

Summative Highlights
Illinois DLRTN
Developing DRTL Standards
May 10, 2019 (Onsite Meeting)

All attendees and Network members were welcomed by Steering Team Member Emily Fox. Member Josh Kaufmann shared copies of the Teach Plus report entitled *Equity and Diversity by Design: Recommendations on Recruiting and Retaining Teachers of Color in Illinois*, which has three Network members as authors. Emily Fox went on to debrief the work done by the Steering Team at the CCSSO convening in Omaha, Nebraska in early April before turning the meeting over to the national collaborator, Wesley Williams.

Wesley reframed the day by adding context and recapping the first in-person meeting before setting the goals for today and for the next few months, which will include identifying the sections of the coming CRTL standards draft and compiling writing teams to begin crafting these sections.

The morning was spent breaking down and defining the various sections that could be included, and Wesley shared possible lead sentences, titles, and detailed descriptions for the draft of the standards. Groups were divided up to talk through the sections and language they thought would be most appropriate to include in the CRTL document. They added their ideas for renaming/combining sections, language updates, and ideas for what needs to be included in each section.

When the groups reconvened, they talked through their ideas and the changes/additions they see needs for. Those ideas included:

- Framing the standards (that this is a journey and the document needs to include instructions for how to use and operationalize the standards)
- There should be a glossary and references/resources section included
- All sections should be action-oriented, similar to competencies
- Anyone with eyes on a student should be familiar with these standards
- Understanding who you are and your relationships to others are both equally important
- All of this is a reflective process and practice; there is not a valuable way to make this a “checkbox” sort of system
- We must examine implicit bias, define equity and inclusion for self, how to self-actualize, understanding place in a dominant culture, and that there are a myriad of identities
- One cannot separate knowing students from knowing their families and communities; one has to know his/her students holistically
- All/Each student voice(s) should be empowered and valued
- “Empowerment” still holds a power structure and needs to be rethought to actually show that power has been silenced
- All processes need to take place “with” students and not “to” students

- We need to understand that different lenses exist in this conversation based on the affluence/location/diversity of students and staff; this can't just be looked at through the lens of white teachers and students of color
- A history of power structures and systems must be included to provide full context to why this work is meaningful
- Counter narratives must be included to make clear those voices that may not always be present

In the afternoon, Network members divided themselves up into teams to craft content for each of the proposed sections of the document and spent time preparing their first drafts of those sections. They will continue to work virtually in these groups over the summer and will share their work in two virtual meetings over the next few months before reconvening as a group in person in September.