

DLRT Network Meeting 1/15

Agenda - 120 min

- (20 min) Overview and Updates
 - Welcome, Objectives, Agenda
 - Updates on both workstreams (Landscape Analysis overview by TNTP, DLRTN recommendations for 2021, CRTL Project overview)
 - Invitation for sub-committee to customize CRTL trainings for IHEs
 - Transition to working groups
- (90 min) Working Groups
 - Network participants will be assigned to one of 7 small groups, four of which are focused on IHE Diversity and three of which are focused on CRTL Standards implementation. Each small group will have its own facilitator and agenda but will follow the same general structure.
 - IHE Recruitment and Retention (4 working groups)

Objective: Develop a vision, potential solutions or strategy, and key milestones for assigned recommendation from the EPP Diversity Landscape Analysis.

 - Introductions and Norms (5 min)
 - Big Picture (30 min)
 - Solutions Brainstorming (30 min)
 - Planning (25 min)
 - CRTL Standards Implementation (3 working groups)

Objective: Inform the scope and sequence of the CRTL professional development by applying the best practices for facilitation, design and structure, and content to an assigned set of CRTL standards.

 - Introductions (10 min)
 - Facilitation Best Practices (20 min)
 - Design and Structure Best Practices (20 min)
 - Content Best Practices (20 min)
 - Content Resources (20 min)
- (10 min) Closing
 - Allow 2-3 people to share something from your small group conversation that energized you
 - Share ISBE/TNTP's next steps and opportunities for network engagement over the next month
 - Thank everyone for their time

Working Groups: IHE Recruitment and Retention

Section	Description	Product and Facilitation	Guiding Questions
Introductions and Norms (5 min)	Build trust at the outset of the conversation.		<ul style="list-style-type: none"> • Briefly share your name, role, organization and experience related to the recommendation. • Facilitator shares norms and asks the group to react

			or build on with anything important to them.
Big Picture (30 min)	Get oriented to the recommendation and the vision for success.	<i>10 minutes of individual reflection on a Padlet, 20 minutes of discussion and consensus</i>	<ul style="list-style-type: none"> • What questions do you have about this recommendation? What more do you want to understand to build solutions? (might be research questions, content questions, what do you want to know more about to build out a plan for this recommendation) • What will it look like if this recommendation were implemented? What is the vision for this recommendation? (beginning with the end in mind) • What are the pitfalls or concerns around this recommendation? How could it potentially go wrong? • What stakeholders (individuals or organizations) need to be involved?
Solutions Brainstorming (30 min)	Dig into the barriers, root causes and ultimately solutions. This is the space to go crazy, think big, and innovate!	<i>Group discussion with a notetaker on a google doc template</i>	<p>This section will be customized for each of the four recommendations, but the question will be similar to:</p> <ul style="list-style-type: none"> • What are the biggest challenges or barriers - based on the landscape analysis, other research or personal experiences? • What are potential solutions - based on the landscape analysis, other research, personal experiences or just innovate! • What are the most promising solutions? • What goals or metrics would you want to set for this recommendation to monitor progress?

			<ul style="list-style-type: none"> • What resources/research should the network access to propose more solutions?
Planning (25 min)	Plan out the next steps and milestones for implementation. What are the actions the network and key stakeholders need to take over the next year?	<i>Group discussion with a notetaker on google sheet workplan template</i>	<ul style="list-style-type: none"> • What are the practical next steps and milestones for this recommendation? • What are the actions key stakeholders would need to take over the next year and what legwork does the network need to do now to put those plans in motion?

Summary: Educator Preparation Program Diversity Working Groups

DLRT Network, January 2021

Network members participated in three working groups focused on Educator Preparation Program (EPP) Diversity. Each working group discussed the vision, pitfalls, strategy, and considerations around the recommendations coming out of the Illinois EPP Diversity Landscape Analysis. The four recommendations for the network are:

- Develop benchmarks and a state-wide strategy to close the educator prep diversity gap across the state, including recommendations for how ISBE can support the strategy.
- Identify, leverage, support and scale existing initiatives that positively influence the diversity of EPP candidate pipelines, i.e. GYO, Early Risers, residencies, scholarships, etc.
- Create a plan to support EPPs to develop or improve diversity goals and accompanying strategy to close the educator prep diversity gap in the school districts they serve. Implement a pilot with select IHEs.
- Build an online toolkit of resources related to increasing the diversity of EPP candidates to support ISBE, the DLRT Network, and IHEs.

