



United We Learn Council Kickoff

Day 1 Agenda - November 29, 2022

Objectives:

- Build shared purpose and community
- Establish a learning agenda aligned to United We Learn

Time	Activities	Facilitators
8:00	Check in	
8:30	Greetings and Opening Remarks Build community	Commissioner Jason E. Glass Kentucky Board Chair Lu Young
9:15	Provocation regarding Accountability Portrait of a Learner Scenario	Susan Lyons and Sandy Student Doannie Tran and Meredith Brewer
10:00	Instructions for the Exhibitions Break and Transition	
10:15	Exhibitions of Learning What can we learn from the United We Learn projects already underway?	Karen Perry Sarah Snipes
12:15	Lunch	
1:00	Learning Agenda and Process Establish learning process and initial learning agenda for the Council and Standing Committees	Brian Gong David Cook
3:00	Reflect and Close	Commissioner Jason E. Glass Kentucky Board Chair Lu Young



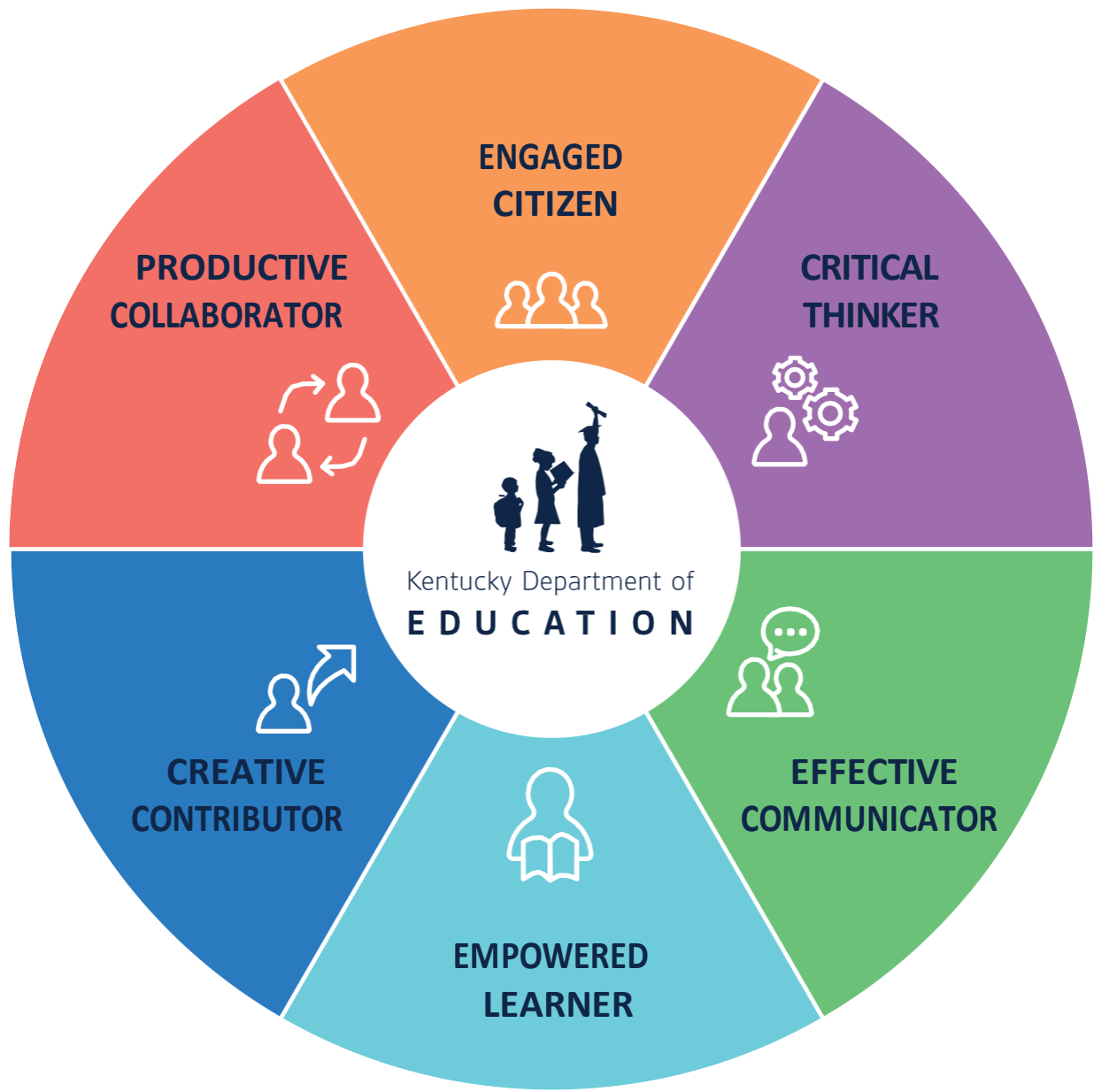
United We Learn Council Kickoff

Day 2 Agenda - November 30, 2022

Objectives:

- Develop standing committee charters
- Set an ambitious goal for each Standing Committee and coordinate shared work

Time	Activities	Facilitator
8:00	Welcome and Re-Cap from Day 1	Commissioner Jason E. Glass Kentucky Board Chair Lu Young
8:30	Charter for Kentucky United We Learn Council	Paul Leather & Doannie Tran
9:30	Transition	
9:45	Chartering in Standing Committees	Sarah Snipes Jennifer Stafford Meredith Brewer + Partners
11:30	Lunch	
12:30	Standing Committee Chartering Work Time	Standing Committee representatives
2:50	Break	
3:10	Building a Road Map	Doannie Tran Karen Dodd
4:00	Closing	Commissioner Jason E. Glass Kentucky Board Chair Lu Young



KENTUCKY PORTRAIT OF A LEARNER

 **ENGAGED CITIZEN** - Shows respect and empathy across differences, embraces diversity of opinion, seeks cultural understanding, participates in the democratic process to challenge the status quo, and makes a positive impact on their community and the world.

 **CRITICAL THINKER** - Thinks deeply and makes informed decisions to create solutions or new understanding supported by relevant and reliable evidence.

 **EFFECTIVE COMMUNICATOR** - Engages diverse audiences respectfully by exchanging ideas and information responsibly, listening actively, speaking and writing clearly, and using print and digital media appropriately.

 **EMPOWERED LEARNER** - Demonstrates mastery and application of academic competencies. Develops the skills and dispositions to persist through difficulties and plan for a future of self-improvement.

 **CREATIVE CONTRIBUTOR** - Interprets experiences, imagines and plays with new possibilities with curiosity, and creates approaches that are novel, useful, and valued by the world around them.

 **PRODUCTIVE COLLABORATOR** - Engages with others to achieve a common goal through building positive relationships, actively listening, showing empathy, and making individual contributions to a larger group.



Please use this document to capture your notes and reflections as you visit each exhibitor

Exhibition Schedule

	Session A Location: (Training Room A)	Session B Location: (Training Room B)	Session C Location: Training Room C)	Session D Location: (4th Floor Conf. Room 414)	Session E Location: (4th Floor Conf. Room 416)
Rotation 1 9:45-10:15 a.m.	Pulling Back The Curtains: Processes, Measures, & Transparency - A Distinctive Accountability Journey <i>Fleming County Schools</i>	Our Project- Based Learning Journey <i>Fort Thomas Independent Schools' Highlands High School</i>	Creating Strong Community Partnerships for Student Achievement <i>Berea Independent and Washington County Schools</i>	Coherence for Deeper Learning <i>LaRue County and Bullitt County Schools</i>	A Vision For Student Success <i>Carter County Schools</i>
Rotation 2 10:25-10:55 a.m.	Creating Real World Learning Experiences with Community Partners: Building On the JCPS Backpack of Success Skills <i>Jefferson County Schools</i>	Imagine If You Will...Student Agency in Action <i>Corbin Independent</i>	Local Accountability Models - Benefits that Matter Most <i>Greenup County</i>		Local Portrait of a Learner <i>Allen County and Frankfort Independent Schools</i>
Rotation 3 11:05-11:35 a.m.	Community Engagement <i>Shelby County and Rowan County Schools</i>	Digital Portfolios and Performance Tasks <i>Johnson County, Boone County, Floyd County Schools</i>	Student Badges & Micro- credentials in Math <i>Kentucky Center for Mathematics, Jefferson County and Carter County Schools</i>	Statewide Deeper Learning Movement <i>Kentucky Regional Educational Cooperatives</i>	#AllinLC for Learning: Inclusive Coalition Design <i>Lawrence County Schools</i>
Lunch 11:45 a.m.	Collaborative space on 5th floor				

Rotation & Session	Notices and Notes from Exhibitions
Rotation 1 9:45 - 10:15 a.m. Session Title: 	<i>How is this work creating more vibrant learning experiences for students? What is the approach to measuring and sharing student learning or skill development? What kinds of rules and regulations (policy) support or hinder this kind of work? How is the community engaged in the work?</i>
Rotation 2 10:25 - 10:55 a.m. Session Title: 	<i>How is this work creating more vibrant learning experiences for students? What is the approach to measuring and sharing student learning or skill development? What kinds of rules and regulations (policy) support or hinder this kind of work? How is the community engaged in the work?</i>
Rotation 3 11:05 - 11:35 a.m. Session Title: 	<i>How is this work creating more vibrant learning experiences for students? What is the approach to measuring and sharing student learning or skill development? What kinds of rules and regulations (policy) support or hinder this kind of work? How is the community engaged in the work?</i>



Charter for [Standing Committee name] _____

Version 1.0; [Date] _____

This document outlines the mission, high-level goals, composition and basic operating rules for the _____ Standing Committee, which is part of an ecosystem of teams working to support the *Kentucky Department of Education* (KDE), the Kentucky Board of Education (KBE) and the associated organizations addressing the *United We Learn* (UWL) effort.

Charter Element	Description
Mission	Purpose of the standing committee, about 2-3 sentences
Goals	2-4 high-level goals for the standing committee
Minimum Expectations	Identify minimal expectations of success for this standing committee that would support this function for the Kentucky United We Learn Council as follows: Creating Vibrant Learning Experiences: What is the minimum you would hope for in terms of the kinds of experiences that would be generated through the Kentucky United We Learn Council? Accelerating Innovation: What is the minimum change you would expect in terms of assessment and accountability? Building a Bold New Future with Communities: What is the minimum shift in policy that you would want to see?
Big Hairy Audacious Goal	If the group is wildly successful in transforming the system within the mission of the group, what would success look like?



Charter Element	Description
	Creating Vibrant Learning Experiences: What scale of innovation would you see in Kentucky classrooms if we are wildly successful? Accelerating Innovation: What features would assessment and accountability take on if we are wildly successful? Building a Bold New Future with Communities: What changes in the policy environment would need to take place if we are wildly successful?
First Year Expectations	Clear, attainable goals expected by the next Kentucky United We Learn Council meeting in 6 months.
Membership	Make up of members, organizations – See Appendix I Table A1.
Lead Members	One lead elected by the membership, one lead for KDE and one lead from partner organizations
Critical Connections	Connections with other groups, formal or otherwise
Meeting Cadence	Meeting schedule, frequency, including sub-groups
Example Projects	Cite examples of projects likely to require committee work
Rules of Engagement	The following may serve as boilerplate – customize as needed. This group follows the <i>Habits of Inclusive Design</i> framework that is exemplified more globally throughout all layers and phases of the project. These habits include (I.) inclusion, (II.) empathy, (III.) co-creation, and (IV.) reciprocity.] Habits of Inclusive Design:



Charter Element	Description
	The entirety of our program and governance model is enacted through the lens of our Core Habits: I. Inclusion: We include in our work those whose perspectives are often devalued or who are left out decisions that affect their communities to bring in insights that are typically unavailable. II. 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. III. 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. IV. Reciprocity: We structure systems to maximize the inclusion of diverse voices and perspectives in decision-making based on all stakeholders' needs and feedback. [For further examples, see Appendix II Additional Ways of Working.]

Appendix I

Table A1

Membership for _____ Standing Committee

Core Members (attendance required)	Organization	Email	Date Joined	Date Departed



Core Members (attendance required)	Organization	Email	Date Joined	Date Departed

Supporting Members (attendance optional)	Organization	Email	Date Joined	Date Departed

Appendix II

Additional Ways of Working:

Core Principles Supporting Change:¹²

Participation is not a choice. We have no choice but to invite people into the process of rethinking, redesigning and restructuring the organization. We ignore people's need to participate at our own peril. If they're involved, they will create a future that already has them in it.

