



BranchED



Launching Transformation in our Education Ecosystem

Texas HBCUs

October 7-9, 2025



WELCOME



Objectives

Together, We Will...



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1

Develop a shared understanding of the core components of the project and the transformation journey

2

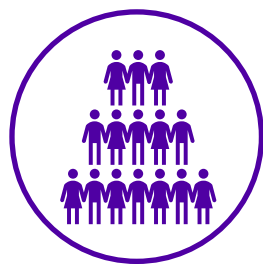
Identify project requirements, including metrics to measure success and impact

3

Define roles and responsibilities of all stakeholders



Mantras for Today



Honor the Collective

We are
wiser together than
we are alone



Be Bold

We value
transformation over
improvement



Be Focused

We keep students at
the heart of
everything we do



Launch Webpage



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SCAN ME





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Chapter Zero





CONNECTOR

Getting to Know
Each Other



HBCU Roll Call



HUSTON-TILLOTSON UNIVERSITY



BranchED Texas HBCU Cohort 1



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WILEY
UNIVERSITY



TEXAS SOUTHERN UNIVERSITY

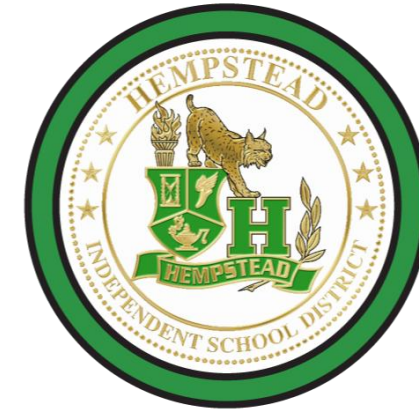


PAUL QUINN
COLLEGE





BranchED Texas HBCU Cohort 1





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Connect with a
colleague from another
institution

Share your name,
institution/school
district, and role

Share one way your
institution contributes to
preparing future
educators

Highlight one unique or
special aspect of your
school or district

Repeat

Let's Connect

Getting to Know Each Other – 3 Rounds



Break Time!