Working Group #1: Identify, leverage, support and scale existing (non-IHE) initiatives that positively influence the diversity of EPP candidate pipelines, i.e. GYO, Early Risers, residencies, scholarships, etc.

Vision and Outcomes	Pitfalls or Concerns	Other Considerations
<p>There are several innovative existing initiatives that haven't been spotlighted.</p> <ul style="list-style-type: none"> • Includes district-led initiatives, for example, a program in Rockford where the district partners with a local EPP and recruits a cohort of students who can participate in the program at a reduced cost, have a guaranteed student teaching placement and preferential hiring back to the district. However, there's been some attrition due to students 	<p>It's difficult to determine which programs have a record of success and therefore which to fund.</p> <ul style="list-style-type: none"> • Initiatives may have a lot of potential but may not have adequate funding to realize their potential, or may need support with their mission and operations to improve. 	<ul style="list-style-type: none"> • There should be some strategic professional development and quality assurances for non-IHE based initiatives to make sure they're having a positive impact. • These programs and initiatives should collaborate with each

<p>needing to work to support themselves and their family.</p> <ul style="list-style-type: none"> • Another district-led initiative is providing housing for students participating in the Aspiring Teachers program. <p>Funding is important for these initiatives to be sustainable and have a chance of showing success.</p> <ul style="list-style-type: none"> • Grow-Your-Own has potential but hasn't been as successful due to lack of funding because additional academic, wrap-around and social-emotional supports are needed. • Students are more likely to be retained with much needed financial support. <p>We need to grow awareness of these initiatives to potential candidates.</p> <ul style="list-style-type: none"> • Increase information and outreach to communities, families and parents, and high schools. • Start informing students about teaching opportunities in middle school. <p>Promote incentives and accountability for developing initiatives.</p>	<ul style="list-style-type: none"> • We have a lack of data around which initiatives are successful, and for those that are, what conditions are driving their success. • Data does not tell the whole story, we need to hear from real participants. <p>Additional funding can introduce pitfalls.</p> <ul style="list-style-type: none"> • Districts may misappropriate funds. • Money may be wasted if attrition is too high. • Sometimes programs are pitted against each other when they're vying for the same candidates or funding, even though we're all working toward a common goal. 	<p>other and share best practices around recruitment and retention, including their approach, platform, and philosophy.</p>
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Key Takeaways:

- We need to get a sense of all the initiatives out there and what they're focused on. Understanding where we have coverage across the state and where we have gaps.
- Focus on awareness and promoting the teaching profession to high school and post-secondary students. The value proposition of the profession and the pathways and support to certification based on your region and interests. Provide incentives for becoming teachers.
- How can we best support non-IHE based programs and initiatives?
 - We need to bring initiatives and programs to the table across the state to build a culture of collaboration and working toward a state-wide goal, a shared mission and banner and understanding of the role each program plays. Sharing practices that work so they can be scaled.
 - Ensuring programs promote culturally responsive practices and what's most relevant for candidate success.
 - Having a dedicated navigator/liaison between potential candidates, districts and colleges.
 - Cannot overstate the importance of wrap-around supports and financials support to encourage candidates to enroll and to keep them engaged.
- IHEs can learn from these programs' best practices:
 - Examine acceptance barriers for bias and engage and support candidates who would otherwise be borderline on entrance requirements.
 - Consider non-traditional acceptance criteria like personality profiles since GPA may just be a measure of the opportunities students were given to succeed.
 - Incentivize candidates by providing college credits for field experience.
 - Increasing diversity among IHE staff.
 - Build a culture that affirms the backgrounds and experiences of students of color.

Working Group #2: Create a plan to support EPPs to develop or improve diversity goals and accompanying strategy to close the educator prep diversity gap in the school districts they serve. Implement a pilot with select IHEs.

