

DLRT Network Meeting 2/17

Pre-work - 45 minutes

- CRTL - Review Scope and Sequence and reflect on these questions:
 - What overall feedback do you have on how this scope and sequence will help develop teachers and leaders on the CRTL standards?
 - What active learning or practice-based activities would you like to see included in each of these sessions?
- EPP Diversity -
 - Read the characteristics of [technical challenges vs. adaptive challenges](#). What components of improving recruitment and retention of candidates of color are technical vs. adaptive? What does that mean for the steps teacher preparation programs need to take to improve candidate diversity?
 - Choose one of the following Promise 54 Case Studies to read about what it looked like when an education organization chose to prioritize diversity and inclusion. As you read, consider the challenges, opportunities and learnings these organizations grappled with, and how that may apply to teacher preparation programs shifting to prioritizing candidate diversity and inclusion.
 - Blue Engine - [The Challenge of Living Out Values](#)
 - TNTP - [Facing Difficult Conversations](#)
 - College Track - [Moving Beyond Diversity to Inclusion](#)

Agenda - 120 min

- (35 min) Overview and Updates
 - Welcome, Objectives, Agenda
 - CRTL Standards Update: Contingency planning if the standards are not approved by JCAR, Overview of the Scope and Sequence
 - EPP Diversity Update: Our focus area will be working with EPPs to diversify their enrollment through support and accountability
 - The evolution of this priority including the state-wide strategy and how supporting EPPs to diversify enrollment fits into that.
 - Overview of the EPP Diversity program where all EPPs report their diversity recruitment targets and recruitment strategies as part of their annual program reporting by 2022-2023.
 - Share the three phases in which EPPs will enter this work - pre-pilot, pilot, and all
 - How the network will contribute over the next two quarters (priorities by month)
 - DLRT Network structures: We've just discussed priorities, revisit timeline (how long the network is involved) and purpose (what level the network will engage throughout the year)
 - Introduce "Ask ISBE" and transition to working groups
- (70 min) Working Groups
 - Network participants will be assigned to one of 6 small groups. Half of the groups will focus on CRTL PD and the other half will focus on EPP Diversity. Each small group will have a facilitator to guide the group and take notes.
 - EPP Diversity (3 working groups)

Objective: Develop a strategy for ISBE to support teacher preparation programs with diversifying their enrollment through recruitment and retention of candidates of color.


- Introductions and Norms (5 min)
- Debrief pre-work and connect to working group objective (10 min)
- Provide feedback on EPP change process (20 min)
- Brainstorm knowledge, skills, and mindsets EPPs will need, and associated resources (30 min)
- Communication with EPPs (5 min)
- CRTL Standards Implementation (3 working groups)

Objective: Continue to refine and build out the scope and sequence of CRTL trainings.

 - Introductions and Norms (10 min)
 - General feedback on the scope and sequence (20 min)
 - Learning activities to include in each session (20 min)
 - Build out additional resources (20 min)
- (15 min) Ask ISBE and Closing
 - Ask ISBE
 - Closing - complete exit survey and closing announcements

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 teacher prep diversification. • Facilitator shares norms and asks the group to react or build on with anything important to them.
Debrief pre-work and connect to working group objective (10 min)	Connect learnings from the DEI case studies and adaptive change management to EPPs working to diversify student enrollment.		<ul style="list-style-type: none"> • What components of improving recruitment and retention of candidates of color are technical vs. adaptive? What does that mean for the steps teacher preparation programs need to take to improve candidate diversity? • What challenges, opportunities or learnings surfaced in the DEI case studies, and how might they apply to teacher preparation programs shifting to prioritizing candidate diversity and inclusion?

