

# Kentucky Coalition for Advancing Education



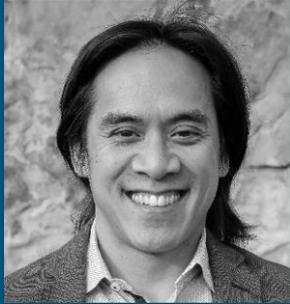
Meeting 2  
June 8, 2021

# Welcome



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

# C!E Facilitator Team



**Doannie Tran**



**Paul Leather**



**Gretchen Morgan**



**Sarah Lench**



**Jenny Poon**



**Lauren Ho**

# Purpose for Today

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- Build understanding of the dimensions of Identity and Community
- Map insights from empathy interviews
- Review key themes from the listening tour
- Create key profiles about users of the system



# 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

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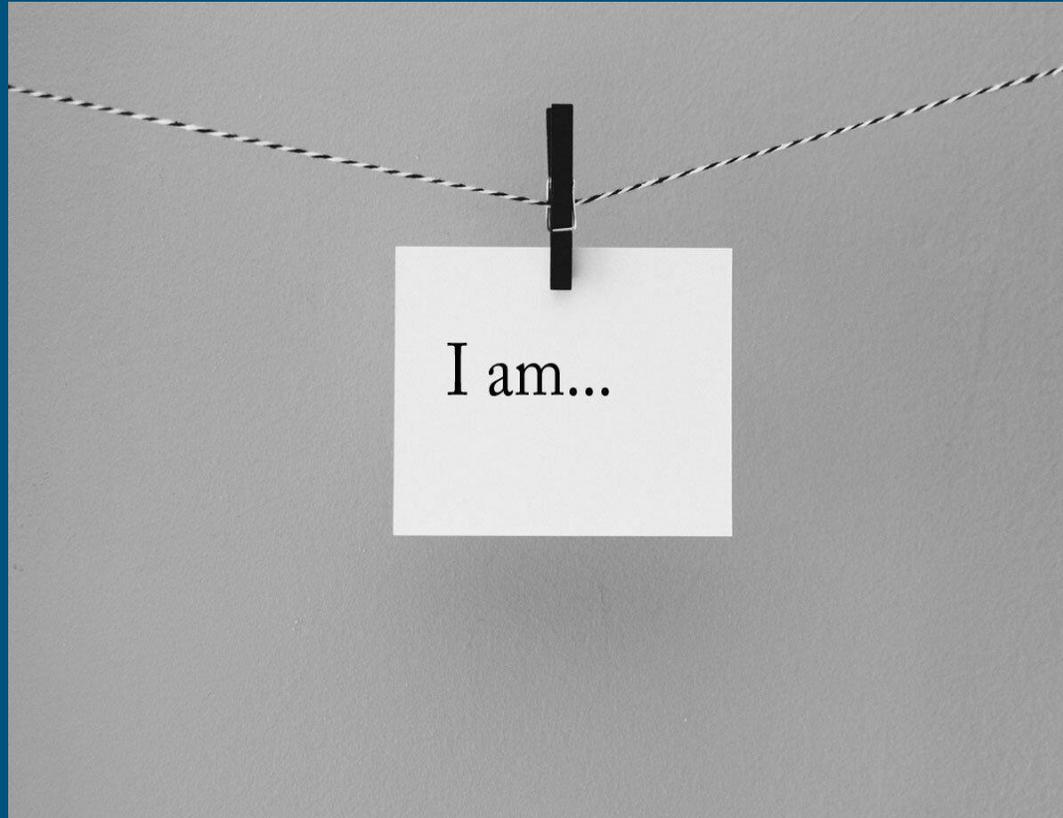
Adrienne Usher