Vision and Outcomes	Pitfalls or Concerns	Other Considerations
<ul style="list-style-type: none"> • Successful implementation requires on-the-ground organizing and data collection. • EPPs take greater responsibility for recruiting diverse candidates. • Better coordination between state policies, IHEs and school districts so these arms understand their role in diversifying the workforce and can collaborate. • IHEs need to actively engage in tough conversations about what it means and what it would take to diversify enrollment, including acknowledging how IHEs have historically oppressed people of color and kept them out. • We need to have a diverse set of stakeholders at the table making decisions about strategy. Not having equal representation in power perpetuates bias around what's possible. 	<ul style="list-style-type: none"> • If IHEs are too focused on meeting a diversity enrollment target, they may bring students of color into toxic environments where they are not valued or even wanted - IHE staff need to be ready and willing to address their own bias and racist beliefs. • Are IHEs willing to change their practice and the way they use their funds to recruit and retain more students of color? • Want to understand more about retention of candidates to know if the root cause is more with recruitment or retention. 	<ul style="list-style-type: none"> • Compensation is a big factor when choosing a career and disincentivizes good potential candidates. • Teaching is not often presented as an option to high-performing students of color or to students of color at all. • What will support and collaboration look like post-COVID? • What can we learn from HCBU recruitment and retention?

Key Takeaways:

Considerations for setting diversity recruitment goals:

- Frame it in student first language so the outcome is clear and doesn't lead to a "numbers game" that loses its purpose.
- Look at recruitment and retention over time and what's causing those trends. Consider starting place.
- EPPs should have conversations with students and families of color to understand more about why they're seeing the enrollment data they are.
- What resources can be directed toward diversifying enrollment (staff time, number of staff, funding)? What partnerships with the state or local districts can influence your ability to meet a certain target?

High-leverage strategies EPPs can implement to diversify enrollment:

Point in the Pipeline	Strategies or Actions IHEs can take to increase and retain students of color
Cultivating High School students	<ul style="list-style-type: none"> • Grow your own programs (identifying student leaders to support the process) • Dual credit
Candidate Recruitment	<ul style="list-style-type: none"> • Marketing materials with clear value proposition • More data and research for sustainability • Partnerships across industry (educators rising etc.) can be woven into already established systems

	<ul style="list-style-type: none"> Streamline scholarships
Candidate Retention	<ul style="list-style-type: none"> Incurring Costs Ensure equity and supportive environments Partnerships to reduce imposter syndrome Cross Advisors (Move from High School to College with Students) Mental health supports More focus groups and student voice
Student Teaching	<ul style="list-style-type: none"> Paid student teaching/work study
Licensure	<ul style="list-style-type: none"> Rethink content exam requirements

Working Group #3: Build an online toolkit of resources related to increasing the diversity of EPP candidates to support ISBE, the DLRT Network, and IHEs.

Vision and Outcomes	Pitfalls or Concerns	Other Considerations
<ul style="list-style-type: none"> Toolkit is a vehicle to share resources, guidance, information, and case studies about effective practices. Shed light on the diversity initiatives EPPs have implemented that others don't know about or could be inspired to start themselves. Minimizes excuses regarding the challenges of diversifying enrollment when there are several strategies to try. Toolkit is practical and turnkey and supports EPPs' efforts. We need to showcase EPPs throughout the state and the work they're doing to build investment. Makes connections or shares contact information for organizations doing similar work across the state (could be district-led initiatives, external partnerships like "Call Me Mister", scholarship offices, etc.) 	<ul style="list-style-type: none"> Don't call it a toolkit! The term is overused and we need to consider our communication when promoting these supports. Must be short and easy to navigate, practical and relevant to a variety of contexts but thorough enough to be turnkey - a difficult balance to strike. Stakeholders need to see value in these resources for them to be worth the time and funds to curate. 	<ul style="list-style-type: none"> We should learn more about the staff at EPPs who would be interested in resources, what kind of resources they're looking for, and the best way to engage them. How will we know whether the resources are being accessed or are helpful? What resources are already out there - would we be re-creating the wheel? A toolkit could be linked to the IEPP where stakeholders may be going to access EPP diversity data

Stakeholders

All groups discussed stakeholder groups they believe need to be involved in this work and at the table making decisions. The following groups were suggested:

