



# Culturally Responsive Teaching & Leading Standards Implementation

Illinois Education Preparation Program  
Leadership Convening



# Introduction to the Team



**Illinois  
State Board of  
Education**







# Session Objectives

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Participants will:

1. consider research-based strategies for implementing CRTL in their context.
2. engage in a meaningful discussion with EPPs across Illinois to share ideas and strategies for CRTL planning and implementation.
3. reflect on research about organizational change and how this research might apply to their leadership for this adoption.





# Agenda

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- 1. Introductions & Grounding**
- 2. Research-based Strategies: CRTL Brief**
- 3. Reviewing Research about Organizational Change**
- 4. Reflection & Application**



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# Presenter Introduction

Sandra Leu Bonanno, PhD,  
Research Associate, WestEd, [SleuBon@WestEd.org](mailto:SleuBon@WestEd.org)  
Multilingual, daughter of Taiwanese immigrants, bilingual  
educator, culturally sustaining researcher, and Libra



Lamar Johnson, EdD  
Senior Research Associate, WestEd  
Creative, Storytelling, Critical Race English Educator,  
And Pisces





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## Honoring Our Collective Knowledge: Who do we have in the space?

Please share your:

- Name
  - Role
  - Where you live
  - What is one equity-oriented initiative you've championed in your institution?
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## Collective Agreements

1. Suspend judgement and seek to understand
2. Be present
3. Balance sharing virtual space and giving the gift of your ideas
4. Extend grace

