CCSSO

Council of Chief State School Officers

Teaching, Leading, & Learning Collaborative
July 1, 2017 – June 30, 2018

An Invitation to Join the Teaching, Leading, & Learning Collaborative

The Council of Chief State School Officers (CCSSO or the Council) invites all interested state education agencies to enroll in CCSSO's new Collaborative focused on educator effectiveness and college and career-ready standards – the Teaching, Leading, & Learning Collaborative (TLLC), for the 2017-2018 program year.

The Implementing College and Career Ready Standards (ICCS) and National and State Consortium on Educator Effectiveness (NSCEE) will no longer exist independently. Instead, we are merging the two networks in order to make stronger connections across standards and educator effectiveness (or talent management) departments, thinking about teacher and leader development, and standards implementation holistically across SEAs. This Collaborative will align with CCSSO's 2020 Strategic Plan and work to address states highest teacher and leader priorities.

The intent of the Teaching, Leading, & Learning Collaborative is to emphasize the critical connectivity between standards implementation and the teacher and leader talent pipeline required to provide high quality instruction to each student, and to support states as they identify and take action on policies aimed at comprehensive approaches to improving teachers and leaders' instructional practices. In addition to creating opportunities for states to work collectively on shared priorities and to leverage other programs, networks and resources at CCSSO.

The Teaching, Leading, & Learning Collaborative will use workgroups, convenings, collaboration with other CCSSO initiatives and engagement with national partners to support state efforts to improve teacher and leader practices aligned to the college and career-ready standards. Details on the services for the 2017-18 membership year follow and questions about the program can be answered by the network's manager, Angie Andersen (angie.andersen@ccsso.org).

> To officially join the Teaching, Leading, & Learning Collaborative for the 2017-18 program year, please complete the electronic form at www.ccsso.org/collaborativesmembership.

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Membership Overview

Through the workgroups, the Collaborative will continue to support states as they advance their college and career readiness agenda in tandem with their educator effectiveness (or talent management) agenda by ensuring that all students have access to high-quality instruction aligned to those standards. These workgroups were identified based on experiences in the 2016-17 program year and direct feedback from states.

The workgroups for the 2017-18 program year will be:
- Chief Academic Officer (CAO)/Chief Talent Officer (CTO) Network: Expanding the existing CAO Network to include Chief Talent Officers.
- Addressing Teacher Pipeline Challenges
- Engaging Teacher Leaders to Inform Policy Development and Improve Instruction
- School Leader Learning and Development
- Principal Supervisors and Supports
- Supporting Students Below Grade Level

*It is highly recommended that states that join the Teaching, Leading, and Learning Collaborative participate in the CAO/CTO Network. The CAO and CTO engagement is critical to state success in the other workgroups as they are the leaders of the delegation. It is important to have leadership for all state teams to ensure coherence across the work occurring in the Teaching, Leading, and Learning Collaborative workgroups.

All states that join ICCS should:
- Have the same people participate in each workgroup meeting and webinar throughout the program year to ensure consistency and build a community of practice between states. **Recommended staff for each workgroup is listed in workgroup goals and outcomes section below**;
- Participate in monthly or bi-monthly calls with other workgroup members;
- Participate in a fall, winter and spring in-person meeting (unless member of the CAO/CTO Network, which will meet in fall and spring only); and,
- Commit toward implementing specific policies that will address critical issues or a problem of practice that lead to ensuring each student has access to high-quality instruction and teachers and leaders that can meet their needs.

Membership Options and Costs
- TLLC offers a tiered membership based on the number of workgroups a state joins.

Tier 1: Participation in the CAO/CTO Network

- Membership Cost: $15,500

- Two SEA staff, a representative from your state's standards office, and a representative from your educator effectiveness (or talent management) office, attend two in-person meetings of the workgroup. The same people should attend both meetings and remain in the same workgroup throughout the year.

Tier 2: Participation in the CAO/CTO Network and 1 Workgroup

- Membership Cost: $24,500
- SEA joins one other workgroup
- The SEA sends two people to each workgroup, a representative from your state's standards office, and a representative from your educator effectiveness (or talent management) office, per workgroup, and attends all three meetings. The same people should plan to remain in the same workgroup throughout the year. The CAO/CTO will attend two meetings.

Tier 3: Participation in the CAO/CTO Network and 2 Workgroup

- Membership Cost: $33,500
- SEA joins two other workgroups
- The SEA sends two people to each workgroup, a representative from your state's standards office, and a representative from your educator effectiveness (or talent management) office, per workgroup, and attends all three meetings. The same people should plan to remain in the same workgroup throughout the year. The CAO/CTO will attend two meetings.

