



Kentucky
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Kentucky United We Learn Fall Convening

Thursday, Nov. 2

 Kentucky Department of
EDUCATION

Welcome and Connection: Stability in a Time of Transition

Audrey Gilbert, Council Chair

Lu Young, Kentucky Board of Education (KBE) Vice Chair

Sharon Robinson, Kentucky Board of Education Chair

Robin Kinney, Interim Education Commissioner

WIFI Information:

Join the network that says “KDE”

Follow the prompts to create an account

Any issues email:

KETSHELP@education.ky.gov

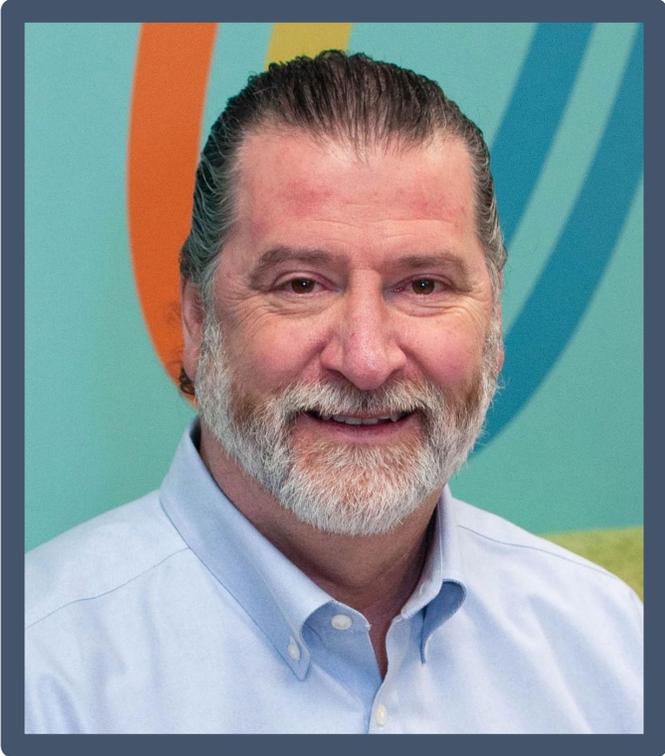
Day 1 Agenda – Nov. 2

Time	Activities	Lead
8:30	Welcome and Connection: Stability in a Time of Transition	Audrey Gilbert, Council Chair Lu Young, KBE Vice Chair Sharon Robinson, KBE Chair Robin Kinney, Interim Education Commissioner
9:45	Committee Share-out	Committee Leads or Designee
10:30	Break (15 minutes)	
10:45	Finalize Moonshot	Karen Dodd, Kentucky Department of Education (KDE) Doannie Tran, Center for Innovation in Education (CIE)
11:45	Lunch - 5th Floor (45 minutes)	

Day 1 Agenda – Nov. 2 (Cont.)

Time	Activities	Lead
12:30	Journey Mapping	Planning Team
1	Transition and Break (15 minutes)	
1:15	Journey Mapping for Committees	Committee Leads
2:45	Transition and Break (15 minutes)	
3	Share-outs	Committee Leads or Designees
3:30	End of Day Reflections	Karen Dodd, KDE Doannie Tran, CIE
3:45	Adjourn	Audrey Gilbert, Council Chair

New Members for Year Two



Roland O'Daniel

BOLD NEW FUTURE



Sherry Anderson

BOLD NEW FUTURE



Tracy Leonard

BOLD NEW FUTURE

New Members for Year Two (cont.)