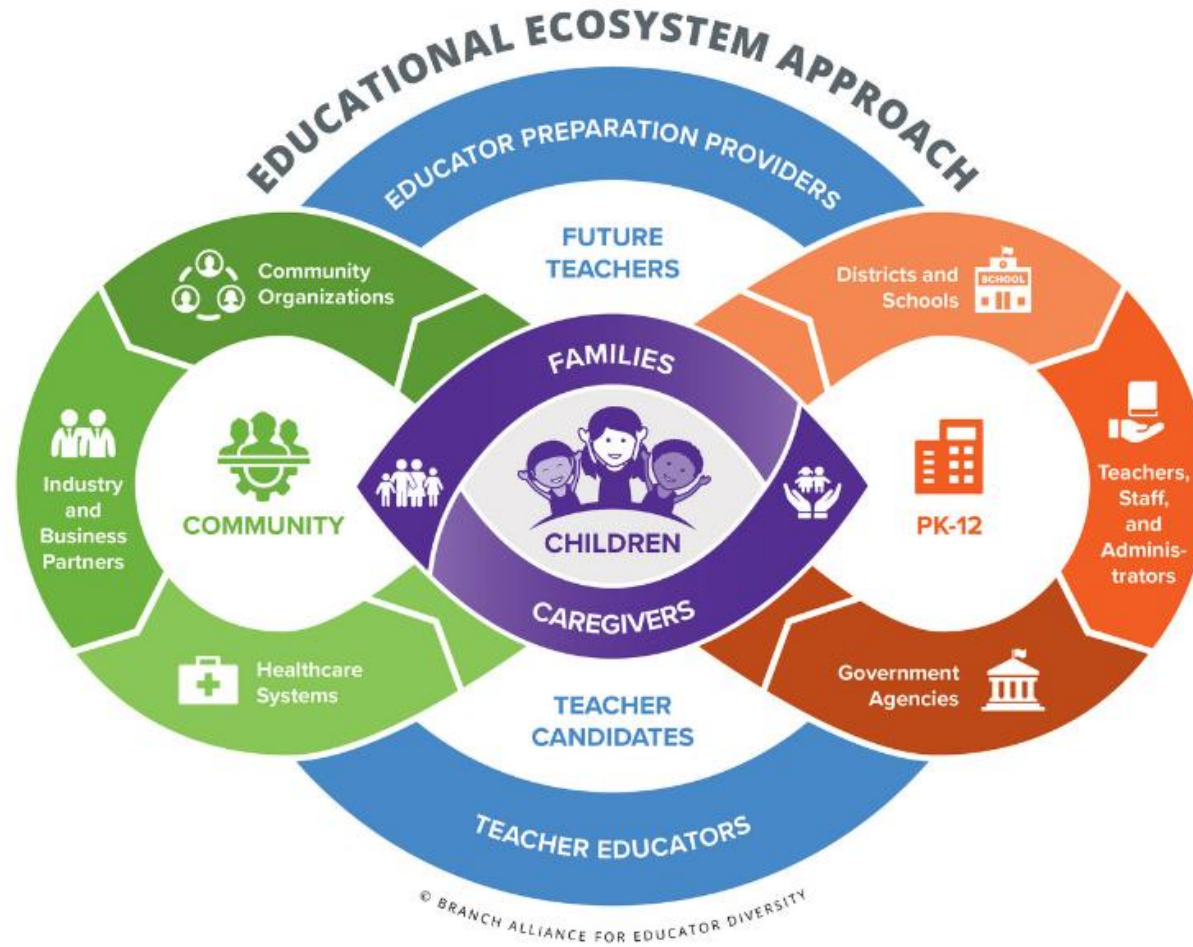


Creating a Shared Understanding of Transformation



What is an education ecosystem?