¹ Bringing Life to Organizational Change. Margaret J. Wheatley & Myron Kellner-Rogers. *Journal for Strategic Performance Measurement*, April/May 1998.

² How Large-Scale Change Really Happens - Working With Emergence. Margaret Wheatley and Deborah Frieze ©2006. *The School Administrator*. Spring 2007



Life always reacts to directives, it never obeys them. It never matters how clear or visionary or important the message is. It can only elicit reactions, not straightforward compliance. If we recognize that this principle is at work all the time in all organizations, it changes the expectations of what can be accomplished anytime we communicate. We can expect reactions that will be as varied as the individuals who hear it. Therefore, anything we say or write is only an invitation to others to become involved with us, to think with us. If we offer our work as an invitation to react, this changes our relationships with associates, subordinates and superiors. It opens us to the partnering relationships that life craves. Life accepts only partners, not bosses.

We do not see "reality." We each create our own interpretation of what's real. We see the world through who we are. Since no two people are alike, no two people have exactly the same interpretation of what's going on. Yet at work and at home we act as if others see what we see and assign the same meaning as we do to events. We sit in a meeting and watch something happen and just assume that most people in that room, or at least those we trust, saw the same thing.

To create better health in a living system, connect it to more of itself. When a system is failing or performing poorly, the solution will be discovered *within the system* if more and better connections are created. A failing system needs to start talking to itself, especially to those it didn't know were even part of itself.

Change happens through emergence. Large-scale changes that have great impact do not originate in plans or strategies from on high. Instead, they begin as small, local actions. While they remain separate and apart, they have no influence beyond their locale. However, if they become connected, exchanging information and learning, their separate efforts can suddenly emerge as very powerful changes, able to influence a large system.

We work intentionally with emergence. Emergence has a life cycle. In each stage, connections become stronger and interactions more numerous and diverse. It begins with networking, connecting people who are often so busily engaged in their own efforts that they have no idea what's happening outside their building or district. Yet networking is only the beginning. The second stage is when people realize that they can create more benefits by working together. Relationships shift from casual exchanges to a commitment to work together in some way. Personal needs expand to include a desire to support others and improve professional practices.

Core Assumptions:



Organizations with heavy levels of hierarchy and control have an implicit assumption that people are untrustworthy and need to be monitored and directed. The Kentucky United We Learn Council, on the other hand, wants to make crystal clear the assumptions we hold about the people we work with:

Our group members, and people in general:

- Are creative, thoughtful, trustworthy people, capable of making important decisions.
- Are accountable and responsible for their decisions and actions.
- Learn best by doing, even (and especially) when it entails mistakes.
- Want to use their talents and skills to make a positive contribution to the organization and world.
- Are capable of engaging in healthy, transformative conflict.

A few examples of what it means to put these Habits and Assumptions into practice in this group are:

- Sharing draft documents for tools with all members of the group at different critical design stages so that feedback from all members can be collected;
- Actively listening, inquiring about and trying to understand the perspectives of the other team members to collectively co-design appropriate solutions;
- Speaking to the fact that certain members are not heard sufficiently or are excluded from important conversations or decision-making processes;
- Generously sharing all relevant information and internal mental models relevant to the collaborative process so as to empower all team members to make informed decisions based on all available information;
- Selecting time windows, modalities and work structures for meetings that do not unduly disadvantage certain group members;



- Inviting a variety of key members with relevant backgrounds into the team while also dividing work into inclusive subgroups of smaller sizes whenever necessary to get practical tasks accomplished; and
- Creating more formal documents (e.g., technical reports, memoranda, peer-reviewed papers) with a joint authorship mindset, inviting generously all key contributors and acknowledging all members who are not primary authors.



Standing Committee Members
Building a Bold New Future with Communities

Name	Name	Name
Wallace Caleb Bates	Shelly Hammons	Edna Schack
Brigitte Blom	Jenny Hobson	Trever Smith
Becky Burgett	Jessica Jenkins	Rose Snell
Marcia Carmichael-Murphy	Kerry Markham	Whitney Stevenson
Dr. Michaelle Chappell	Justin Mitchell	Bentley White
Heather Dunn	April Mullins-Datko	
Jim Flynn	Arviva Park	
Audrey Gilbert	Julia Pile	



Standing Committee Members
Creating Vibrant Learning Experiences

Name		
Nisha Ajana	Anne Dermott	Amy Harris
Rachel Albright	Elizabeth Dinkins	Rhea Is
Radar Barnes	Susan Dugle	Solyana Mesfin
Penny Christian	Justin Dunning	Julie Monarch
Susan Cintra	Raima Dutt	Caryn Scheiding
Robin J Chochran	Holly Elmore	Robb Smith
Carmen Coleman	Elaine Farris	RaShaun West
Alfonso De Torres Núñez	Travis Hamby	Carrie Wilkerson



**Standing Committee Members
Accelerating Innovation**

Name		
Darlene Barnes	Sarah Hatton	Will Powers
Eddie Campbell	Cassie House	Lauralyn Randles
Jerry Cooper	Dr. Adam Hicks	Ernestine Weems
Amon Couch	Brandy Howard	
Hannah Edelen	Erika Hranicky	
Suzanne Farmer	Tracy Huelsman	
Azurdee Garland	Shiryl McAdams	
Brooke Gill	Lonnie Nixion	



WHAT IS UNITED WE LEARN?

Students across Kentucky are growing up in a globally interconnected world that is accelerating in competitiveness and possibility. Kentucky's children will only realize their full potential if we can ensure high-quality learning experiences that meet the needs of all students.



United We Learn is our vision for the future of public education in Kentucky. This vision builds around three big ideas: creating more **vibrant learning experiences for students**, **encouraging innovation in our schools** – especially when it comes to assessment, and creating stronger **collaborations with our communities**. *United We Learn* means everyone in our Commonwealth – educators, families, community members and business leaders – working together to support our public schools in bringing about deep and authentic learning experiences for all students.

HOW WILL WE REALIZE THIS VISION?

Opportunities to engage communities and create deep and meaningful learning experiences for students abound in our Commonwealth. Every district, school and community is important to bringing the *United We Learn* vision to life. This is how the three big ideas of *United We Learn* appear in the work of KDE and across the Commonwealth:

Vibrant student experiences

focus on bringing about deep and authentic approaches to learning that spark curiosity, motivation and engagement on an individual level. This will help us create lifelong learners prepared to confront not only the challenges and demands of today, but be ready to step up and lead the world of tomorrow.

Encouraging innovation

in our schools means building a culture that embraces new and different approaches to learning and assessments. Students will be encouraged to answer questions such as “*How can I solve this problem?*” and “*Is there a better way?*” Measures of success should be based on whether students are prepared for life after graduation.

Collaboration with our communities

means bringing families, educators, community members and business leaders together to create learning opportunities. All of our districts are doing this to some extent - some extremely well - but we have an opportunity to better support well-rounded students through expanded partnerships, internships and deeper engagement.

Learn more by scanning the QR code
or visiting bit.ly/UnitedWeLearnKy



Kentucky Department of
EDUCATION



United We Learn is our vision for the future of public education in Kentucky. This vision builds around three Big Ideas:

1. Creating a more vibrant experience for every student;
2. Encouraging innovation in our schools – especially when it comes to assessment; and
3. Creating a bold new future for Kentucky’s schools through collaboration with our communities.

By adopting and embracing the *United We Learn* vision, we will transform the system of education in Kentucky, and empower and equip every student to pursue a successful future.

Kentucky United We Learn Council

The Kentucky United We Learn Council (“Council”) has been formed to engage a community of interested stakeholders in the design, development, and coordination of activities to bring the *United We Learn* vision to life. The Council will establish structures and systems to support inclusive state-and-local co-creation and facilitate local ownership of solutions that advance *United We Learn*’s three Big Ideas. These structures and systems will include membership, habits, design principles, standard operating procedures, and processes consistent with its mission. The Council will also coordinate standing committees that meet regularly to advance work on their key missions and deliverables.

The Portrait of a Learner process led by the Kentucky Board of Education (KBE) will sharpen the mission by describing the vibrant experience we desire for students, give direction to the innovation in assessment, and provide a common touchstone for collaborating with communities. The Council will provide a venue to align innovation in assessment and accountability to the Portrait of a Learner in ways that honor local visioning efforts.

The following is a 12-month plan for the Council activities:

Process: The Council will meet in-person twice a year, bringing its members together from across the Commonwealth to engage in critical conversations and deliberations regarding *United We Learn*. The first meeting will be held at the 300 Building, Frankfort, KY (KDE Offices) on November 28-29, 2022. The Council’s co-creation processes may take a variety of forms, depending on the task, such as holding council-wide deliberative discussion sessions or collaborating more directly in working sessions on particular documents or initiatives. Moreover,

the nature of the discussion topics and deliverables for the Council will evolve each year to make meaningful progress towards advancing the three Big Ideas and accomplishing the project goals.

Staffing Structure: The Council will be coordinated by Karen Dodd, Chief Performance Officer at KDE, and supported by Paul Leather and Doannie Tran of the Center for Innovation, C!E, a private consulting firm that has been supporting the design process. David Cook, Director of Innovation at KDE will oversee the Project as a whole, including the CGSA Grant. Additional KDE staff and external partners will support the work of the three standing committees.

Council Goals: This initial 12-month plan is based on the year-by-year deliverables outlined in the full CGSA grant application. It is subject to change once the first Council meeting is completed. Note that the charts below are derived largely from the CGSA Grant.

During the 2022-2023 academic year, the Council will:

Q3/4 - 2022	Q1 - 2023	Q2 - 2023	Q3 - 2023
Recruit and onboard council and standing committees Convene to gather learning from the L3s and establish standing committee plans Gather and share first set of state A+A insights	Standing Committees support L3s and synthesize learning for the purposes of scaling innovations and developing coherent policy Standing Committees complete plan of action developed at first meeting through Chartering Process	2nd Council Convening Synthesizing insights about technical quality of local solutions, the process of scaling innovative A&A practices, and the implications for policy Begin generating aligned resources	Standing Committees support L3s and synthesize learning for the purposes of scaling innovations and developing coherent policy Develop a successor model to the L3s that is based on approximation. and adaptation of models created by C1-C3

Over a **four** year period, the KUWL Council will attain the following benchmarks:

Responsible Group	2022-2023	2023-2024	2024-2025	2025-2026
Council	No deliverables in 2022-2023	No deliverables in 2023-2024	No deliverables in 2024-2025	Deliverable A
Creating Vibrant Learning Experiences Standing Committee	No deliverables in 2022-2023	No deliverables in 2023-2024	Deliverable B.2	No deliverables in 2025-2026
Accelerating Innovation Standing Committee	No deliverables in 2022-2023	No deliverables in 2023-2024	No deliverables in 2024-2025	Deliverable B.1
Building a Bold New	No deliverables	No deliverables in	Deliverable C.3	Deliverable C.1

Responsible Group	2022-2023	2023-2024	2024-2025	2025-2026
Future with Communities Standing Committee	in 2022-2023	2023-2024		Deliverable C.2

Deliverable A: Governance Structure: Sustainable and effective co-creation and governance structure for the *Council* and associated standing committees that supports effective, inclusive co-design processes for CBE (Competency Based Education) models with their constituent Assessment and Accountability (A&A) systems

Deliverable B.1: Bank of Local Systems: A bank of high-quality, scalable A&A systems for CBE with supporting resources and documentation for implementation that can be effectively used and managed within the state “system of systems”

Deliverable B.2: Professional Development: Professional development resources for the design, implementation, and evaluation of local A&A systems for CBE that local leaders can use to adapt these models to their contexts.