- Community Members
 - Business Leaders
 - Local Government Officials like mayors, city councils, state representatives
- Parents and Families
- Students
 - High School
 - Current and former EPP candidates
 - Current and former participants of non-IHE based initiatives
- EPP Staff
 - Deans
 - Faculty
 - Recruitment Directors
- IHE Staff
 - Chief Diversity Officer and/or Office of Multicultural Development
 - Admissions Office
- District Staff
 - Superintendent and Human Resources
 - School personnel
 - Guidance Counselors
 - CTE Office
- ISBE Staff
- Program Directors and recruitment offices of Non-IHE based Initiatives

Working Groups: CRTL PD Planning

Section	Description	Product and Facilitation	Guiding Questions
Introductions (10 min)	Build trust at the outset of the conversation.		<ul style="list-style-type: none"> • Briefly share your name, role, organization and experience related to the culturally responsive teaching and leading. • Facilitator shares norms and asks the group to react or build on with anything important to them. • Share workplan overview for the next few months.
Facilitation Best Practices (20 min)	Groups will discuss and organize their thoughts and ideas on how to incorporate facilitation best	<i>Group discussion with a notetaker on a google doc template</i>	<ul style="list-style-type: none"> • Which of the facilitation best practices do we want to include in the CRTL PD sessions? • Start to describe in detail what you think it might look like to

	<p>practices into the CRTL PD sessions.</p>	<p><i>This process is about getting ideas on paper – no need to have them perfectly refined. There will be time to do that going forward.</i></p>	<p>incorporate these practices into the CRTL PD sessions.</p> <ul style="list-style-type: none"> • Are there common understandings we want to define for this work (as described in the best practices)? If so, what should those common understandings be? • Do you have any initial thoughts on who should facilitate these trainings? You can either list specific individuals or general categories of people. • What else do you want to ensure gets taken into consideration in the facilitation of these sessions?
<p>Design and Structure Best Practices (20 min)</p>	<p>Groups will discuss and organize their thoughts and ideas on how to incorporate design and structure best practices into the CRTL PD sessions.</p>	<p><i>Group discussion with a notetaker on a google doc template</i></p>	<ul style="list-style-type: none"> • Which of the design and structure best practices do we want to include in the CRTL PD sessions? • Start to describe in detail what you think it might look like to incorporate these practices into the CRTL PD sessions. • What else do you want to ensure gets taken into consideration in the design and structure of these sessions?

<p>Content Best Practices (20 min)</p>	<p>Groups will discuss and organize their thoughts and ideas on how to incorporate content best practices into the CRTL PD sessions.</p>	<p><i>Group discussion with a notetaker on a google doc template</i></p>	<ul style="list-style-type: none"> • Which of the content best practices do we want to include in the CRTL PD sessions? • Start to describe in detail what you think it might look like to incorporate these practices into the CRTL PD sessions. • How can we ensure that the content in these trainings will be relevant and applicable to participants across the state? • What else do you want to ensure gets taken into consideration in the content of these sessions?
<p>Content Resources (20 min)</p>	<p>Each group will be assigned a group of CRTL standards and will begin dig into specific resources for creating content for the CRTL PD sessions.</p>	<p><i>Group discussion with a notetaker on google sheet workplan template</i></p>	<ul style="list-style-type: none"> • Groups will start compiling specific resources and training content that we can draw on for their assigned CRTL standards.

Summary: CRTL Professional Development Working Groups

DLRT Network, January 2021

Your contributions during our last network meeting were thoughtful and pushed our thinking on the process of developing PD sessions for the CRTL Standards. This summary shares some of the key takeaways we heard from you.

You want this work to be transformative.

If we want schools and districts to truly embody the CRTL standards, PD sessions are only one small part of what needs to happen. Participants expressed the need for a broader vision and scope of change for this work. Here are a few specific suggestions, questions, and concerns participants raised:

- We need to build into the context of the training that this is just one step that is part of a larger vision.

- We need to get clear about whether we expect these standards to create small shifts or dismantle the status quo.
- Network members wondered how teachers and leaders will be held accountable for what they learn in these trainings. Will this be reflected in evaluation? How?
- Some members also wondered how these standards might be at odds with current accountability systems? Will people be penalized under the current system for implementing culturally responsive practices?
- We need to explicitly name the limitations of the trainings.

Context matters.