Delaney Stephens

ACCELERATING INNOVATION



Kim Parker-Brown

VIBRANT LEARNING EXPERIENCES



Lucian Yates

VIBRANT LEARNING EXPERIENCES



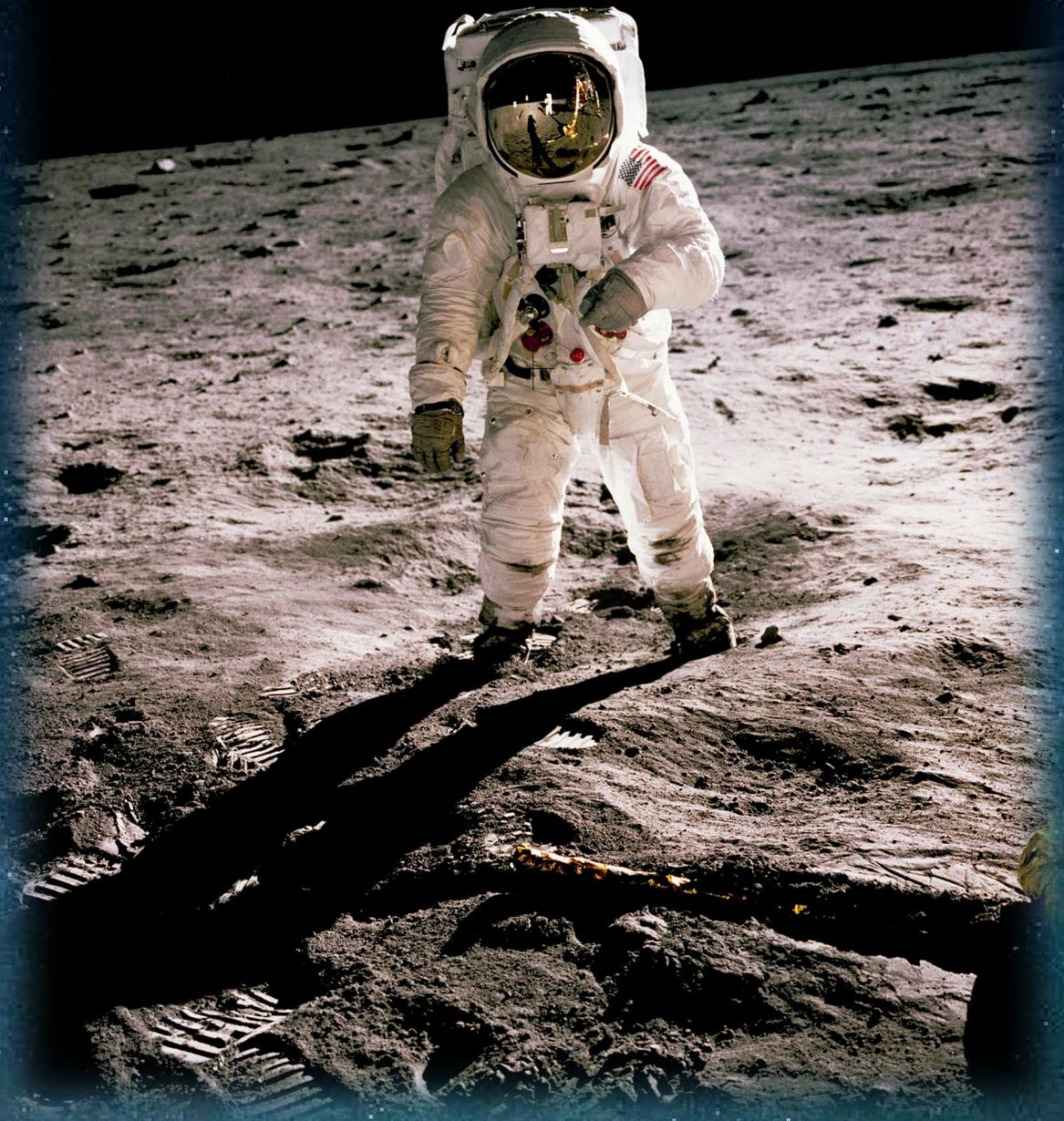
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Our Journey to the Moon

KBE Vice Chair Lu S. Young, Ed.D.

