Kentucky Coalition for Advancing Education

Meeting 3
June 15, 2021

Thank you all for gathering with us, as we launch the Kentucky Coalition for Advancing Education.

Each of you have been selected to be a member of this statewide coalition as we look to examine what is working and what we might improve about Kentucky education as it exists today, how we might envision educational opportunities for the next generation and how we might hold ourselves accountable to the high promise of offering a quality education to each and all of Kentucky's children over the next couple of years.

We also want to thank those of you who are tuning in virtually on the KDE Media Portal and will follow along with us on this important work.

Before we get into the particulars, let me introduce our Commissioner and Chief Learner, Dr. Jason E. Glass, to provide some opening thoughts for this series of meetings.

Welcome

JASON E. GLASS, ED.D.
Commissioner & Chief Learner

Agenda

- **Welcome:** Toni Konz Tatman, Chief Communications Officer, Kentucky Department of Education

- **Opening Remarks:** Jason E. Glass, Commissioner and Chief Learner, Kentucky Department of Education

- **Purpose and Goals:** Doannie Tran and Gretchen Morgan, Center for Innovation in Education

- **Connection Activity:** Bren Martin and Traysea Moresea, Kentucky Coalition for Advancing Education; Sarah Snipes, Office of Continuous Improvement and Support, Division of Innovation, Kentucky Department of Education

- **Dimensions of Assessment and Accountability: Comparability and Prioritization:** Paul Leather and Sarah Lench Center for Innovation in Education with Coalition Members Dena Dossett and Susan Dugle.

- **Decision Making in the Coalition:** Gretchen Morgan, Center for Innovation in Education

- **Review and Finalize User Profiles:** Doannie Tran, Center for Innovation in Education

- **Build Storylines and Headlines for the Current State of Kentucky Education Report:** Doannie Tran, Center for Innovation in Education

- **Closing:** Paul Leather, Center for Innovation in Education

What are we building?

A quick walk through the coalition's products

Current State of Education in Kentucky

Introduction:

Coalition purpose, composition and creation

Process of creating a common vision of the current state
- **Listening Tour**
- **Empathy Interviews**
- **Coalition process**

Structure of the document
- **Stakeholder groups: Students, Families, Community Members, Teachers, School Leaders, District Leaders, System Leaders**
- **Multiple User Profiles for each Stakeholder**
- **Overarching storylines/themes for the Stakeholder Group - What is the current state of education?**
- **System-wide storylines/themes**

Outline of One Section

Students			
User Profile 1 Lorem ipsum	**User Profile 1** Lorem ipsum	**User Profile 1** Lorem ipsum	**User Profile 1** Lorem ipsum

What are the key storylines of how students experience the system now?

Example:

Students need more focus on their unique needs and interests because they feel like the system is trying to get performance from them rather than develop them as people.

Students at schools traditionally labelled "high-performing" and those who are at schools labelled "low-performing" both feel the impact of the current system of assessment and accountability. A student identified for an advanced math class at a "high-performing" school reported feeling excited about the class, but then realized that the class was going to be largely test prep because they needed the student to post a very strong score to drive the school's rating.

Outline of One Section (Cont.)

System-wide Storylines and Themes

Example:

The system does not yet have systems to connect individual student needs, family priorities and community assets.

What habits are we practicing?

Inclusion of Many Voices

Co-creation

Reciprocity

Meeting 2 Reflection - Recap

Reflection Questions:

1. How did it feel to empathize with users different than yourself?
2. Did you have a moment where you felt skeptical of another person's viewpoint? When did that happen? How did you respond?
3. Anything else you want us to know about today's coalition meeting?