<p>Provide feedback on EPP change process (20 min)</p>	<p>Provide feedback on the recommended process for improving recruitment and retention of candidates of color.</p>	<p><i>Group discussion with a notetaker on a google doc template</i></p>	<p>Share the steps we've generated from having EPPs identify a point person for the enrollment diversification initiative to implementing and assessing new strategies.</p> <hr/> <p>EPP process for implementing a diversity enrollment strategy:</p> <ol style="list-style-type: none"> 1. Identify a representative to liaise with ISBE on this initiative and to own coordination of car stakeholders. 2. Assemble a diversity counsel to drive decision-making. Determine meeting dates, objective member roles and responsibilities. 3. Take stock of the barriers and opportunities for recruiting and retaining more candidates of your EPP. (This may include reviewing recent data for recruitment and retention, examining admissions processes for bias, speaking with candidates and faculty about their experience understanding the current diversity recruitment strategies and their effectiveness, and under the IHE-level diversity and inclusion initiatives and goals.) 4. Set diversity recruitment and retention targets (using guidance from ISBE/TNTP) for the next years. 5. Review promising strategies to meet diversity recruitment and retention targets (using guidance from ISBE/TNTP for the next 3 years.) 6. Create a multi-year plan to meet diversity recruitment and retention targets. 7. Identify resources to implement plan and invest stakeholders (admissions department, rec department or director, EPP faculty, support organizations, etc.) 8. Implement recruitment and retention strategies. 9. Evaluate success of strategies and adjust.  <ul style="list-style-type: none"> • What is missing from these steps? • What needs to be removed or adjusted? • How might this look different for EPPs with different needs or contexts, or in a different starting places regarding this work? • What learnings from the pre-work can be applied to strengthen this model? 				
<p>Brainstorm knowledge, skills, and mindsets EPPs will need to diversify enrollment, and associated resources (35 min)</p>	<p>For each step in the change process, determine what support or resources EPPs will need to invest stakeholders and implement plans.</p>	<p><i>Provide independent time for group to brainstorm ideas on a table in a google doc, open up for group discussion as</i></p>	<ul style="list-style-type: none"> • What guidance, resources, or support will EPPs need to facilitate each of these steps? • How can the network support development of new resources or curation of existing resources? <p>The table will look something like this:</p> <table border="1" data-bbox="699 1633 1417 1864"> <tr> <td data-bbox="699 1633 829 1864">Change Processes</td> <td data-bbox="829 1633 1024 1864">Guidance (What will EPPs need to know and know how to do? What</td> <td data-bbox="1024 1633 1195 1864">Resources (digitally accessible like email templates, sample</td> <td data-bbox="1195 1633 1417 1864">Support and Accountability (What could support look like? Are there opportunities</td> </tr> </table>	Change Processes	Guidance (What will EPPs need to know and know how to do? What	Resources (digitally accessible like email templates, sample	Support and Accountability (What could support look like? Are there opportunities
Change Processes	Guidance (What will EPPs need to know and know how to do? What	Resources (digitally accessible like email templates, sample	Support and Accountability (What could support look like? Are there opportunities				

		<i>facilitator takes notes</i>		are the challenges of implementing this step and what should EPPs consider?)	documents , case studies, how-to guides)	for accountability?)
			Step 1			
			Step 2, etc.			

Summary: Educator Preparation Program Diversity Working Groups

DLRT Network, February 2021

Network members participated in three working groups focused on Educator Preparation Program (EPP) Enrollment Diversity. Groups discussed the technical and adaptive challenges to improving enrollment diversity, as well as guidance, resources, and incentives EPPs will need to be successful. Here are the themes that arose.

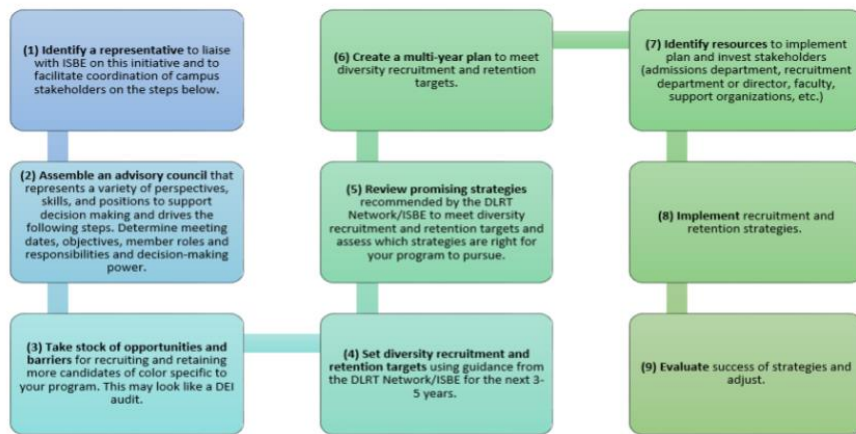
Technical vs. Adaptive Approach to Improving Enrollment Diversity