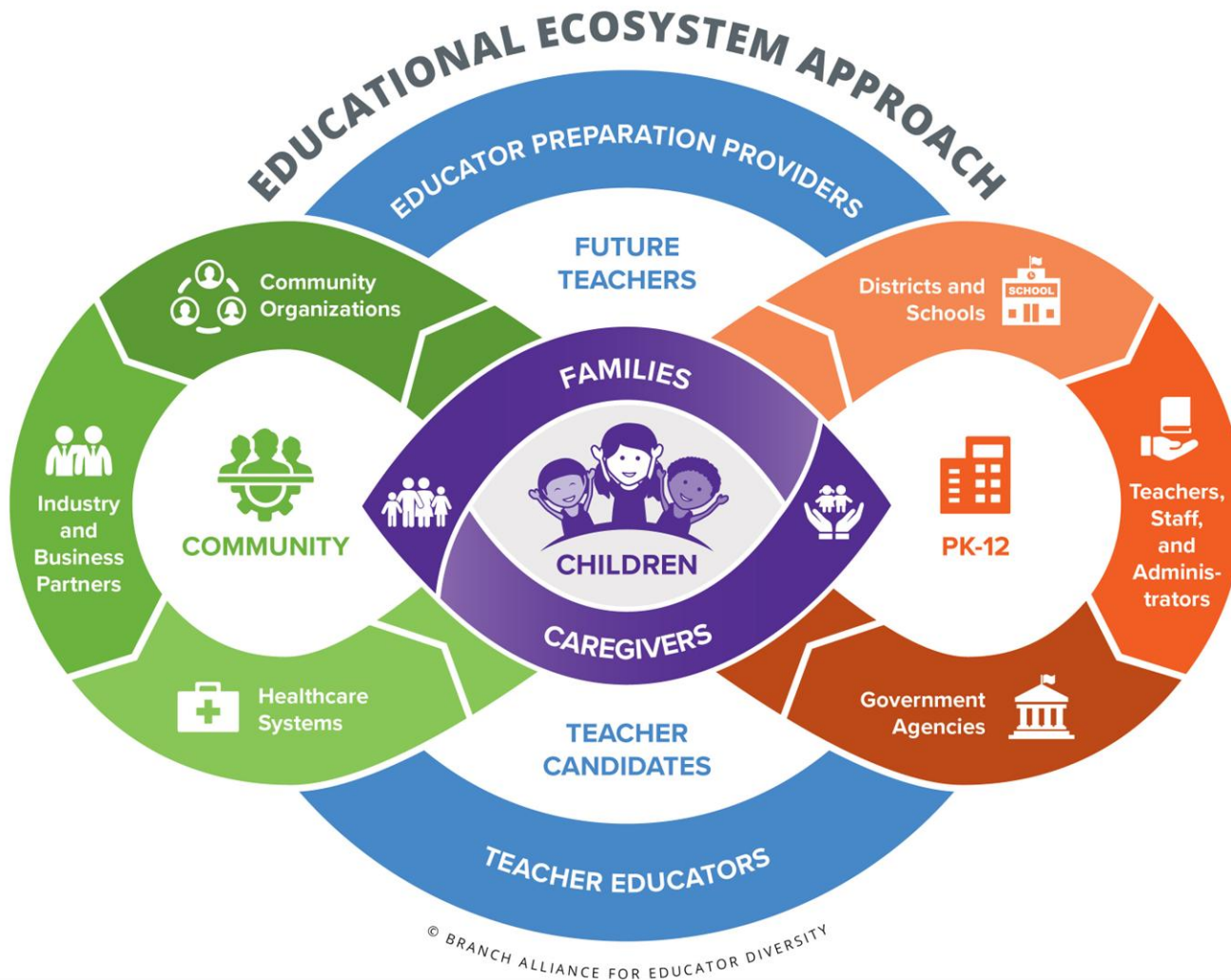
Education Ecosystem

Education **transforms** when families, caregivers, communities, schools, healthcare, higher education, business, and support agencies **work together**, each playing unique and complementary roles to help every **child thrive** and succeed.





Our Ecosystem – Where are you?