Responses: 22 out of 46 attendees responded (48%)

How did it feel to empathize with users different than yourself? (Comments by tone)

Negative, 9%
Mixed, 27%
Positive, 64%
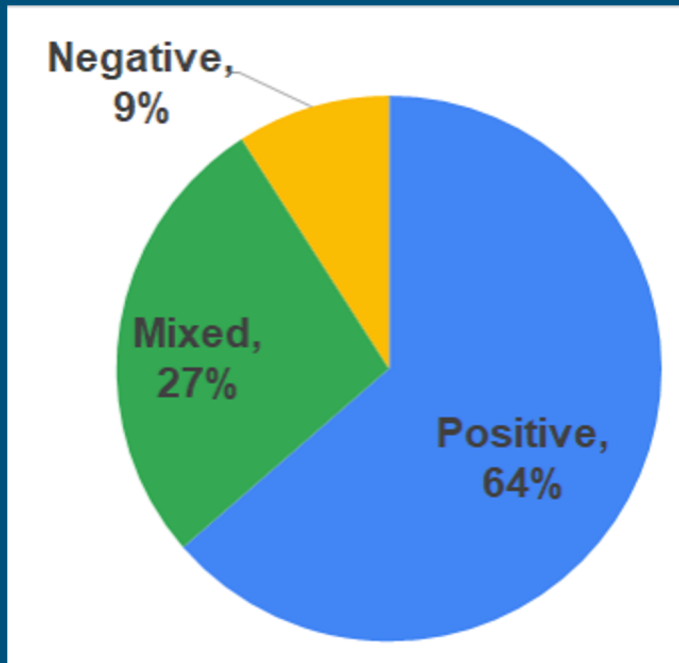
Most people felt positive about the experience:

"I felt it was very involved and very personal. I am grateful to be here in this space and to be working with passionate people."

"It made me more attentive. I listened for details that I might not usually hear."
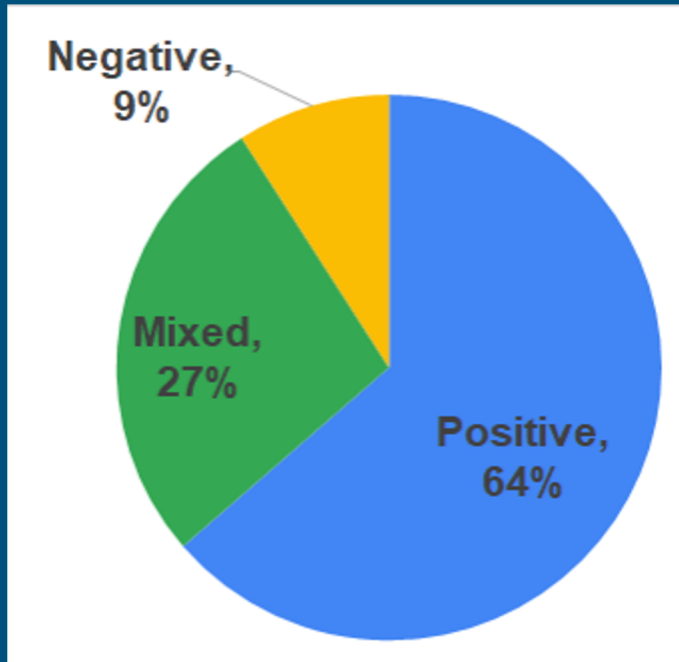
"I always find it useful and eye opening to hear from others with different experiences. This is so helpful."

"I like being reminded to do this. It's a skill that at various times I do better at than others."

"Freeing"

How did it feel to empathize with users different than yourself? (Comments by tone)

Negative, 9%
Mixed, 27%
Positive, 64%

Some people had mixed feelings:

"It definitely made me feel uncomfortable, but that is important for growth and for opening up to different perspectives."

"It is uncomfortable at first. I am hyper-conscious that I am culturally sensitive. It will become more natural with exposure and time."

"I enjoyed hearing the perspective of the student, but definitely felt that this student's answers were different than what a struggling student's answers might be."

How did it feel to empathize with users different than yourself? (Comments by tone)

Negative, 9%
Mixed, 27%
Positive, 64%

Two responses focused on challenges:

"Challenging."

