</i> on action steps, etc.</p> <p>Consider these questions as you determine your next steps:</p> <ul style="list-style-type: none"><li>• <i>What needs to happen to include curriculum design principles, specifically HQIM &amp; curriculum literacy, in our teacher preparation coursework?</i></li><li>• <i>How will we promote the use of high-quality PK-12 curricula within coursework and clinical experiences?</i></li></ul> |                                                                                                                                |                        |                                                 |
|                                          | Action Step #1:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Talk to the dean about a working group on equity and curriculum--include non soe and even students. Check in with departments. |                        |                                                 |
|                                          | Timeline                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Person(s) Responsible                                                                                                          | Stakeholder Engagement | Support Needed (US PREP, Leadership Team, etc.) |
|                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                |                        |                                                 |

Step Five

Action Plan  
(25 min)

|  |                 |                       |                        |                                                    |
|--|-----------------|-----------------------|------------------------|----------------------------------------------------|
|  |                 | Mark & Meral          |                        |                                                    |
|  | Action Step #2: |                       |                        |                                                    |
|  | Timeline        | Person(s) Responsible | Stakeholder Engagement | Support Needed<br>(US PREP, Leadership Team, etc.) |
|  |                 |                       |                        |                                                    |
|  | Action Step #3: |                       |                        |                                                    |
|  | Timeline        | Person(s) Responsible | Stakeholder Engagement | Support Needed<br>(US PREP, Leadership Team, etc.) |
|  |                 |                       |                        |                                                    |
|  | Action Step #4: |                       |                        |                                                    |
|  | Timeline        | Person(s) Responsible | Stakeholder Engagement | Support Needed<br>(US PREP, Leadership Team, etc.) |
|  |                 |                       |                        |                                                    |
|  | Action Step #5: |                       |                        |                                                    |
|  | Timeline        | Person(s) Responsible | Stakeholder Engagement | Support Needed<br>(US PREP, Leadership Team, etc.) |
|  |                 |                       |                        |                                                    |

**Brooklyn College**  
**October 2021 Curriculum Design Retreat**  
**Team Collaboration Task Card | 1:25-2:40 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.

### Team Collaboration Time Overview

Here are the steps you and your team will take during this time:

1. Introductions - If necessary (3 minutes)
2. Determining roles - Timekeeper, Note Taker, Facilitator (2 minutes)
3. Individual Sharing - Reflect & share out key takeaways from content team (25 minutes)
4. Integrating Curriculum Design - Develop a vision to integrate key takeaways (25 minutes)
5. Action Planning - Brainstorm & prioritize action steps (20 minutes)

The table below will lead you through each of these steps with additional direction and a place to capture notes.

| Steps One & Two<br><br>Introductions & Team Roles (5 min) | <b>Introductions:</b> Be sure everyone engaging in the Curriculum Design initiative knows one another. Spend <b>3 minutes</b> to make the needed introductions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                |                                 |                                 |  |           |                                |
|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|---------------------------------|---------------------------------|--|-----------|--------------------------------|
|                                                           | <b>Team Roles:</b> Take 2 minutes determining who will take the following roles for the remainder of the time.<br><table><tr><th>Timekeeper</th><th>Note Taker</th><th>Facilitator</th></tr><tr><td></td><td></td><td></td></tr></table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Timekeeper                     | Note Taker                      | Facilitator                     |  |           |                                |
| Timekeeper                                                | Note Taker                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Facilitator                    |                                 |                                 |  |           |                                |
|                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                |                                 |                                 |  |           |                                |
| Step Three<br><br>Individual                              | <b>Shared Learning:</b> Spend <b>25 minutes</b> reflecting and sharing what you are doing and learning within your content teams. Use the two parts below to guide your time.<br><br><b>Part 1 - Individually Reflect:</b> Take <b>3 minutes</b> to individually reflect and chart your responses to the three prompts in the table below. <ul style="list-style-type: none"><li>• 1 key activity you engaged in with your content team;</li><li>• 1 key learning that could be shared broadly across the college/departments;</li><li>• 1 key action you will take to apply your takeaways</li></ul> <p><i>Please delete the rows you do not need.</i></p> <table><tr><th>Colleague</th><th>Content Team</th><th>Key Activity, Learning &amp; Action</th></tr><tr><td></td><td>Bilingual</td><td>Key Activity:<br/>Key Learning:</td></tr></table> | Colleague                      | Content Team                    | Key Activity, Learning & Action |  | Bilingual | Key Activity:<br>Key Learning: |
|                                                           | Colleague                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Content Team                   | Key Activity, Learning & Action |                                 |  |           |                                |
|                                                           | Bilingual                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Key Activity:<br>Key Learning: |                                 |                                 |  |           |                                |