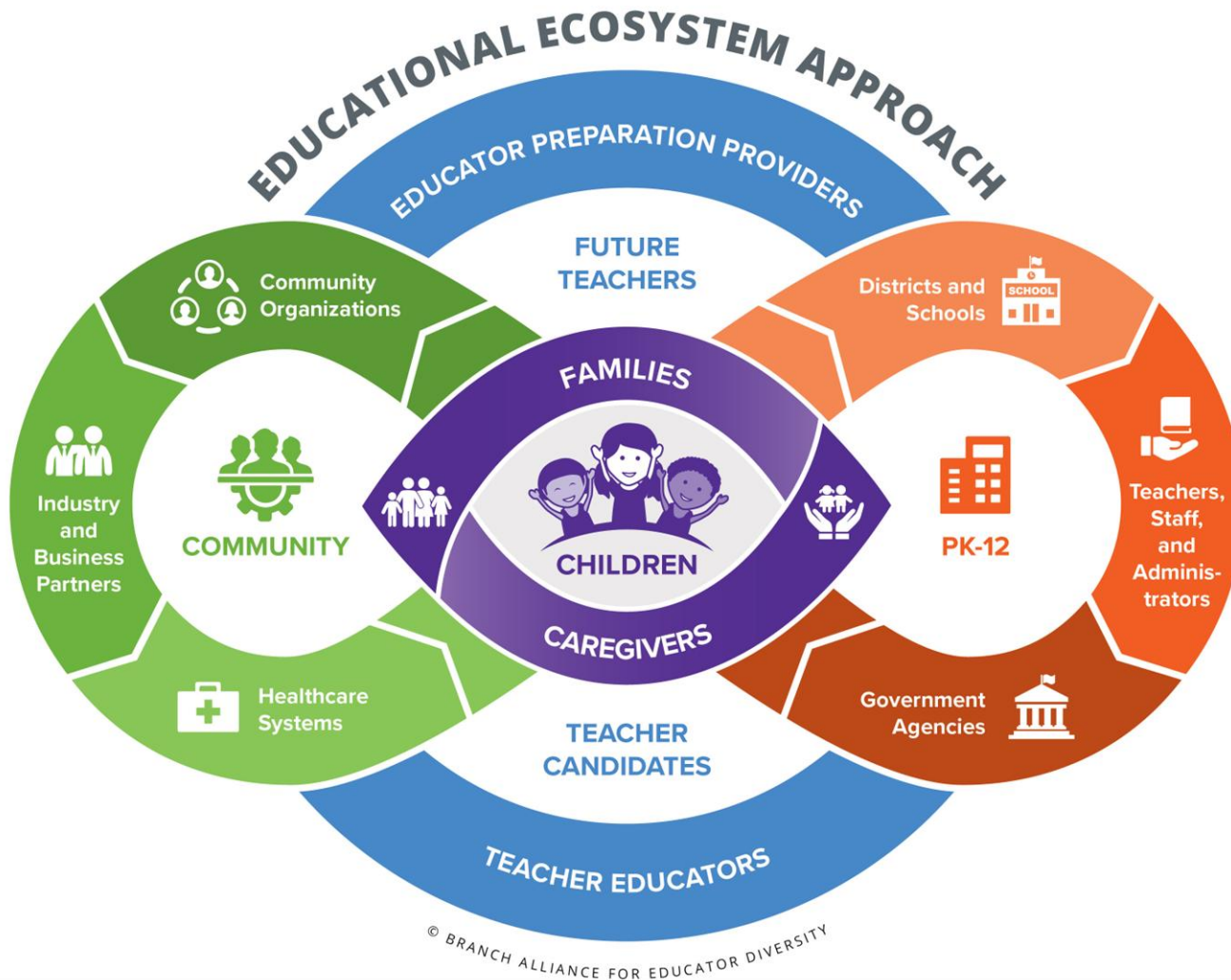


Activity:

- Place a **green** dot on the area of the ecosystem where you are most situated.
- Place 0-3 **orange** dots on areas of the ecosystem where you interact the most.



Our Ecosystem: What do you see?