There are fundamental things that should be included in all trainings, but it will also be critical to tailor the content of these trainings to the audiences they will be delivered to. Schools and districts where the teachers and students are all (or mostly) white need something different from schools and districts where teacher are all white and students are all Black and something different still for schools and districts where teacher and students are all Black.

One group pointed out that trainings and interventions are often rolled out to "lower performing" schools first. If this is a tiered roll-out, consider starting with fully funded schools. This may help to ensure that white teachers and students see that this is important for them and not only about students of color. (This group noted that we would also want to prioritize schools where the student population is majority students of color and the teacher population is majority white.)

Facilitation is key.

Network members felt strongly that facilitator selection and training should be a top priority. Facilitators act as models of the learning, reflection, and vulnerability required of this work. Conversely, facilitators who are not adequately prepared to lead this work can potentially do more harm than good. Here are some additional takeaways regarding facilitation.

- We should make sure there are at least two facilitators for any of the trainings. These facilitators should be different races, have different backgrounds, and have different community connections. ISBE and ROEs can work together to identify potential facilitation teams in districts and communities.
- Unions should also be involved in identifying facilitators and delivering this content – this will help to build trust among participants
- Network members expressed concerns about how we can be equitable in our selection of facilitators. Are we paying facilitators? If so, where are funds coming from? The answers to these questions will be important for informing our work going forward.
- In addition to the skills and expertise of the facilitators, it will also be important to acknowledge the expertise and assets training participants.
- Network members noted that building psychological safety is a critical skill for facilitators, but we also want to be explicitly clear about the difference between psychological safety and white fragility.

Training structure should be flexible, interactive, and ongoing.

Two big points we heard about the structure of these sessions is that they should (1) be flexible enough to account for the fact that everyone is at a different place in this work and (2) be interactive, practice- and scenario-based, with the opportunity to revisit the learning over time in multiple settings. Here are some of the detailed suggestions we heard.

- Each group noted that it will be important to have a flexible structure that accounts for the fact everyone is starting in a different place. Participants noted that it might be helpful to start with an assessment to tailor content based on where teachers and leaders are and suggested this might be part of how ISBE or another group supports this work going forward.
- Participants also pushed us to get clear on exactly who the intended recipients of these trainings are and in what configuration. Will teachers and leaders be trained together or will we need to differentiate that training? What about school board members and superintendents? IHE faculty?
- Your input also made it clear that training should include different types of interactions for learning - large group, small group, follow up, in-classroom support (in a way that does not feel punitive). Participants also noted that it might be helpful to utilize a cohort model for learning so groups move through this together.
- We should also be purposeful about how training time is structured – we want to avoid "sit and get" and instead make learning scenario-based and share tools for practice
- Affinity groups can be valuable for creating a safe space for participants to explore their identity and contributions to or experiences with systems of oppression, but we should be careful not to overuse these to the point that white participants are not hearing from participants of color

Content must directly address challenging topics.

Network members made it clear that the content of these trainings must directly address topics that leaders and teachers may have been hesitant to address in the past. The content of these trainings should explicitly name systems of oppression and the role of public education in upholding white supremacy. And while we anticipate that training participants will come to this work with varying levels of comfort on these topics, network members also had thoughtful ideas for how to make this content more accessible to a wide range of participants. Here are some of the thoughts that were shared:

- Identity is important but we need to focus on all identities (not just race) and understanding how those identities intersect.
- Building an understanding of the history of systems of oppression and the role of white supremacy in public education will be important to the success of these trainings.
- Training content should examine language we use, for example achievement gap, and impact that has on students and families. We should raise awareness about the language we are not comfortable using and examine why.
- Students and families should have a say in the training content – it impacts their experience. We should also frame this training in terms of what it means for students.
- One way to make the content accessible to a wide range of participants is to start with talk about ACEs, trauma, and their effect on the brain, then make the connection to the experiences of black people in this country generation after generation. The conversation about ACEs serves as a foundation that most people can connect to and helps to create cognitive dissonance.
- Groups identified several common understandings that are important for this work:
 - How funding formula for education has driven and exacerbated inequities over time;
 - Racism is default - there is no neutral, we have to actively do something to make change;
 - Whiteness is the default – white people tend to see people of color as racialized but do not see ourselves as racialized
 - Acknowledge that public education is a system of white supremacy--understanding the history of education and its impact on black children.