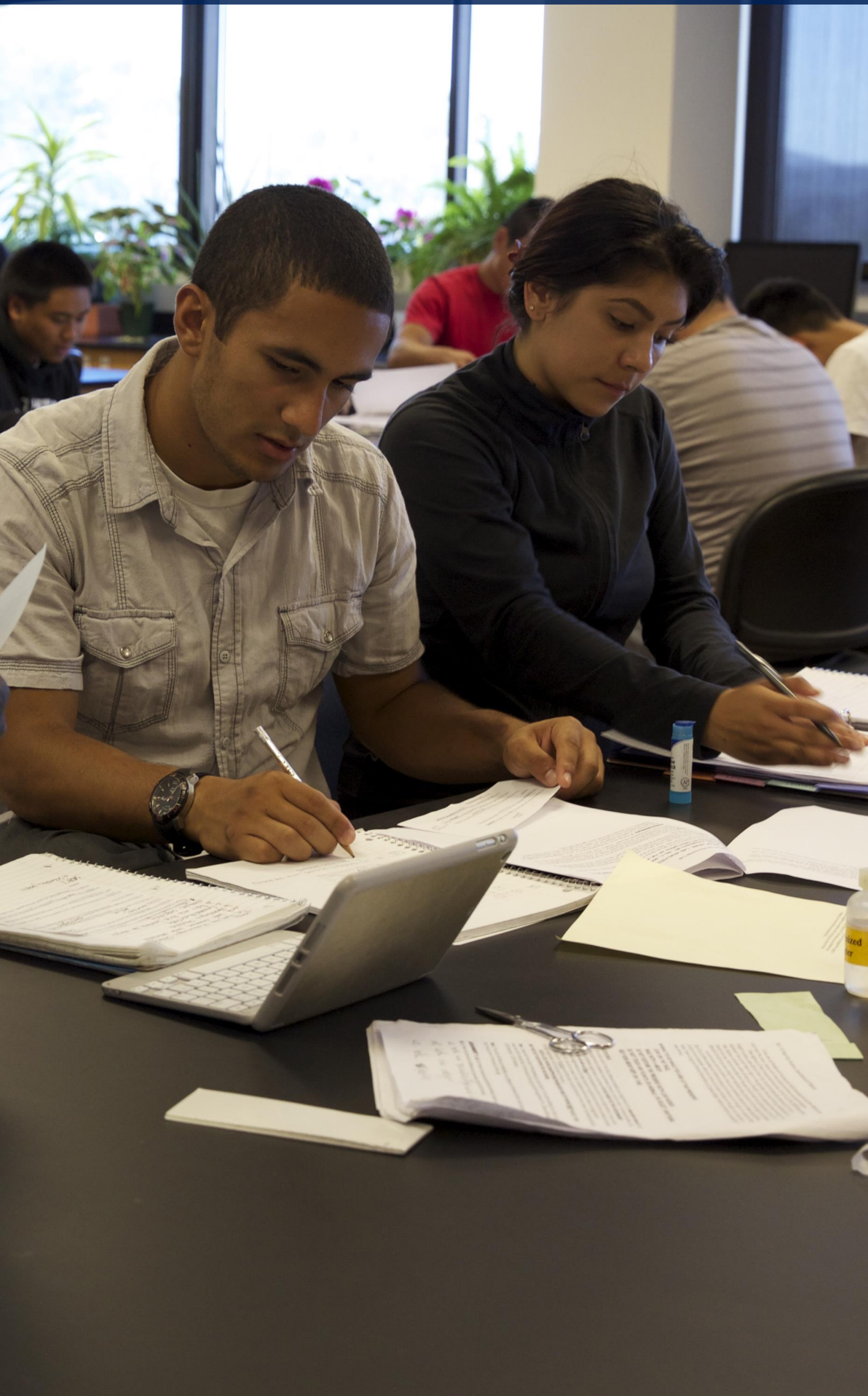


## Community Building & Grounding Activity:

- Tap into your radical imagination.
- What are your hopes and dreams for implementing the Culturally Responsive Teaching and Leading Standards in your context?
- Use words or phrases, sketches, or vision statements.
- Consider what it looks like, sounds like, or smells like.







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# Understanding Our Current Context

On the Padlet, consider the following questions:

- Which of the CRTL Standards have you had the most success integrating and how?
- Which of the CRTL Standards do you anticipate having the most difficulty integrating and why?





# Research-based Practices for Implementing CRTL



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As you consider the following research-based strategies to foster CRTL, answer in the chat whether each strategy is one that your institution:

1. is already implementing
2. would like to implement
3. foresees difficulty implementing





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# Strategies Across Teacher and Leader Preparation Programs



# Strategy 1: Cross Cultural and Racial Dialogues

(Johnson, 2017; Kohli, 2012; Sealey-Ruiz, 2022; Singleton, 2012; Warren, 2018)



## CRTL Standards Covered: A, B

### Description:

Equipping candidates with critical self-reflection and encouraging dialogue about and across race, culture, and language of the candidates to understand how perspectives vary and the context behind decision-making.

### Examples:

- Curricular and applied opportunities to challenge biases and assumptions
- Discussions of racial, cultural, and linguistic perspectives using case studies
- Reflective journaling about race, language, and culture
- Multi-stage candidate interviews to gauge critical self-reflection
- Affinity spaces for Candidates of Color



# Strategy 2: Diverse Practicum Placements

(Hucks et al, 2022)



## CRTL Standards Covered: A, C, G, & H

### Description:

Diverse placements can help teacher candidates develop a critical sense of self and cultural humility, which is the ability to listen without bias and prejudice as a way to understand, learn from, and effectively work with people from different cultural, racial, ethnic, and linguistic backgrounds.

### Examples:

- Implementing cyclical and critical self-reflection before and during diverse placements
- Providing teacher candidates with exposure to a variety of teaching contexts (e.g., urban, suburban, and rural schools)
- Developing a diverse mentorship network through diverse placements can help teacher candidates build a professional network of educators and administrators from different backgrounds and contexts.



# Strategy 3: Coalition Building with Families and Communities

(Ishimaru, 2013; Khalifa, 2012; Moll et al., 1999; Vesely et al., 2017)



