



**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 partners 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 <http://programs.ccsso.org/membership/bp.php>.

Contents

Page 2..... Membership Overview
Page 2..... Membership Options and Costs
Page 3..... Workgroup Goals and Outcomes
Page 8..... 2017-18 In-person Meetings
Page 9..... Other Collaborative Supports
Page 9..... FAQs

Membership Overview

TLLC will continue to use a specific model for working groups that is closely related to implementation science. Each workgroup will meet virtually and in-person to give participants the opportunity to work collaboratively with peer states and national experts on their implementation efforts. There will be three in-person meetings, the first will take place October 10th and 11th in Ft. Lauderdale, FL, the second and third will be in early-February and late-May, with locations TBD.

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.

Partners can elect to have up to two participants join the TLLC, but cannot have more than two people per workgroup. We encourage you to participate in a group(s) that aligns most closely with your expertise. Workgroups will meet three times in-person and virtually as deemed necessary by the state participants and CCSSO Staff Lead. Partners are considered active participants in the workgroups and will be encouraged to contribute their expertise in meaningful ways to help states think through the challenges outlined in the workgroups.

All partners that join TLLC should strive to:

- 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 and partners;
- Participate in monthly or bi-monthly webinars with other workgroup members;
- Participate in the in-person meetings; and
- Commit to work toward outcomes that will be jointly defined by CCSSO and state participants.

The workgroups for the 2017-18 program year will be:

- Addressing Teacher Pipeline Challenges
- Engaging Teacher Leaders to Inform Policy Development and Improve Instruction
- School Leadership Development and Support
- Supporting Students Below Grade Level

Workgroup Goals and Outcomes

*Please note, all workgroups are subject to cancellation based on low participation.

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.

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 workgroup 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 Leadership Development and Support

CCSSO Staff Lead: Laura Checovich

Workgroup Goals:

- 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 district and school leaders and supervisors.
- State teams will participate in Professional Learning Communities (PLC's) organized around areas of state interest in order to advance research-based school leadership development and support 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, principal coaching, evaluation, and ways to reduce principal turnover, particularly in the most troubled schools.
- 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 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.

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.

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.

CCSSO will plan, schedule, facilitate, and design content for all workgroup meetings and webinars with feedback and input from state members and work with states to design and determine action group outcomes. TLLC corporate partners will provide thought leadership and assistance to states for the duration of the action group.

Membership Options and Costs

Benefits of corporate partnership include:

- **Participation in meetings**
TLLC partners participate fully in the TLLC action group face-two-face meetings, and the Annual Summit. Partners may have two (2) individuals from their organization attend each meeting. Partners pay for their own travel expenses to attend the meetings.
- **Online-collaboration site**
All TLLC partners will have access to the private Educator Effectiveness online collaboration website, <http://scee.groupsite.com/main/summary>. On the site, state education agency staff share and access resources from other states and national experts about educator effectiveness, equity and other relevant topics to building an effective workforce system. The TLLC community contains a robust resource library of tools from national organizations and from more than half the states in the country. TLLC partners are encouraged to actively contribute to discussions on the collaborative site to share their expertise with states and should send relevant resources to post to the site to Pamella Hylton, pamella.hylton@ccsso.org.
- **Electronic Updates** — CCSSO will provide an electronic update every month that “curates” the latest news, policy reports, federal activity and national meetings that influence state work in

education workforce and educator effectiveness initiatives. These updates will also include information about other CCSSO meetings and resources.

- **Recognition**

Partners will be recognized in meeting materials, on the online collaboration site, and on [CCSSO's website](#).

- **Webinars**

CCSSO hosts an ongoing series of webinars for each action group to provide states with in-depth information on new tools and promising practices. CCSSO will also provide timely webinars to provide states and national partners with in-depth information on federal policy impacting our work, emerging topics, new tools and promising practices. Partners will join in offering specific solutions to needs and challenges identified by states.

Advantages of participation in the TLLC network include:

- Building deeper understanding of the priorities needed to build an effective educator workforce system: attraction, preparation, development and retention.
- Identifying states' priorities within the TLLC Framework so products and services can be tailored to educators' needs and where the field is headed.
- The ability to reflect, give feedback, recommendations and provide resources to states.
- Space to build relationships with state leaders on issues of common interest, both through in-person meetings and virtually.
- Forum to use a partner's expertise to provide thought leadership to states on specific topical areas, either during the in-person meetings or through the online collaboration site.

Costs

2017-2018 TLLC Business Partner Membership	
CCSSO Level 1	\$11,500
CCSSO Level 2	\$13,000
Non-Business Partners	\$16,000

Meetings

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

Fall Workgroup Meeting (October 10th and 11th, 2017, Ft. Lauderdale, FL)

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 (early-February 2018, 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.

Spring Meeting (late-May 2018, 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:** CCSSO 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 participants 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. How many workgroups can I join?

An organization can join up to two workgroups and we encourage you to participate in a group(s) that aligns most closely with your expertise. Please note that the workgroups will plan to meet concurrently at each of the three program meetings.

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

Partners can elect to have up to two participants join the TLLC, but cannot have more than two people per workgroup.