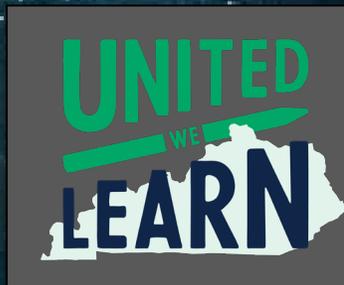
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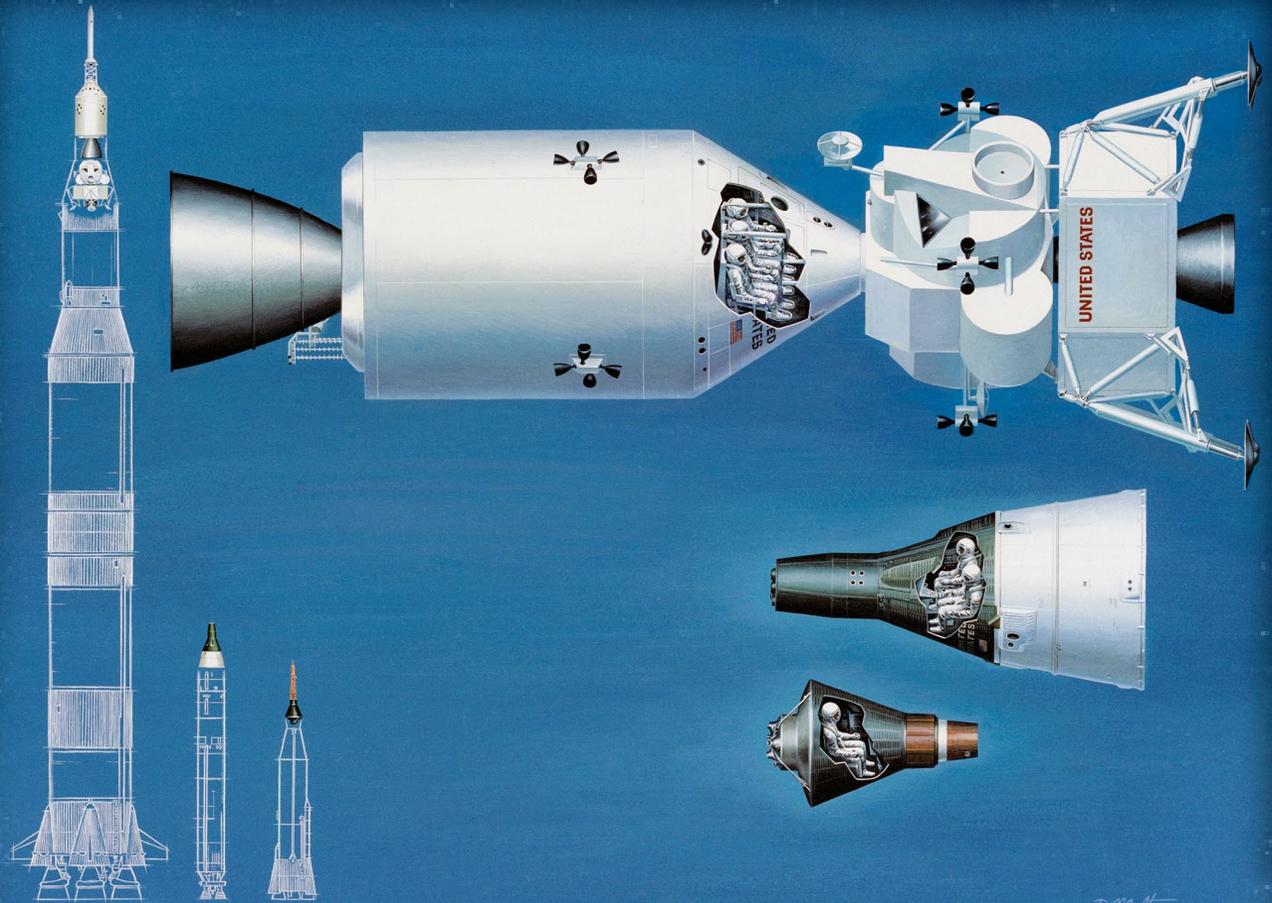
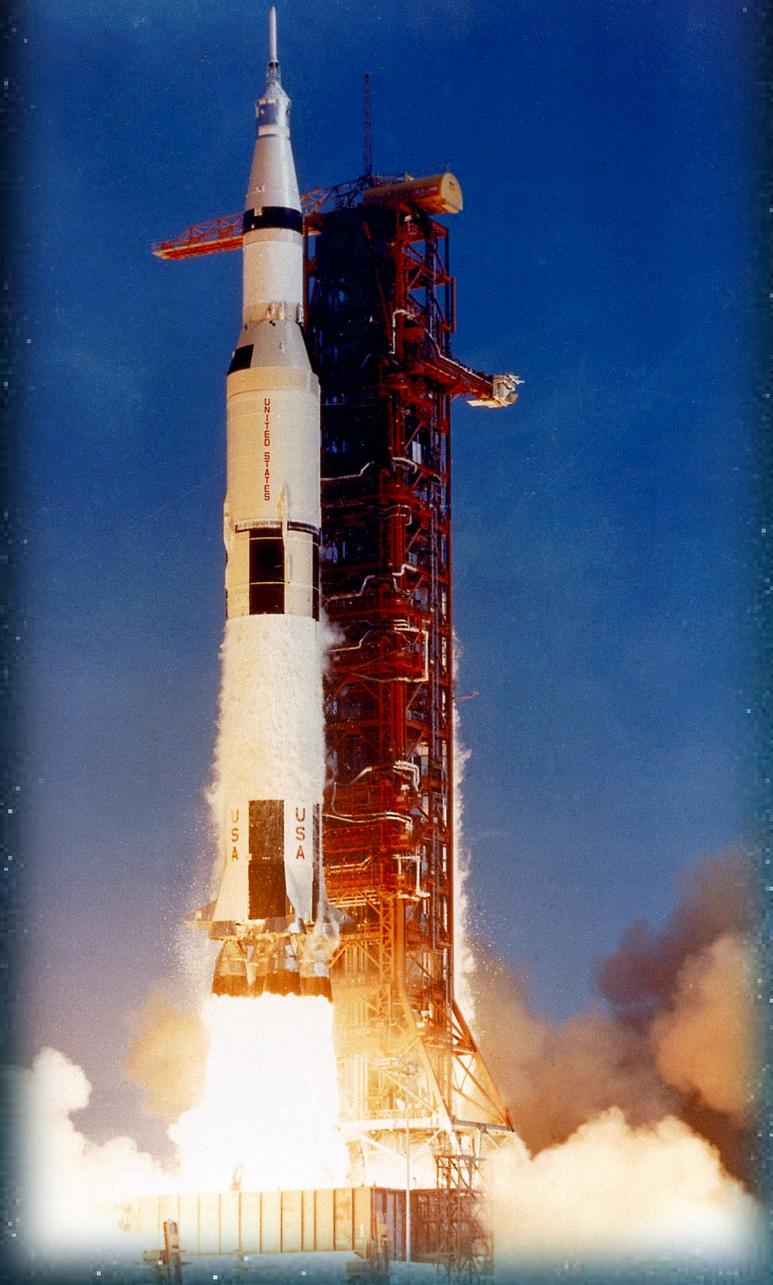




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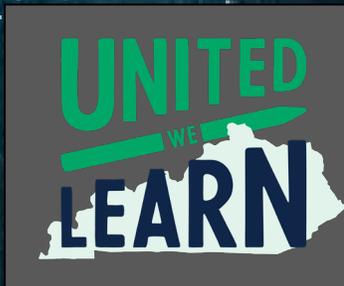
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D. Melton