"Did not connect on that level due to lack of conversation from the others."
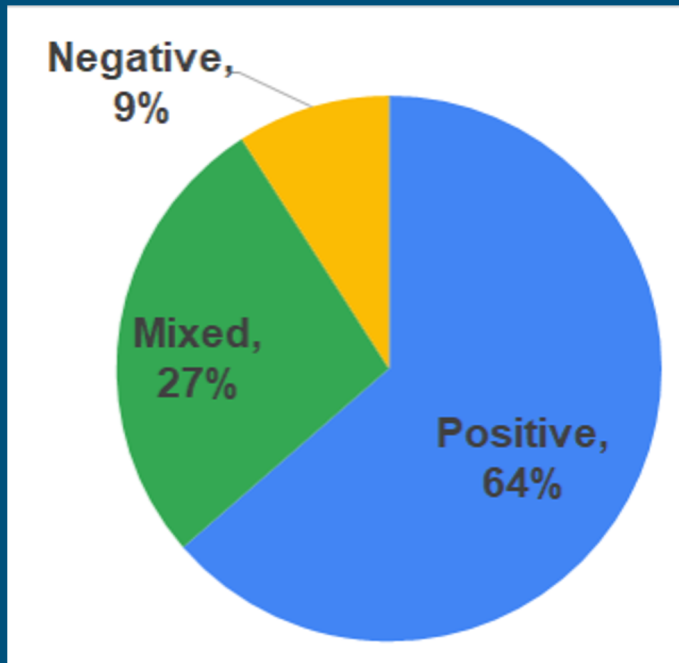
Did you have a moment where you felt skeptical of another person's viewpoint? When did that happen? How did you respond? (1/2)

"Sometimes, I am so shocked by people's viewpoint. I have to remind myself that everyone's experiences are different, and this coalition is only strengthened by a diverse story collection."

"I did not, actually -- because I feel our group functioned well together as we jumped deep. I believe in the importance of respecting all viewpoints."

"If I do ever feel skeptical, I just ask for clarification. Many times it is a communication error."

Did you have a moment where you felt skeptical of another person's viewpoint? When did that happen? How did you respond? (2/2)

"One parent had made no attempt to communicate an issue with their students' school, so I was unsure that they could judge what their school's response would have been."

"My parent interview - when she spoke of wanting her child to receive some Biblical principles, I found myself feeling that she didn't understand that public education just could not do that. I did not respond in any way to her comment other than to acknowledge it, type her response and move on to the next question"

"I found myself wanting to supply some answers. I held back, but in one interview the parent had a lot of misconceptions. After the interview we had an open conversation and I was able to share some facts that had been misconstrued."

Anything else you want us to know about today's coalition meeting?

"I am shocked that when talking about how to build community, the need to reach out to families and students in their own language is barely mentioned or taken into consideration."

"it is difficult to talk and relate to people when they never show themselves; at least in groups they should show themselves. … People traveling are the exception."

"It is difficult to participate in the 'abstract' when your entire career has been 'concrete.'"

"Could you please send us the slides before the meeting? It would also be helpful if we got to know of the activities beforehand so we could do any prep work to expedite the assignment."

"Loved the process that we used today. I am going to steal it for our adm. meeting."

"Thank you for your intentionality in planning and leading this work."

"It was challenging, but time well spent. The process is a challenge but eye-opening!"

"I feel like I am in the zone of proximal development! :) It is slightly uncomfortable, but I feel like I am getting an understanding of the big picture you all are trying to bring forward now. Thank you!"

"I am really grateful I was chosen for this work. I look forward to our meetings and recognize the gravity of the task we are undertaking."

Purpose for Today

- Develop shared knowledge about the dimensions of comparability and prioritization

- Revise and finalize user profiles

- Develop key narratives about the current state of education

Community Agreements

Ground rules for productive work

Start and end on time

Video on if you can, manage your mic and use the chat freely

Listen to understand

Acknowledge many forms of expertise

Show up as your full self, not just your job title

Ask the next hard question

Stay present

Dream boldly

Connections

Bren Martin

Traysea Moresea

Sarah Snipes

When we said "YES"

we thought of someone who needed us to.

Thorns & Roses Activity -

Type into the document linked in the chat

In your group, share a thorn - a challenge, difficulty or obstacle to success. Then discuss the roses - either positive outcomes which resulted from the experience or the possibility of what could have been had the thorns been removed.