## CRTL Standards Covered: A, B, C, & F

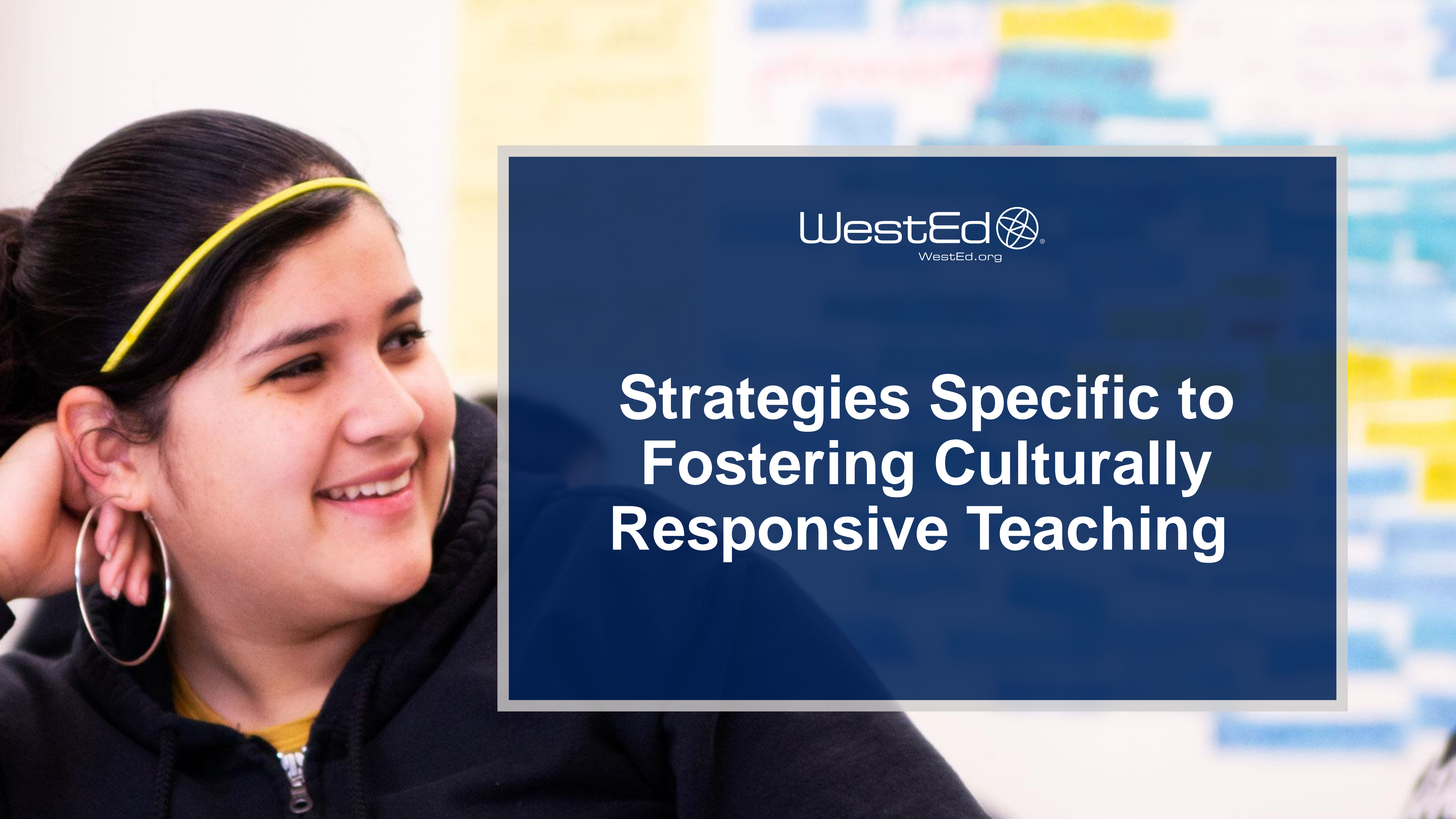
### Description:

Engage in assignments and with research that supports candidates to intentionally disrupt traditional power dynamics and collaborate with families and the community as partners in their child(ren)'s education. This might also entail reframing deficit ideologies candidates hold about traditional parent involvement.

### Examples:

- Implementing strengths-based home visits or family events
- Creating family inventories to highlight dynamic experiences and their hopes and dreams for their child(ren)
- Shadowing family and community expert panels to garner feedback
- Communicating with families during conferences about learning that occurs at home





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# Strategies Specific to Fostering Culturally Responsive Teaching



# Strategy 4: Understanding that Students are Diverse and Complex Individuals (Boutte, 2015; Bryan, 2021)



## CRTL Standards Covered: F, G, & H

### Description:

Planning for and implementing pedagogical and curricular opportunities for students to define their racial, cultural, and linguistic identity and how that identity intersects with learning content knowledge.

### Examples:

- Encourage faculty to incorporate a culturally responsive approach to teaching across all disciplinary content.
- Creating culturally responsive assignments to foster positive relationships between the students and teachers, such as E-Pals.
- Implement opportunities for students to vocalize who they are, such as Who Am I or Where I'm From Poem.
- Ongoing counternarratives are provided (e.g., students are provided the space to tell accurate stories about their lived experiences).