Deliverable C.1: CBE Roadmap: Completed roadmap for design, development, and implementation of a statewide "system of A&A systems" for CBE

Deliverable C.2: KDE Workflow Redesign: Recommendations for adapting KDE’s work and processes to more effectively support and oversee a “system of A&A systems” for CBE

Deliverable C.3: Legislative Policy Agenda: A legislative state policy agenda in 2024 to be considered in full for ratification in 2026

Standing Committees: Work in all standing committees will be governed by the same set of values, habits of mind, and best practices encapsulated in the inclusive co-design approach used for the project overall. Individual Standing Committees will be asked to create a charter that includes cadence of meetings, mission, goals, and expectations during the first Council Meeting. The common work and associated work products of the standing committees will include:

- Meeting once per month, dependent on individual Standing Committee plans;
- curating and supporting professional tools and best practices from the field;
- developing strategies for critical analyses of the work in local communities;
- conducting these critical analyses through artifact reviews, surveys, focus groups, and interviews;
- developing needs analyses for capacity building in local communities;
- conducting literature reviews about the state-of-the-art methodological approaches;
- proposing content and engagement processes around the focal topics of the standing committees for the bi-annual convenings managed by the Council;
- building shared knowledge and expertise by supporting members to learn from each other and technical advisors through convenings, resource-sharing, and informal communication;

- translating insights into strategic recommendations and action plans for the Council.

In practice, the work of the standing committees will be accomplished through a balance of commissioned work by the named external support partners and work conducted by committee members. The following bullets provide the names, purpose, and KDE/Partner supports for the Standing Committees:

- **Creating Vibrant Learning Experiences:** Support local communities to transform the student learning experience. Learn from what is happening in the field, especially related to: Deeper Learning, PBL, and L3s
 - Sarah Snipes (KDE) + Karen Perry (UK NextGen Leadership)
- **Accelerating Innovation:** Support scaling of innovations within and across communities through changes in assessment and accountability.
 - Jennifer Stafford (KDE) + Andre Rupp (CfA), Brian Gong (CfA) and Susan Lyons (Lyons Assessment Consulting)
- **Building a Bold New Future with Communities:** Build the policy framework that is responsive to the needs coming from communities that support a bold, new future for education
 - Meredith Brewer (KDE) + Lillian Pace (KnowledgeWorks)

External Support Partners - CGSA: There are a number of external partners who, based on their expertise, are supporting work of the Council. They include, but are not limited to:

- The University of Kentucky Next Generation Leadership Program, who are supporting L3 Districts in their innovation and design work;
- The National Center for Improving Educational Assessment (NCIEA), who are national experts in assessment and accountability system development;
- Susan Lyons Assessment Consulting, another organization that has provided leadership in alternative approaches to assessment and accountability; and
- Knowledge Works, a national foundation supporting the development of personalized, competency-based learning approaches at both the state and local levels.

While the full composition of each standing committee is yet to be determined, two core commitments impact membership:

- 1.) Committees will be inclusively composed.
- 2.) Each will be staffed by at least one member from KDE and support partner organizations.
- 3.) During the first meeting of the Council (or as soon as is practicable), Standing Committees will elect a member of the Council to Chair the Standing Committee.

Glossary of Key Terms for the Kentucky United We Learn Council

Term	Definition
Academic Competencies	A set of skills and abilities that are often the focus of assessment and accountability efforts, in particular math, English Language Arts (ELA) and science.
Accountability System	The collection of all indicators, processes, and reports that are used to manage school quality at a district or state level.
Assessment	A standardized instrument and/or a process for collecting information about learners, teachers, or other human beings in a systematic way.
Assessment System	The collection of all instruments, processes, and reports that are used to evaluate how students are making progress towards key goals.
Competitive Grant for State Assessment (CGSA)	The federal funding competition to which Kentucky applied and was granted funding in 2022. The grant partially supports the current work of the Kentucky United We Learn Council and other initiatives related to achieving the United We Learn vision for the Commonwealth.
Classroom Assessment	An umbrella term for a variety of practices to gather real-time information about learners. These assessments occur through observation, probing, and other types of feedback cycles.
Co-creation	A process to engage a community and actively seek input from others to make collective decisions that benefit the community and, working in deep partnership, to realize a shared vision.
Competency	The capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform critical functions or tasks in a defined setting.
Competency-based Education (CBE)	An approach to teaching and learning whereby educators use a variety of in-school and out-of-school opportunities to develop students' skills and abilities, rather than relying on the more traditional completion of courses or grades.
Curriculum	The collection of all materials, activities, and possibly assessments that teachers and students use in a grade and subject. Curriculum may be created by a district or purchased from a vendor.
Dashboard	A digital display where users can look at various graphics, text, and data and, in many cases, interact with the data, to identify patterns and trends emerging from the data.
Deeper Learning (DL)	An umbrella term for a variety of pedagogical (teaching) approaches designed to develop competencies in students' skills and abilities through innovative, authentic, and interdisciplinary learning and assessment activities.
Empathy	The ability to understand and share the feelings of another. To channel empathy in our work, we listen to each other's concerns and include all voices in planning processes to create deeper, more connected solutions and decision making.
Inclusion	The process by which we engage diverse perspectives from across

	our communities, especially from those whose perspectives are often devalued or left out of decisions that affect their communities.
Indicator	A statistical measure of a certain behavior or outcome that is used within an accountability system for monitoring how well students, teachers, or districts are doing.
Interim Assessment	A series of measures that are taken at multiple times throughout the school year, typically to learn about the achievement status of learners and progress towards end-of-year goals.
Item	As it relates to educational assessments, this is a technical term for a question on an assessment, which can be a multiple-choice question, a different kind of selection question, a short answer, an essay, or a related type of question.
Kentucky Board of Education (KBE)	The governing body that develops and adopts the regulations and policies that govern Kentucky's 171 public school districts and the actions of the Kentucky Department of Education. The Commissioner of Education reports to the board.
Kentucky Department of Education (KDE)	The agency of the Commonwealth of Kentucky that provides resources and guidance to Kentucky's public schools and districts as they implement the state's preschool through 12th grade education requirements.
Key Performance Indicator (KPI)	A measure that is tracked for individual teachers, schools, or districts to evaluate whether they are making adequate progress towards annual goals.
Kentucky United We Learn Council (KUWL Council)	The advisory group formed to engage a community of interested stakeholders in the design, development, and coordination of activities to bring the United We Learn vision to life.
Local Laboratories of Learning (L3)	Community-based partnerships led by the local school district administrator and a community leader formed from a diverse group of students, educators, business participants and local leaders that reflect the unique perspectives of their communities. L3s are working to develop and oversee innovative solutions to address local educational challenges that reflect the United We Learn vision.
Local Education Agency (LEA)	A different term for a school district.
Project Based Learning (PBL)	An umbrella term for a variety of initiatives in which projects are at the center of the learning and assessment efforts in the curriculum. Project Based Learning (PBL) is a teaching method in which students learn by actively engaging in real-world and personally meaningful projects.
Portrait of a Graduate (PoG)	The conceptualization of the core competencies that learners should have developed at the point of graduation; this is sometimes used synonymously with Portrait of a Learner (PoL).
Portrait of a Learner (PoL)	The conceptualization of the core competencies (skills and abilities) that learners should develop throughout their PK-12 education. The identified skills and abilities are then used to guide the development and improvement of school curriculum and teaching

	practices. Portrait of a Learner is sometimes used synonymously with Portrait of a Graduate (PoG).
Reciprocity	The practice of exchanging things or ideas with others for mutual benefit. To channel reciprocity in our work, we listen to, engage, and consider all stakeholders' needs and feedback in decision making.
Reliability	A concept related to the consistency or general trustworthiness of scores from a statistical perspective. Reliability refers to the consistency of a measure (whether the results can be reproduced under the same conditions). The reliability of an assessment tool is the extent to which it consistently and accurately measures learning.
Score Report	A document that learners receive which provides an overview of how they performed on an assessment, often with information about individual questions as well as how they performed overall relative to peers, other learners in the state, or even nationally.
State Education Agency (SEA)	A different term for a state-level education agency. The Kentucky State Department of Education (KDE) is a state education agency.
Socio-emotional Competencies	A set of skills and abilities that allow learners to deal with challenging situations, engage productively with one another, and regulate their learning processes effectively; sometimes also referred to as "non-academic competencies" or "essential skills."
Summative Assessment	An assessment used at the end of a curricular sequence – often a semester, trimester, course, or school year – that provides an aggregate measure of what students have learned and can do at that point in time.
System of Systems	The collection of multiple, independent systems that interact or work together as part of a larger, more complex system. A system is a group of interacting, interrelated and interdependent components that form a complex and unified whole.
Theory of Action	A hypothesis about what will happen when a set of strategies is implemented. Theory of Action is an approach used in program planning to connect what we plan to do with what we hope to achieve. When developing a Theory of Action, organizations identify actions to be taken, the expected short- and long-term outcomes, the resources and assumptions that are used, and the beliefs about why the various actions will have the desired effects.
United We Learn (UWL)	Our collective vision for the future of public education in Kentucky. This vision builds around three Big Ideas: 1. Creating a more vibrant experience for every student; 2. Encouraging innovation in our schools – especially when it comes to assessment and accountability; and 3. Creating a bold new future for Kentucky's schools through collaboration with our communities.

Validity	A concept related to the defensibility or general meaningfulness of scores from an interpretational perspective. The validity of an assessment tool is the extent by which it measures what it was designed to measure.
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The background of the slide is a composite image. The top left portion shows two yellow school buses, with the one in front labeled 'SCHOOL BUS' and the number '32'. The bottom left portion shows a classroom with blue walls, decorated with colorful balloons and framed pictures. Several small, square tables with chairs are arranged in the room.

Accelerating Innovation Standing Committee

Chartering Process Working Session

November 30

9:45–11:30, 12:30–2:45

Welcome and Introductions



Kentucky Department of
EDUCATION

Your Facilitator Team



Jennifer Stafford, Ed.D.
Kentucky Department of Education
jennifer.stafford@education.ky.gov



Susan Lyons, Ph.D.
Lyons Assessment Consulting
susan@lyonsassessment.com



André Rupp, Ph.D.
Center for Assessment
arupp@nciea.org

Today's Agenda

- Welcome and Introductions
- Deciding Group Norms Together
- Context Setting
- Mission Objectives as Committee
- Setting Goals for the Next Six Months
- Committee Structure
- Looking Ahead

Group Norms



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Deciding Group Norms Together

- Example: Start and end meetings on time
- Others?

Context Setting



Kentucky Department of
EDUCATION

Council Standing Committees



Our Purpose - Accelerating Innovation

To support the scaling of innovations within and across communities through changes in assessment and accountability.

Accelerating Innovation Committee Assets



How will we get there?

• Year 1

- Technical quality review and needs analysis of existing local assessment and accountability efforts

Year 2

- Evaluate options and make recommendations for a “system of systems” approach for bringing local assessment and accountability across state into coherence

• Year 3

- Begin development of a bank of local systems to support statewide scaling of high-quality local solutions

• Year 4

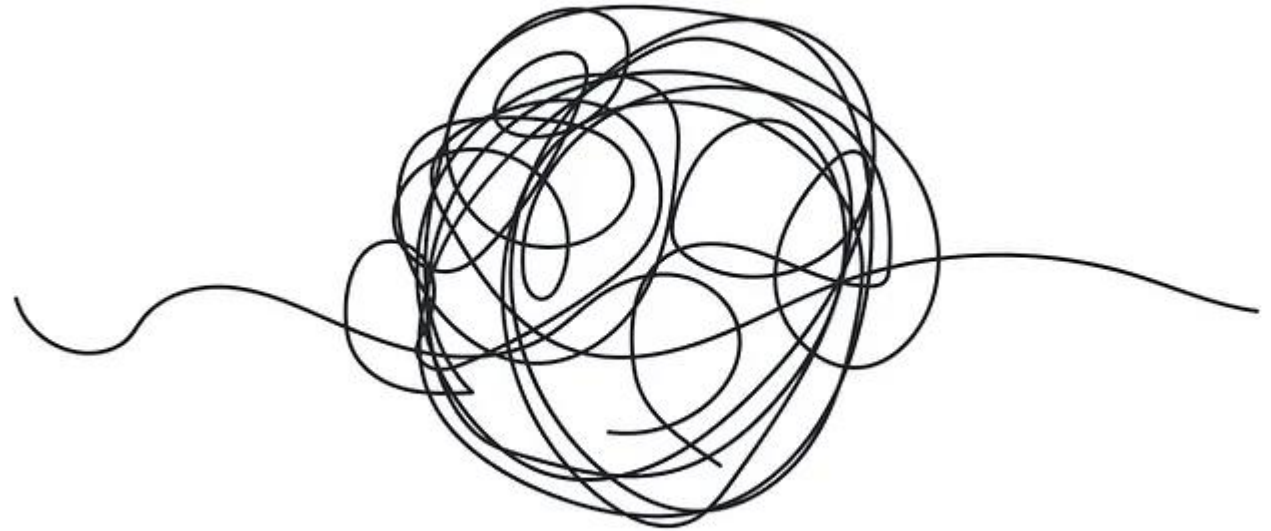
- Finalize a bank of high-quality assessment and accountability systems with supporting resources to support implementation for a statewide “system of systems” approach

Our Purpose

To support the scaling of innovations within and across communities through changes in assessment and accountability.