   *If the membership options listed don't fit your states need, please contact Angie Andersen (angie.andersen@ccsso.org**).***

> To officially join The Teaching, Leading, & Learning Collaborative for the 2017-18 program year, please complete this electronic form: www.ccsso.org/collaborativesmembership
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> This form will ask you to identify the membership tier, the workgroup(s) you want to join, the staff that will participate in each workgroup, and the primary and secondary TLLC contact in your state. Please contact Jessica Leacher (Jessica.leacher@ccsso.org) if you need any assistance in filling out this form.

Workgroup Goals and Outcomes
*Please note, all workgroups are subject to cancellation based on low participation.

Chief Academic Officer (CAO) and Chief Talent Officer (CTO) Network
CCSSO Staff Liaison: Shannon Glynn Thomas
Coach: Joanne Weiss, independent consultant, former chief of staff at the U.S. Department of Education

   The CAO and CTO engagement in this network is critical to state success in the other workgroups as they are the leaders of the delegation. It is important to have leadership for all state teams to ensure coherence across the work occurring in the Teaching, Leading, and Learning Collaborative workgroups. The appropriate people to join this network are the senior-most person in your agency, likely a cabinet-level official or deputy, who oversees standards and other academic content areas and the most senior person that oversees educator effectiveness, licensure, and other talent policies.*

Overview and Structure

- CCSSO is expanding the CAO Network to include both the state Chief Academic Officer (CAO) and Chief Talent Officer (CTO). As CCSSO looks to coalesce the work on educator effectiveness and standards implementation, we think it is valuable for leadership from the academic and talent office in state education agencies to both participate in this network. This will allow states to discuss and address policy issues that impact standards implementation, high-quality instruction, and educator effectiveness and support.
- Through membership of CAO/CTO Network, participants will be able to share and learn from colleagues, increasing their capacity to manage initiatives in their states.
- In addition to providing a network of peers to discuss issues, this network will help drive content and delivery of outcomes for colleagues in other collaborative workgroups.
- Topics will be dictated and determined by the needs of the members on an ongoing basis. The group will focus on 2-3 large issues throughout the program year.
- This group will meet twice in-person. Virtual conversations will occur by member request to address larger issues the network is tackling.

CAO/CTO Network Goals

- Through consultancies, discussions, and workshop sessions, the network will support members as they implement aspects of ESSA and seek to ensure all students receive high-quality instruction aligned to college- and career-ready standards and that teachers and leaders receive the training and support critical to supporting all students.
- During the year, the group will identify 2-3 large issues to unpack and identify policies that states can enact. Participants will have the opportunity to share, collaborate, and problem solve about the identified issues the group is dealing with.
- Small-group or cross-state conversations, as requested, will be held to assist SEA leaders in moving their work forward.
- This network will play a role in determining workgroup topics and assisting colleagues in other workgroups in identifying problems of practice that reflect the overall goals of the state agency. The network will provide leadership and support in ensuring that colleagues are able to address identified problems of practice and implement policies to address critical issues.

CAO/CTO Network Outcomes

- Participants will not develop a problem of practice to focus on. Rather, issues that require cross agency collaboration between the talent and academic office will be deeply discussed.
- CAOs and CTOs will collectively assist each other in identifying specific strategies and policies from convening's, discussions, and webinars that can be implemented within their states. The network will work to build CAO/CTO capacity by providing them with guidance, resources, research, and peer support.
- The network will work to track progress by identifying and tracking specific actions states have taken to address and work on the discussed issues.

Addressing Teacher Pipeline Challenges
CCSSO Staff Lead: Saroja Warner

- This workgroup will work with states that have identified teacher pipeline challenges, from recruitment to retention, as a critical priority. Among these priorities include addressing shortages in geographic regions and subject areas, diversifying the teacher workforce, and creating and sustaining different pathways into teaching that ensure all teachers are prepared to teach culturally and linguistically diverse cultures students and students with different abilities. Members of the workgroup will determine through consensus those most pressing challenges related to their teacher pipelines to address together.
- This workgroup will focus on state strategies to address specific teacher pipeline challenges they face and will receive peer support, assistance with research and data, and access to experts to implement policies that will work to address specific teacher pipeline challenges identified by participating states.
- In order to achieve the goals of the group, state teams will utilize many of the tactics, resources, and strategies utilized by CCSSOs Network for Transforming Educator Preparation (NTEP). There are many lessons learned and tools and resources developed by NTEP states that will be leveraged to advance the work of states in this work group. Considering the impact of this workgroup on advancing equity, strengthening educator preparation, teacher licensing systems and professional learning, **states are encouraged to send a minimum of two people that work on teacher talent management, teacher licensing, educator preparation/program approval, supporting students with disabilities and/or English language learners, and professional learning.**

Workgroup Goals
- Collect and analyze data to identify specific teacher pipeline challenges in the state.
- Create action plans for addressing identified challenges, including defining the aspiration for the work, developing measurable goals, progress monitoring routines and establishing what success will look like if goals are met.
- Access the most current research on best practices and model policies to inform action plans to meet goals.
- Learn from the implementation success of other initiatives, both CCSSO led as well as those led by other organizations, and apply the fundamental elements in their own action plan.
- Engage in cross-state collaboration with work group members to test ideas, identify common challenges and generate solutions.