# Strategy 5: Ensuring Agentic and Empowered Opportunities for Learning

(Gay, 2000; Helmer, 2014; Villegas & Lucas, 2002)



## CRTL Standards Covered: D, E, & F

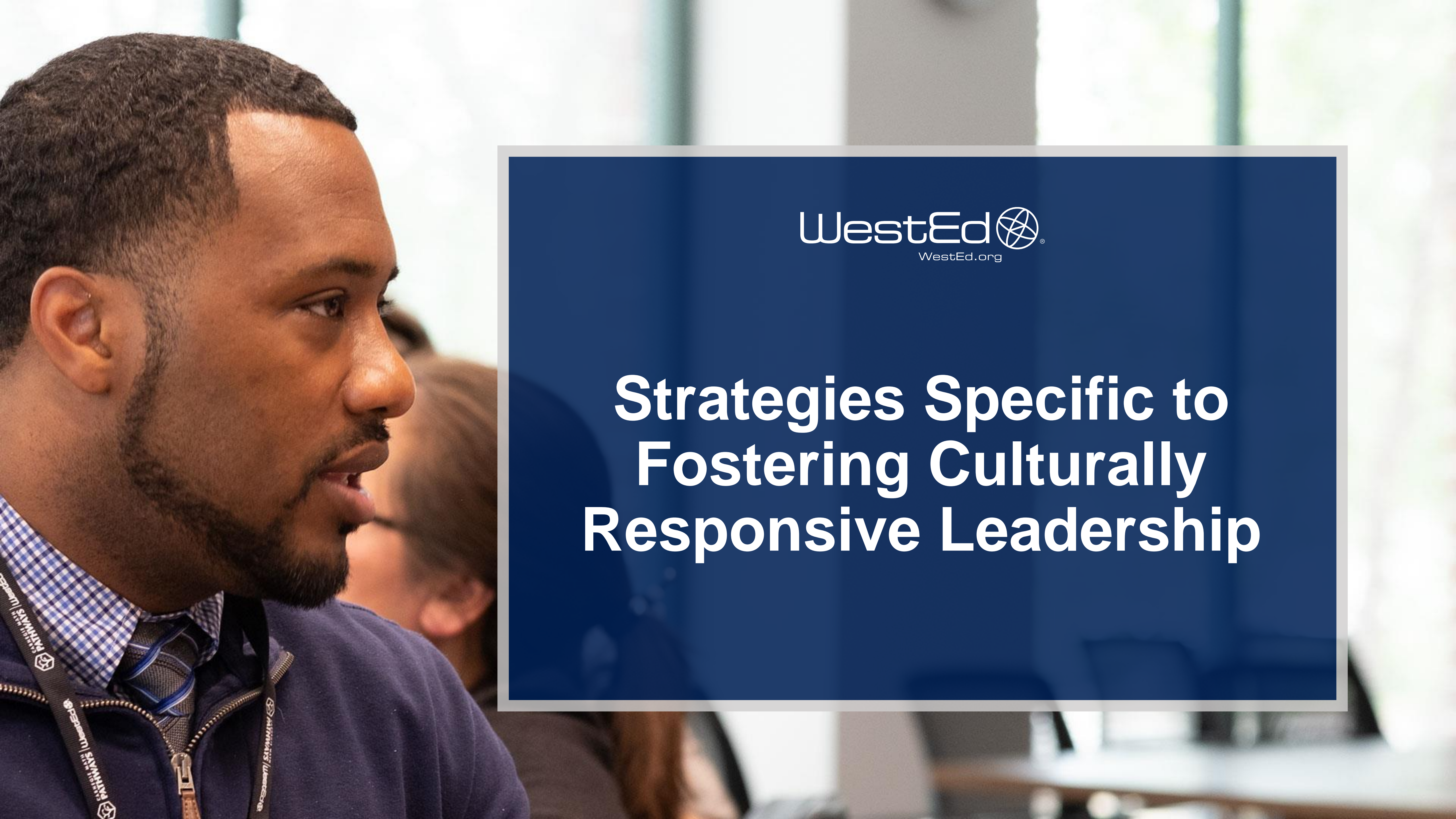
### Description:

Teacher educators should model and prepare preservice teachers to be co-creators and to rethink the power dynamics between teacher-student relationships. When students have agency, they are more engaged in their learning. They are more likely to participate in class discussions, ask questions, and seek out opportunities to learn more.