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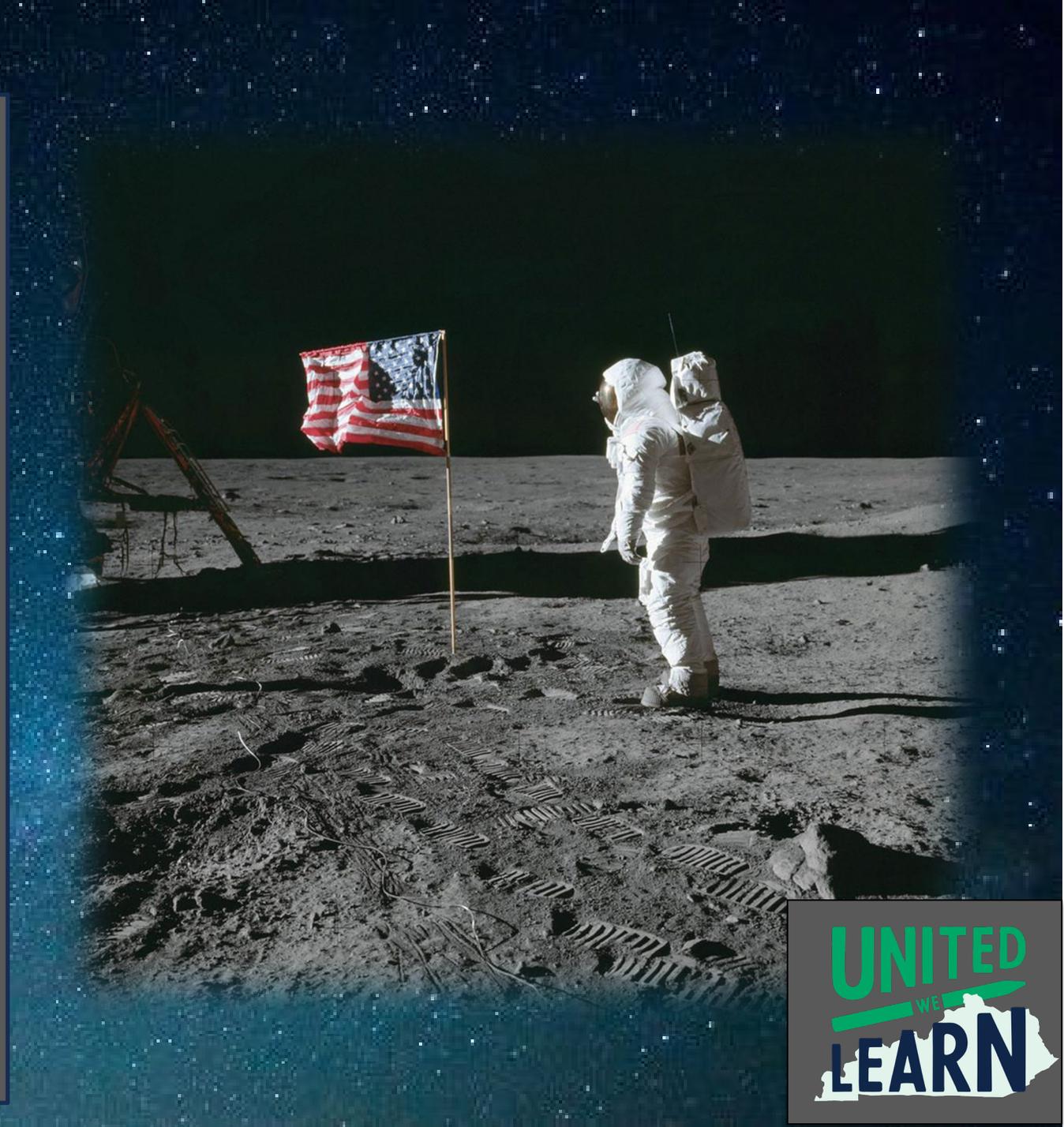
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“Man, in his quest for knowledge and progress, is determined and cannot be deterred. The exploration of space will go ahead, whether we join in or not, and it is one of the great adventures of all time...”

-President John F. Kennedy



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The Road Ahead

1. Disseminate KBE Call to Action as part of broader United We Learn advocacy efforts.

2. Continued engagement with the Kentucky United We Learn Council and other stakeholders to align vision.

3. Champion implementation of locally-developed Portraits of a Learner.

4. Promote professional learning and related initiatives designed to support access to vibrant learning experiences for all Kentucky students.

5. Present proposed accountability system to the Interim Joint Committee on Education

6. Collaborate with General Assembly to craft legislation for new assessment and accountability system.

GOAL: Approval of reimagined assessment and accountability system.





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Committee Share-outs

Committee Leads or Designees

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Accelerating Innovation (AI)

Year One Progress Report

AISC Six-Month Goals



November 2022:

Conduct local, national and international **information-gathering** via historical review, research, learning from local laboratories of learning and other districts, and understanding existing models/frameworks to generate a report on what works and what has not worked in innovative approaches to assessment and accountability.

April 2023:

Define and compare multiple possible **models for a future assessment and accountability system** that consider the lessons learned from the research and preparation of the *Accelerating Innovation Standing Committee: Mid-Year Progress Report to the Kentucky United We Learn Council* and meet our design principles. This would include exploring opportunities and tradeoffs within local, state and federal contexts.

Work on Assessment & Accountability Redesign



- Summarized findings of workstream groups focused on learning how accountability and assessment has worked inside and outside of Kentucky in mid-year report and presented this work to the Kentucky Board of Education;
- Created design principles for accountability and assessment;
- Created a committee charter in accordance with grant deliverables;
- Developed different prototype models for assessment and accountability, including locally-controlled, state-supported and state-centralized;
- Discussed essential features and design ideas for the future of assessment and accountability in Kentucky; and
- Explored examples and use cases for a systems bank.

What Lessons have We Learned?



1. Working collectively to bring people together is challenging, but rewarding
2. Diversity in backgrounds and expertise leads to stronger outcomes; we benefit from the vast experiences and knowledge of our members
3. We've learned deeply about the landscape of assessment and accountability innovation in Kentucky and beyond (nationally, internationally)
4. We value cross-committee collaboration
5. Create a process for reviewing each stage of the work and keep it up to date as you go
6. It takes time and effort to get everyone on the same page but hearing everyone's voice strengthens collaboration

What we're Grappling with



Strategic Issues

1. Designing a system that is responsive to local needs while also maintaining equity as a central priority.
2. Identifying priorities to support the development of skills that all students need to become successful.
3. Defining the essential features that we want to lift up in a system of systems design.

Process Issues

1. Developing a shared understanding of the other initiatives that are going on in the state and the policy structures we are working within.
2. Improving committee meeting attendance and engagement.