We are also engineering a new kind of governance

We are charting a path forward for the state and communities to partner and meaningfully collaborate on system design for the purpose of co-creating a better future.



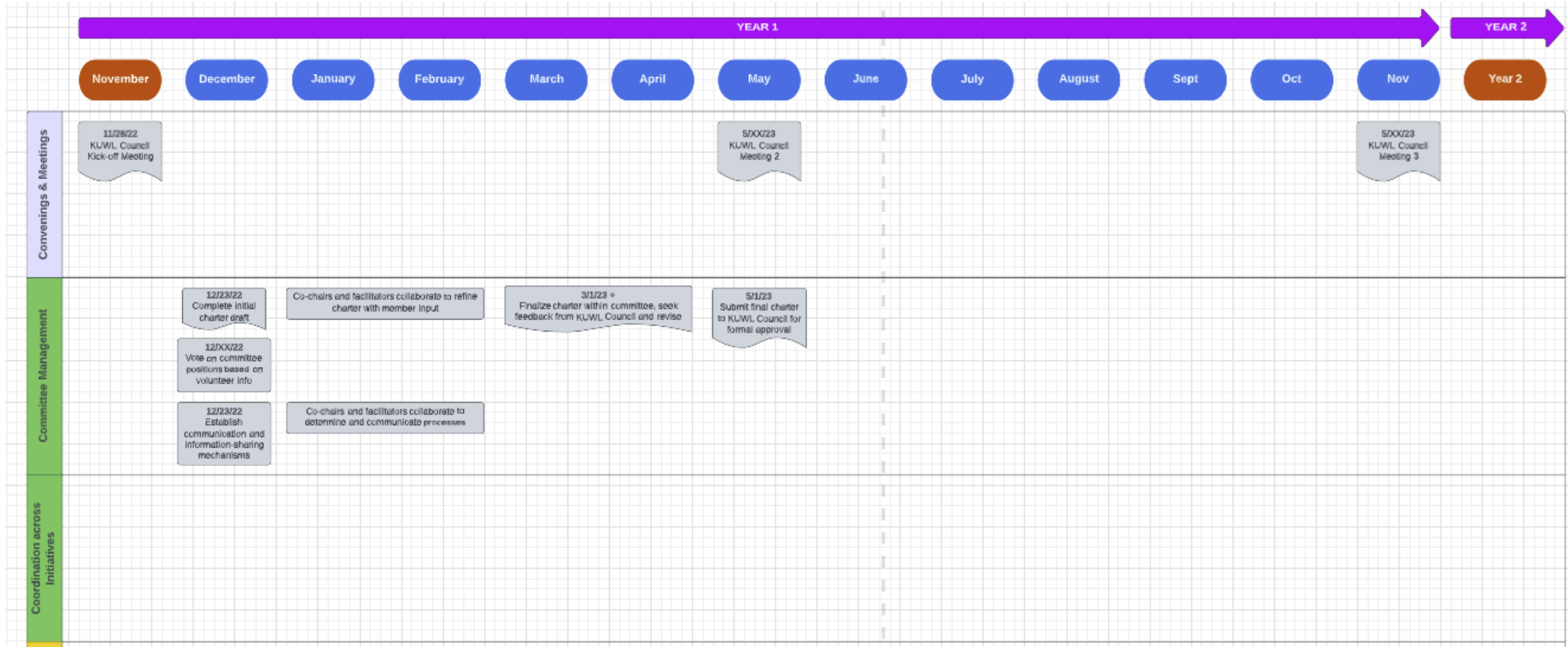
What questions do
you have about our
purpose?

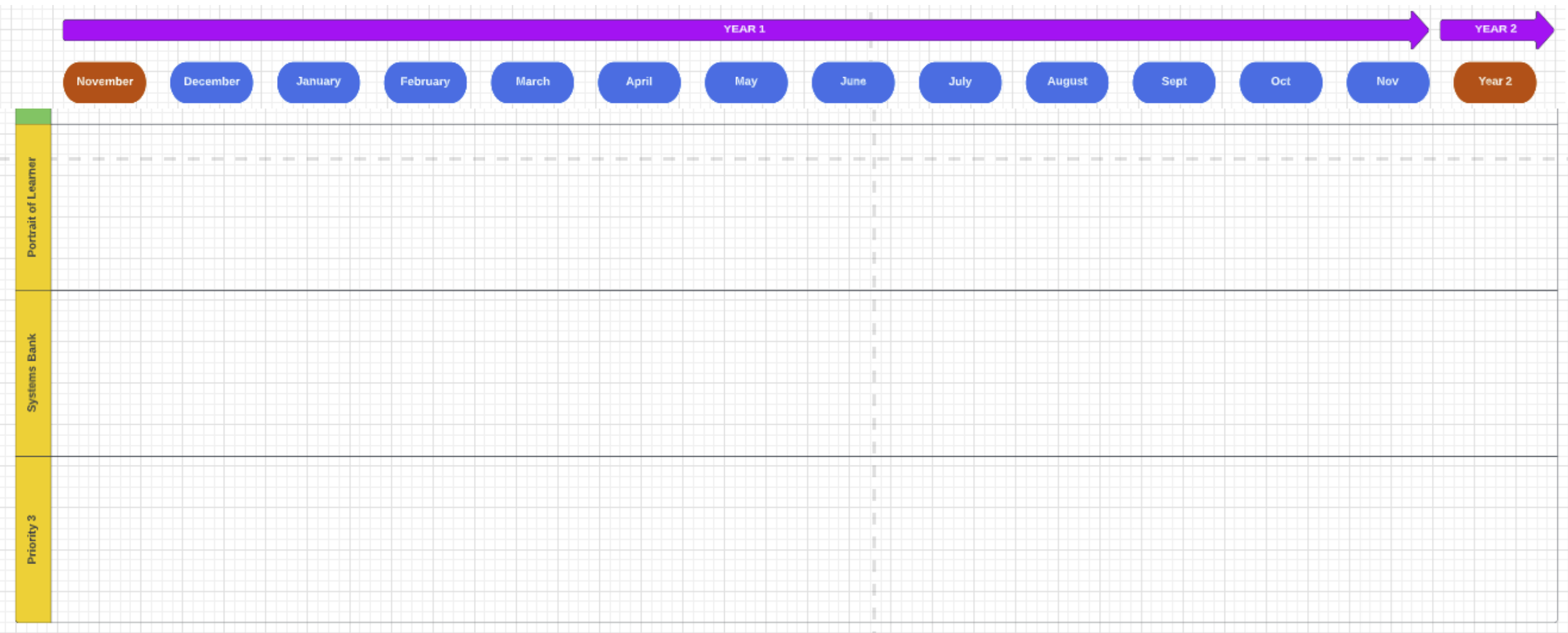


Mission Clarification & Goal Setting

Project Timeline







Guardrail Examples

- **CGSA promised deliverables:**

- ✓ Evaluations of technical quality of local systems (Year 1)
- ✓ “Systems Bank” of assessment and accountability systems (Year 4)

- **KDE initiatives:**

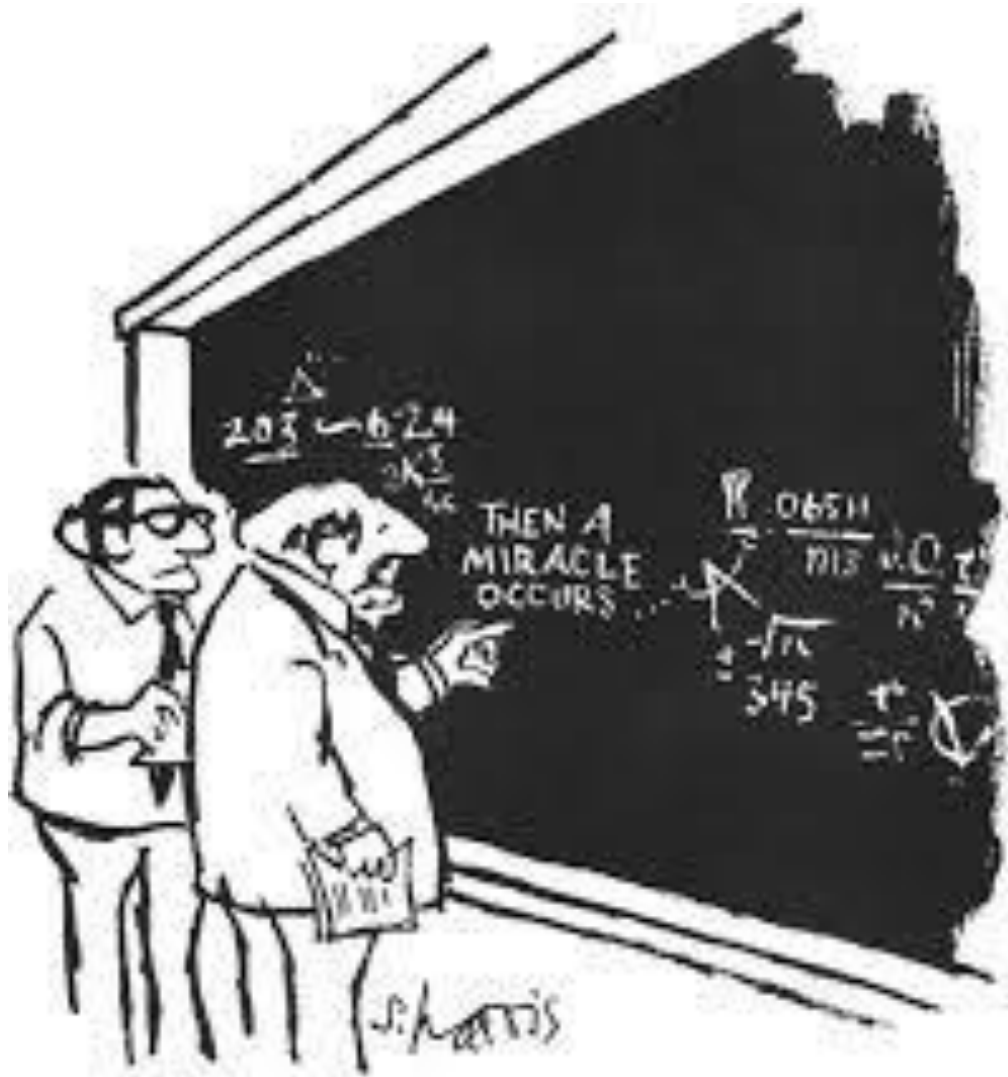
- ✓ Project-based Learning (PBL), Deeper Learning (DL), and other initiatives
- ✓ Portrait of Learner (PoL) competency descriptions and future alignment requests (SY23/24)

- **Logistical aspects:**

- ✓ Competing mission components and goals from other committees
- ✓ Competing committee member responsibilities

By the end of February, we must agree on:

- **major responsibilities** of this committee in relation to other committees
 - **major “must-do” milestones** of work for this school year
 - **optional “nice-to-have” milestones** of work for this school year
 - **major artifacts** we will produce along the way for KUWL Council, other committees, and the field
 - **major activities** we will engage in internally, with other committees, and the field
- Outcomes & Activities**
- **information we need** from the KUWL Council, other committees, and the field
 - **specific additional needs** of individual committee members that have not been captured
 - **co-dependencies** of our work on the work of other committees and initiatives
- Informational Needs**
- **principal values and mindsets** that guide our work
 - **powerful guardrails** that might constrain our work
 - **powerful resources** that might facilitate our work
- Contextual Conditions**
- **responsibilities and time commitments** of members with different roles
 - **mechanisms for working and sharing resources together** virtually during the next year
- Collaboration Mechanisms**



"I THINK YOU SHOULD BE MORE EXPLICIT HERE IN STEP TWO."

But how?



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We will now divide you into **groups** by counting off.

In your groups, please identify a note taker.

A facilitator or KDE partner will join each group.