- Diversity work should be held to the same standards as other IHE departments, having concrete goals and metrics to ensure accountability. We have to be willing to meet the goals we set and provide accountability, otherwise we're just checking the box and the work doesn't matter. There is already a significant lack of accountability mechanisms.
- This is complex and hard work and some groups need support to meet ambitious goals. We haven't historically been willing to invest in the adaptive changes necessary to invest in people from communities and neighborhoods of color.
- Funding is white dominant and many of the same organizations tend to get the big grants from philanthropy.
- Retention impacts recruitment. When students don't see teachers of color they don't have mentors or see themselves in the work, they don't see the potential for leadership and aren't given the leadership opportunity. When candidates of color drop off, we lose the ability for them to recruit more potential candidates from their networks.
- Valuing teachers of color is an adaptive challenge. It's easy for white teachers to see the focus on teachers or leaders of color, and think that something is being taken away from them.
- Are we spending too much time on adaptive challenges and bringing people around in a nice and safe way that should actually be non-negotiables?
- We need to be balanced in providing technical and adaptive solutions. Let's not miss the low-hanging fruit while we do the adaptive work. But also, let's not skimp on the adaptive work because it's important for long-term change. We can solve for the technical solutions to recruitment, but retaining candidates of color in higher ed is more adaptive.
- This work is hard even when there is a DEI department and a Chief Diversity Officer dedicated to it. Even then, people of color may not want to speak up for fear of retribution or stigma. You constantly need to be assessing what's working, what isn't, who is and is not being heard and what improvements still need to be made. Surveys are a start but lack of two-way communication and not being able to articulate needs/problems are a huge obstacle.

- We need to put equal attention to recruitment and retention. It's easier to improve the number of candidates of color but it's more difficult to improve what they experience after they enroll.
- Changing the student experience in higher ed is an adaptive challenge. It includes adjusting curriculum and reading - universities guard their academic freedom so this won't be easy. People who want to change do the work on their own, but others don't see anything as broken and aren't ready to change the status quo. Many give it lip service so they don't have to make an actual change.
- You often need to have the "lived experience" to prioritize or understand the need for having diverse stakeholders. You need diverse stakeholders in all levels of education.

Reflections on Enrollment Diversification Improvement Process

Teacher Prep Program Draft Change Process



Advisory Council:

- What might this look like for a small university? What if they don't have enough staff/students to put together an advisory council?
- It takes time and sincere effort to deliberately assemble a diversity council. This can be concurrent with conducting an audit. You don't want this process to slow down some initiatives that could take shape in the meantime.
- Advisory council needs to include the stakeholders who are impacted the most - not just faculty and partner organizations. It should include students and it needs to have authority/power for it to be worth the investment from members.
- Advisory council needs to be involved through each of the steps in this process. Leaders need to be direct and transparent with the council about the power they have and what can potentially come of their ideas.
- The advisory council needs members who carry weight to be effective, like a committed dean.
- Councils should have debate before consensus and then agreements. If there's no debate they aren't doing the work. Often the people with the decision-making power in councils are white. Or people of color sit on the council, but they don't say anything because it's their employer, or because of how they'll be considered. The council becomes a check-the-box activity.
- I worry that we'll exploit voices of color or those that sit on councils. We ask their perspectives so we can tick off that we asked their perspectives, and then we don't listen and don't do anything to change or tell them why we can't change. We ask for volunteers to give their time and efforts, but this takes a toll on the council representatives who are people of color, who have been asked to sit on various other committees. Are we expecting people of color to do all the lift, and then what if their ideas are not heard or implemented in the end?
- It is dehumanizing when nothing comes of people's effort, especially when we know there's a lack of generational wealth. Until white people step out of the way, we won't make progress. White leaders are not

willing to step down because they're benefiting. It's the same white leaders leading the conversation without change or results.

