

Ensuring Teaching and Learning: Instructional Strategies for Connection and Completion

Problem of Practice – Topics and Room Assignments

Join your fellow peers from around the state to discuss an institutional problem of practice in the context of the Talent Strong Texas Pathways strategy.

Presenter & Notetaker: Make sure that your presenter and notetaker for college’s Problem of Practice know which room to go to. They will report back what they learned during Team Strategy Time #3.

All Others: Select a topic/college to join to explore a specific institutional challenge or dilemma associated with Pillar 4. Team members should split up and join as many different conversations as possible to maximize their learnings and their contributions to our community of practice.

| Coaches | Room | Topic | | | | | |
|-----------------------|---------------|---|---|--|---|---|--|
| Ed Bowling | Arboretum I | 4A: Program Learning Outcomes | Blinn College Creating a Culture of PLO Assessment and Continuous Improvement | Northeast Texas Community College Defining and Assessment of PLOs for Associate of Science Degree | Ranger College PLOs for Welding Program with Dual Credit Students | | |
| Linda Welsch | Live Oak | 4B: Effective Corequisite Instruction and Supports | Del Mar College Best Practices for Scheduling; Linking Corequisite Course to College-Level Course | Western Texas College Best Practices for Scheduling; Scaling Effective Corequisite Instruction | | | |
| Maria Harper-Marinick | Sandalwood | 4C: Mandatory and Systematic Interventions (Scaling) | Midland College Developing a System-Wide Approach to Scale Mandatory Interventions | Tarrant County College Developing a System-Wide Approach to Scale Mandatory Interventions | Houston Community College Developing a System-Wide Approach to Scale Mandatory Interventions | Lee College Creating Inescapable Mandatory and Systemic Interventions | |
| Krista O’Neill | Arboretum II | 4C: Mandatory and Systematic Interventions (Key Populations) | North Central Texas College Targeted academic and career supports for learners in CTE Programs | Angelina College Supporting Academically Underprepared Students | Kilgore College Utilization of Interventions and Supports With At-Risk Students | | |
| Eileen Baccus | Dogwood | 4C: Mandatory and Systematic Interventions (Consistency Across Courses/Programs) | Central Texas College Embedding Career Planning in Classroom Instruction | Tyler Junior College Embedding Strategic Course, Program, and Basic Need Supports Consistently Across Departments/Programs | Panola College Embedding Strategic Course, Program, and Basic Need Supports Throughout Program | Dallas College Ensuring All Students are Placed in Right Program From Day 1 | |
| Stephanie Sutton | Cottonwood | 4D: Effective Teaching College Wide | Alvin Community College Creating a System of Supports to Serve Diverse Population | Coastal Bend College Improving Professional Development Model | Odessa College Scaling “Light the Fire” Courses College Wide | Temple College Growing Effectiveness of the Center for Teaching and Learning | Lamar State College Orange Improving Pedagogical Practice Across Programs |
| Tina Hart | Arboretum III | 4E: PD to Support Student Wellness | Alamo Colleges Addressing Basic Needs Insecurities | El Paso Community College Measuring the Impact of Employee Training Systems | Grayson College Training Model to Connect Students to Basic Needs Supports | | |
| Linda Watkins | Window Box | 4F: PD to Support Sense of Belonging (Campus Culture) | Amarillo College Developing a PD Plan for Belonging | Howard College Developing a Consistent and Comprehensive Approach to Belonging | Austin Community College Faculty Connection Between Student Purpose, Belonging, and Success | Trinity Valley Community College Employee Connection Between PD Participation and Student Success | Wharton County Junior College Support Services, Belonging, and Campus Connection |
| Jo-Carol Fabianke | Arboretum V | 4F: PD to Support Sense of Belonging (Key Populations) | Frank Phillips College Belonging Across Key Populations (e.g., Dual Credit) and Programs | Southwest Texas College Belonging for Dual Credit Students | Laredo College Belonging for First Generation and Non-Traditional Students | Cisco College Understanding Challenges and Growing Belonging for Two Distinct Populations | |
| Teresa Leyba Ruiz | Arboretum IV | Pillar 4: Effective Partnerships to Provide Resources and Supports | Texas Southmost College Partnership with CBOs to Resource and Scale Tailored Student Supports | Clarendon College Partnership with K-12 to Support Dual Credit Students | Victoria College Partnership with K-12 to Grow Utilization of Tutoring Supports | South Texas College Internal Partnership and Coordination to Support Special Populations | |
| Linda Garcia | Magnolia | Pillar 4: Student Engagement in Online Learning | Brazosport College Leadership Strategies to Grow Student Engagement in Online Instruction | Paris Junior College Growing Engagement and Sense of Belonging in Online Environment | Texarkana College Growing Engagement and Sense of Belonging in Online Environment | | |
| Ted Wright | Mesquite | Pillar 4: 8-Week Terms | Galveston College Cultivating Student Mindset to Transition to 8-Week Terms | College of the Mainland 8-Week Terms in Online Format (D2L Platform) | Hill College Best Practices and Instructional Strategies for 8-Week Terms | | |
| Mary Rittling | Red Bud | Pillar 4: Innovation and Technology Solutions | McLennan Community College Scaling a Systemic and Automated Referral Process (e.g., D2L Platform) | Vernon College Effective and Consistent Use of LMS Platform (e.g., Canvas) for CTE and Online Learning | San Jacinto College Teaching Practical Writing and AI Literacy in All Courses for Workforce Readiness | | |

