Session 3: State Perspectives on Defining and Measuring Career Readiness

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State Perspectives on Defining and Measuring Career Readiness



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University of Kentucky



Scott Marion
Principal Learning Associate,
Center for Assessment
(moderator)

State Perspectives on Defining and Measuring Career Readiness

1:05 Lu Young: Co-Creating Portrait of a Learner Competencies

1:25 Brief Q & A

1:30 State Leader Panel

- With plenty of time for your questions

2:30 Break

Kentucky's Portrait of a Learner:

The Role of Community Engagement

Lu S. Young, Ed.D.
Chair
Kentucky Board of Education

RILS Conference
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EDUCATION



"Give me a lever long enough and a fulcrum on which to place it, and I shall move the world."
~Archimedes



How do districts co-create Portrait of a Learner competencies with employers, higher education, and other local partners?

What does it take to build partnerships that lead to meaningful recognition and use of those competencies beyond K–12 education?

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KRS 158.6451 – July 1990

(1) Communication skills necessary to function in a complex and changing civilization;

(2) Knowledge to make economic, social, and political choices;

(3) Core values and qualities of good character to make moral and ethical decisions throughout his or her life;

(4) Understanding of governmental processes as they affect the community, the state, and the nation;

(5) Sufficient self-knowledge and knowledge of his mental and physical wellness;

(6) Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage;

(7) Sufficient preparation to choose and pursue his life's work intelligently; and

(8) Skills to enable him to compete favorably with students in other states.



What do we want every learner to know, be able to do, and be like?

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If that's what we want for all learners, what will have to happen in our schools and classrooms to catalyze the change?