Workgroup Outcomes
- States will develop comprehensive plans for addressing the identified teacher pipeline challenge(s) of concern in their state.
- States will have evidence of progress on at least one goal identified in their teacher pipeline action plan.
- States will develop stakeholder engagement plans and have progress monitoring routines in place to ensure the sustainability of their efforts over time and despite leadership changes.
- States will work across departments to identify funding opportunities in ESSA to support their teacher pipeline strategies.

Engaging Teacher Leaders to Inform Policy Development and Improve Instruction
CCSSO Staff Lead: Jessica Leacher

Workgroup Goals:

- State teams will develop or refine their rationale and definition of teacher leadership and articulate how it can advance existing state priorities for improving equitable teaching and learning.
- State teams will explore and identify policy, support, funding, and stakeholder strategies they can use to advance teacher leadership in districts.
- States will develop a plan for enacting policies, supports, and funding strategies to advance their priorities related to improving teaching and learning through teacher leadership in districts.
- State teams will share current practices and experiences, and capture insight from peers in other states as well as from national organizations, policy reports, and experts.

Workgroup Outcomes:

- States will have a working rationale and definition of teacher leadership and how teacher leadership can improve equitable teaching and learning.
- Using a teacher leader framework state teams will monitor progress of their efforts and revise strategies based on evidence.
- States will have a plan to implement policy, strategies and/or supports for teacher leadership informed by lessons-learned and best-practices across states.

School Leader Learning and Development
CCSSO Staff Lead: Laura Checovich

Workgroup Goals:

- State teams will gain exposure to research-based publications, case studies, current policy, and exemplary school leader professional learning models to inform and strengthen principal development in their respective states.
- Through a series of in-person and digital meetings, state teams will share current practices and experiences and glean insights from peers in other states as well as national policy and school leadership content experts.
- State teams will participate in Professional Learning Communities (PLC's) organized around areas of state interest and need in order to advance research-based school leadership strategies and practices, and inform policy. States, with the support of experts and partners, will engage in solutions-generating events, activities, and practices to address barriers to success and bolster areas of strength.
- The network will meet regularly to debrief and discuss strategies and next steps, and to refine thinking about resources, information, and models to give principals greater access to high quality professional learning.

Workgroup Outcomes:

- States will develop a state-specific plan of action informed by guidance and recommendations from national experts, peers, and researchers.
- States will contribute and have access to a catalogue of common challenges to designing and implementing state-level plans and actions for school leader development, and recommended solutions.

Principal Supervisors and Supports
CCSSO Staff Lead: Monica Taylor

Workgroup Goals:
- State teams will gain exposure to research-based publications, case studies, content experts, and exemplary principal coaching, mentoring, and support models to strengthen the principal evaluation component of the pipeline in their respective states.
- Through a series of in-person and digital meetings, states will learn how best to support districts and school leader supervisors with principal coaching, evaluation, and reduce principal turnover, particularly in the most troubled schools.
- State teams will participate in Professional Learning Communities (PLC's) organized around areas of state interest and need in order to advance research-based school leadership strategies and practices, and inform policy. States, with the support of experts and partners, will engage in solutions-generating events, activities, and practices to address barriers to success and bolster areas of strength.
- State teams will glean research-based strategies for rethinking and redesigning the role of principal supervisors to bolster principals' work to improve instruction.
- State teams will observe model principal supervisor actions in Wallace Foundation-funded districts that successfully revamped the roles and expectations of principal supervisors.
- State teams will share current practices and experiences, and capture insight from peers in other states as well as national policy and school leadership content experts.

Workgroup Outcomes:
- The workgroup will contribute to and access a catalogue of state-level challenges, aligned recommendations and strategies to inform the redesign of traditional principal supervisor roles.
- State teams will develop a state-specific action plan that includes guidance and recommendations from national experts, peers, researchers, and practitioners.