Sarah Snipes, 4th grade

Dimensions of Assessment and Accountability

Comparability and Prioritization

Perspectives from:

A Psychometrician

and

2 District Leaders

Module 3: Psychometrics

1. Interrogating our methods

2. **Flexibility vs standardization in achieving comparability**

3. Promising psychometric advances

4. Reframing measurement as pragmatic evaluation

Susan Lyons, Ph.D., Consultant, Interstate Learning Community, 5/21

Module 3: Psychometrics

1. Interrogating our methods

2. **Flexibility vs standardization in achieving comparability**

3. Promising psychometric advances

4. Reframing measurement as pragmatic evaluation

"… By better responding to student identity, culture, interests and the interactive processes through which students develop capability, variations in the surface features of an assessment—such as holding students to the same criteria but permitting choice— may yield a better and fairer estimate of student capability. …"

-Herman & Cook (2019)

Susan Lyons, Ph.D., Consultant, Interstate Learning Community, 5/21

Module 3: Psychometrics

1. Interrogating our methods

2. **Flexibility vs standardization in achieving comparability**

3. Promising psychometric advances

4. Reframing measurement as pragmatic evaluation

Susan Lyons, Ph.D., Consultant,
Interstate Learning Community, 5/21

Dimensions of Assessment and Accountability

Comparability and Prioritization

Perspectives from:

2 District Leaders and Coalition Members
- Dena Dossett
- Susan Dugle

Shelby County Portrait of a Graduate

A critical thinker
- Asks questions
- Uses relevant and reliable evidence to support claims
- Thinks flexibly
- Designs and implements solutions to complex problems
- Analyzes outcomes

An inspired innovator
- Explores multiple possibilities
- Challenges the status quo
- Seeks to continually improve processes and products
- Applies a deliberate design process to solve problems
- Employs an entrepreneurial spirit
- Acts on creative ideas

A responsible collaborator
- Seeks diverse team members
- Listens and acts with empathy
- Does his or her part
- Values individual contributions
- Gives and receives feedback
- Owns team outcomes

A global citizen
- Impacts the community responsibly
- Shows empathy and respect
- Embraces diversity of opinion
- Seeks cultural understanding
- Makes safe, legal and ethical choices
- Demonstrates civic responsibility
- Participates in democratic processes

An effective communicator
- Speaks and writes clearly
- Listens actively
- Resolves conflict peacefully
- Adapts to the needs of audience
- Engages with print and digital media
- Develops a responsible digital footprint

A lifelong learner
- Demonstrates mastery of academic skills
- Persists through difficulties
- Sees risks as opportunities to fail forward
- Plans for a future of self-improvement
- Initiates learning for professional and personal fulfillment

Shelby County Public Schools

THINK BIG

Jefferson County Backpack of Success Skills

Key Questions for Dena and Susan

- 1) How was (the Backpack) (Graduate Profile) developed in each of your communities?

- 2) How are students provided opportunities to grow these skills K-12?

- 3) How do you assess these skills?

Dimensions of Assessment and Accountability

Comparability and Prioritization

- *If the origin of the current system was in service of addressing achievement gaps …*

- *If the current system is based on a theory of comparing students, schools and districts to a set standard along a limited set of metrics …*

- *But this system currently limits understanding identities and communities …*

- *What would it feel like to be in a system that fairly balances comparability and prioritization of local needs?*

Decision Making in our Coalition

Fist-to-Five

Consensus at 90%
(Or today in groups of fewer than 10 people, all but one person)

Questions or Amendments?

User Profile Anonymous Name: Frustrated Francesca

QUOTES: Which 2-4 quotes give us a picture of who this user is?

The parent expressed frustration from one of the teachers making the comment that it really wasn't going to matter anyway because it wasn't like the child was getting a diploma. The parent reported that it did in fact matter. The parent wanted the child to be able to read and communicate when out in a restaurant on their own without assistance. Once the child showed that he/she could in fact read and determine what was being asked, the entire experience for both the child and parents changed for the better.

"I receive report cards, but he doesn't do well. His teachers e-mail and call pretty often. I explain to them that my son feels hopeless if all he has to look forward to is studying, grades and writing. He doesn't like it and only does well when tinkering or building. School isn't set up for that."