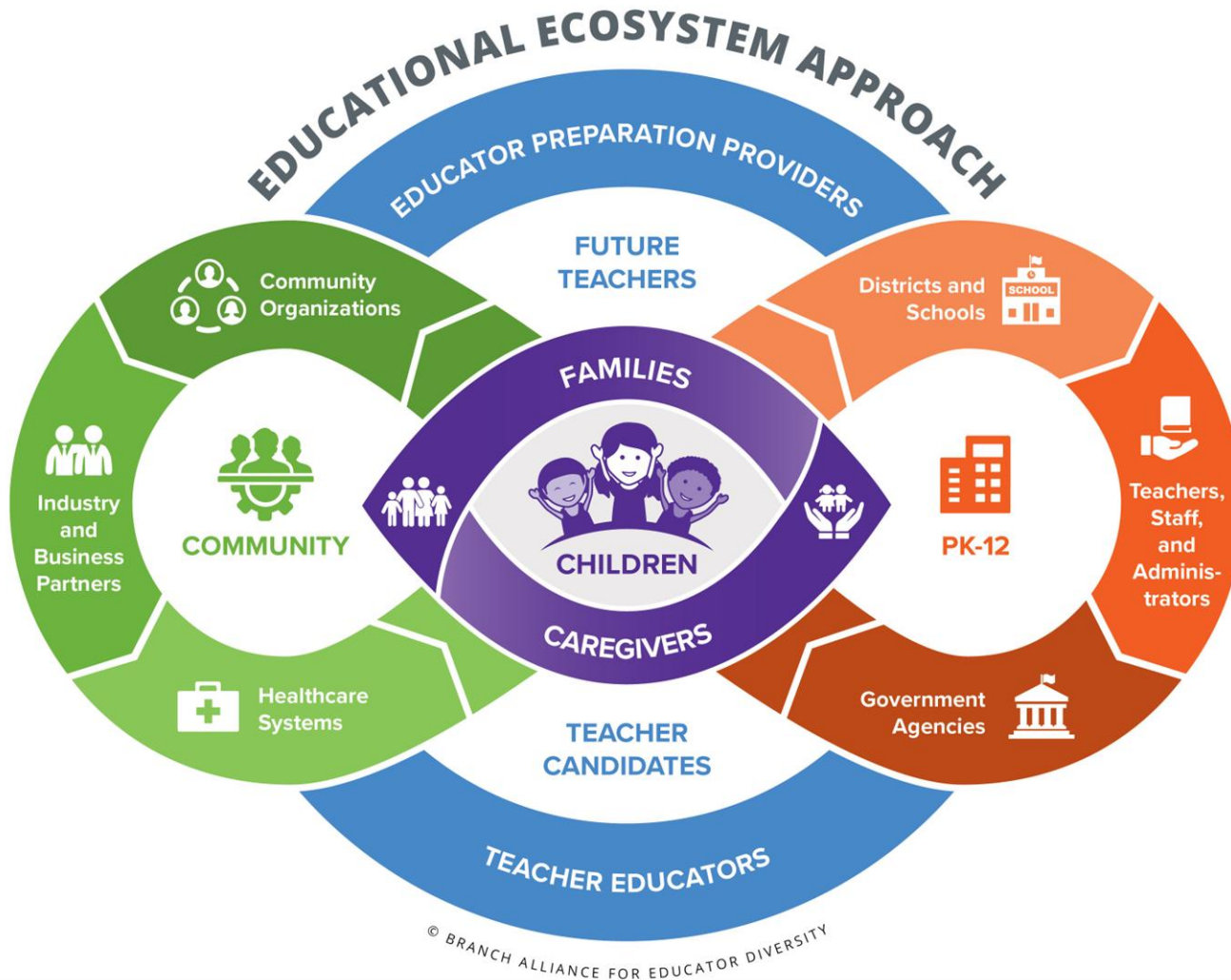


Think about your ecosystem:

- With which stakeholders do you collaborate most often?
- Where do you see strong partnerships in the ecosystem, and where do gaps remain?
- How often do you share data, knowledge, or resources across sectors?



Our Ecosystem: What do you see?



Think about your ecosystem:

- With which stakeholders do you collaborate most often?
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Share Out