### Examples:

- Provide assignments and instructional models that promote inquiry and creativity.
- Practice writing lesson plans in which students make choices about the content and process of their work.
- Communicate guidance for incorporating curricular topics that highlight student advocacy and agency outside the classroom and make connections to them in the classroom.





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# Strategies Specific to Fostering Culturally Responsive Leadership



# Strategy 6: Cultivating Equity-oriented Data Literacy in Cycles of Continuous Improvement

(Irby, 2022; Khalifa et al., 2016; Park & Datnow, 2014)



## CRTL Standards Covered: B, H

### Description:

Principal candidates can practice collecting, analyzing, and coaching teachers to utilize diverse forms of data and disaggregated student data to track growth towards equity-oriented goals.

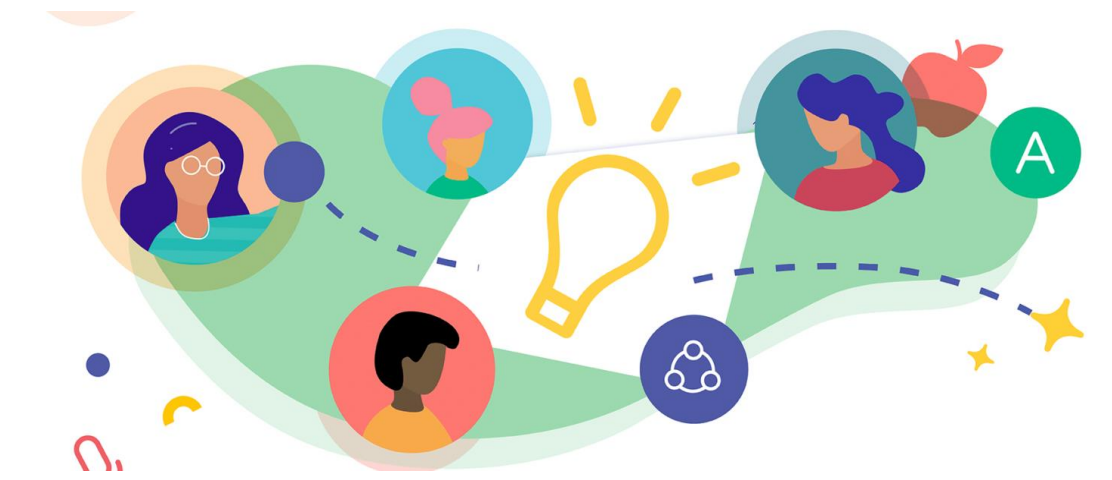
### Examples:

- Analyzing disaggregated data to uncover inequitable access to high-quality learning and resources
- Exploring diverse collection of data to center whole-child experiences
- Role-playing coaching conversations to build teacher capacity in equity-oriented data literacy



# Strategy 7: Fostering Instructional Leadership Capacity to Support CRT

(Marshall & Khalifa, 2018; NM DOE, 2022; Santamaría & Santamaría, 2016)



## CRTL Standards Covered: B, C, D, & G

### Description:

Developing leadership capacity to recognize and support high-quality culturally responsive teaching through continuous improvement cycles and professional learning.

### Examples:

- Utilizing needs assessments and New Mexico's PD Evaluation Checklist to select culturally responsive professional learning for teachers
- Creating and utilizing culturally responsive teaching observational protocols of instructional videos
- Practice providing targeted instructional feedback and co-creating targeted professional goals using case studies or in practicum placements
- Practicing curriculum audits and co-creating culturally responsive indicators



## — Breakout Rooms

In your breakout rooms, consider the following prompts:

- How might you utilize the strategies presented in the brief to integrate the CRTL Standard that you indicated would be most challenging for your institution?
- What other parallel strategies or approaches have you taken to implement CRTL Standards in your context?