Audit:

- Audit needs to include EPPs examining top to bottom the inclusivity of their programs. The goal is not just more opportunity for candidates of color, but adjusting what both white candidates and candidates of color are learning once they enroll.
- We need to look at the institution's historical legacy of racism as part of the audit, and universities need to own their mistakes and how they still impact candidates of color today.
- Has ISBE done an audit on their own diversity, equity and inclusion practices? This is a great way to lead by example and show EPPs what it looks like. Give examples of the practices they identified that were biased and how they changed them. Admit where their policies have been racist in the past and how they're working to change them.
- The audit should drive which strategies are used for recruitment and retention, using feedback from EPP participants and those that have dropped out.

Support and Funding

- This process can only be successful with funding. Money is behind the challenge in the first place, so we need to back this process and the resulting enrollment strategies with funding and resources. Who is providing this funding? Can ISBE provide this funding, especially for smaller institutions.
- This model could fit across the EPPs, but could be more effective with a set of supports, scaffolding, and training that would be available to the EPPs, depending on where they are in their DEI work.
- Everyone who comes into contact with students has to be trained in being inclusive. We might expect this from staff in ed departments, but not necessarily from people in financial aid or registrars, it has to be university wide. Can we do an audit of the entire institution? Cultures may vary across the institution and in different departments. Can we help them assess readiness and their environment across all departments?

Accountability

- How often is this process evaluated? That needs to be built in in order for it to happen.
- What are the guardrails to make sure this is implemented with integrity? How do you know the liaison will be a good fit to lead this work?
- Accountability also needs to be a part of this process. If I set a target and miss that target, where does that go? Does it matter?
- Incentives are hard but effective, accountability is easy but performative.
- What if the liaisons formed cohorts and were accountable to each other as peers, all in it together. ISBE can coordinate the convenings of these cohorts. You could have cohorts connected with the DLRT network as well.

Other themes:

- Would this work need to be done at the institution-level as well as the EPP level? Does it need to happen together or separately?
- Implementation for adaptive challenges is complex and may not work in this model.
- Implementation seems to be the most important step but it's such a small part of this process. There is so much planning and not a lot of "doing". Where is action step 1? When is a change actually made?

Working Group Brainstorm Summary: Teacher Prep Program Enrollment Diversity Improvement Process

Site	Description	What guidance should the DLRT Network/ISBE provide to teacher prep programs to implement this step?	What resources can the DLRT Network/ISBE provide to teacher prep programs to	What incentives or accountability structures will ensure teacher prep programs
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		<p><i>(What do teacher prep programs need to know and know how to do to implement this step? What will be challenging about implementing this step? Other considerations?)</i></p>	<p>help them implement this step?</p> <p><i>(What digital resources would support teacher prep programs - like email templates, sample documents, case studies, how-to guides, etc.? What higher-touch support might be necessary?)</i></p>	<p>follow through on this step?</p> <p><i>(How can ISBE encourage strong participation along the way? What might accountability look like for each step, either formal, i.e. reporting or informal, i.e. peer review?)</i></p>
1	<p>Identify a representative to liaise with ISBE on this initiative and to facilitate coordination of campus stakeholders on the steps below.</p>	<ul style="list-style-type: none"> Clearly define the role of ISBE and the liaison as well as the relationship of these two roles with the EPP Communicate how the model can and should be scalable and contextualized to each EPP Guidance around the level of the liaison. This person needs to have enough authority to convene others on campus. Dedicated Subject Matter Expert (SME) and/or Coordinator to facilitate transition 	<ul style="list-style-type: none"> Measurement tools (surveys or otherwise) that evaluate and benchmark current landscape (how well that EPP is doing at this) Job description and training for the liaison Pair up with a DLRT member who acts as a thought partner/critical friend Boilerplate language that can be used/modified for next stages 	<ul style="list-style-type: none"> Provide a stipend or release time for the representative Have backing from the institution for this initiative Hold an application process to assess commitment Recognition and Acknowledgement of the time and effort put towards the process.
2	<p>Assemble an advisory council that represents a</p>	<ul style="list-style-type: none"> Determine the minimum expectation of the 	<ul style="list-style-type: none"> Provide a network with other programs 	<ul style="list-style-type: none"> What is the reporting structure? How often will the