Please **briefly introduce yourselves** to the colleagues in your group by describing:

- why did you volunteer to be part of this committee?
- what are you most curious about in terms of the work of this committee?
- what is the one thing you wish people knew about you?

Part 1:

Mission Objectives for Our Four-year Engagement



Moonshot

"We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard."

-John F. Kennedy



**To support the scaling of high-quality innovations in assessment and accountability
within and across communities in Kentucky**

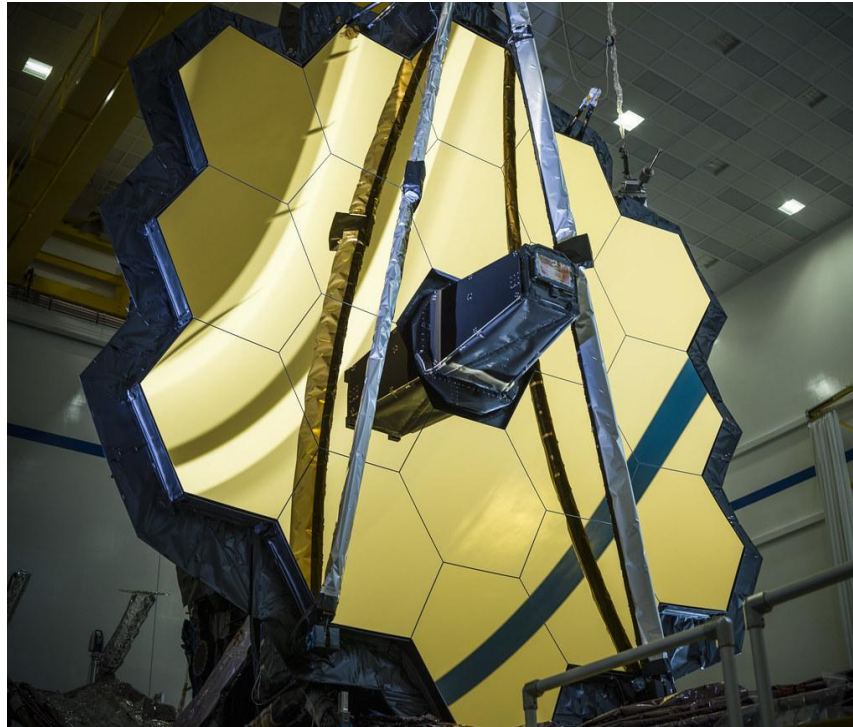
In Scope	Unsure	Out of Scope

In your group brainstorm objectives for our work ahead:
what is in-scope? out-of-scope? unsure?

Prioritization

- By walking around to other groups' chart paper, read through the 'In-scope' and 'Uncertain' objectives.
- Start with your group and then do the other ones.

Part 2: Goal-Setting for the Next 6 Months



Essential Goals

- To meet our mission objectives, what must we accomplish in the next six months ?

Big, Hairy, Audacious Goal (BHAG)

- What would we accomplish if we are wildly and boldly successful?

Goal Specification

- Work together in your small group to 1-4 bullet points that represent your minimum expectations for the next six months
- Draft a single statement that summarizes your BHAG for the next six months
- Select one person to share out from your group to the full committee

Our BHAGs – let's see where we are

PollEv.com/susanlyons250

Basic Committee Functioning



Kentucky Department of
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Positions

Collaboration

Resources

Positions: Chair and Co-chair

- Need to be elected by members of the committee through anonymous voting process
- Exact responsibilities will be co-designed with elected members
- The initial term for both positions is going to be two years (Jan 2023-Dec 2024) to establish consistency
- Other positions may later be co-created with the chair and co-chair
- Anyone is welcome to apply and to encourage someone else to apply
- Each applicant should create a brief one-page bio that describes:
 - who you are
 - what brought you to the work
 - why you are interested in the chair and/or co-chair position
 - what relevant experiences you have
- Upload this bio into the GDrive folder for the committee by 11:59 PM Friday December 9.

Collaboration

- Committee will meet virtually once a month with exact dates to be decided
- Other engagement will happen via email and in smaller groups
- GDrive folder will be used to organize all relevant resources and outputs
- Messaging service such as Slack may be used in the future if a suitable one can be found
- In case of questions about the committee work please contact:

Dr. Jennifer Stafford, KDE, jennifer.stafford@education.ky.gov, 502-564-4394 x 4714

Resource Types

Technical Documents

- KUWL Council Glossary
- KDE Glossary
- CGSA application
- Charter document (evolving)

People / Organizations

- KDE and vendor contacts
- KUWL Council and committee members
- Regional Co-op members

Outputs / Work Products

- Deliverables from other committees (TBD)
- Deliverables from KDE initiatives (TBD)

Tools

- Email
- Slack or other communications mechanism
- Gdrive for document storage

Looking Ahead & Next Steps



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Planning for the work ahead

Our most immediate next steps include:

- Finishing our charter
- Electing our chair
- Creating a six-month work plan

Next Steps

By Friday December 2:

- Complete [survey](#) about questions, needs, and other issues

By Friday December 9:

- Provide comments on reconciled mission and goals from meeting (available in GDrive Dec 5)
- Upload bio into GDrive if you want to nominate yourself for the committee chair or co-chair position

What works for us to meet?

<https://bit.ly/acceleratinginnovations>



Thank you for all your
contributions today!

The background of the slide is a composite image. The top left portion shows a line of yellow school buses, with the front of one bus clearly visible, displaying 'SCHOOL BUS' and the number '32'. The bottom left portion shows a classroom with blue walls, decorated with colorful balloons (purple, yellow, and green) and framed pictures. Several small, square tables with chairs are arranged in the room. A large white diagonal shape cuts across the image from the top left to the bottom right, serving as a background for the text.

Building a Bold New Future with Communities Standing Committee

November 2022 Kick-Off Event

Standing Committee Agenda

Morning Session: 9:45 - 11:30 a.m. ET

- Welcome and Introductions
- Context Setting
- Standing Committee Mission

Afternoon Session: 12:30 - 2:50 p.m. ET

- Standing Committee Goals
- Chartering Process
- Identifying a “Big Hairy Audacious Goal”

Context Setting

Understanding the “what” and the “why” for our work

Council Standing Committees

Creating Vibrant Learning Experiences

Support local communities to transform the learning experience. Learn from what is happening.



Accelerating Innovation

Support scaling of local innovations by changing assessment and accountability.



Building a Bold New Future with Communities

Build K-12 policy to respond to the needs of communities in support of a bold, new future.

Kentucky United We Learn Council

If we invest in innovation in communities, support quality in the scaling of innovation and ensure that policy creation is responsive to innovators and communities, then we will transform the system of education in Kentucky and every student will be empowered and equipped to pursue a successful future.

Policy Committee Charge

MISSION:

Build the state K-12 policy framework that is responsive to the needs of communities that support a bold, new future for education in Kentucky.

GOALS:

- 1) Explore alignment and misalignment of Kentucky's policy systems to center the Portrait of a Learner (PoL) as a vision for learning success.
- 2) Create a set of shared policy priorities to improve alignment of the state's policy system to its PoL. The standing committee will evaluate policy outcomes and needs cyclically to support refinement and sustainability of policy transformation.
- 3) Convene diverse state and local advocacy voices who share a commitment to the attributes in Kentucky's PoL and desire to partner on an advocacy strategy for elevating shared policy priorities.

Policy Committee Chairs

Kentucky Department of Education



Meredith Brewer
Director of Education Policy

National Technical Advisors



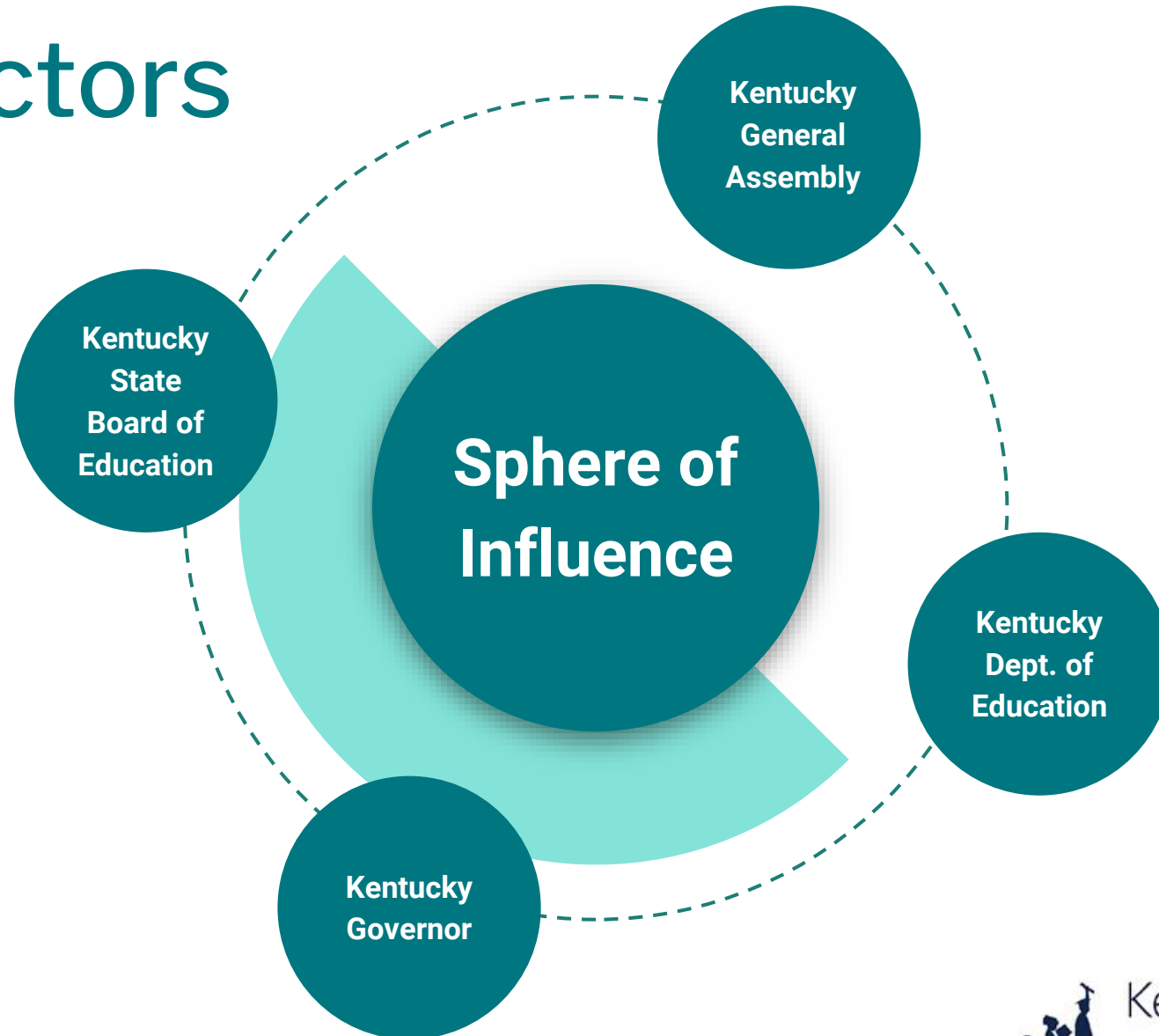
Lillian Pace
Vice President, Policy and
Advocacy

