**Team Strategy Time #1**

**Scaling Effective Classroom Strategies**

This institute, *Ensuring Teaching and Learning: Instructional Strategies for Connection and Completion*, builds on the previous successes of Texas colleges working to better serve all types of students in achieving their aspirations for a brighter future. This institute will emphasize the following: (a) strategies that enhance teaching and learning across all classes and programs across the college; (b) effective corequisite instruction and support; (c) the assessment of program learning outcomes (PLOs) for program improvement; (d) opportunities to embed strategic course, program, and basic needs supports throughout programs; and (d) professional plans that foster a culture of student wellness and belonging. College leadership teams looking to gain a deeper understanding of their students’ instructional experiences will analyze student engagement data for their institution as well as disaggregated key performance indicators related to student success in introductory math and writing courses.

The work your college team does during Team Strategy Time sessions at this institute will build upon the momentum you gained from previous Talent Strong Texas Pathways (TSTP) Institutes to strategize how to continuously improve the student learning experience.

In this Team Strategy Time, you will:

1. Review and discuss the *Inventory of College-Wide Teaching and Learning Improvement Strategies*.
2. Prepare for the concurrent and problem of practice sessions at the institute.



**Teaching and Learning Inventory** (~50 minutes)

Developing an inventory of collegewide strategies for improving teaching and learning involves systematically identifying, evaluating, and organizing effective approaches that address diverse student needs and enhance student learning outcomes.

By maintaining a dynamic and accessible inventory of scaled strategies, college leaders and faculty can make informed decisions, foster a culture of continuous improvement, and ultimately create more meaningful and impactful learning experiences for all students.

Review your *Inventory of College-Wide Teaching and Learning Improvement Strategies*, enabling team members to understand each strategy.

The following questions are organized by category. The team does not need to answer each question. Rather, the questions serve as a guide for the discussion of each category. Please record the elements of your discussion in the answer box.

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| **Assessing the Teaching and Learning Improvement Strategies Inventory** | |
| **Question** | **Answer** |
| **Instructional Methods**   * Are the strategies primarily lecture based, discussion based, project based, or experiential? * How do they foster collaboration, interaction, and teamwork among students? * How do they promote active learning? * What role does technology play in these strategies? * Are they designed to promote lifelong learning and career readiness? |  |
| **Support of Diverse Learners**   * Do the strategies support online, hybrid, and asynchronous learning models effectively? * How do the strategies accommodate students with different learning needs and backgrounds? * Do they support adult learners? Part-time students? * How do they accommodate students balancing work, family, and education? |  |
| **Assessment and Feedback**   * How do the strategies incorporate formative and summative assessments? * Are there opportunities for self-assessment and peer assessment? * Do assessments align with real-world applications and industry expectations? * How do the strategies measure student learning outcomes and skill mastery? |  |

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| **Implementation and Feasibility**   * Are faculty across all programs (e.g., continuing education, workforce, academic) provided with adequate professional development to apply these strategies? * How much support is available for adjunct faculty in implementing these strategies? * Are the strategies practical and easy to implement in different classroom settings? * What resources (e.g., materials, time, training) are required? * How do faculty perceive the effectiveness and feasibility of these strategies? * How do students perceive the effectiveness of these strategies? |  |
| **Evidence and Impact**   * Is there national research or data supporting the effectiveness of these strategies? * What metrics are used to assess the effectiveness of these strategies (e.g., standardized Program Learning Outcome assessments, course completion, retention, job placement)? * How do the instructional strategies support guided pathways and academic plans leading to post-completion success? * Do your instructional strategies promote transfer success and baccalaureate degree completion? How do you know? Are there continuous improvement mechanisms established based on metric results and student and faculty feedback? |  |
| **Capacity Building**   * What would it take to scale the most impactful strategies across all programs and classrooms at your institution? * What important investments in capacity building should be considered to ensure all faculty can adequately grow in practice? |  |



**Reflection & Action** (~10 minutes)

**Group Planning for Discussion of Improving Teaching and Learning Strategies**

As a group, decide how you will discuss the review of the *Inventory of College-Wide Teaching and Learning Improvement Strategies* with instructional leaders and faculty not attending the institute. Include how to continuously improve the strategies based on the answers to the previous questions. For example, does the strategy need to be scaled to include more faculty and disciplines? Do you need to develop assessment methods so the college faculty can assess the impact of the strategy on student learning? Be sure to include these decisions in your **ACTION PLAN** on Friday.

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| **Strategy** | **Plan for Communicating After the Institute** | **Areas for Continuous Improvement** |
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**Institute Preparation** (~15 minutes)

**Choose Concurrent Sessions and Problem of Practice**

* Review the institute program and identify which **concurrent sessions** each team member will attend tomorrow.
* Review the **Problem of Practice-Topics & Room Assignments** (see handout).Identify which topic/college each team member will join tomorrow and ensure that each has made note of the selection they will attend.

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