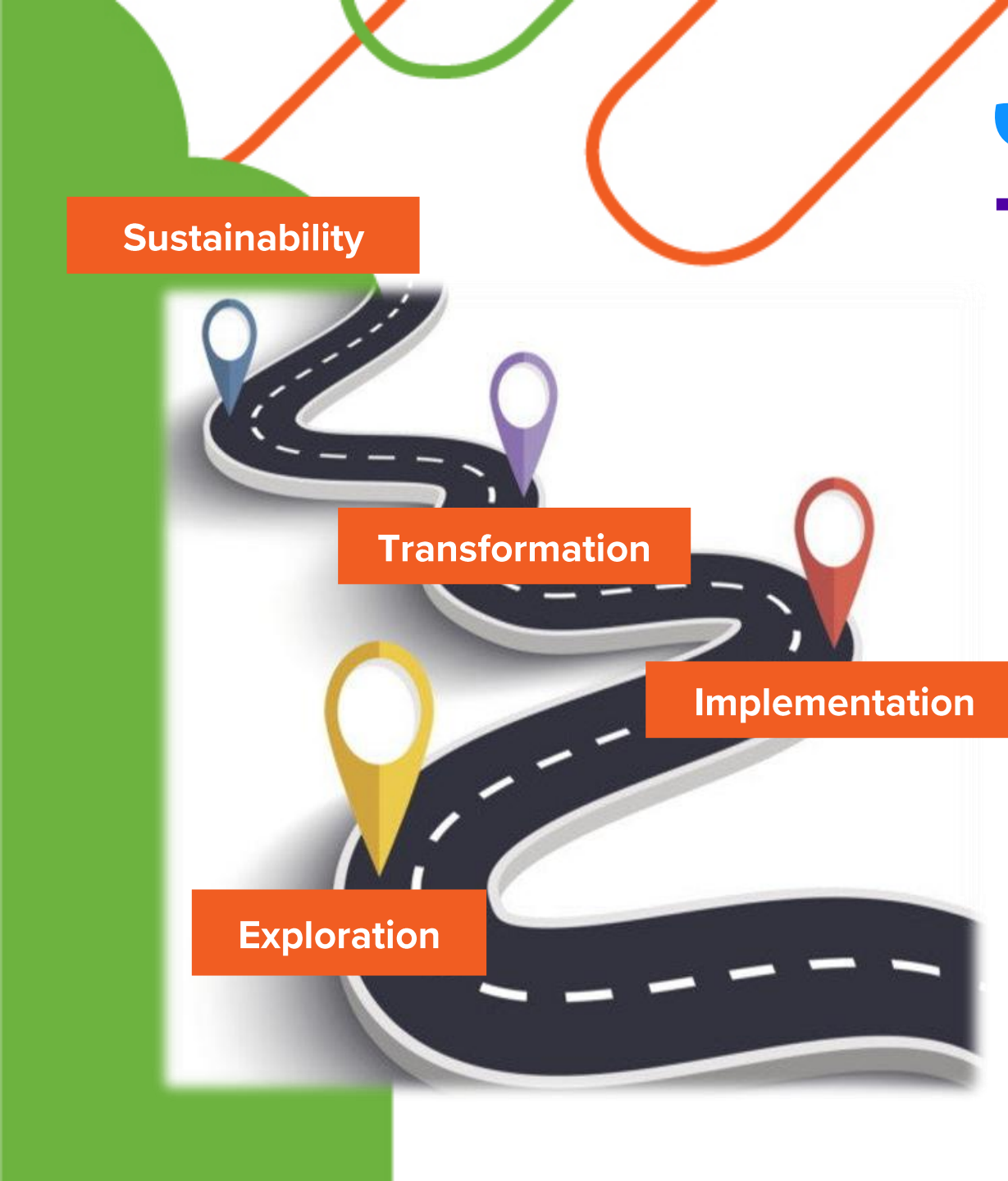




Project Arise & Shine



- Improve teacher candidate recruitment and retention across participating institutions.
- Increase the number of high-quality, certified, diverse teachers placed in Texas public schools.
- Strengthen shared governance and data practices between EPPs and PK-12 districts.
- Disseminate findings through public presentations, reports, and publications.



Sustainability



The Road Ahead



Transformation

Implementation

Exploration

- Build a shared understanding of the project's:
 - Overall scope
 - Timeline
 - Roles and Expectations
 - Actions



Year 1: Exploration



- **Critical Friends Visit:**
 - Engage in a learning journey to surface bright spots, opportunities for growth and areas for enhancement.
- **Exploration & Mapping:**
 - Conduct a comprehensive review of curriculum, assessments, and stakeholder perspectives.
- **Application of Learnings:**
 - Leverage insights to strengthen instruction, refine assessments, and enrich clinical experiences.
- **Continuous Improvement:**
 - Establish a data-driven process to guide program enhancements and foster meaningful partnerships.

Evidence and Data



Critical Friends Visit



Learning Journey: A Multi-stakeholder Process

- Listen, learn, and ask to uncover strengths and needs
- Provide external review with actionable feedback
- Keep all conversations and data confidential
- Share a strengths-based, non-evaluative report
- Help inform completion of the ITP



Critical Friends Visit



Learning Journey: A Multi-stakeholder Process

- EPP and the District partner plan the particulars of the Critical Friend Visit in collaboration with BranchED
- BranchED conducts the Critical Friend Visit
- A report is generated (by BranchED) and shared with the Dean after the visit
- A debrief with the Dean is held virtually after the report is submitted



Year 2: Implementation



- **Implementation of Revisions:**
 - Put curriculum and assessment updates into practice.
- **Continuous Improvement Cycle:**
 - Collect and analyze data, take informed action, review outcomes, and refine approaches in an iterative process.
- **Partnership Evaluation:**
 - Assess the strength of partnerships and address areas for growth with responsiveness and adaptability.
- **Collaborative Recruitment:**
 - Engage stakeholders in a joint process to identify and recruit high-quality candidates.

