

KENTUCKY BOARD OF EDUCATION: LEADING INSTRUCTIONAL TRANSFORMATION

Where Has National Reform Led Us?

❖ Improving America's Schools Act

- Standards for learning
- Periodic state assessments

❖ No Child Left Behind

- Higher, more equitable outcomes for all
- Test-based accountability and consequences
- More highly-qualified teachers

❖ Waivers, new possibilities????

The New Realities

- ✚ The loss of a quarter of our students before graduation is no longer acceptable. We must graduate virtually all
- ✚ AND, the outcomes of our inherited system are no longer sufficient for success. All graduates must be prepared for success in a career, further education and as citizens in the interconnected world.

We Can't Get There From Here: Make the Shift from Systems of Schooling to Systems for Learning

“The goal we have established for all of our children to be ready is the right goal for them and for our nation. The 'schooling' experience as it now exists is out of alignment with the lofty goals we have set. We will reach our aspirations only when we cast aside historic perceptions and practices about how one acquires knowledge and skills.”

Do We Believe

✚ The current system is inhibiting our ability to do what we know is best for the learners we serve?

Promising National Trends

Clearer, Higher Expectations and A Broadened Understanding of Readiness

- * Common core being adopted by virtually every state
- * New focus on higher-order skills
- * Increasing attention to dispositions, or behaviors, that lead to success
- * Anchored in college, career and civic readiness
- * Evidence of readiness must be multi-dimensional and relevant

Our Goals for Young People: Learning experiences should integrate thinking, feeling and action to build the full suite of cognitive and non-cognitive skills, especially the life skills needed for learning and collaborating with others in a diverse society and rapidly changing world.

Knowledge	Skills	Dispositions
Mastery of rigorous content and application and transfer of what has been learned to complex and novel situations	The capacities and strategies that enable students to learn and engage in higher order thinking, meaningful interactions and planning for the future	Behaviors that associate with success in college, career and citizenship, helping students draw on the skills and knowledge they possess
<ul style="list-style-type: none"> • Common Core State Standards • Career & Technical Education • Other Content Areas & Essential Literacies • Global Competence 	<ul style="list-style-type: none"> • Critical Thinking • Creativity & Innovation • Problem Solving • Collaboration • Communications • Self-Awareness • Learning How to Learn • Leadership 	<ul style="list-style-type: none"> • Self-Efficacy • Social Awareness & Empathy • Initiative • Persistence • Adaptability • Ethical Behavior & Civic Responsibility • Self-Control • Love of Learning

Promising National Trends

Dramatic Shifts in Teaching and Learning

- * Responsibility for growth of every learner
- * Designed around learning progressions, rather than age & grade levels
- * Progression based on demonstrated mastery, rather than time
- * Customized supports and learning opportunities
- * Multiple pathways
- * Rich curriculum, sophisticated teaching, technology
- * New focus on role of the student - Development of student agency is critical to success

A System of Personalized Learning

Clear, High Expectations

If we have a compelling vision of the Knowledge, Skills and Dispositions that a graduate must possess, we can construct progressions of learning from PreK through postsecondary

Competency-based Learning

Leading to a developmental framework of competencies for success at next levels, demonstrated learning through meaningful assessments, and accountability for each learner

Customized Pathways

We must understand each student as a learner, where each is on the learning continuum, continuously tailor learning and supports, and provide choices that make learning purposeful and relevant