Vibrant Learning Experiences (VLE)

Year One Progress Report

VLE Six-Month Goals

Goal 1:

Develop an internal shared understanding of vibrant learning experiences that matters to students so we can articulate a vision and strategic plan to create excitement about the future of education in Kentucky.

Goal 2:

Develop a draft of a public-facing collection of examples of VLE from across Kentucky in alignment with our commitment of “Shining through Sharing.”

- Simple shifts and Entry points of VLE
- Evidence of VLE
- Map of where VLE is happening

Vibrant Learning Defined



“Learning that matters.”

As agents of their own learning, students are cognitively engaged in relevant, authentic, meaningful education, discovering their gifts and talents, which culminate into personalized products and experiences that demonstrate their mastery of knowledge and skills.

Key Activities

- Established Workgroups
 - Definition of VLE with Criteria
 - Simple Shifts
 - Map of VLE
- Site visits
 - School and Student Defenses of Learning
- Presentations from experts inside and outside of Kentucky (Transcend Canopy Project, Regional Co-ops, KY Deeper Learning Director)
- Researched publications (KBE Call to Action, Council of Chief State School Officers (CCSSO), KDE database)
- Collaborated with Accelerating Innovation on “Systems Bank” task (in progress)

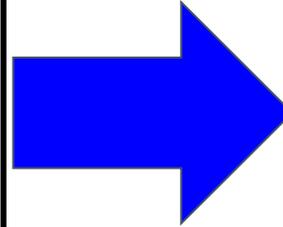
Lessons Learned

- Defining VLE is a balancing act of being inclusive enough and clear enough to differentiate
- There are many shining stars already in existence across Kentucky, which we should build upon, however, not all students and teachers feel VLE is the current norm
- Clear path to Portrait of a Learner (PoL)
- Measuring VLE via traditional metrics is challenging, necessitating a new set of measures
- Collaboration with other committees is essential moving forward

Looking Ahead

Three Current Work Groups

- Definition and Criteria of VLE
- Example Small Shifts
- Map of where VLE is happening



Database of VLEs in Kentucky

- Annual Submission Windows
- Uploaded by submitter
 - Summary
 - Tagged elements
 - Artifacts/Evidence
- Vetted by VLE
- Published

Questions:

- Where to publish?
 - Existing or new space?
- Collaboration with/Roles of:
 - KDE
 - VLE
 - AI/BNF
 - Kentucky United We Learn Council



Prototype: VLE Database Submission Form

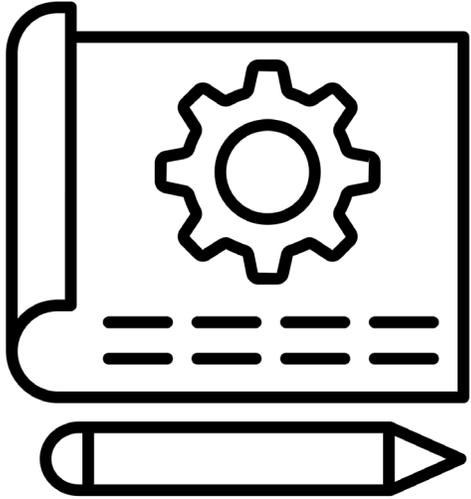


Developing a Google Form to test the kinds of information to gather from schools and districts

Sample questions/information:

- Identify indicator(s) of vibrant learning that apply to this experience (ex. students are agents of their own learning; student learning culminates in a personalized product, etc.)
- Describe the vibrant learning experience
- Identify the core practices that supported this vibrant learning experience (ex. PoL; project-based learning (PBL), industry partnership; student-led conference; etc.)
- Attach any files that are relevant to this VLE (ex. video, project plan, student products, etc.)

Prototype Considerations and Early Feedback



Inspiration and resources:

- VLE definition
- KBE Call to Action
- The Canopy Project
- Site visits
- KDE Best Practices Database
- Submissions from PoL Implementation Survey
- Local Laboratories of Learning (L3s) Learning Experiences Prototypes

When we asked L3 Leaders and committee members for thoughts and feedback, they suggested:

- Robust searchability (tags, grade levels, etc.)
- Include as many visuals as possible with videos, images, etc.
- Would be a helpful tool to identify schools/districts/sites to visit to learn more
- Submissions should be vetted to ensure alignment to definition and indicators of vibrant learning for validity



Bold New Future (BNF)

Year One Progress Report

Building Bold New Future Standing Committee

Wallace Caleb Bates, Chair

Bentley White, Vice Chair – Policy workgroup

Sherry Anderson

Michelle Chappell

Hannah Edelen

Jim Flynn – Policy workgroup

Audrey Gilbert – Policy workgroup

Brooke Gill

Shelly Hammons

Jessica Jenkins

Tracy Leonard

Kerry Markham

Edna Schack

Renee Scott

Whitney Stevenson

James Tipton

BNF Six-Month Goals



November 2022 Six-Month Goal

Conduct an opportunity analysis of Kentucky's policy system to identify barriers and opportunities in KY's policy environment to advance the Kentucky United We Learn Council's vision.

April 2023 Six-Month Goal

Collect data to better understand local feedback on changes to KY's graduation requirements to improve alignment to the Portrait of a Learner.

Key Activities

- Opportunity Analysis completed and members prioritized policy areas to explore.
- Launched Policy Working Group to prepare detailed policy recommendations.
- Data collection to inform August 2023 state board presentation on graduation requirements aligned to the PoL.
- Presentation of data at the August 2023 state board retreat.
- Additional data collection to inform December 2023 state board consideration of changes to the state's grad requirements aligned to PoL.

