

Teaching, Leading, & Learning Collaborative (TLLC)

States are committed to coming together to better prepare teachers and school leaders to implement college- and career-ready standards for all students. Through the Teaching, Leading, & Learning Collaborative (TLLC), CCSSO will support states as they work to identify and take action on policies aimed at comprehensive approaches to improving teachers and leaders' instructional practices with a focus on the implementation of college- and career-ready (CCR) standards.

CCSSO believes that stronger connections across teacher and leader initiatives and instructional work with CCR standards will have increased impact and benefits for talent management systems, allow for more targeted professional development to support improved instruction for both teacher and leaders, and increase capacity for teachers and leaders to meet the needs of each student and improve learning.

The TLLC will use workgroups to support states. The workgroups for the 2018 - 19 program year will be:

- Chief Academic Officer (CAO)/Chief Talent Officer (CTO) Network
- Culturally Responsive Practices
- Increasing Instructional Capacity through Teacher Leadership
- School Leadership Development and Support
- Supporting Students Below Grade Level

Each workgroup is committed to addressing these topics by focusing on content and practices that support implementing CCR standards, support teachers to improve practice, and elevate and support school leaders.

A focus on equity is central to CCSSO's 2017-2020 strategic plan and our work with our members. CCSSO and state chiefs are committed to each child—regardless of background—graduating ready for college, careers, and life. In 2017, CCSSO and the Aspen Institute released [Leading for Equity: Opportunities for State Education Chiefs](#), which set forth ten commitments and a series of actions state chiefs can take to advance equity. Each of CCSSO's collaboratives, including the TLLC, is a venue for working with national experts and collaborating with peer states to identify concrete strategies for advancing relevant commitments found in the report. Equity will continue to play a major role in the agenda of the TLLC over the next membership year.

2018-19 Goals:

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.

By joining the TLLC, states are committing to:

- Implementing specific programs 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.
- Participate in a fall, winter and spring in-person meeting
- Participate in monthly or bi-monthly calls with other workgroup members
- 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.
- Identify state CAOs and CTOs who will serve as the state team lead.

As the state team lead, state CAOs and CTOs will be responsible for identifying connections in their work between their standards and talent departments, ensuring coherence across the workgroups a state participates in, and making sure the team members in each workgroup are on track to meet their milestones.

Workgroup Goals and Outcomes

Chief Academic Officer (CAO) and Chief Talent Officer (CTO) Network

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 committed to improve the capacity of districts, schools, and teachers to implement standards with fidelity and ensure that high-quality, standards-aligned curriculum frameworks, instructional resources, and professional development are available to every teacher. The CAO/CTO Network aims to increase collaboration across the academic and educator effectiveness offices leading to a more comprehensive focus on policy that improves teacher practice and leader capacity to support high-quality instruction aligned to college and career ready standards.

As CCSSO looks to coalesce the work of 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 in the 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, serving as their state team leads.**

2018-2019 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 succeed.
- 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 workgroup goals and strategies 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 goals and implement policies to address critical issues that affect both standards and talent offices.
- Issues that require cross agency collaboration between the talent and academic office will be deeply discussed.

Spotlight to Equity:

This workgroup will address CCSSO's *Leading for Equity* commitments:

- **Equity Commitment Number 2, Part B)** Talk directly about issues of race and equity and prepare the senior leadership team to speak effectively and comfortably about race and racism
- **Equity Commitment Number 2, Part C)** Make equity an agency-wide priority by setting equity-related goals within and across divisions that are tied to the state's broader goals and strategies.
- **Equity Commitment Number 7, Part C)** Ensure that all students have access to high-quality instructional materials.
- **Equity Commitment Number 8, Part E)** Deliberately develop cultural competencies among aspiring and practicing educators so that educators are prepared to meet the needs of each student
- **Equity Commitment Number 8, Part H)** Provide funding for in-service training on restorative justice
- **Equity Commitment Number 9, Part A)** Measure and improve school culture as one important aspect of closing achievement gaps.



Culturally Responsive Practices:

CCSSO is committed to ensuring states have policies and practices in place that ensure all teachers, regardless of race, cultural background, or class are prepared and/or can demonstrate culturally responsive teaching practice with the ability to support students with different abilities. The Culturally Responsive workgroup will work to support states in doing just that.

States will work to develop policies and implement practices that ensure all teachers and leaders, regardless of race, cultural background, or class are prepared and/or can demonstrate culturally responsive teaching practices in teaching and leading, with the ability to support students with different abilities. Members of this workgroup will identify policy levers using CCSSO's [Leading for Equity](#) Principles that support culturally responsive teaching, leading, & learning practices.

2018-2019 Goals:

- States will create workgroup plans developing culturally responsive teaching practices in their state, including defining the aspiration for the work, developing measurable goals, progress monitoring routines and establishing what success will look like if goals are met.
- This workgroup will focus on state strategies to address culturally responsive teaching practices and will receive peer support, assistance with research and data, and access to experts to implement policies that will work to address their specific state needs.
- Build understanding around cultural responsive pedagogy, why it matters and how to support districts in implementing best practices.
- In order to achieve the goals of the group, state teams will utilize many of the tactics, resources, and strategies utilized by CCSSOs Diverse and Learner-Ready Teacher (DLRT) Initiative. Resources developed by DLRT states will be leveraged to advance the work of states in this work group.