**Anytime, Anywhere Learning
Comprehensive Supports
Student Agency**

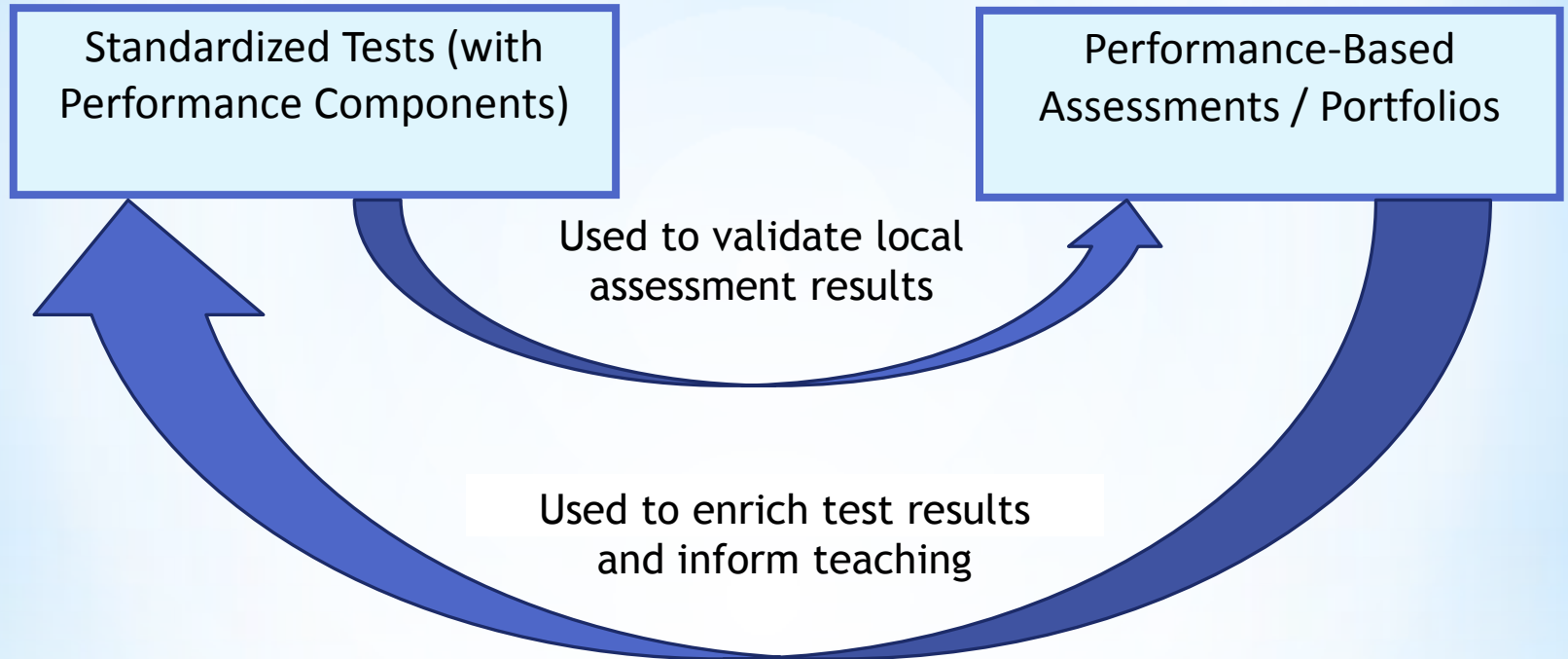
**The
Kentucky
Graduate**



New Models of Assessment and Accountability Aligned with New Vision for Learning

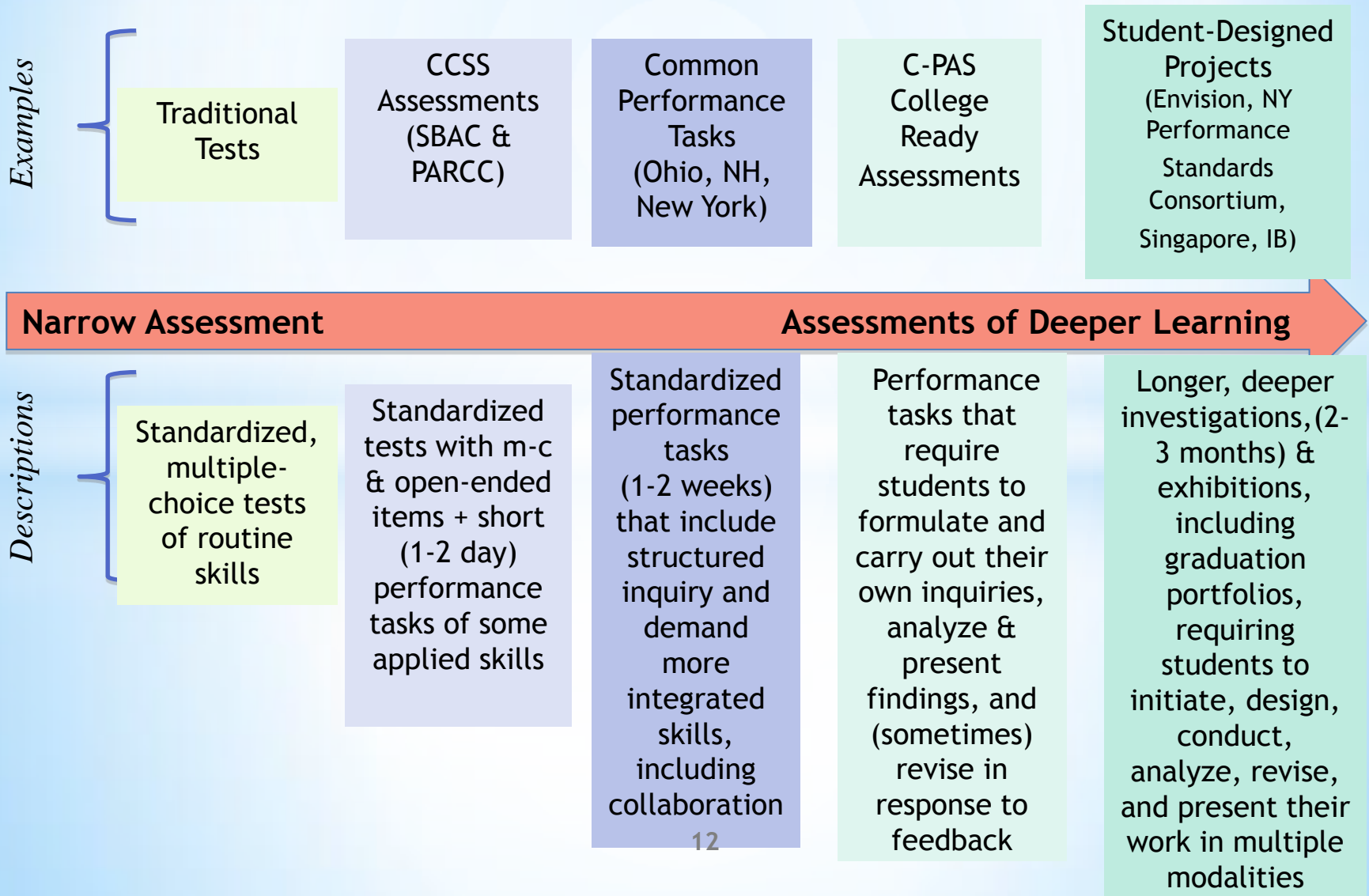
❖ System of Higher-quality Assessments

- Both state-designed and locally-developed
- Must be aligned with standards
- Growth is as important as status
- Constant attention to all groups and all children
- More open-ended and focused on problem solving
- Include authentic performance tasks
- Multiple measures and multiple forms of evidence
- Relative emphasis balances summative and formative
- Abandon statewide summatives as the basis for all decisions
- Use standardized measures to validate local assessment results



Interactive Elements of an Assessment System

Assessment Continuum



New Models of Assessment and Accountability Aligned with New Vision for Learning

❖ A New Approach to Accountability

- Raises the bar for all - Vests responsibility with each actor at each level of the system
- Focused on capacity building, through a culture of innovation and continuous improvement
- Performance-based and aligned with multiple measures

❖ Rests on three pillars

- Meaningful learning
- Professional capacity
- Resource accountability

Where Do We Go From Here?

If we believe that we must do what we know is best for the learners we serve:

- ❖ What foundations has Kentucky put in place?
- ❖ What is underway now?
- ❖ Are we developing a strong, actionable vision of our future?

Contact Us

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