

DLRTN In-Person Meeting 9/6/19

Renee welcomed everyone and re-introduced Wesley. Wesley related that group comments and Westat comments have been compiled into a draft that will be reviewed by the network today. Wesley compiled a chart that he shared with the group showing in each section their composition of Guidance and Application narratives/applications, Performance Indicators, and Evidence of Student Performance to ground everything that has been created so far. Section 2 included 7 CRTL Standards already. We will look at evidence first, then summative feedback to enable groups to consider for editing.

We will also take a look at framing and structure today to provide consistency to the entire document, a point that was raised by two network members initially.

Question was also raised about AMA/MLA/Chicago style. "Westat generally uses GPO and Chicago" is the short answer.

Wesley began to journey through the editorial comments provided through Westat and led the group through each one to come to a consensus. Discussion resumed about the intended audience and the important choices that need to be made about capitalization of the various races and ethnicities in the document. Historical context will be an important addition to this document from a practical perspective. A preface before the introduction would be a good place for this. Redefining People of Color will be an important piece as well so that there is a level playing field of understanding.

If we identify the history of the systemic problems that are inherent, then readers will see examples of that throughout the document. The preface can give the high-level view of history and systemic oppression, and the introduction can more center the reader in the document. Past references are important, but more recent realities need to be included as well. Perhaps the preface can ground the values that guide this document with the introduction serving as the contextual piece.

How do we make sure that not only does this document get written, but also to support this document as it goes forward? Wesley acknowledged that the next phase's work streams will be pointed in that direction.

Is there a way to better show what we believe CRTL really is? It doesn't seem to be called out specifically in the document. There are a lot of numbers presented here that depersonalize the content of this document.

There will be a new group created to construct the "preface". Writing team 1 will re-contextualize the introduction. The preface should include a glimpse into foundation laying with the history of systemic oppression. It is about equity, social justice, oppression, and the responsibility is on the teachers to serve their students. At the end of the day, this is a standards document which will be deconstructed and pieced back together, so keeping a consistent thread running through will be vital.

Definitions of terms should be defined when they are introduced, and putting them all in one place would be more effective for readers. The full glossary will be its own section. There is also a need for an acronym list.

Discussion took place about how to "title" those who will use these. Are they just teachers? Leaders? Educators? Professionals? Consensus would be to keep Culturally Responsive Teachers and Leaders.

There also should be a consideration to include these in principal preparation programs, not just teacher preparation programs.

Will this be part of the new teacher evaluations and mandated in some way? One of the goals of the Phase 2 work will be to make it a companion piece with the new competencies. There will be opportunities to build in such things in the future for evaluations to the best of our knowledge.