Evidence and Data



Year 3 and Beyond: Transformation

- **Program Transformation:**
 - Demonstrate measurable impact of program revisions and enriched clinical experiences.
- **Evidence of Success:**
 - Showcase outcomes that reflect improved learning, stronger partnerships, and enhanced candidate preparation.
- **Sustainable Growth:**
 - Use demonstrated results to refine long-term strategies and ensure continuous advancement.

Evidence and Data



The Team



It is a collective endeavor

Essential Core Team Members	Suggested Additions to the Core Team
Co-Leads EPP and District/School Leaders (e.g., Dean, Chair, Superintendent, Principal, or designees) Data Facilitator/Lead Program Faculty District/School Liaison(s) from Partner District/School	Additional Faculty (EPP and Arts & Sciences) Additional District/School Partners Community Representatives Alumni Student Representatives Mentor Teachers



Think-Pair-Share



How might this journey look different from the EPP's perspective versus the district's?

Who else in our ecosystem would have a stake or valuable insight?

What might this mean for faculty, mentor teachers, candidates, or district leaders?



Application Materials



Individualized
Transformation
Plan



Annual Data
Report



Budget and
Budget
Narrative





The ITP

Individualized Transformation Plan

- Conduct self-assessment
- Identify program assets
- Define actions year by year
- Identify deliverables and evidence to document progress



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BRANCHED INDIVIDUALIZED TRANSFORMATION PLAN: A GUIDED SELF-ASSESSMENT AND CONTINUOUS IMPROVEMENT PLAN