	<p>variety of perspectives, skills, and positions to support decision making and drives the following steps. Determine meeting dates, objectives, member roles and responsibilities and decision-making power.</p>	<p>“perspectives, skills and positions” that should be represented</p> <ul style="list-style-type: none"> • Determine minimum expectation for the role of the council (are they part of the accountability process?) • What are necessary roles/stakeholders that need to be involved? • May need a power mapping exercise to ensure right people are at table • Outside facilitation (still in state) from a unit that is not a friend of an Administrator or politician. • Recommendations for compensating council members 	<p>across the state so that they are meeting frequently and exchanging ideas and dialogue.</p> <ul style="list-style-type: none"> • Seek out similar examples across the state to provide models of what this council could be (ex: LSC’s in CPS) • Examples of institution who have compensated council members for this type of work 	<p>council report back to ISBE about decisions and next steps?</p> <ul style="list-style-type: none"> • Kickoff event for all pilot orgs with Dr. Ayala • Provide continuing education credits
3	<p>Take stock of opportunities and barriers for recruiting and retaining more candidates of color specific to your program.</p>	<ul style="list-style-type: none"> • Advise programs to take this on as a diverse collective (or to seek diverse perspectives where they are lacking) (i.e if a VP of program is doing this audit alone, it may not actually reflect the fullness of perspectives) 	<ul style="list-style-type: none"> • Provide resources about what the data says about barriers • DEI audit tool - both for the EPP and for the whole university • May also want a focus 	<ul style="list-style-type: none"> • Connect back to advisory council • Opportunity to share out results of audit with other pilot school leads and get feedback.

	<p>This may look like a DEI audit.</p>	<ul style="list-style-type: none"> • Start with, then move beyond, the most obvious - financial barriers, testing structures, grading system, course availability • Curriculum audit of program for identifying possible barriers of retention. • Student satisfaction surveys. 	<p>group protocol to engage with current students of color at the university.</p> <ul style="list-style-type: none"> • Training in use of audit tool • College report cards of time demographics of colleges. 	
<p>4</p>	<p>Set diversity recruitment and retention targets using guidance from the DLRT Network/ISBE for the next 3-5 years.</p>	<ul style="list-style-type: none"> • Guidance on SMART GOALS (or whatever goal-setting framework we think is best) • Guidance on the types of data programs EPPs should look at and how to effectively analyze it in order to set reasonable goals and targets for their program. • EPPs may need examples of what reasonable targets look like in order to help them ensure that they are keeping pace with ISBE goals 	<ul style="list-style-type: none"> • What will these targets be based on (to the question about rural schools) • Perhaps examples from “sample” EPPs from around the state (a small, mid-size, and large university with x demographics); • A document that identifies the types of data EPPs should be examining (current and past enrollment data, data 	<ul style="list-style-type: none"> • Add this to the ISBE “evaluation” process • Some kind of check-in point with ISBE • A stipend or financial incentive for completing this work • Release funding periodically as programs hit particular steps or targets • Have the council draft a resolution with proposed strategy and budget and have program leadership approve.