Problem of Practice – Protocol for Peer Consultancy

The goal of this session is to surface new and unique ways of looking at a complex challenge and to help your peers from other institutions explore new approaches to address issues presented that may inform their strategic action planning during Team Strategy Time. This session provides the opportunity to participate within a trustworthy learning environment, to be vulnerable, and question existing assumptions.

Step 1: Grouping (2 minutes)

- **Move to a Problem of Practice:** Presenter and Notetaker find their college table (via tabletop signage) to host the consultancy. Attendees move to an open table with a problem of practice to explore.

Step 2: Understand Roles in a Consultancy (3 minutes)

- **Facilitator:** The Pathways Coach will explain the roles, keep time, and move consultancy forward.
- **Presenter:** Each college has selected one Presenter from their college to describe a challenge/dilemma for their group to consider.
- **Notetaker:** Each college has selected one Notetaker to join the Presenter to capture the breadth of suggestions provided by the peer Consultants.
- **Consultants:** All members of the group (except the designated Presenter and Notetaker) will serve as a Consultant. Their role is to ask questions of the presenter, and to make suggestions.

Step 3: Consultancy (50 minutes)

- **Facilitator:** Invite each member of the group to introduce their name, college, and title.
- **Presenter:** Provide an overview of the problem of practice. Include a brief summary of the challenge/dilemma, present data to further explain the challenge, how your college has already responded to this challenge, and frame a question for the consultancy group to consider.
- **Consultancy Group:** Ask *clarifying* questions of the Presenter to better understand the challenge/dilemma.
- **Consultancy Group:** Ask *probing* questions of the Presenter to prepare to “take on” the challenge/dilemma.
- **Consultancy Group:** Discuss the challenge/dilemma to recommend potential solutions. (Presenter remains silent and actively listens, while notetaker documents the arc of the consultancy conversation.)

Step 4: Debrief (5 minutes)

- **Presenter:** Summarize what you learned from the conversation, how your thinking has evolved through the consultancy process, and the recommendations you will take back to your college.

Note: This protocol is adapted from Robert Kegan’s original handout (January 2002) and the [Consultancy Protocol: Framing Consultancy Dilemmas](#) (January 2021) published by the School Reform Initiative at the Center for Leadership and Educational Equity.

Pillar 4 Practices

4A. Program Learning Outcomes (PLOs)

- PLOs are aligned with student end goals; AND
- PLOs are assessed for program improvement

4B. Effective Corequisite Instruction and Supports

- All eligible students are placed into corequisite math-, reading-, and writing-intensive courses; AND
- Support is aligned with the subject content

4C. Mandatory and Systematic Interventions

- Strategic course, program, and basic needs supports are embedded throughout each student’s chosen program

4D. Effective Teaching College Wide

- Formal college-wide efforts aim to improve active and applied learning in all courses; AND
- Formal college-wide efforts aim to improve active and applied learning in meta-major or program-related foundation courses

4E. PD to Support Student Wellness

- All faculty, advisors, staff, and administrators receive training to recognize student basic needs insecurities; AND
- All faculty, advisors, staff, and administrators able to direct students to appropriate personnel and services

4F. PD to Support Sense of Belonging

- The college has an annual professional development plan; AND
- All faculty, advisors, staff, and administrators receive training to grow a culture of belonging