

**Summative Highlights  
Illinois DLRTN  
Developing CRTL Standards  
March 22, 2019 (onsite meeting)**

**Special note:** The summative highlights below reflect each working group’s insightful observations during the amended customized gallery walk interactive activity. Each group identified gaps and opportunities in the existing IPTS to inform the development of the CRTL standards that will be embedded into the IPTS. During the 1 pm – 2:45 pm segment of the meeting, Dr. Helfer set the context for accomplishing the work for this first DLRT goal. Emily Fox provided a helpful historical overview, described the steering committee’s work scope, explained DLRT’s roles and responsibilities, and reviewed DLRT’s three-phase charge (refer to handout in the participant folder or attachment).

ISBE and the lead content facilitator would also like to thank each member for sharing an artifact and inspiring all of us with your heartfelt and informative reasons the artifact motivates and encourages each of you to continue to diligently engage in this essential work.

**Disclaimer:** This summative honors the authentic ways in which each group described their insightful comments, suggestions, and feedback on the gallery walk wall.

<b>Gaps: a need for new CRTL language in the IPTS</b>	<b>Opportunities: existing sections that can be refined, reframed, rephrased, revised to reflect CRTL language</b>
	Needs more talk about identities
Language needs to move from deficit to asset-based	Archaic language (there is an opportunity to refine, revise, reframe this type of language in the IPTS)
Lots of centering of whiteness	Need to ask the teacher to be self-aware: mentioned, but needs greater emphasis
Very student based, not focused on teach behavior and biases	
Need critical race theory lens on assessment – currently look through a white, deficit-based lens, need a racial equity lens	Using the word “competence” assumes this is incompetence. Don’t say “The competent teachers” say “the educator”
Lack of empathy	
No focus on building relationships	Shift language to be student centered. Seems very teacher centered.
Need to define the criteria for “appropriate”	
Don’t assume that its one or the other: diverse teacher or quality teachers	Need standard for student engagement and voice
Justice is missing	Important to include how to holistically include all students
Needs an explicit crosswalk to the evaluation framework for teachers	
Asset based thinking (lacking so let’s include)	

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Vision of the standards is what we believe to be true, but indicators need to go further (need new language to reflect this)	Opportunity: replacement of management with restorative practices
Agency and efficacy	Want to see the word model more in the document, the teacher <i>models</i> different actions/emotions/responses
Not a lot of reference to community	1.F.-privilege, needs to be expanded for white teachers specifically, identity-based development spaces, back up to schools of ed (they must support identity spaces in classes there)
Need to reference culture and community – not just career	
Lack SEL	
Standards are very broad	
Integrated set of standards instead of multiple sets	
How it reads in descriptors, put a lot of onus on the individual student (managing behavior, punitive), should move to a restorative justice model, understanding about systems of oppression and how a school operates within it, look at it more systematically	
Looking at the indicators, they don't support the standard (it is written okay) but the indicators align to consequences, not restoration	Levels of identity development around a spectrum, more like competency-based model
Indicators focus on managing behavior, not supportive environment, nurturing space	
Understanding that your lived experience will be much different than your students' is important to include because it affects your reactions to students' responses	
Critical is a word that needs to be threaded throughout	
Gap-the role the teacher plays in systematic oppression, historical and present day	
Not enough focus on teacher action, too much 'understanding', needs to be more action oriented	
Repeated theme of understanding oneself in the context of society should be included	
Add the word inclusive (which implies safe and healthy)	

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Call out places where there are social justice words (like inclusive) missing	
Asking the teacher to be aware of self, that is missing	Buzzwords were theory and practice, but maybe the new buzzwords could be equity and critical thinking
Importance of texts that reflect student lives (not just the majorly white traditional cannon)	3F mentions parents, guardians and community, so there's an opportunity to emphasize partnerships in that space
Community is missing from IPTS	
	We are not changing expectations, we are changing access to them
Critical race theory lens needed around assessment, many teachers coming out of teacher prep without understanding of CRT, need that racial equity lens, must be added into standards, force them to teach it	
Missing the action (promote, support, provide) needs to be active (New York does this well)	Do the IPTS become more usable and create more opportunity for PD and things like social justice training?
Must activate the mind	
Equity doesn't seem to appear at all, so that could be an opportunity to make an addition	P. 12 of NY: affirmation and value come through relationships, so we can adapt that language into new standards
Can restorative justice be implemented in any place, because that may be a gap	What is important about teachers is not always what they taught you, but how they made you feel?
Student voice is missing from 3F so that curriculum is not something we're doing to them, rather they are part of it	
"Needs" seems to indicate a deficit model and something that needs to be fixed instead of being valued/matched/raised up	
Relationships and empathy do not seem to appear in the IPTS, and that's an opportunity for addition	
Total Gaps = 41	Total Opportunities = 36

**Additional comments during the whole group share that are not included in the gaps or opportunities above:**

- Loved Washington State’s model. . .
- How do we get students to a place of independence?
- Liked NY: starts with student focus, then pushes to policy. . .
- Could we collect cultural data?
- Looking for patterns but analyzing data with a critical eye through a racial equity lens.
- Teacher needs to understand their whiteness, privilege, and how it plays into the classroom.
- Standards need to manifest into actions.
- Identity work should be a reflective process for teachers; they must know themselves first prior to teaching.
- Washington does great naming the ‘isms’ and expecting the teacher to be on a journey to identify them and learn/move into new phases with them.
- This should be part of reflective practice in teacher ed programs.
- Washington standards cover reflection powerfully, done over time, covers the career scope of a teacher, focus on pre-service to career, multiple stages of development.
- One state gives the professional room for when teachers switch content/grade; that it is okay to shift back and relearn/adjust to new students or circumstances.
- Importance of relationship repair after harm. . .
- High expectations and rigorous standards, they must go hand in hand!
- 4I--what does a healthy environment look like in terms of inclusiveness?
- Argument is always that you can’t have rigorous instruction, high expectations, and a supportive environment, but NY’s document shows that you can include both.
- Whose data? What does data look like? What is effective? Is it loaded with power (white dominant)?
- Using word competent makes it seem like there are those that are incompetent.
- 2I—what criteria are you using to define “appropriateness”?
- “Competent teacher understands AND EMPATHIZES...” should be in standard 1.
- How do we broaden and make more of an asset a willingness to expand curriculum to have more minority voices?
- District build curriculum and assessments based on these IPTS, so adding CRT language can help to build those to be more representative.

**Next Steps:** After the four work groups shared during the whole group discussion, we discussed the following next steps:

- An email will be set out in coming weeks with a doodle poll for each workgroup member to identify preferred days for both the virtual meetings and the onsite meetings.
- Any pre-work required in preparation for both virtual and onsite meetings will be emailed to the workgroup members one week in advance of the meetings.