			<p>on communities where their graduates most often work, data on the university's surrounding community-- where teacher candidates are likely to be placed for practicum or student teaching, etc.)</p> <ul style="list-style-type: none"> • Support for EPPs to work with local districts and community to create these targets together • A sample resolution or proposal 	
5	<p>Review promising strategies recommended by the DLRT Network/ISBE to meet diversity recruitment and retention targets and assess which strategies are right for your</p>	<ul style="list-style-type: none"> • Set minimum strategies that can be implemented right away (mentoring) • Consider strategies that allow schools to use current funding most efficiently or differently (creative thinking) • Tier strategies based on cost and build out a 	<ul style="list-style-type: none"> • Provide ongoing professional development to research new strategies • Again, differentiate resources for university characteristics 	<ul style="list-style-type: none"> • Require institutions to report on which strategies they found most promising and why AND which they deprioritized and why (to position us to affirm or challenge where needed) • Accountability check-ins with ISBE liaison

	program to pursue.	<p>funding plan for most effective but costly</p> <ul style="list-style-type: none"> • Provide the “promising strategies” likely with differentiated options to fit different university communities 		
6	Create a multi-year plan to meet diversity recruitment and retention targets.	<ul style="list-style-type: none"> • Considerations for EPP working in isolation and competition with, or with other campus programs • Include community stakeholders in the creation of this plan to make sure the voices heard at the beginning of the process remain apparent in the plan. 	<ul style="list-style-type: none"> • Advise on context specific plans based on local data • DLRT cohorts consisting of teachers, students and faculty could be accountability partners in the drafting of the plan. • A sample plan 	<ul style="list-style-type: none"> • ISBE reviews and provides feedback on this plan • A recognition award that sets the institution apart and becomes part of their branding. • Grants/Scholarships where recruitment and retention rates have improved.
7	Identify resources to implement plan and invest stakeholders (admissions department, recruitment department or director, faculty, support organizations, etc.)	<ul style="list-style-type: none"> • Including feeder schools and placement districts • Help the EPP identify every office that potential students come in contact with to ensure the plan and supports reach every structural level that affects the lives of students. 	<ul style="list-style-type: none"> • Share (within limits) innovative ideas from across the state or other states who have improved recruitment and retention of students of color. 	<ul style="list-style-type: none"> • Partnering with peer and aspirant EPPs for accountability and congruence.

		<ul style="list-style-type: none"> Investing stakeholders: I think you will really have to dive deep into the agendas and identities of stakeholders. It will probably be more difficult than not to get buy in from stakeholders who have already benefited from the system as it is. This might require some deep reflections on where each department has been, what mistakes they have made, and where they plan to go. Identity reflection may also be necessary via an outside resource. 		
8	Implement recruitment and retention strategies.	<ul style="list-style-type: none"> Define who is responsible for implementation The “why” will need to be hashed out and fully felt by every single stakeholder if any strategy is going to be effective. If buy-in is not present, there could be more harm than good. 	<ul style="list-style-type: none"> We can supply a starting point -- a collection of best practices cultivated by ISBE and our Network Example strategies or even old strategies that did work out as expected. 	<ul style="list-style-type: none"> Provide funding for recruitment and retention efforts. Highlight successful programs on ISBE website Provide referrals to students Submit report about the strategies of choice

		<ul style="list-style-type: none"> • They would need to know exactly how they are going to face the strategies and what resources they'd need to see them out. 		
9	Evaluate success of strategies and adjust.	<ul style="list-style-type: none"> • Guidance on how success will be measured • Enlist an outside org to evaluate success of strategies. I know this happens a lot in the field of business/accounting. 	<ul style="list-style-type: none"> • Benchmark data from other programs. 	<ul style="list-style-type: none"> • Provide state level data such as pass rates of EdTPA, provide qualitative evaluation support as well as quantitative evaluation support • Accountability through teacher prep report cards

Working Groups: CRTL PD Planning

Section	Description	Product and Facilitation	Guiding Questions
Introductions (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 culturally responsive teaching and leading. • Facilitator shares norms and asks the group to react or build on with anything important to them.
General feedback on the scope and sequence (15 min)	Participants will share feedback they have on the scope and sequence	<i>Group discussion with a notetaker on a google doc template</i>	<ul style="list-style-type: none"> • When you think about developing teachers and leaders on the CRTL standards, what is missing from this scope and sequence? • Is this the right set of topics?