BRANCHED
Peachtree City, GA



ITP Domain Areas



Candidate
Learning &
Development



Quality
Assurance



Purposeful
Partnerships



Sustainability



Progression Guide

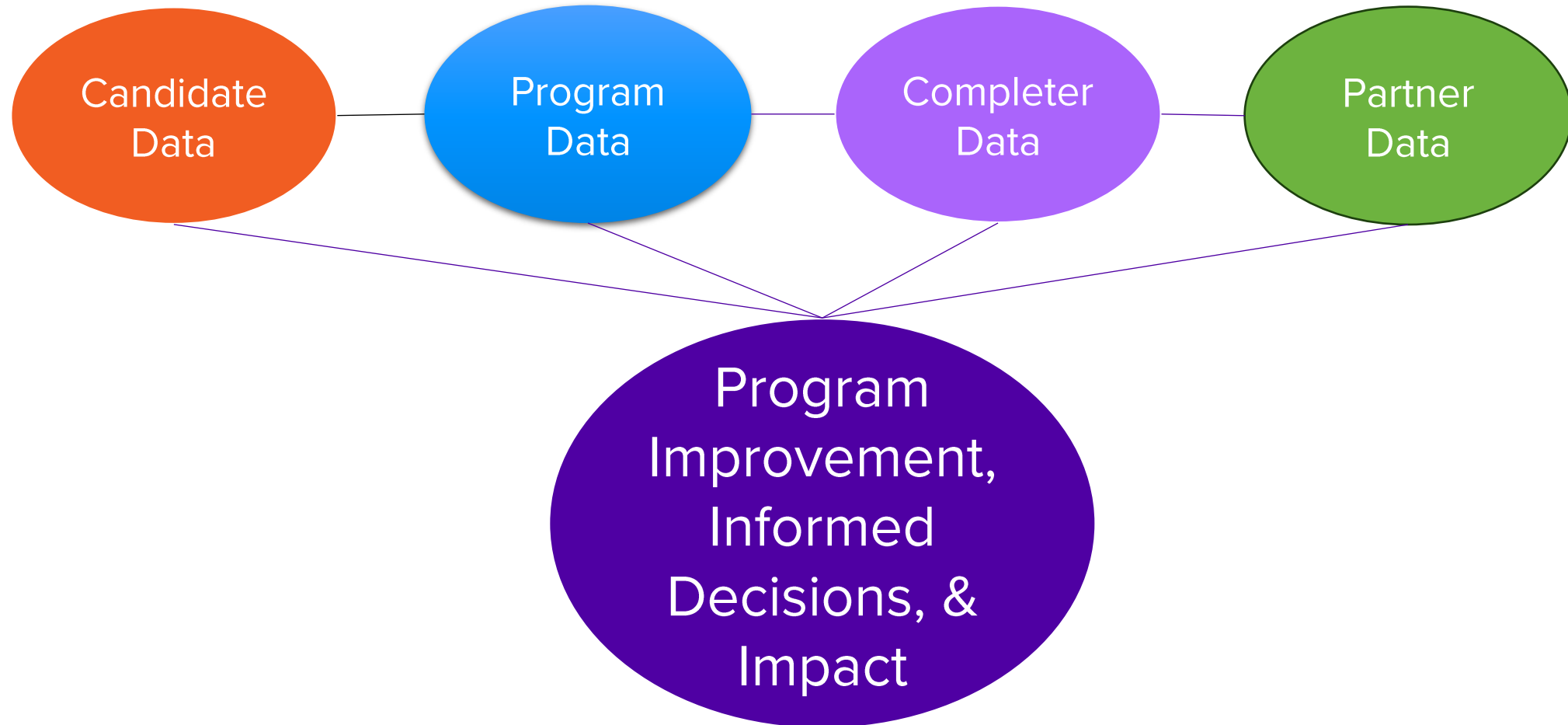


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Not Yet Started “Haven’t begun” Elements of the indicator are not yet evident in the program.	Developing “Planning for it” Elements of the indicator are not evident, but implementation is in the early development stage.	Progressing “Working on it” Implementation is evident, but elements of the indicator need further development/execution.	Sustaining “Living it” Full implementation is evident with strong evidence.
“We haven’t begun this work.”	“We are...” ■ Talking about it and building background knowledge ■ Identifying needs ■ Collecting input ■ Building consensus and buy-in ■ Dismantling barriers ■ Planning actions ■ Answering what, where, who, when, and how ■ Designing the infrastructure for implementation	“We are...” Putting plans into action ■ Monitoring ■ Reviewing and revising curriculum, assessments, field experiences, etc. ■ Working on policies, structures, and cultural conditions for full implementation	“We are...” ■ Establishing process and routine structures to ensure consistent implementation and fidelity ■ Engaging in a systematic continuous improvement process for program improvement



Data Report





BranchED Coaching and Support

- Bi-Weekly Coaching Calls
- Collective Coaching Calls
- Convenings and Site Visits
- Data Support
- Resources and Tools
- Professional Development and Feedback Opportunities
- Networking
-and more!



Budget

Grantee Budget Packet



Purpose

This packet provides instructions and guidance for completing the Budget Excel Spreadsheet and the accompanying Budget Narrative. All grantees are required to complete both documents to ensure consistency, transparency, and compliance with grant requirements.



What's Included



Grantee Budget Packet

- Instructions for Completing the Budget Spreadsheet
- Budget Narrative Template with Instructions
- Terms and Definitions
- Reminders
- Budget Excel Spreadsheet Reference Guide (Sample)
- Budget FAQs



Responsibility Passport

- Co-Leads
- EPP and District/School Leaders
- Data Lead/Facilitator
- Program Faculty
- School District Liaisons





Responsibility Passport

- Review each role on the information sheet
- Title a blank page in your passport with the role
- Make note of key responsibilities
- Connect the role with your anticipated engagement with the work
- Get stamped!





Silent Walk

Goal: To process the project's vision and expectations, reflect on your role and contributions, and surface opportunities and challenges for collaboration and impact.

- What matters most to you in this project?
- What opportunities or challenges do you see for this project?
- How will you contribute to the goals of the project?
- What are some ways to strengthen partnership and shared work?
- What impact do you hope we'll share in 3 years?
- What questions do you still have?



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<https://pixabay.com>



Your Feedback is Important to Us!





Preview of Day 2



7:30 – 8:45am
Breakfast



9:00 – 5:00
Meeting Time &
Breakouts



Dinner on
Your Own



Reception and Dinner At the Hotel



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A Higher Standard

Thank you for your time



 info@educatordiversity.org

 (800) 519-0249

 www.educatordiversity.org