

MEETING



**KENTUCKY DEPARTMENT OF EDUCATION (KDE)
Teacher Advisory Council
SUMMARY**

JUNE 10, 2025

ATTENDANCE: Carla Criswell, Carla Lawson, Mandy Perez, Kevin Dailey, Kristen Morgan, Corey Burns, Sarah Lizer, Megan Hall, Joseph Stivers, Emmanuel Anama-Green, Wendy Young, Shane Baker, Scot Bratcher

MEMBERS ABSENT: Melanie Callahan, Chad Davidson, Toni Prater, Becky Spies, Rosa Cubero-Hurley, Casey Page, Brooke Leffingwell, Nick Shoffner, Jessica Hobson

Agenda Item: Welcome

Presenter: Chrystal Rowland, Kentucky Board of Education/KDE Division Director, KDE

Summary of Discussion: Prior to Rowland's welcome, Justin Edwards welcomed everyone to the June 10 Teacher Advisory Council meeting, noting that Callahan was unable to attend. He reminded all members and presenters to keep their cameras on during the meeting. Rowland shared a message from Thomas Woods Tucker, Ph.D., who couldn't attend due to a personal commitment. Rowland acknowledged the great impact of teachers in the classroom and encouraged educators to take time this summer for self-care.

Feedback: Dailey provided personal examples of teachers' impact.

Agenda Item: Approve Agenda

Presenter: Justin Edwards, Teacher Advisory Council Liaison, KDE

Summary of Discussion: Wendy Young motioned to approve the agenda, and Megan Hall seconded the motion. The agenda was approved unanimously.

Agenda Item: Approve Summary from Last Meeting

Presenter: Justin Edwards, TAC Liaison, KDE

Summary of Discussion: Kristen Morgan motioned to approve the minutes from the last meeting, and Hall seconded the motion. The minutes were approved unanimously.

Agenda Item: Exploring Portraits of Learner and Defenses of Learning: How Teachers Might Use These Frameworks to Empower Students

Presenter: Rob Collins, Innovative Programs Consultant, and Robert Meacham, Division of Innovation Program Manager, Office of Continuous Improvement and Support

Summary of Discussion: Collins and Meacham presented on the Portrait of a Learner and Defenses of Learning, discussing the purpose, impact and implementation of these concepts in Kentucky schools. They emphasized the importance of metacognitive analysis and authentic learning experiences. Collins outlined the session goals: sharing the purpose of a Portrait of a Learner, discussing Defenses of Learning as meaningful assessment practices and receiving feedback from teachers. He explained the Kentucky Portrait of a Learner, which includes six competencies: engaged citizen, critical thinker, productive collaborator, effective communicator, creative contributor and empowered learner. He also mentioned that over 150 districts in Kentucky have developed their own local Portraits of a Learner, often involving community members, students, parents and teachers in the process. Meacham discussed Defenses of Learning, a performance-based assessment where students gather evidence and artifacts to demonstrate their competencies, often presenting to teacher panels or community members. He also provided examples of implementation including districts like Spencer County, where community members participate in student defenses, and Shelby County, which mandates defenses for graduation.

Feedback: Hall expressed concerns about the additional burden of Defenses of Learning on students, especially in relation to state testing, questioning if it would be one more high-stakes requirement. Meacham clarified that Defenses of Learning are not mandated by the state but can be a local decision, emphasizing that they are meant to be a meaningful assessment practice rather than an additional burden. Then, Collins highlighted the need for a shift in pedagogy to ensure vibrant and authentic learning experiences, stating that Defenses of Learning should reflect the quality of education rather than just being another test. Dailey shared his positive experience with Defenses of Learning, noting that they provide a more effective measure of assessment and contribute to student learning through metacognitive analysis.

Agenda Item: Kentucky United We Learn Framework 4.0

Presenter: Shara Savage, Education Administration Program Manager, Office of Assessment and Accountability

Summary of Discussion: Savage presented the Kentucky United We Learn Framework 4.0, which shifts from federal to state accountability indicators, allowing for more flexibility to reflect local priorities and needs. The framework includes local accountability indicators such as interim assessments, off-grade science testing, and locally determined measures, providing

districts with flexibility in implementation. The implementation of local accountability systems will follow a three-phased model: pilot phase, expansion phase and sustainability phase, allowing districts to grow their systems thoughtfully and sustainably. The framework is guided by the Kentucky United We Learn Council's moonshot vision to launch an accountability system that is meaningful and useful for all learners, emphasizing vibrant learning and local innovation.

Feedback: Anama-Green asked about the anticipated classroom impact and examples from other states. Savage mentioned similar models in other states and the need for legislative approval to determine the final implementation. Hall raised concerns about the delay in receiving assessment results and the need for immediate feedback. Savage acknowledged this issue and stated that efforts are being made to provide quicker results. Hall also questioned the funding for vibrant learning experiences, highlighting the personal financial burden on teachers. Savage confirmed that funding is a key issue to be addressed with legislators.

Agenda Item: Teacher Emotional Wellbeing

Presenter: Elly Gilbert, Assistant Director, Office of Educator Licensure and Effectiveness

Summary of Discussion: Gilbert presented the Impact Kentucky survey results, showing low positive ratings for teacher emotional well-being but noting an improvement over previous year. Gilbert discussed factors that influence teacher emotional well-being including positive interpersonal relationships, workload, school culture, resources and administrative support. As an example, Gilbert shared insights from Hazard Independent School, which had high positive ratings due to their tightly connected community, stable administration, and supportive culture. Gilbert encouraged schools to look at successful practices from other schools and districts, using the Impact Kentucky survey results to identify areas for improvement.

Feedback: N/A

Agenda Item: Legislative Update

Presenter: Brian Perry, Director of Government Relations, KDE

Summary of Discussion: Perry provided legislative updates, briefly detailing various bills that impact education, including those related to:

- Maternity leave;
- Teacher misconduct;
- Innovation;
- Dual credit scholarships; and
- Virtual programs.

He also discussed the upcoming interim period and potential topics for the next session.

Feedback: Scot Bratcher asked a question about the new dual credit scholarship bill and its possible effects on programs like the welding class he teaches. Perry said this bill should make things easier for everyone and that the students receiving scholarships and taking those classes

should still be able to. Dailey asked a question for clarification about the “social media / cell phone” bill. Perry discussed an example and pointed TAC members in the direction of the guidance document around this bill.

Agenda Item: Adjournment

Presenter: Justin Edwards, TAC Liaison, KDE

Summary of Discussion: The meeting was adjourned with a motion from Young and a second from Criswell. Edwards reminded everyone of future meeting dates.

DRAFT