Melissa Hagans

# Connections



# Identity Web

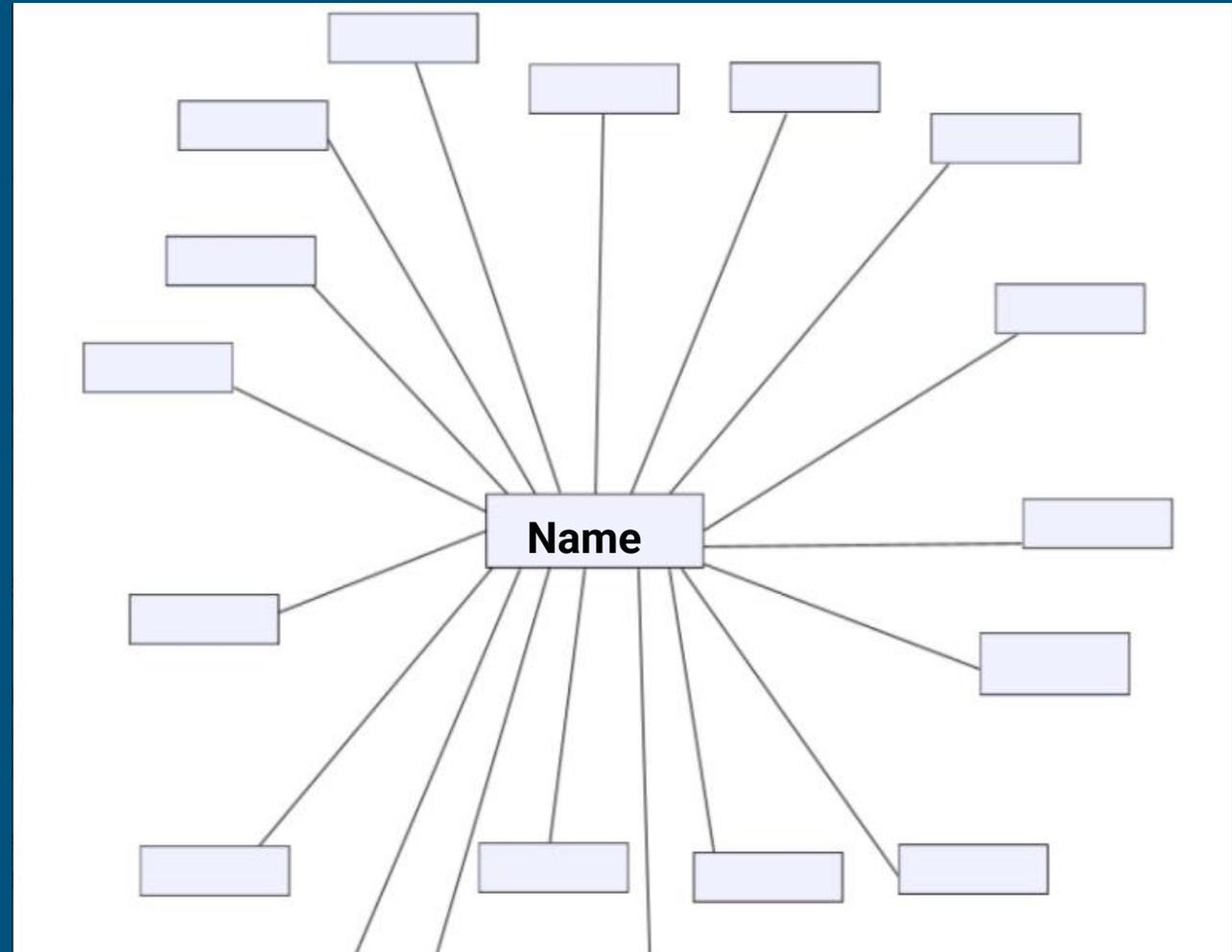


- *There are many factors that shape who we are as individuals and as a community.*
- *These factors can be characteristics and/or categories.*
- *These factors become part of our “identity” in how we see ourselves and what society might attribute to us as well.*

# Identity Web Activity

Concepts to guide you-

- A) Some of our identities are consistent over our lives while others change as we gain skills/experiences and have a variety of roles in life
- B) Some of our identities feel as if they are the center of who we are in all situations
- C) Some of our identities might feel more like a background or may depend on the situation
- D) Some of our identities are labels that others put on us and/or see us having while we do or may not



# Community Share Time

- Choose 2 of the 4 questions to discuss in your community share time as it relates to your identity chart:
  - What aspects of my identity have changed or stayed the same?
  - What aspects of my identity are central to who I am?
  - What aspects of my identity are less important in certain situations?
  - What aspect of my identity is a label that others have?



A scenic photograph of a waterfall cascading down a rocky ledge into a pool of water, surrounded by dense green forest. The image is overlaid with a semi-transparent blue gradient.

# Reflection: Waterfall of Chat

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*When focusing our collective lens on OUR current and future students in the Commonwealth, how do my identities contribute to the purpose of the KYCAE work?*

# Key Objectives for KCAE in June

	June 1	June 8	June 15	June 22	June 29
Key Objectives	<p>Creating community and shared purpose</p> <p>Build capacity around empathy interviewing</p> <p>Overview all dimensions</p>	<p>Review Listening Tour data</p> <p>Making sense of data: empathy interviews and listening tour themes</p> <p><b><i>Identity and Community</i></b></p>	<p>Describing the current state of education in the Commonwealth</p> <p>Distilling key stories, insights and pain points</p> <p><b><i>Comparability and Prioritization</i></b></p>	<p>Defining the vision for Kentucky education</p> <p>Describe the ideal vision for the identified pain points</p> <p><b><i>Improvement and Timing</i></b></p>	<p>Reflecting on our process and creating a guide for the Local Laboratories of Learning</p> <p><b><i>Consequences and Stakes</i></b></p>

# Dimensions of Assessment and Accountability

*Identity  
and  
Community*



Corn Fields

Cheap Golf Course

# Dimensions of Assessment and Accountability

## *Identity and Community*

### Quotes from student break out group

- “Students are generally only pressed to change until they hit what is seen as a good place. When a student looks academically “fine” they are left alone and aren't given incentives or opportunities to change which can end up discouraging students from improving at all.”
- “I feel like my school doesn't do enough for low-income, first-gen kids like me. I remember when I had to leave Writing 101 and the only other kid to leave too was another kid like me.”