Recommendation of the Policy Workgroup

Policy Recommendation



- During the April 2023 convening, the BNF Committee identified the need to provide districts with additional financial resources for the purposes of learning and professional development.
- Additional information and “voting” form was shared in advance of today’s meeting.

Policy Recommendation Language

KDE should update its [Title II, Part A guidance](#) to include explicit references to allowable use of funds for travel for the purposes of observational professional development for educators. Examples should be included, if possible, of districts that are actually doing this work. KDE's communications team and KDE's Division of Innovation should actively distribute this updated information to all districts through regular channels, explicitly making it clear that Title II, Part A funds can be used for covering travel to other innovative districts for observational purposes.

Results of Kentucky United We Learn Council Vote



Vote	Count	Percentage	Votes by Committee (No/Abstain only)
Yes	31	77.5%	
No	1	2.5%	BNF (1)
Abstain	8	20%	BNF (3), AI (2), VLE (3)

Stakeholder Feedback on Potential Changes to Graduation Requirements

Results of Graduation Requirement Data Collection



- Gathered feedback from 81 community members
- Included administrators, teachers, students, parents and community members.
- Explored insights related to PoL awareness, learning experiences and reactions to potential graduation requirement changes.

Reflection on Graduation Requirement Changes - Primary Themes



Educators	Non-Educators
Equity	Demonstration of learning
Preparation for the future	Preparation for the future
Focus on the whole child	Develop & deepen skills

Comments Leading to Primary Themes - Educators

Primary Themes	Comments
Equity	<ul style="list-style-type: none">● Equity and student voice and choice
Preparation for the future	<ul style="list-style-type: none">● Builds/supports engaged learners or learning; provides students with opportunities to connect to real world experiences and future use of their education - demonstrations of knowledge and learning
Focus on the whole child	<ul style="list-style-type: none">● Better ways to assess student progress and success● Provides opportunities to demonstrate learning across diverse groups of students and abilities

Comments Leading to Primary Themes – Non-Educators

Primary Themes	Comments
Demonstration of learning	<ul style="list-style-type: none">• Importance of being able to demonstrate learning in different ways/Students to show what they know and take more ownership in their learning <p>Value in preparing students for success after graduation</p> <p>Communication skills, such as speaking with diverse audiences</p> <p>Focus on something beyond test scores</p> <p>Exposing students to a broader learning network</p>
Preparation for the future	
Develop & deepen skills	

Identified Challenges

- District and public support and engagement
- Increased workload for educators/lack of preparation
- Reliability of the assessment/evaluation protocol
- Concerns for transient youth populations
- Concerns about whether this change will shift emphasis from foundational academic knowledge

Key Takeaways

- Implementation is key! Engage and work with districts, teachers, families and students from inception to implementation.
- Keep students who are already at a disadvantage, students with disabilities, less home supports in mind at all times.
- Continue to engage with and listen to communities/families when considering educational changes.
- Teachers and administrators need to be reassured that this is doable and that they aren't going to be overwhelmed with paperwork, additional tasks, assessments are defined, etc.

BNF Lessons Learned



- A focused policy workgroup allows us to “dig in” on particular policy recommendations and involve additional experts (e.g., KDE policy advisors) as members.
- Lack of clarity on how to work with/in support of other standing committees has affected our efforts.

BNF Challenges Ahead



- How do we engage key policymakers and influential education organizations in the work? We need to cultivate ownership.
- What are the best mechanisms for BNF and Kentucky United We Learn Council members to influence key policy windows? How can we be nimble when those moments arise?
- How can we be more intentional and successful in engaging with the communities represented both within the council's membership and across the Commonwealth?



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15-Minute Break Return to Main Room

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Finalize Moonshot

Karen Dodd, KDE
Doannie Tran, C!E

Moonshot - “As a council, we will...”

- Circling around the table, underline what phrases from the United We Learn themes that might be part of our moonshot
- At your tables, start to pull together what seems to have consensus.
- Add in any learning your committee may have done that would sharpen the moonshot.
- You will share out to the groups around you and seek to build a shared moonshot.

Moonshot

Type in moonshot as it is generated



Lunch

5th Floor

Return to Main Room



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Journey Mapping Full Council

Planning Team

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15-Minute Break

Transition to Breakout Rooms



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Journey Mapping for Committees

Committee Leads

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Journey Mapping Guidance

1. Reflect on your work over the past year
2. Capture “events” that stand out to you (decisions made, work products, processes)
3. Use sticky notes to note how you felt during each “event”
4. As a committee, identify two to three things you want to work on Friday.
5. Return to main room at the end of the day and share your journey map with two to three things circled that you want to work on day two.

Innovative Habits

- **Inclusion**

We include in our work those whose perspectives are often devalued or who are left out of decisions that affect their communities to bring in insights that are typically unavailable.

- **Empathy**

We listen to the concerns of each other and our stakeholders and include all voices in planning processes to create deeper, more connected solutions and decision making.

- **Co-creation**

We believe in the power of a connected, collaborative community and actively seek input from others, make decisions that benefit the community, and work in deep partnership to realize a shared vision.

- **Reciprocity**

We structure systems to maximize the inclusion of diverse voices and perspectives in decision-making based on all stakeholders' needs and feedback.