Jon Alfuth
Senior Director of State
Policy

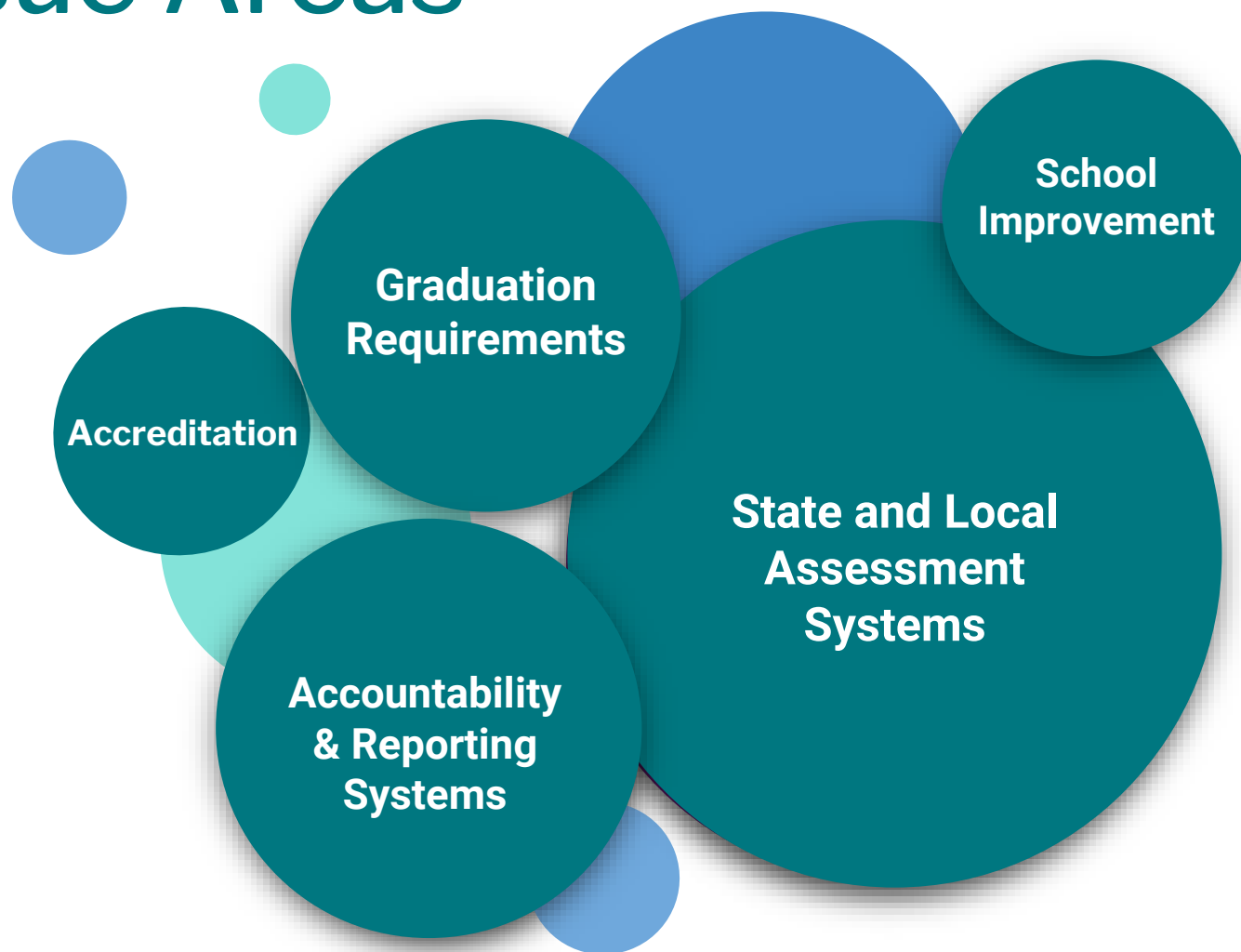
Committee-Elected State or Local Stakeholder

TBD

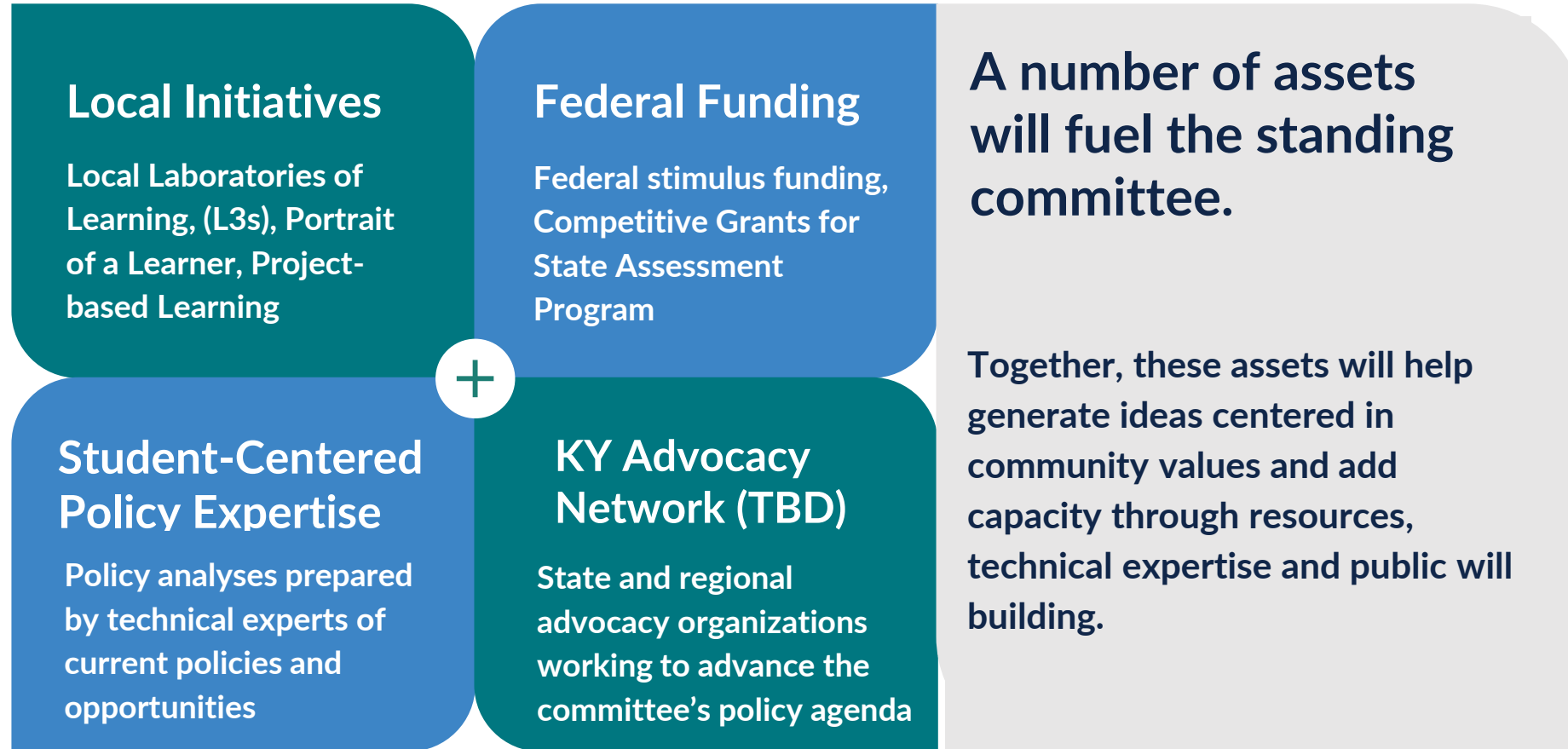
Policy Actors



Policy Issue Areas



Policy Committee Assets



Policy Committee Benchmarks

Year 1	Year 2	Year 3	Year 4
–Conduct a review of existing state-level competency education initiatives to better understand the current landscape and range of state policy options –Learn from the <i>other standing committees</i> to better understand the local diversity of competency-based education (CBE) solutions –Report to the <i>Kentucky United We Learn Council</i> on the current landscape of CBE accountability and assessment solutions and present recommendations for council deliberation	–Facilitate the <i>Kentucky United We Learn Council</i> deliberations and decision-making process around selecting a statewide policy solution for the design of the CBE assessment and accountability solution –Prepare policy recommendations to be presented during the 2024 Legislative session	–Lead the drafting of the Roadmap for design, development, and implementation of a statewide CBE accountability and assessment system A legislative state policy agenda in 2024 to be considered in full for ratification in 2026	Launch roadmap for "system of accountability and assessment systems" for CBE, which includes: - o A shared vision for a coherent statewide accountability and assessment system for CBE - o An RFP with requirements for the solution - o An action plan for implementation and evaluation of solution Recommendations for KDE to more effectively support and oversee a "system of accountability and assessment systems"

Kentucky United We Learn Council

Year 1 Objectives



Q & A

Mindset Activity



Refinement of Committee Mission

Working Committee Mission

MISSION:

Build the state K-12 policy framework that is responsive to the needs of communities that support a bold new future for education in Kentucky.

Small Group Mission Discussion

In small groups, you should consider the following questions:

- “Is there anything about this mission you would change? Anything that needs to be added?”
- “What is the policy scope of this group from your perspective? What areas of policy need to be addressed through our work to make this mission a reality? Come up with a list of areas that the policy framework needs to address. (OK if its not perfect!)”

Report out

You have 1-2 minutes for a brief report out on highlights from your discussion

Welcome Back

Morning Session: 9:45 - 11:30 a.m. ET

- Welcome and Introductions
- Context Setting
- Standing Committee Mission

Afternoon Session: 12:30 - 2:50 p.m. ET

- Standing Committee Goals
- Chartering Process
- Identifying a “Big Hairy Audacious Goal”

Temperature Check

- On a scale of 1-10, how are you feeling about your work on the Kentucky United We Learn Council so far?
- What contributes to that number?
- What could make it one point higher?

Refinement of Committee Goals

Working Committee Goals

GOALS:

- 1) Explore alignment and misalignment of Kentucky's policy systems to center the Portrait of a Learner (PoL) as a vision for learning success.
- 2) Create a set of shared policy priorities to improve alignment of the state's policy system to its PoL. The standing committee will evaluate policy outcomes and needs cyclically to support refinement and sustainability of policy transformation.
- 3) Convene diverse state and local advocacy voices who share a commitment to the attributes in Kentucky's PoL and desire to partner on an advocacy strategy for elevating shared policy priorities.

Goals Gallery Walk Activity Part 1

Step One: Review the draft goals on each sheet of chart paper. Use sticky notes to answer four big questions:

- “What changes are needed to the wording of this goal?”
- “What do you would want to see change as a result of this work? Dream big!”
- “What is the minimum change you’d want to see as a result of the work?”
- Any goals missing? If so, please put those ideas on the blank chart paper.

Step Two: On the chart paper labeled “Next 6 months,” place sticky notes to list the actions you believe this group needs to accomplish in the next six months to remain on track.

Goals Gallery Walk Activity Part 2

Now, you have 10 minutes to visit each of the sheets again. You can do one of two things:

- Add a dot to anything you agree with
- You can add any additional stickys that are inspired by what is already there

Recap & Next Steps

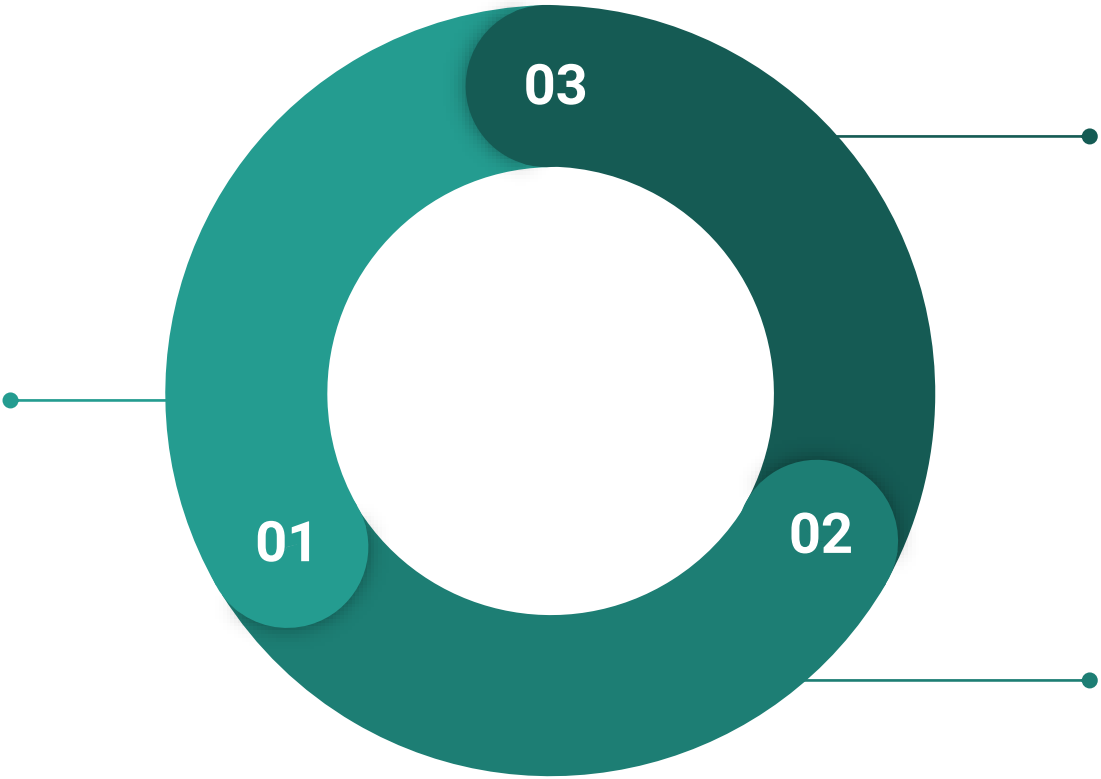
Committee Chartering Process

Afternoon Discussion

Charter Components

Rules of Engagement

How will we ensure all voices are heard? How will we make decisions? How will we decide what goes to the full council? How will we communicate and share materials?



