



Bold New Futures (BNF) Standing Committee

PORTRAIT OF A LEARNER REFLECTION TASK

Caleb Bates, Co-Chair BNF
Bentley White, Co-Chair BNF

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Bold New Future - Near Term Goal

Over the next six months, the BNF committee will specifically work to “*build capacity and increase engagement among communities, families and students to support policy implementation that supports the reimagining of the education system in the Commonwealth by collecting data from every district to understand the value of skills like those on state and local Portraits of a Learner to inform aligned changes to state graduation requirements.*”



Overview

A version of potential graduation requirement amendments, based on the KBE-approved additions to the Early Graduation Program to include a demonstration of learning, were shared with the BNF and Accelerating Innovation Portrait of a Learner subcommittee (AISC).

BNF & AISC conducted an interview-based “task” to solicit early feedback and insights related to Portrait of a Learner and potential graduation requirement amendments from stakeholders in their networks.

Objectives of the Task

To hear directly from Kentucky stakeholders concerning the proposed changes to graduation requirements to help inform the KBE's direction with this work.

- **Query:** What kind of listening and messaging is needed to explain to Kentucky stakeholders the current landscape around portrait of a learner development, adoption and implementation within school districts across Kentucky and the perceived impact (both positive and negative) of modifications to graduation requirements prioritizing portraits of a learner?
- **Task:** Reflect on the different “networks” of which you are a member. Using guiding questions *gather feedback from a few members of your identified network. If time allows, identify a network adjacent to your own and solicit feedback from members of that network as well.*

Task Questions

Key questions used by BNF and AISC members in their interviews with stakeholders:

1. Are you **familiar** with the concept of a portrait of a learner?
2. Reflecting on your own schooling experience, can you think of a project/lesson/assignment that would have allowed you to develop the knowledge, skills and dispositions outlined in the portrait? Was that experience valuable?
3. From your own perspective, what are some of the **potential benefits** associated with the proposed changes to Kentucky graduation requirements to incorporate demonstrations of learning?
4. From your own perspective, what are some of the **potential challenges** associated with the proposed changes?



Participants in the “Task”

- Phase one of outreach provided 23 responses from the committee’s “networks”
- BNF and AISC committees will continue to engage with community members and stakeholders (educators, students, families) over the next months.
- Gathering qualitative opinions and perspectives to inform near term goal decisions and future activities
- Most participants were familiar with the concept of Portrait of a Learner



Focus Question 2:

Reflecting on your own schooling experience, can you think of a project/lesson/assignment that would have allowed you to develop the knowledge, skills and dispositions outlined in the portrait? Was that experience valuable?

Themes

- Cumulative and positive impact of school experiences
- Positive relationships with teachers are key



Focus Question 3:

From your own perspective, what are some of the potential benefits associated with the proposed changes to Kentucky graduation requirements to incorporate demonstrations of learning?

Themes

- Demonstration of learning
- Give students a sense of ownership
- Focus on skills needed in workforce



Focus Question 4:

From your own perspective, what are some of the potential challenges associated with the proposed changes?

Themes

- Focused on implementation challenges
- Assessment and grading
- Teacher and student time
- Equity

Takeaways from early pulse

Portrait of a Learner:

- Positive perceptions around the value of portrait of learner and related competencies.
- Need for continued efforts to build awareness and understanding for portrait of a learner.
- Communities are at different stages and phases of development and implementation.

Graduation Requirement Changes:

- Pre-existing perceptions of “portfolios”.
- Potential implementation challenges for schools and teachers.
- Importance of providing equity and supports across all student groups.
- Define grading and performance assessment



BNF Input: Recommendations for supports needed to implement change in graduation requirements

- Define benefits for all stakeholders.
- Develop measurement/assessment system (grading criteria) to support the change.
- Collaboratively develop an implementation plan with districts.
- Increase administrator and teacher training and planning time.
- Invest in communications and community engagement plans for all stakeholders.
- Identify and provide supports for students with special needs.



Next Steps

What will BNF do next with this information to achieve their near term goal?

- Additional research with representation from all stakeholders including L3 districts, students, families, educators.
- Continue efforts to enhance community engagement and build awareness around concepts of portrait of a learner.
- Learn about the lived experiences of teachers, students, families from the districts who already have graduation requirements tied to their portrait of a learner.





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