			<ul style="list-style-type: none"> • Does the organization of the content allow the flexibility to meet schools, districts, and participants where they are with this learning? • What other feedback do you have?
Learning activities to include in each session (15 min)	Groups will generate a list of potential learning activities for each topic.	<i>Group discussion with a notetaker on a google doc template</i>	<p>During the last session, participants made it clear that these trainings should be active and practice-based, not lecture style or “sit and get”.</p> <p>Start with Topic 3 and work your way up.</p> <ul style="list-style-type: none"> • What are some effective learning activities you have experienced related to these topics? • Are there any gaps/topics where we need to identify learning activities?
Build out additional resources (15 min)	Groups will continue to build out the additional resources for each section	<i>Group discussion with a notetaker on a google doc template</i>	<p>Start with Topic 3 and work your way up.</p> <ul style="list-style-type: none"> • What additional resources should be included for each of these topics? Think broadly and consider: <ul style="list-style-type: none"> ○ Small group activities ○ Book study ○ Affinity groups ○ Student led learning opportunities ○ Coaching activities

Train the trainer (15 min)	Groups will discuss considerations for training the trainer on these sessions	<i>Group discussion with a notetaker on a google doc template</i>	<p>Aside from the selection of facilitators/trainers, what are some other considerations we should have in mind regarding a “train the trainer model”?</p> <p>How should the “train the trainer” model be monitored?</p> <p>What is most important for getting the trainers up to speed?</p>
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Summary: CRTL PD Working Groups

DLRT Network, February 2021

This month, Network working groups provided feedback on the scope and sequence of the CRTL Professional Development sessions. Here are some of the key takeaways from those conversations.

- **Network members are concerned about the fact that these standards and trainings will not be mandated or carry any accountability for schools and districts.** Network members are concerned that the schools and districts whose students could benefit most from these trainings will opt out or determine that these trainings are not a good fit for them. This is a reminder that one of the most important components of this work is not just building the PDs but also creating a communications strategy to build buy-in for this PD across the state.
- **These PD sessions should be aligned to how EPPs will be incorporating the standards to ensure a more cohesive experience for new teachers.** With the passage of the standards, we know that new teachers will be better prepared on these standards as EPPs incorporate them into their training, however Network members are concerned that those new teachers will enter into schools that are not aligned with the standards and will not have the support they need to be culturally responsive.
- **Training materials should emphasize that this learning is a journey with no endpoint.** There was some concern from Network members that the number of sessions we propose providing will not be sufficient for the deep shift that needs to happen. For that reason we need to emphasize the fact that the provided PD sessions are a starting place and should encourage schools and districts to continue their learning through recommended resources. This is also a reminder to ISBE to use their influence to create a larger strategy around these standards.

Network members also shared specific recommendations on the content of the scope and sequence that we will incorporate as we start building out the trainings. Some of those recommendations included:

- Ensure that all content is aligned to the common language outlined in the standards companion document.
- Create scenarios that help districts understand the different ways they might use the provided training content and recommended resources.
- Training should be practice-based and applicable to day-to-day work whenever possible, for instance having teachers apply what they are learning to unit or lesson plans that they are currently working on. Teachers often don't have a choice about the curriculum they are using, so training can provide specific guidance on how to align their current training with the standards.
- Training should incorporate data and analysis to help teachers and leaders clearly understand disparities and disproportionalities that exist in their district.
- Training should outline how this not only applies to students and families but also interpersonal relationships with colleagues.

Network members also shared a few considerations for the “train the trainer” facilitation model.

- The most important thing for facilitators to get up to speed on will be identity and positionality.
- There should be regular check-ins with facilitators, as well as participating teachers, leaders, and even students, to understand the effectiveness of the trainings.
- It could be useful to identify other "experts" we can call on to observe training (not to evaluate but to see if content is aligned with standards and objectives).
- Facilitator training should have ongoing opportunities to update or refresh learning. Facilitator training should not be a “one and done” event.
- Once again, Network members elevated the importance of determining how facilitators will be compensated since this has implications for equity.