Meeting Cadence

How often will we meet?
What's a good time of day?
When should our next meeting occur?

Governance

How will we nominate a chairperson and what are the responsibilities of the role? How will we engage with KDE, partners and the council? Will we use working groups? How will we align to other committees?

Small Group Work + Gallery Walk

STEP ONE: Select into three small groups representing each component of the charter process.

STEP TWO: In your small group, complete the charter worksheet with your preferences. (35 minutes)

STEP THREE: Conduct a gallery walk of the other two groups and provide feedback two ways:

- Place **dots** on content in which you **agree**
- Place **stickies** to offer a **friendly amendment**

Moonshot

"We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard."

-John F. Kennedy



Identifying a “Big Hairy Audacious Goal”

“Like the moon mission, a true BHAG is clear and compelling and serves as a unifying focal point of effort—often creating immense team spirit. It has a clear finish line, so the organization can know when it has achieved the goal; people like to shoot for finish lines.

“A BHAG engages people—it reaches out and grabs them in the gut. It is tangible, energizing, highly focused. People ‘get it’ right away; it takes little or no explanation.”

-Jim Collins, “Good to Great”

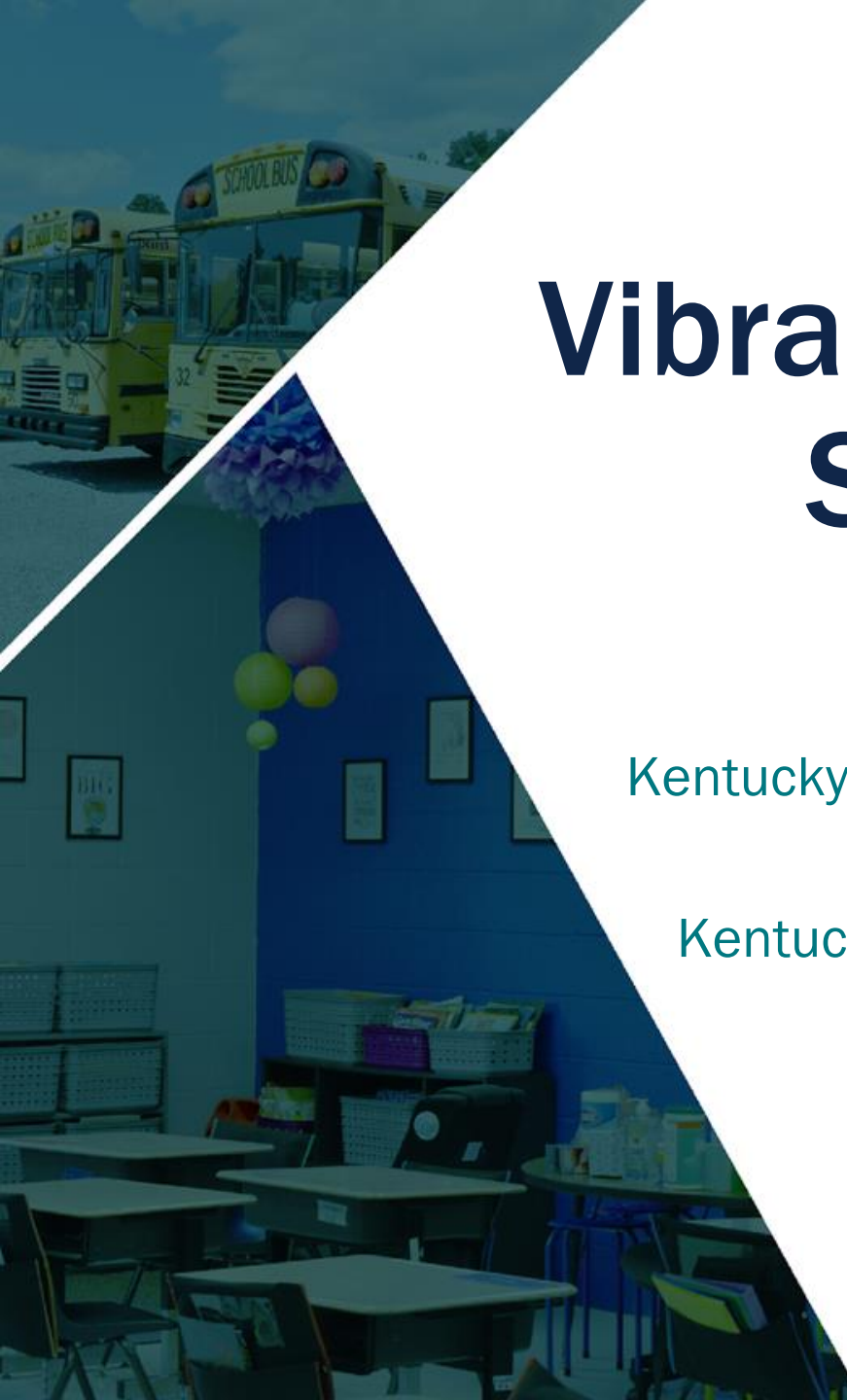
Identifying a “Big Hairy Audacious Goal” (cont.)

“When an expedition sets out to climb Mount Everest, it doesn’t need a three-page, convoluted ‘mission statement’ to explain what Mount Everest is. ...

“No, the goal itself—the mountain to climb—was so easy to grasp, so compelling in its own right, that it could be said one hundred different ways, yet easily understood by everyone.”

-Jim Collins, “Good to Great”

What is our Standing Committee's BHAG for May 2023?

The background of the slide is a composite image. The top left portion shows a line of yellow school buses parked outdoors. The bottom left portion shows the interior of a classroom with blue walls, decorated with colorful balloons and framed pictures. Several small, square wooden tables with chairs are arranged in the room.

Vibrant Learning Experiences Standing Committee

Chartering Process Working Session

Kentucky United We Learn Council Meeting, Nov. 29-30, 2022

Day 2, 9:45 – 11:15 a.m.

Kentucky Department of Education (KDE) Training Rooms,
Frankfort, Kentucky



Your Facilitator Team



Sarah Snipes
Kentucky Department of Education
sarah.snipes@education.ky.gov



Karen Perry
University of Kentucky
karen.perry@uky.edu

Today:

Thank you, Rob Collins!!



Elected Chairperson
TBD

Session Overview

Standing Committee Agenda

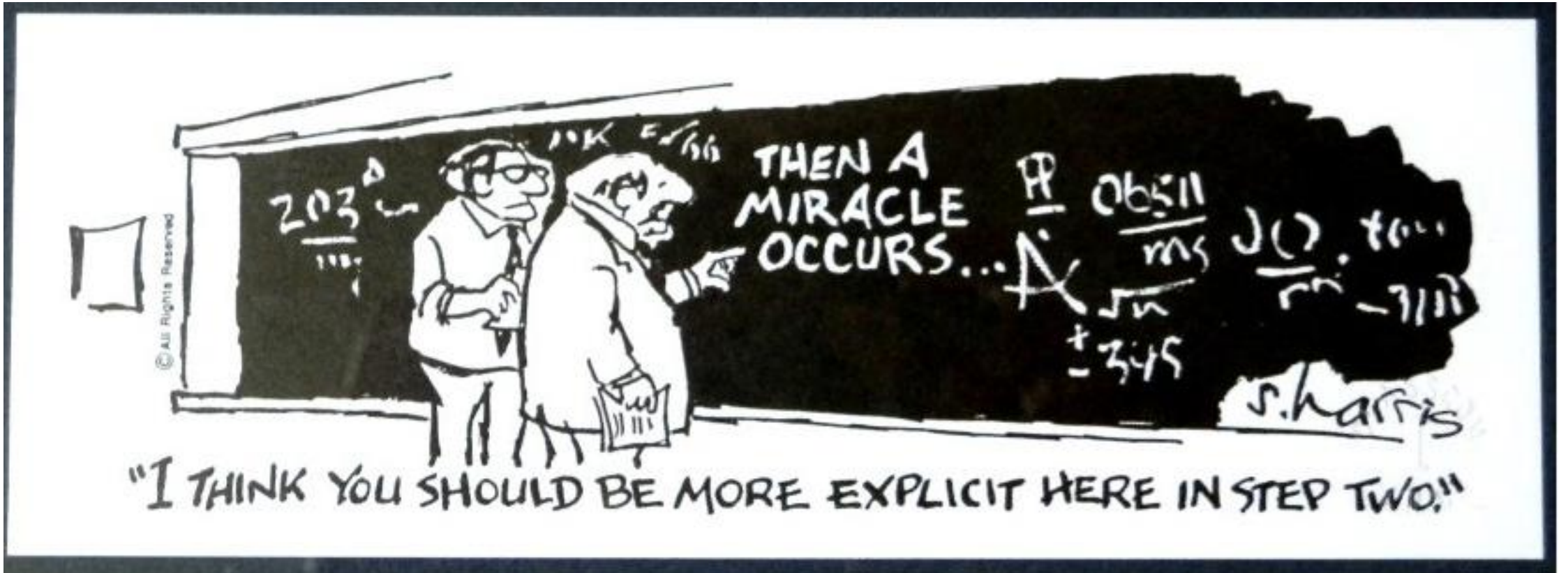
Morning Session: 9:45 a.m. - 11:30 a.m.

- Welcome and Introductions
- Context Setting
- Learning Agenda

Afternoon Session: 12:30 p.m. - 2:50 p.m.

- Standing Committee Goals
- Chartering Process
- Identifying a “Big Hairy Audacious Goal (BHAG)”

But how?



Today's Activities

- Welcome, introductions, norms
- Context
 - Purpose
 - Learning agenda questions from yesterday (and today!)
 - Deliverables
- Goals
- Determine how we'll work together

Introductions

- Your name
- Location
- Role
- Think of an example of vibrant learning that you've experienced, witnessed or heard of
- What specifically made it vibrant?
- Where?

CONDITIONS FOR **POWERFUL LEARNING**:

SAFE ENVIRONMENT
PERSONAL INVESTMENT
REAL WORLD APPLICATION
FUN
RELEVANCE TO THEIR LIVES
SOCIAL
INTERESTING QUESTIONS
POSITIVE ENVIRONMENT
REAL AUDIENCE
PASSION
TEACHERS/MENTORS
AUTONOMY AND AGENCY
CHALLENGING
NOT TIME CONSTRAINED



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WHAT PEOPLE NEVER SAY:

SITTING IN ROWS
45/60/88 MINUTE BLOCKS
ONE SIZED CURRICULUM
ONE SUBJECT AREA FOCUS
AGE GROUPED CO-LEARNERS
NO REAL WORLD APPLICATION
TEACHER CONTROLLED
SOMEONE ELSE'S QUESTIONS
STANDARDIZED ASSESSMENTS
EMPHASIS ON GRADES
CARROTS AND STICKS
NO CHOICE/NO AGENCY
LACK OF RELEVANCE
"HANDING IT IN"

Credit: Will Richardson

Working Norms

- Start and end on time
- Listen to understand
- Acknowledge many forms of expertise
- Show up as your full self, not just your title or role
- Ask the next hard question
- Stay present
- Dream boldly
- Preference learning over performing
- Comfort with discomfort
- Share the air/step up and step back
- Any additional suggested norms?

Habits

- Inclusion
- Empathy
- Co-Creation
- Reciprocity

Our Work Together



Kentucky Department of
EDUCATION

What Is Our Purpose?

Support local communities to transform the student learning experience. Learn from what is happening in the field, especially related to: Deeper Learning, Project-Based Learning (PBL) and Local Laboratories of Learning (L3s). Build capacity to support promising practices.