Supporting Students Below Grade Level
CCSSO Staff Liaison: Ashley Cheung
Coach: Brett Shiel, Independent Consultant

Workgroup Goals:
- Get to quality classroom instruction for each student, particularly those performing below grade level, via tighter alignment to standards by pulling the levers of instructional materials, professional learning, assessment strategy, performance management - and building coherence across the system.
- Build capacity to influence local decision-makers, respecting local autonomy while impacting decision-making, role of evidence/data/research, and process for stakeholder engagement.
- Lead on equity, advancing the state-level conversation as well as the actions, behaviors, and policies - informal and formal - relative to various elements of educational equity, including access to great standards-aligned instruction and approaches that are relevant and responsive to the needs of students and their communities.
- Create a community of learning among workgroup participants that encourages states to share ideas and actions with each other.

Workgroup Outcomes:
- Employ a problem-of-practice process to advance a specific support initiative, grounded in one of the three policy areas that drive quality instruction: standards-aligned materials, strategic use of assessment, and meaningful professional learning.
- Explore the practices from other schools and systems most successfully supporting struggling students, as well as the specific state-level policy actions that pave the way for such practices to take hold in classrooms.

Meetings

The Teaching, Leading, & Learning Collaborative membership includes participation at three meetings outlined below:

Fall Workgroup Meeting (October 2017, Location TBD)

This meeting will serve as the first in-person meeting for all workgroups and will assist states in planning and strategizing ways to move toward designated outcomes through cross-state discussions and conversations with experts. CCSSO will also find ways for collaboration across workgroups at in-person meetings.

Winter Meeting (January 2017, Location TBD)

This meeting will serve as the second in-person meeting for workgroups and will assist states in planning and strategizing ways to move toward designated outcomes through cross-state discussions and conversations with experts. CCSSO will also find ways for collaboration across workgroups at in-person meetings. **The CAO/CTO Network will <u>not</u> meet during this meeting.**

Spring Meeting (May 2017, Location TBD)

This meeting will serve as the last in-person meeting for the workgroups. There will be cross-workgroup sessions as well as the opportunity for the workgroup to meet to analyze progress and identify successes.

Other TLLC Supports:
- **E-newsletter:** CCSSO distributes two monthly newsletters focused on college and career standards implementation and educator workforce development issues. The newsletters contains information on upcoming events and webinars, new research and relevant news, and promising practices from states and partner organizations. These updates will also include information about other CCSSO meetings and resources. To sign up for the college and career standards implementation newsletter, please click here. To sign up for the educator workforce development newsletter, please click here.
- **Just in Time Webinars:** CCSSO will provide timely webinars to provide states with in-depth information on federal policy impacting our work, emerging topics, new tools and promising practices. National partners will join in offering specific solutions to needs and challenges identified by states.
- **TLLC Yammer site:** All states and national partners are welcome to join the TLLC Collaborative Site, a member's only online community for state education agencies to share ideas, documents, and information.

- **Synthesis of Promising Resources:** CCCSO maintains and regularly updates [CCReady](#), a website that includes information about high-quality implementation resources and state agency best practices.

TLLC 2017-18 FAQs

1. **Who should I contact if I have questions about a TLLC membership?**

   Please contact Angie Andersen at angie.andersen@ccsso.org.

2. **Can I still join ICCS or NSCEE?**

   No, ICCS and NSCEE will no longer exist. CCSSO is pushing to think of the supports we offer SEAs for teachers and leaders more holistically, therefore we will be only offering membership to the Teaching, Leading, & Learning Collaborative.

3. **What if I don't know the individual(s) who will participate in each workgroup yet?**

   While we ask that you sign up with your team already identified, we understand that this may not be possible. If you are unsure of participants, we ask that you send this information to Angie Andersen ASAP. Also, in the online TLLC enrollment form, indicate "Unknown" for the name and contact information.

4. **Can I rotate the individual(s) who participate in each workgroup?**

   The workgroups you join upon signing up for TLLC and, as much as possible, the participants selected for each workgroup, should remain constant throughout the program year. The intention of these workgroups is to have consistent members throughout the program year to help build trust and provide participants with the opportunity to learn and understand one another's state context and practice. This will lead to a better overall experience for all participants.

5. **Can I join more than three workgroups?**

   A state can join more than three workgroups if it fits their needs and capacity.

6. **Can I send more than two participants to a workgroup?**

   You can send more than two participants to any workgroup, except for the CAO/CTO network, at an additional cost per participant. You cannot send extra participants to the CAO/CTO Network, as this is a role-alike group for specific SEA staff.

7. **What if our agency doesn't have a CAO/CTO or the CAO/CTO isn't interested in participating?**

   It isn't mandatory to have the CAO or CTO participate, but it is strongly encouraged. The network provides great professional development, access to experts, and peer support to participating CAOs and CTOs. State teams that have their CAO and CTO in the network also have the benefit of having an agency leader invested in and supportive of the work they are advancing in workgroups.