Please assign one notetaker to document a summary of your conversation in the Padlet. [\\_\\_\\_\\_\\_](#)



# Planning for Organizational Change

- ❑ Closing the 'knowing-doing gap' by understanding the current context
- ❑ Taking note of 'first order' and 'second order' change
- ❑ Fostering positive momentum for collective growth
- ❑ Measures of accountability
- ❑ Utilizing systems planning and execution



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As you engage with the research-based about organizational change, consider:

- Which one of these strategies have you successfully utilized in past initiatives?
- How might you utilize these successful strategies for implementing CRTL?

Be ready to share out in breakout rooms.

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# 1. Closing the 'knowing-doing gap' by understanding the current context

- Conduct an assets inventory and needs assessment in relation to the CRTL Standards
- Understanding the gap between belief systems and practices
- Create targeted and achievable implementation goals

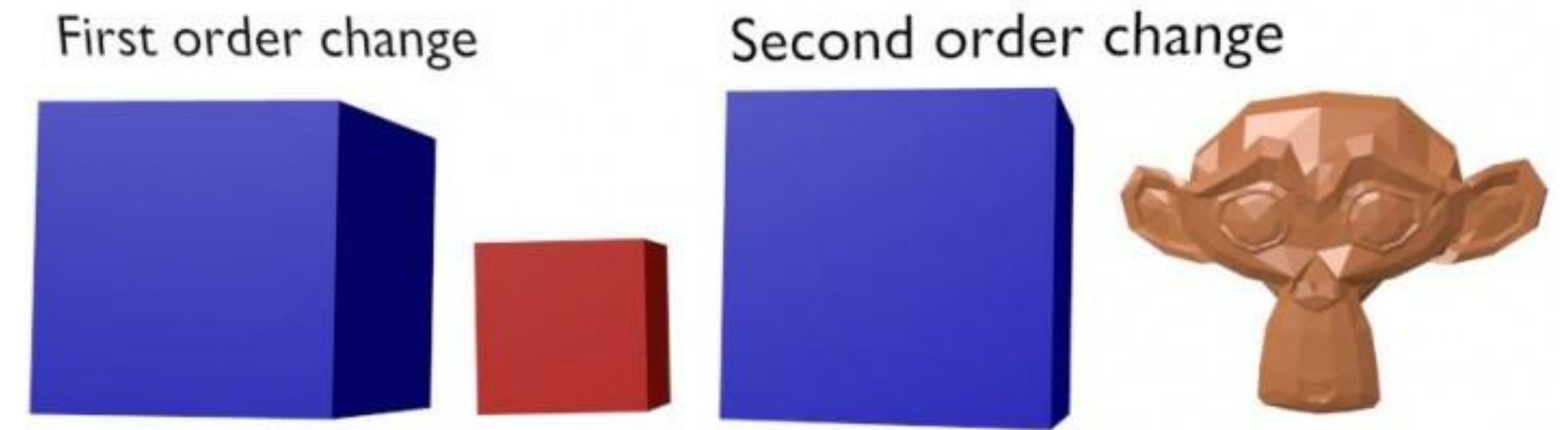
(Fullan, 2013; Knight et al., 2013; Pfeffer & Sutton, 2000)





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## 2. Taking Note of First and Second Order Change



### First Order Change

- Taking inventory of current practices that might be amplified by CRTL

### Second Order Change

- Recognizing where a more significant transformation might need to occur to align with a CRTL approach or candidate outcomes

(Abramovitz & Blitz, 2015; Deal & Peterson, 2016; Gonzalez, 2010)



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### 3. Assessing Potential Barriers and Solutions to Second Order Change

- **Understanding and skills?**

- Do faculty not yet fully understand CRTL and its practices or aims?
- Do faculty need to translate understanding to practice through opportunities to apply concrete CRTL strategies?

- **Attitudes?**

- Is there a need to underscore the importance or the why behind CRTL?

- **Capacity?**

- Are faculty feeling at capacity when facing a change initiative?
- What supports or resources can leadership provide so that faculty have capacity for implementation?

(Aguilar, 2018; Fullan, 2013; Irby, 2021; McKenzie & Scheurich, 2004; )



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## Assessing the Potential Barriers to Understand Better Solutions



"Come out of that cave and meet your doom, you miserable dragon! You can't hide in there forever."