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15-Minute Break

Transition to Main Room

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Committee Share-outs on Journey Map

Committee Leads or Designees

End-of-Day Reflections and Adjournment

Karen Dodd, KDE

Doannie Tran, C!E

Audrey Gilbert, Council Chair



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Kentucky United We Learn Fall Convening

Friday, Nov. 3

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Welcome and Agenda

Penny Christian, Interim Council Vice Chair

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Day 2 Agenda – Nov. 3

Time	Activities	Lead
8:30	Welcome and Agenda	Penny Christian, Interim Vice Council Chair
8:45	Reflect on Day 1	Karen Dodd, Kentucky Department of Education (KDE) Doannie Tran, Center for Innovation in Education (CIE)
9:15	Determine Where to Work	Committee Leads
9:45	Transition and Break (15 minutes)	
10:00	Working Groups	Facilitators
11:30	Prepare for Presentations	Facilitators
12:00	Lunch	

Day 2 Agenda – Nov. 3 (Cont.)

Time	Activities	Lead
12:45	Year One Celebration	Karen Dodd, KDE
1:15	Presentations from Working Groups	Gretchen Morgan, C!E Work Group Representative
2:15	Table Talk	Gretchen Morgan, C!E
2:45	Panel of Respondents	Gretchen Morgan, C!E
3:15	Table Talk	Gretchen Morgan, C!E
3:30	Reflections and Announcements	Audrey Gilbert, Council Chair Karen Dodd, KDE
4:00	Adjourn	Audrey Gilbert, Council Chair



Reflect on Day 1

Karen Dodd, KDE
Doannie Tran, C!E

Workgroups

- Moonshot
- Portrait of a Learner
- Engaging with Communities
- Council Charter
- VLE Definition
- System of Systems



Determine Where to Work

Committee Leads

15-Minute Break

Transition to Working Groups



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Working Groups

Facilitators

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Prepare for Presentations

Facilitators



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Lunch

5th Floor

Return to Main Room

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Kentucky United We Learn Council Year One **CELEBRATION**

Karen Dodd, KDE

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CONGRATULATIONS



Presentations from Working Groups

Gretchen Morgan, C!E
Work Group Representatives

Introduction of Panelists



Robin Kinney

Interim Commissioner of Education, KDE

Sharon Porter Robinson

Chair, Kentucky Board of Education

Lu Young

Vice Chair, Kentucky Board of Education

Julie Pile

Member, Kentucky Board of Education

Representative James Tipton

House of Representatives

Jon Ballard

Legislative Research Commission

Kathy House

Ohio Valley Educational Cooperative

Amanda Burrows

Central Kentucky Educational Cooperative

Gretchen Wetzel

Western Kentucky Educational Cooperative

James Neihof

Green River Regional Educational Cooperative

Amanda Ellis

Council on Postsecondary Education

Amy Razor

Northern Kentucky Cooperative for Educational Services

Our group is working on...Moonshot

To build a prosperous Kentucky, we will launch an accountability system that is meaningful and useful to all our learners.

Key insights and/or questions

We went toward purposeful brevity with the main statement.

Safety and equity considerations are framed as non-negotiable elements

We tested the moonshot with the Portrait of a Learner (PoL), the Fleming and Johnson County Local Local Laboratories of Learning (L3) accountability concepts, and Career and Technical Education (CTE) work from Kentucky Department of Education (KDE) - and found it useful.

What is the recommendation or next steps?

Move for adoption of the moonshot

Present to the state board

Begin to engage legislators to vision around “prosperity”

Our group is working on...Portrait of a Learner

Questions:

- Development of Portrait of a Learner across state
- Communication Efforts to stakeholders
- What's next after creation
- Community and Parent engagement
- State Model Guidance and Process
- New Districts on board
- Kentucky United We Learn's Role in PoL

Key Insights

- History of Portrait of a Learner
- Process of Adopting PoL
- Local Laboratories of Learning (L3's)
- "Failing Forward"
- Document for Instruction and Curriculum
 - Developmentally appropriate competencies
 - Application and Transfer – needs to mean something.
- Support Systems and Structures in Place of Support
- School Adjustments

Our group is working on...Portrait of a Learner (cont.)

What is the recommendation or next steps?

- Paradigm Shifts
- Strong Foundation for Launch
- State Profile - visuals
(Video/Graphics/Developmentally Appropriate) - History of Work/Defenses in Action/PoL Development
- Districts to References - Parts of process
- Science of Learning Series #EdTalks - Creating opportunities to learn
- Facilitation Guide for PoL Community Trust Building
- Facilitation Guides for Parents
- Accessible Messaging for **ALL** audiences
- Data Gathering on Current Models
- Resource Materials for Content Areas
- Opportunities to “virtual visits”/ physical visits
- Validity and Reliability with Currency and Skills for Workforce (multiple data points)

Our group is working on...Engaging with Communities

Key insights and/or questions

- No matter how hard we work to reach out to have diverse membership -- there will always be voices who are underrepresented. Diverse representation is critical to actually coming up with strategies that serve all students well
- We need effective and intentional ways to reach out to underrepresented groups so we can bring their voices into our work(room) and to test Kentucky United We Learn ideas with them
- We need to tune our language and modes of communication to welcome, inform, engage and activate each stakeholder group
- There are channels to reach some stakeholders, but not all of them (for ex. community members without direct connection to education)
- Who responded/didn't respond to the Kentucky United We Learn council outreach? It might help us know more about who we have yet to engage

Our group is working on...Engaging with Communities (cont.)