**Sharing  
(25 min)**

|  |                   |                                                                    |
|--|-------------------|--------------------------------------------------------------------|
|  |                   | <u>Key Action:</u>                                                 |
|  | Literacy          | <u>Key Activity:</u><br><u>Key Learning:</u><br><u>Key Action:</u> |
|  | Literacy          | <u>Key Activity:</u><br><u>Key Learning:</u><br><u>Key Action:</u> |
|  | Literacy          | <u>Key Activity:</u><br><u>Key Learning:</u><br><u>Key Action:</u> |
|  | Mathematics       | <u>Key Activity:</u><br><u>Key Learning:</u><br><u>Key Action:</u> |
|  | Mathematics       | <u>Key Activity:</u><br><u>Key Learning:</u><br><u>Key Action:</u> |
|  | Science           | <u>Key Activity:</u><br><u>Key Learning:</u><br><u>Key Action:</u> |
|  | Social Studies    | <u>Key Activity:</u><br><u>Key Learning:</u><br><u>Key Action:</u> |
|  | Special Education | <u>Key Activity:</u><br><u>Key Learning:</u><br><u>Key Action:</u> |
|  | Student Teaching  | <u>Key Activity:</u><br><u>Key Learning:</u><br><u>Key Action:</u> |

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

**Step Four  
Integration  
of  
Curriculum  
Design  
(25 min)**

**Curriculum Design Vision:** Use the next **25 minutes** to cohere on your collective vision for integrating curriculum design work into your teacher preparation program.

**Team Brainstorm Discussion:** After hearing about each of the experiences in the various content team sessions, discuss, for the next 10 minutes, any of the following:

- In what ways do we envision including curriculum design principles, specifically HQIM & curriculum literacy in our teacher preparation coursework?

- How do we hope to promote use of high-quality PK-12 curricula within coursework and clinical experiences?
- How will we include all Stakeholders while also keeping our vision narrow enough to accomplish the vision by the end of Phase II of the Curriculum Design Initiative?
- How do we plan on sharing curriculum learning with COE leadership, faculty, and school district partners?
- How do we hope to scale our curriculum redesign work at your college of education?

### Curriculum Design Vision Brainstorm

- We agreed to work toward creating a proposal for a School wide learning objective that SWBAT evaluate NYC DOE and or state curricula using a common tool tbd similar to <https://docs.google.com/document/d/1DjqtYnXSFsiOO2l5MDs5oGxTBpLMG8OJ/edit> with critical lens of knowldege of the child, antiracist - culturally responsive teaching, and social and emotional learning....

**Team Vision Development:** Spend **15 minutes** to develop the team's vision. Use the ideas you brainstormed in the table above to develop:

- A vision on how you will communicate with and engage stakeholders (COE leadership, other faculty, and additional school district partners) in the team's Curriculum Design Retreats' key takeaways
- A vision for scaling your curriculum redesign work at your college of education.

| Vision for Engaging Stakeholders                                                                                                                                                                                                                                            | Vision for Scaling Curriculum Design Work                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| <p>Propose to add to student teaching assignment/assessment. Most programs are already doing this work less formally...</p> <p>Share a scaled down version of the tool and suggest pieces and part might be used in pre-student teaching courses...offer as a tool box.</p> | <p>Our vision is a school wide tool, so inherently scaled.</p> |

## Step Five

**Action Planning:** Spend **20 minutes** to brainstorm and prioritize how your team will scale the redesign work within your COE and lead to the

## Action Plan (20 min)

vision developed in the previous step.

**Team Discussion:** Identify action steps you and your team will take between now and the March 2022 Curriculum Design Retreat. For each action step, consider the action, timeline, person(s) responsible, which stakeholders will need to be engaged, and any support you may need. Additional support may include *thought partnership* on the vision, *feedback* on action steps, etc.

|                        |                              |                               |                                                           |
|------------------------|------------------------------|-------------------------------|-----------------------------------------------------------|
| <b>Action Step #1:</b> |                              |                               |                                                           |
| <b>Timeline</b>        | <b>Person(s) Responsible</b> | <b>Stakeholder Engagement</b> | <b>Support Needed</b><br>(US PREP, Leadership Team, etc.) |
|                        |                              |                               |                                                           |
| <b>Action Step #2:</b> |                              |                               |                                                           |
| <b>Timeline</b>        | <b>Person(s) Responsible</b> | <b>Stakeholder Engagement</b> | <b>Support Needed</b><br>(US PREP, Leadership Team, etc.) |
|                        |                              |                               |                                                           |
| <b>Action Step #3:</b> |                              |                               |                                                           |
| <b>Timeline</b>        | <b>Person(s) Responsible</b> | <b>Stakeholder Engagement</b> | <b>Support Needed</b><br>(US PREP, Leadership Team, etc.) |
|                        |                              |                               |                                                           |
| <b>Action Step #4:</b> |                              |                               |                                                           |
| <b>Timeline</b>        | <b>Person(s) Responsible</b> | <b>Stakeholder Engagement</b> | <b>Support Needed</b><br>(US PREP, Leadership Team, etc.) |
|                        |                              |                               |                                                           |
| <b>Action Step #5:</b> |                              |                               |                                                           |
| <b>Timeline</b>        | <b>Person(s) Responsible</b> | <b>Stakeholder Engagement</b> | <b>Support Needed</b><br>(US PREP, Leadership Team, etc.) |
|                        |                              |                               |                                                           |

|  |  |  |  |             |
|--|--|--|--|-------------|
|  |  |  |  | Team, etc.) |
|  |  |  |  |             |