Our Charge for Vibrant Learning Experiences (VLE)

- CGSA promised deliverables:
 - ✓ Professional development resources for the design, implementation, and evaluation of local assessment and accountability (A&A) systems for competency-based education (CBE) that local leaders can use to adapt these models to their contexts (SY23/24)
 - ✓ Contribute to “Systems Bank” of assessment and accountability systems (SY23/24)
- Support KDE initiatives:
 - ✓ Local Labs of Learning
 - ✓ PBL
 - ✓ Deeper Learning
 - ✓ Statewide Portrait of a Learner (PoL) competency description and alignment request (SY23/24)

Are We Scaling and/or Spreading?

Scale:

- Known solution, then incentivize widespread adoption
- Typically top-down
- Frequently treat challenges as technical issues
- Think: Engineer

Spread:

- No single solution
- Begins with perspective of people most directly affected
- Bottom-up
- Think: Gardener

Credit: Deeper Learning Dozen, 2018

Learning Agenda Questions

- What defines a vibrant learning experience?
- How do we intentionally show (not just tell) what a PoL is?
- How do we remove barriers (equity)?
- How can we support students who don't have a specialized interest already?
- How do we prepare teachers to engage in this new kind of learning?
 - Value current expertise and inspire further growth
- How to create partnerships between families, educators, communities?
- How can rural districts get resources to support vibrant learning?
- How to ensure integrity of PBLs?

Learning Agenda (so far)

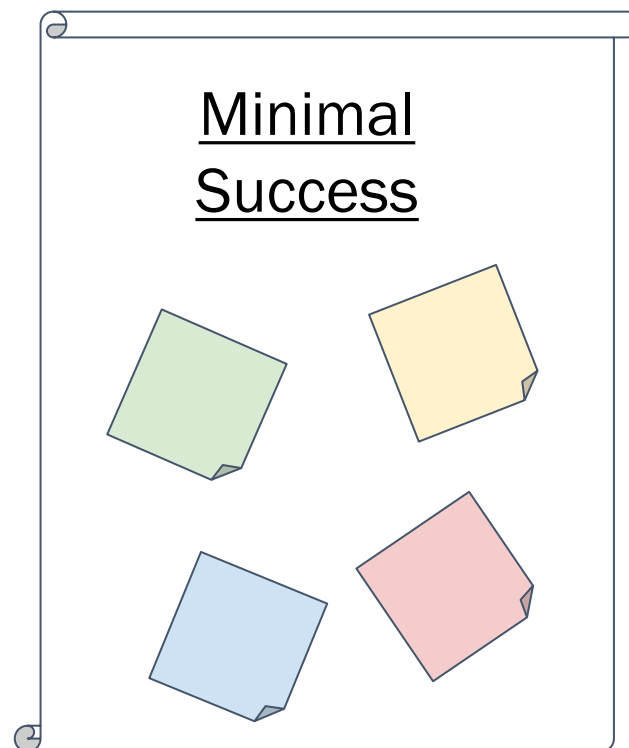
What changes should we make, if any?

How might we begin to learn more in order to answer our questions?

Vibrant Learning

Success Criteria

- What might minimal success look like for us May 2023?



Moonshot

"We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard."

-John F. Kennedy



Identifying a “Big Hairy Audacious Goal” (BHAG)

“Like the moon mission, a true BHAG is clear and compelling and serves as a unifying focal point of effort—often creating immense team spirit. It has a clear finish line, so the organization can know when it has achieved the goal; people like to shoot for finish lines.

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-Jim Collins, “Good to Great”

What is our Standing Committee's BHAG for May 2023?

From earth to the moon

Earth tasks:

- Working agreements
- Communication channels



So what does getting to the moon look like for VLE?

As a Table Group...

- Develop a big, hairy, audacious goal
- Be prepared to share for tuning



Some questions you may want to ask yourself include:

- Is it long-term?
- Is it something people will understand if you share it?
- Will it require you to stretch yourself out of your comfort zone?
- Is it measurable and life changing?
- Does it create momentum?
- Does it excite and stimulate you?

Next:

- Let's Tune:
 - Pitch (less than 1 min)
 - Likes/Wonders (2 min)
- Revise (5 min)
- Fast Pitch (1 min)
- Delphi Voting (4 min)

Next Steps



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Next Step Decisions

- Determine Our Next Meeting Date
- Next Meeting Items
 - Elect Committee Chair
 - Confirm Working Plan for the next six to 12 months
 - Further develop our charter
 - Agree on how to communicate between meetings

Temperature Check

- On a scale of 1-10 how are you feeling about your work on the Kentucky United We Learn Council so far?
- What contributes to that number?
- What could make it one point higher?

General Resources

Documents

- Kentucky United We Learn Council Glossary
- KDE Glossary
- Competitive Grants for State Assessments (CGSA) application
- Charter document

People

- KDE and vendor contacts
- Kentucky United We Learn Council and committee members
- Regional Co-op members

Outcomes

- Deliverables from other committees
- Deliverables from KDE initiatives

Tools

- Email
- Meetings
- Google drive for document storage

Close and Thank You



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Our Work May Look Like:

- Meeting approximately once per month;
- Curating and supporting tools and best practices from the field;
- Developing and conducting critical analyses of the work in local communities;
 - artifact reviews, surveys, focus groups and interviews;
- Developing needs analyses for capacity building in local communities;
- Conducting literature reviews about the state-of-the-art methodological approaches;
- Proposing content and engagement processes for the bi-annual convenings managed by the council;
- Building shared knowledge and expertise by supporting members to learn from each other and technical advisors through convenings, resource-sharing and informal communication;
- Translating insights into strategic recommendations and action plans for the council

A diagonal collage on the left side of the slide. The top portion shows two yellow school buses, with the front one labeled 'SCHOOL BUS' and the number '32'. The bottom portion shows a classroom with blue walls, decorated with colorful balloons (purple, green, yellow) and framed pictures. There are several white student desks and chairs arranged in the room.

KUWL Council

Algebra 1 Math Badging Initiative



Kentucky Department of
EDUCATION

Kentucky Steering Committee



KENTUCKY CENTER
FOR MATHEMATICS



Kentucky Dept. of Education

Dr. Robin Hyden Ed.D., Program Consultant and Math Badging Project Lead

Chrystal Rowland, Director of Program Standards

Maggie Doyle, Division of Program Standards

Kentucky Center for Mathematics

Kelly DeLong, Executive Director

District Leaders

Dr. Jennifer Fraley Ed.D., Director of District Programs *Carter County*

Stacy Justus, Ed.S

HS Math Instructional Lead

JCPS



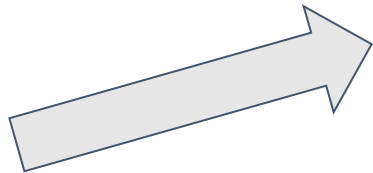
District Committee Members



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When Kentuckians told us what they wanted...

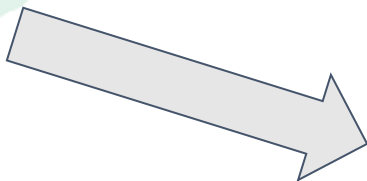
UNITED
WE
LEARN



Create more vibrant learning experiences for every student



Encourage innovation in our schools - especially when it comes to assessment



Create a bold new future for Kentucky's schools through collaboration with communities



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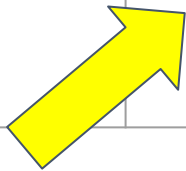
Our Theory of Action

If...	Then...	Then...	Then...
Kentucky develops a mastery-based math badging system,	First-year students will have the opportunity to earn math badges in Algebra I,	Students will be able to attain the Algebra I graduation requirement at an individualized pace, and	Students will be able to craft individualized pathways through high school.



Where We Are:

Phase 1: Planning <i>July 2022 —></i>	Phase 2: Preparation <i>September 2022 - July 2023</i>	Phase 3: Implementation <i>August 2023 - May 2024</i>
Math Advisory Subcommittee will form and align math badges to Kentucky Academic Standards	Pilot districts aligns curriculum and assessment to the math badges with support from KDE, KCM, and XQ partners	Students enroll in badge-aligned Algebra I courses and earn credentials during the school year Ongoing feedback loops to share learning from pilot classrooms/schools



Algebra I Required Badges

M 101 Linear Equations: Concepts and Skill

M 102 Modeling with Linear Functions and Equations

M 103 Modeling with Functions of Quadratic Type

M 104 Modeling with Functions of Exponential Type

M 111 Modeling with Data: One-Variable Measurement Data

M 112 Modeling with Data: Two-Variable Measurement Data



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Encourage innovation in our schools- especially when it comes to assessment

- Portfolio of Evidence
- Concepts and Skills Assessment
- Performance Assessment



Portfolio of Evidence

The portfolio of evidence is a set of artifacts collected throughout the students' interactions with the badge content through their learning experiences. Students are given agency to choose artifacts that make them proud and allow them to demonstrate their learning through multiple modalities. This provides students with a voice and reflects the mindsets and habits of professionals who use mathematics in their work. Students are given the opportunity to showcase evidence of their own learning through the work they have done.

The process for artifact collection generally follows these steps:

- Once criteria/indicators have been shared with students, they start collecting evidence of learning in their earliest learning experiences, with a goal toward earning the badge.
- Students are taught to select work matching the indicators, that they are proud of, and to express why they have selected it.
- After students make a selection, they engage in a reflective process related to their learning, where they construct a portfolio over time. Each selection the student makes will include the following portfolio components:
 - a. Description of the artifact and why it was selected.
 - b. The artifact itself.
 - c. A reflection of how the artifact demonstrates the indicators.
 - d. Potential future learnings they hope to have on the topic or related to specific concepts in mathematics.



Concepts and Skills Assessment

Badge assessments are criterion referenced. The purpose of the assessment is to support the determination of whether a student has earned the badge. Its purpose is not to compare students to each other. Discrimination is not information, but comparison to criteria is. The use of the IRT test methodology does not fit the purposes of badge assessment. If 100% of students accomplish what is expected, the assessment should award badges to 100% of students.

Minimize false negatives. Items on a badge exam assessing concepts and skills should minimize construct-irrelevant difficulties. Assessments should include easy items that provide the evidence stipulated in the blueprint. Items should not go beyond the blueprint evidence stipulations by incorporating excessive complexity, miscues, messy numbers, inconsiderate wording, unfamiliar prompting, or other demands that increase the probability of execution errors for a student who understands the concept or holds the skill.

Provide sufficient time. There should be ample time for all students. How fast one works is not being assessed.

Allow students to re-take the assessment. Teachers should be able to use information from the score report to design additional learning.

Provide opportunities for revision. Responses that do not meet success criteria must be revised. Students will receive feedback on their work, including what was good and what went wrong. They will have the opportunity to confer—e.g., ask questions and get answers that stop short of answering the item.

Revision credit is full credit. Students will get full credit toward the badge for revisions that meet the standard.



Performance Assessment

The performance assessment provides students with the opportunity to show evidence of their learning specific to the particulars of badges that center mathematical modeling and application, allowing them authentic ways to demonstrate their ability to apply transferable and real-world skills. For modeling badges, students will complete the full modeling cycle grounded in engaging and meaningful context(s) and report their conclusions using modes and means that are well suited to the overall purpose of the task and that allow for some agency. The following criteria are offered for designing high-quality performance assessments (Safir & Dugan, 2021):

1. Elicits evidence of skills and knowledge matter.
2. Is tight on quality criteria while open to different approaches.
3. Is authentic.
4. Offers a learning experience in and of itself.



Reimagining how we credential learning:

"I'm always learning, formally and informally, and I apply that knowledge daily. Micro-credentials give me recognition for that learning." - Digital Promise Educator

Micro-credentials and Badging

- Granted based on demonstrated skills and competencies (performance-based)
- Allows for flexibility of pacing based on a learners need for acceleration and remediation
- Gives opportunities for multiple attempts at mastery
- Focused on specific skills and more connected to standards
- Improves student ownership of their own learning and encourages lifelong learning
- Reduces risk of course failure and recognizes student accomplishments
- Widely used in higher education and the workforce

Improve math outcomes and advance equity through:

- Stronger **alignment** to math needed for secondary, postsecondary, and career success
- Students **demonstrate knowledge** not captured by grades
- Opportunities to **develop and reinforce** math knowledge and skills
- **Validate learning** outside of the classroom through work-based and other applied learning.
- **Customization** engages students with math directly related to college and career interests



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Questions & Comments

For more information:

robin.hyden@education.ky.gov

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