- Identify underrepresented groups (we started!)
- Create a communication plan that defines key messaging and offers suggestions for language and modes to use with each stakeholder group (ex.: elevator speech, Frequently Asked Questions (FAQ))
- Reach out personally to gather student, family, teacher and community member voices so we can record and share them to start each Kentucky United We Learn meeting, and at other times when it seems important
- Reach out personally and consistently to share and test ideas/strategies
- When the Kentucky United We Learn council is proposing ideas (policies for example) we will refer to the communications plan to help us effectively inform, engage, activate and inspire a broad range of stakeholders

Our group is working on...Council Charter

Charter Components

- Moonshot, Key Milestones (visual roadmap)
- Mindsets and Best Practices
- Committee Structure, Roles and Responsibilities
- Meeting Cadence and Engagement
- Decision Making
 - Types of Council Member Actions
 - Approval Workflow
 - Exceptions to the Approval Workflow
- Operating Procedures
 - Document Sharing
 - Charter Updating, Versioning and Editorial Housekeeping
- Continuous Quality Improvement
 - Annual review of external evaluation
 - “Comment Box”

What is the steps? recommendation or next

All Kentucky United We Learn members will receive an e-mail to provide feedback on components. Working group facilitators will draft a charter to share with full council for approval.

Our group is working on...Council Charter (cont.)

Proposed Pilot: Decision Making

Approval Workflow

- Creation in committee or council working group
- Council for feedback (back to committee if needed)
- Council for vote
- Recommendation to KDE for action or response
- KDE presents to Kentucky Board of Education in collaboration with Kentucky United We Learn

Workflow Exception – Kentucky United We Learn Leadership may grant a committee an exception from this workflow but committee must share accessible summary with council.

Voting Guidelines:

- Three types of votes: Yes, No, Abstain
- The Kentucky United We Learn chair and vice chair determine threshold for consensus upon election based on recommendations from a cross-org working group.

What Constitutes Council Consensus?

Working Group Recommendation for Kentucky United We Learn Leadership:

- Voting can take place either offline or in-person
- 51% for quorum (i.e., people voting yes/no/abstain)
- Approval:
 - 75% of votes need to be “yes” OR
 - At least 60% of the votes need to be “yes” while up to 15% can be abstentions (i.e., “no” votes cannot exceed more than 25%)
 - Voting allows for expression of reasons for abstentions via comments

Our group is working on...Vibrant Learning Experiences (VLE) Definition

Revised VLE Definition

“Learning that matters to students.”

In partnership with families and communities, students are agents of their own learning, engaged in relevant, authentic and joyful learning opportunities. Vibrant learning honors students’ cultural wealth, gifts and interests. Vibrant learning culminates in the application of knowledge and skills demonstrated through personalized products.

What is the recommendation for next steps?

1. VLE Adoption
2. Kentucky United We Learn Adoption

Evidence of VLE

Our group is working on...Accelerating Innovation – System of Systems

Key insights and/or questions

- Honor Students
- Local Adaptability
- Support Vibrant Learning
- Streamline State Testing
- Encourage Collaboration

What is the recommendation or next steps?

- *Menu/Toolbox*
- *Tensions*
- *Cross-Committee Work and L3 work*
- *Principles*

Our group is working on...Accelerating Innovation – System of Systems (cont.)

Accelerating Innovation Design Principles

1. Design to Support Vibrant Learning Experiences
2. Design with Marginalized Students at the Center
3. Design to Empower Students as Agents of their Own Learning
4. Design to Reflect Labor Market Needs in Kentucky and Beyond
5. Design for Local Flexibility
6. Design to Value the Professionalism of Educators
7. Design for Sustainability
8. Design for Transparency, Trust, and Reciprocal Accountability
9. Design in Alignment with Theories of Action
10. Design for Continuous Improvement based on Evidence
11. Design with Future-oriented Policy Changes in Mind
12. Design to Minimize Systemic Corruptibility



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Table Talk (1)

Gretchen Morgan, C!E

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Table Talk Prompts (1)

At your tables, you have 20 minutes to discuss the following:

- What did you hear this afternoon that is exciting to you?
- Did you hear anything that you are concerned about?
- Do you have any questions you want working groups to respond to in a follow up email, or as part of a proposal in the post-convening Kentucky United We Learn Council decision-making survey?

PLEASE BE SURE SOMEONE AT YOUR TABLE TAKES NOTES



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Panel of Respondents

Gretchen Morgan, C!E

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Panelists



Robin Kinney

Interim Commissioner of Education, KDE

Sharon Porter Robinson

Chair, Kentucky Board of Education

Lu Young

Vice Chair, Kentucky Board of Education

Julie Pile

Member, Kentucky Board of Education

Representative James Tipton

House of Representatives

Kathy House

Ohio Valley Educational Cooperative

Amanda Burrows

Central Kentucky Educational Cooperative

Gretchen Wetzel

Western Kentucky Educational Cooperative

James Neihof

Green River Regional Educational Cooperative

Amanda Ellis

Council on Postsecondary Education

Jon Ballard

Legislative Research Commission

Panelists Prompts

Each of you have four minutes to respond to the following prompts:

- What connections do you see between things you are working on or learning about now and either the moonshot or the ideas presented by the working groups this afternoon?
- What is one thing you are starting to hope will emerge from all of this interconnected work?



Kentucky
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C O U N C I L

Table Talk (2)

Gretchen Morgan, C!E

 Kentucky Department of
EDUCATION

Table Talk Prompts (2)

At your tables, you have 20 minutes to discuss the following:

- What did you hear from the panel that is exciting to you?
- Did you hear anything that you are concerned about?
- Do you have questions you want to share back with the panelists?

PLEASE BE SURE SOMEONE AT YOUR TABLE TAKES NOTES

Reflections, Announcements and Adjournment

Audrey Gilbert, Council Chair
Karen Dodd, KDE