## 4. Fostering Positive Momentum that Promotes Collective Growth



- Ensure a collective vision and messaging that:
  - ❑ Highlight both the urgency of the initiative and its potential impact for students
  - ❑ Provides a point of entry for all faculty to have ownership in the implementation
- Assemble the right team
  - ❑ Consider the CRTL experts across departments who will serve as change agents
  - ❑ Include individuals who impact decision-making either as a part of the team or in feedback loops

(Amiot et al., 2020; Ascenzi-Moreno & Flores, 2012; Yang & Carless, 2013)



## 5. Meaningful Systems-level Planning and Implementation

- Consider the structures for change
- Ensure accountability systems that:
  - ❑ Provide an opportunity to personalize goals in the change initiative
  - ❑ Pause to celebrate and honor successes
  - ❑ Prioritize dialogic feedback cycles
- Balance tight and loose

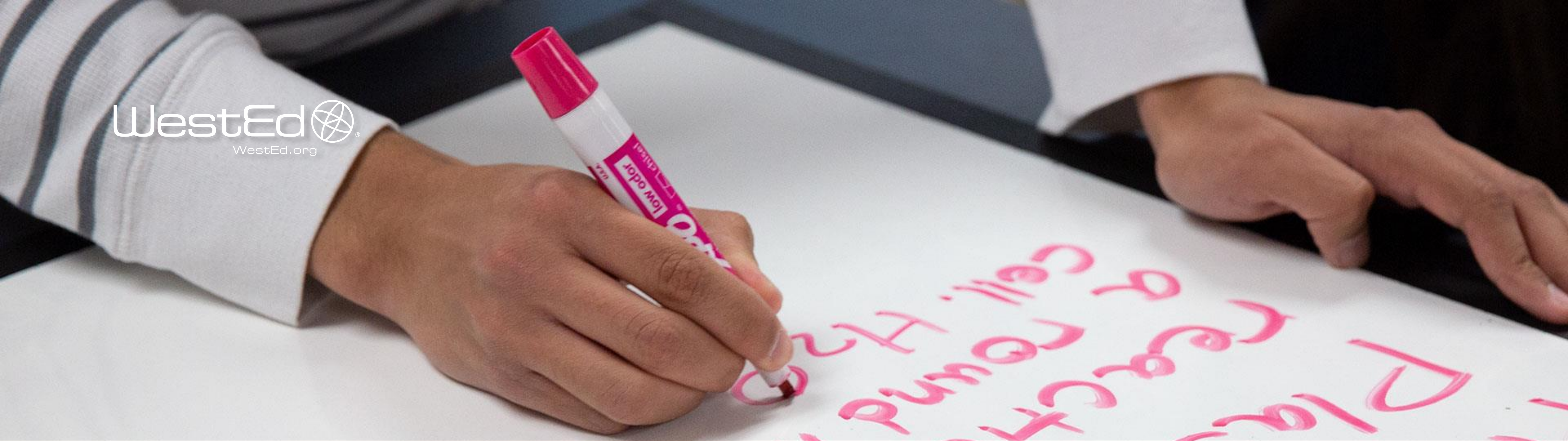
Pair tight non-negotiables and expectations with more loose procedures for creative innovation and customization

- Consider creative options for organizational change  
such as Design Thinking

(Fullan, 2013; Hautala et al., 2018; Kelley & Kelley, 2013)







## — Breakout Rooms

In your breakout rooms, consider the following prompts:

- Which one of these strategies have you utilized in past initiatives that have been successful in impacting organizational change?
- How might you utilize these successful strategies for implementing CRTL?

Please assign one notetaker to summarize your conversation in the Padlet.





# Takeaways

- Implementing CRTL is equity work.
- CRTL Standards Implementation can intersect with the great work your institution is already doing.
- Implementing CRTL requires systematic planning including: crafting a vision, intentional messaging, assembling the right team, and a model for continuous improvement.





# Session Objectives

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# Action Planning

Consider planning your next steps in the CRTL implementation using the ISBE Reporting Guide.

Utilize their structure to brainstorm your next steps:

Select your Priority:

- Learning about CRTL Standards
- Integrating curricular and instructional opportunities to foster CRTL
- Providing feedback and support
- Measuring the CRTL outcomes of candidates

Create one or two action steps to actualize this priority

List critical members of your team



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## Action Planning & Reflection

<https://tinyurl.com/CRTLStandard>