# Dimensions of Assessment and Accountability

## *Identity and Community*

*(Continued)*

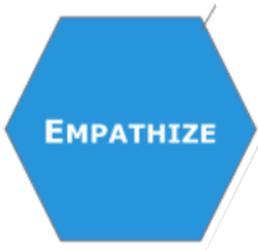
- *How can we know more about the identity of learners? How can we let them know we see and value more than just their scores?*
- *How can we know more about the communities raising and teaching these learners? How can we let them know that we see and value the many assets they provide to their youth?*
- *How can we know about local opportunities that shape the career paths and community roles each new crop of young people will play?*

# The Danger of a Single Story

“The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.”

Chimamanda Ngozi Adichie

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# Design with the User in Mind (Students, Teachers, Parents)



## **Self Motivated Sosa**

Doesn't need you.  
Will persevere even  
when unsupported or  
procedures are  
confusing



## **Unschooling Uhrl**

Home culture is not big on  
grades, standards and  
such, but will get things  
done with right school  
structures



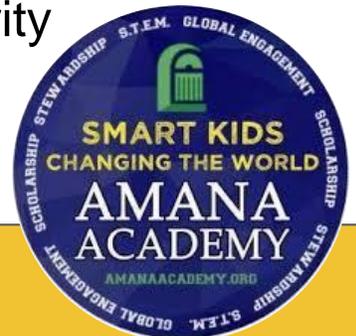
## **Supported Sai**

Receives  
additional  
services through  
SPED, ESOL,  
RTI



## **Crisis Callou**

In long-term crisis  
for a range of  
reasons, so  
academics not a  
priority



# User Profile Anonymous Name: Frustrated Franchesca

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 it could in fact read and determine what it 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

# Creating our Own User Profiles - Step 1 Quotes

PURPOSE: PULL OUT YOUR MOST IMPORTANT QUOTES AND START TO GROUP SIMILAR QUOTES

STEP 1: Begin by adding important quotes from empathy interviews

STEP 2. Create an "Important Because" note for each quote you produced

## Quote

"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. "

## Important Because

In our conversation, this mother expressed a lot of sadness. She doesn't believe the school sees or cares about what her son does well. Our narrow view of achievement is making it hard for her son to grow and become confident in those things in which he is really capable even though those things really do have value in a number of career fields.

# Creating our Own User Profiles - Step 2 Grouping/Labeling

STEP 3. Look for connections and group

STEP 4. Label each group of quotes and notes (use a green labels provided or make your own)

**Quote**  
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 it could in fact read and determine what it was being asked, the entire experience for both the child and parents changed for the better.

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**Important Because**  
The parent has some special needs, and because of this, the school and others in the school were often making assumptions about what this student would ultimately be capable of. And from the parent's perspective they were selling their child short. They had seen their child as someone who could learn, or who could grow up independent or do great things. This was directly impacting the child's access to learn. The parent pushing to show that their child was capable of reading resulted in access to learning. Our schools should make sure we don't limit the child's opportunity to learn.

Identity

Schools let a lot of students down when they only value one vision of success

# Breakouts

1 STUDENT	Ed Massey Hussein Almosawi Wallace Caleb Bates	Danny Carroll Chuck Truesdell Gretchen Morgan	8 FAMILY	Melissa Hagans Michelle Hunt	Terra Greenwell Michelle Lisby
2 STUDENT	Lu Young Travis Burton Audrey Gilbert	Sergio Pena Nora Ransey	9 FAMILY	Abby Griffy Jennifer Jacobs	Lyndsay Nottingham Rick Ross
3 FAMILY	Traysea Moresea Chaka Cummings	Cristina Menchaca Penny Christian	10 FAMILY	Phoenix Peeler Diane Hatchett	Dena Dossett Julie Osborne
4 STUDENT	Deshae Barnhorst Contessa Orr	Elijah Campbell Kimber Doyle	11 FAMILY	Matt Shirley Faneshia Jones	Sherri Matthews Kesha Richardson
5 TEACHER	Michelle Walden Kasia Antle Robbie Fletcher	Alfonso De Torres Nunez Renita Wilburn	12 FAMILY	Heather Butcher Stacie Gamble	Rhondalyn Randolph Matthew Turner
6 FAMILY	Arnav Dharmagadda Judith Bradley Mark Daniels	Brenda Martin Rayne Sheppard Sarah Snipes	13 FAMILY	Travis Hamby Zhanine Brooks	Susan Dugle
7 FAMILY	Jack Jones Houston Barber	Liza Zornoza Sarah Lench			

# Creating our Own User Profiles - Step 3 Consider Additional Data

**Are there other relevant quotes we should include from the listening tour and our discussions last week?**

**We can use the themes we identified to help navigate the data.**

**Listening Tour Data**

**Notes from Meeting 1 Discussion**

Identity

Schools let a lot of students down when they only value one vision of success

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# Sharing and Feedback with Another Working Group

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3 minutes - Presenting team, sharing their groupings and themes

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

Are there voices you are missing?

Do we need to do any additional empathy interviews?

# Reflection

## Notice and Reflect:

What did it feel like to empathize with different users?

Did you have a moment where you felt like your expertise/experience was more valid than something you heard?

How did you respond to that reaction?

*Share your thoughts and overall feedback in this form.*