COMPELLING NEEDS: What does this user need from the education system? From assessment and accountability specifically?

They need to feel the school, their teachers see and know their children as whole people.

They want school to help their child grow in the ways that are important to their child and likely to matter in their adult life.

They want the school to listen to them about what they know about their children.

IMPORTANT INSIGHTS: What insights does this user have about what is working and not working? What would they ask us to remember as we try to reimagine assessment and accountability?

They would benefit from the school being accountable for more than academic learning.

Accountable to whom is an important question.

What we think we can predict about a child's life success based on state test data is less important than what we (school and family) see the child actually pursuing in high school.

What has happened since last meeting?

- Pulling together of quotes from different padlets
- Using your "Important Because" statements to start to Compelling Needs
- Regrouping: Distributing expertise and building empathy

Tasks in New Small Groups

Keep these questions in mind as you review profiles initially, and then again as you decide whether to put the profile forward.

- Does this profile describe someone who could realistically walk through your community or school?
- Does it seem different enough to other profiles to keep them distinct?
- Does it help us define needs that feel different and important to understand?

How to Complete User Profiles *(These directions are also in your working document)*

1. **Merge or Separate?** Consider whether the group of profiles your team is working with should be combined or left as distinct.
2. Once this is determined – Refine each profile.
   - **Finalize Quotes:** Either begin combining quotes, sorting out quotes, or going back out to the padlet or empathy interviews to get additional quotes. (links are provided in your working document) You may also have additional empathy data to share today.
   - **Compelling Needs**: Draw from what was said was important about the quote. What does this user seem to experience as a pain point and what does that say about their needs?
   - **Important Insights** related to assessment and accountability: What are something you learned about how this user thinks, what they care about?
3. Once you have a draft, practice shared decision making via Fist-To-Five
4. Are there any quotes that you think are important but didn't find a home in your profile? Place those in the slide that asks this question in your working document.

User Profile Anonymous Name: Unique Umee

QUOTES: Which 2-4 quotes give us a picture of who this user is?

> The speech teacher always went out of her way to learn about her son's medical condition and the teacher away adapted her speech techniques to his condition.

> A mom's conversations with teachers about my son's work ethic were helpful to me. I was able to try ways to motivate him to work.

> Cool Calvin shared that he did well as a student in the elementary school where his parent taught, but as a student of color with anxiety, depression and on the autism spectrum, he had a hard time. He became homebound in middle school when in the 6th grade, a tall white male teacher constantly bullied him in school and threatened to knock out all of his teeth so he wouldn't worry about being sick anymore. That traumatized him, he developed school anxiety, he became more anxious, depressed, suicidal, and he couldn't physically attend school in person again until 9th grade.

COMPELLING NEEDS: What does this user need from the education system? From assessment and accountability specifically?

- Teachers that care enough to learn about their children
- Teachers that understand, value and adapt to their child's identity

IMPORTANT INSIGHTS: What insights does this user have about what is working and not working? What would they ask us to remember as we try to reimagine assessment and accountability?

On the padlet, the group said this was important because the mother knew this meant the teacher cared enough to learn about her child.

From that we can identify this compelling need

For New Teams

Teachers, School Leaders, District Leaders and Community Leaders

Do introductions + share a Community Agreement that is important to you today.

To Create the User Profiles:
Quotes: Draw from Listening Tour Quotes and Meeting 1 Notes.

Utilize the perspectives of coalition members in the room to construct the Compelling Needs and Important Insights

There is a working document for each group

Sharing and Feedback

3 minutes - Presenting team shares their user profile(s)

2 minutes - Listening team shares what resonates and what questions they have

In Meeting 1 we asked, "Who are your people?" So now we need to know: Are your people in these profiles? Especially those who have been furthest from opportunity?

Reflection

Notice and **Reflect**:

How did it feel to work and make decisions when you have different expertise?

Share your thoughts in the chat.

Next Steps

We are already building the report of the current state.

We will continue that work and flip the problem statements/storylines into descriptions of a vision for the system we need.

This also will become the way we define the learning agenda for the Local Laboratories of Learning.

As you consider this process, what questions or suggestions are coming up for you?