Spotlight on Equity:

This workgroup will address CCSSO's [Leading for Equity](#) commitments:

- **Equity Commitment Number 4, Part C)** Encourage LEAs to explore and select culturally-relevant instructional materials and pedagogy that is aligned to state standards.
- **Equity Commitment Number 7, Part C)** Ensure that all students have access to high-quality instructional materials.
- **Equity Commitment Number 8, Part E)** Deliberately develop cultural competencies among aspiring and practicing educators so that educators are prepared to meet the needs of each student
- **Equity Commitment Number 8, Part H)** Provide funding for in-service training on restorative justice

Increasing Instructional Capacity through Teacher Leadership:

CCSSO believes that it is critical each student has access to an effective teacher prepared to meet their needs. The Increasing Instructional Capacity through Teacher Leadership workgroup aims to leverage teacher leadership expertise to provide teachers with high-quality professional learning that results in effective high-quality, standards-based instruction which meets the needs of each student.

States will work to identify and implement a teacher leadership workforce strategy aimed at increasing teachers' instructional capacity rooted in CCR standards and implementation of high-quality materials. This will include a focus on professional development and distributed leadership. Additional attention will be on communications, stakeholder engagement, systems change and partnerships.

Support will be differentiated for state teams based on where they are in implementing their vision, and how long they have participated in the TLLC. For example, a state who is participating in the TLLC Increasing Instructional Capacity through Teacher Leadership workgroup for the first time will start by defining their goals and theory of action for the work. States who participated the previous year will spend greater time focused and intentionally paired with states who are identifying and in the process of implementing strategies to build teacher leaders' capacity.

The TLLC workgroup leads will facilitate connections across states working to develop teachers' capacity to lead and ensure that state teams have exposure to research-based publications, national experts, and state models. CCSSO will plan, schedule, facilitate, and design content for the workgroup meetings and webinars with feedback and input from members.

2018-2019 Goals:

- States will develop a state-specific plan of action informed by guidance and recommendations from national experts, peers, and researchers.
- 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 content experts on how to support teacher leaders.
- Create a community of learning among workgroup participants that encourages states to share ideas and actions with each other.
- Lead on educational equity, by promoting standards-aligned workforce systems and practices that are relevant and responsive to the needs of students, teachers, principals, and their communities.

Spotlight on Equity:

This workgroup will address CCSSO's *Leading for Equity* commitments:

- **Equity Commitment Number 7, Part C)** Ensure that all students have access to high-quality instructional materials.

- **Equity Commitment Number 8, Part E)** Deliberately develop cultural competencies among aspiring and practicing educators so that educators are prepared to meet the needs of each student

School Leader Development and Support:

CCSSO believes that principals play a key role in school success and enable conditions for high-quality teaching and learning. Therefore, CCSSO will use the School Leader Development and Support workgroup to support states as they work to identify and implement school leadership workforce strategies to attract, prepare, hire, develop, and retain a mixed pool of school leaders ready to serve in diverse educational settings.

The network will meet regularly to discuss strategies to give principals greater access to high-quality preparation, professional learning, and coaching and mentoring, particularly in the most troubled schools.

2018-2019 Goals:

- 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.
- 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 content experts on how to support school leaders and supervisors.
- Create a community of learning among workgroup participants that encourages states to share ideas and actions with each other.
- Lead on educational equity, by promoting standards-aligned workforce systems and practices that are relevant and responsive to the needs of students, teachers, principals, and their communities.

Spotlight on Equity:

This workgroup will address CCSSO's *Leading for Equity* commitments:

- **Equity Commitment Number 7)** Engage More Deeply: Monitor Equitable Implementation of Standards and Assessments.
- **Equity Commitment Number 8, Part E)** Deliberately develop cultural competencies among aspiring and practicing educators so that educators are prepared to meet the needs of each student.
- **Equity Commitment Number 9, Part E)** Invest in principals' ability to lead schools that support the whole child.



Supporting Students Below Grade Level:

CCSSO is committed to ensuring every child, across all backgrounds, graduates ready for college, careers, and life. Supporting Students Below Grade Level (SSBGL) workgroup is working toward this vision by supporting states as they develop strategies to support kids performing below grade level.

The SSBGL workgroup sits at the intersection of standards-aligned instruction and advancing equity. States focus on ensuring that each student receives quality instruction, particularly students performing below grade level. The workgroup seeks tighter alignment to standards through strategic use of instructional materials, professional learning, assessment, and performance management.

2018-2019 Goals:

- Help states implement practices that empower educators to work from an asset mindset and shift practice in order to better support all student needs
- Build capacity at the SEA to influence local decision-makers, respecting local autonomy while still impacting decision-making, specifically focusing on improving quality tier one instruction in tandem with quality interventions and fidelity of multi-tiered systems of support (MTSS).
- 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 and improvement on great standards-aligned instructional practices 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.

Spotlight on Equity:

This workgroup will address CCSSO's *Leading for Equity* commitments:

- **Equity Commitment Number 2, Part A)** Proactively initiate and lead conversations about equity.
- **Equity Commitment Number 2, Part B)** Talk directly about issues of race and equity and prepare the senior leadership team to speak effectively and comfortably about race and racism.
- **Equity Commitment Number 7, Part C)** Ensure that all students have access to high-quality instructional materials.
- **Equity Commitment Number 7, Part D)** Check for bias in curriculum and assessment as part of state-level review of instructional materials, and assist LEAs in implementing strategies to detect bias in curriculum and assessment, particularly for locally-selected or designed materials.
- **Equity Commitment Number 8, Part G)** Provide necessary guidance, information, and funding to train educators in mental health supports and intervention strategies.



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.
- **Online Collaborative Platform:** 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.

2017-18 State Members Included: AR, CT, DC, DoDEA, DE, HI, ID, IL, IA, KY, LA, MD, MI, MS, MO, NE, NJ, OH, RI, TN, UT, VA, WI.

2017-18 Partners Included: BloomBoard, ETS, PCG, SAS.