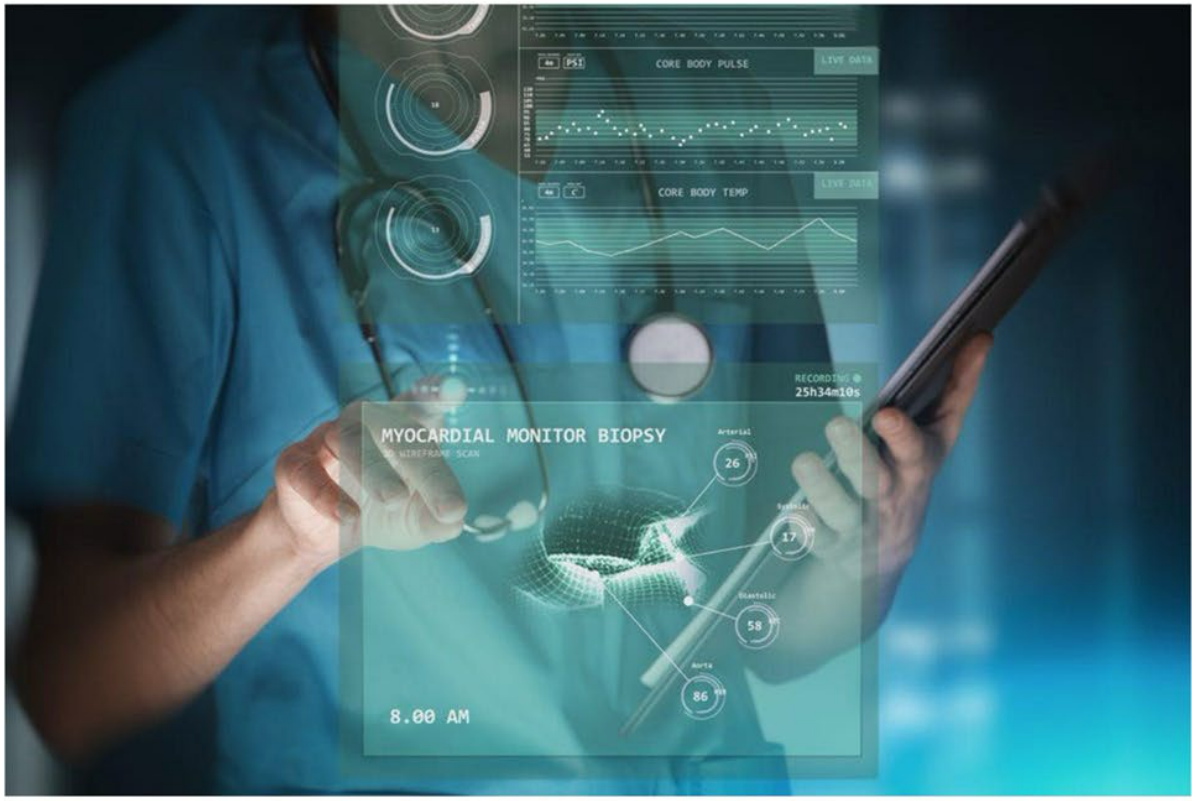


The Answer: State and Local Portraits of a Learner



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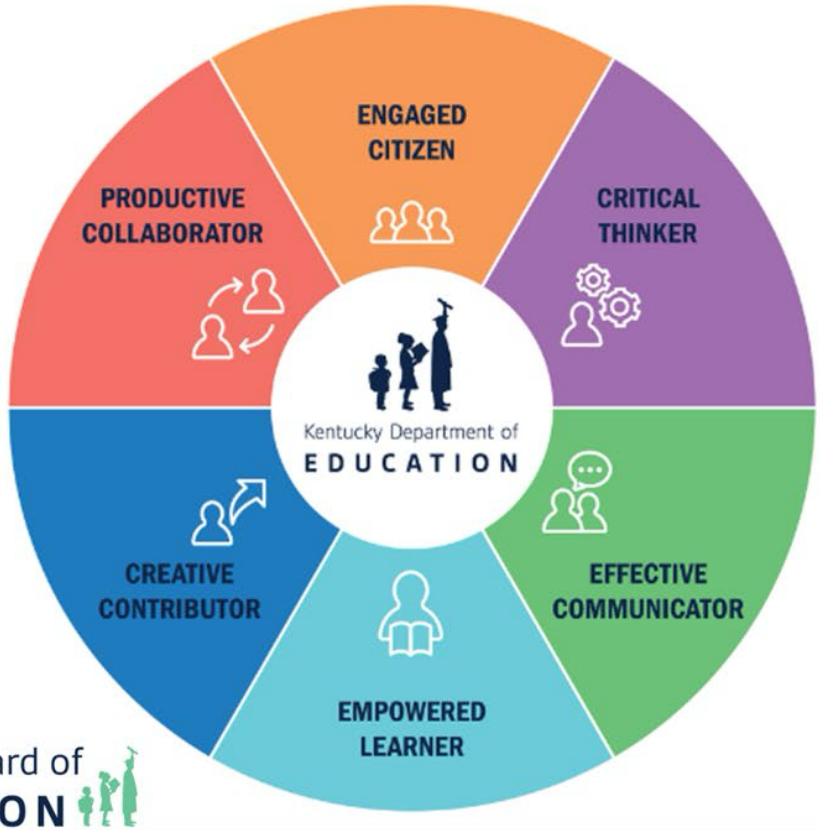
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Board Goal #4

Promote creation and implementation of a statewide profile of a learner/graduate, identifying the knowledge, skills and dispositions all Kentucky learners need to become successful citizens. Utilize and strengthen key partnerships, including those with the Commonwealth Education Continuum and the Kentucky Chamber of Commerce, to inform this work.

Kentucky's 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.

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UNITED WE LEARN:

Hearing Kentucky's Voices on the Future of Education



UNITED WE LEARN

Investing in Kentucky's Future, One Student at a Time

Kentucky Department of EDUCATION

Kentucky Board of EDUCATION

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Investing in Kentucky's Future, One Student at a Time

A NEW VISION FOR EDUCATION IN KENTUCKY

Students across Kentucky are growing up in a globally interconnected world, and one that is accelerating in competitiveness and opportunity. For our students to thrive in the world they are inheriting, it is up to us to create learning experiences that prepare them for this future.

While every student has the potential for success in this new world, we know that learning opportunities and outcomes have been uneven. Although many students and school districts are thriving, others are struggling, especially those in our traditionally underserved communities and groups. Kentucky's public schools will only fully realize their potential if we can ensure a quality and equitable learning experience for all students.

As educators, students, families, businesses and community members, we must come together around a new, student-centered education system that works for everyone.

To meet this exciting future, we need a bold and forward-thinking direction to give our students the learning experiences they need and deserve. This collective effort is called ***United We Learn: Investing in Kentucky's Future, One Student at a Time***.

United We Learn represents what is needed now and in the short-term, as we emerge from the pandemic, and the bigger shifts necessary to get us where we need to be in the future. It also pays homage to our state motto – *United We Stand, Divided We Fall.*

Some may read the words ***"Investing in Kentucky's Future, One Student At a Time"*** and think all we are talking about is funding. Although adequate and equitable funding for our public education system is critical, the investments and changes we need go much deeper.

Investing in Kentucky's Future means everyone in our Commonwealth - educators, families, community leaders and business leaders - working to support our public schools in bringing about deep and authentic learning experiences for our students.

The change we need is not surface or superficial. We need profound shifts in what students experience in our schools so they are prepared and have the opportunity to develop the skills that will make them successful workers, entrepreneurs, community leaders and citizens in their future.

We invite you to join in this journey, sharing examples of meaningful learning and engagement in your community and our schools by using our hashtag **#UnitedWeLearnKY** and following @UnitedWeLearnKY on Twitter and Instagram.



HOW WE GOT HERE

In the spring of 2021, Kentucky's Commissioner of Education and Chief Learner Jason E. Glass staged a series of listening tours across the Commonwealth to hear from Kentuckians about what was going well in our schools, and what needed to be different. These meetings culminated in the formation of the Kentucky Coalition for Advancing Education, a group with diverse perspectives from across the Commonwealth whose goal was to bring together the lessons learned from the listening tours.

The coalition includes students, families, teachers, school administrators and community leaders from across Kentucky. The group is intentionally diverse, and brings together voices and participants who have not always been at the table when decisions are made about Kentucky's schools.

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KBE A Call to Action

Approved August 2023

Serves as a touchstone for the KBE to ensure future actions align with the established values for the future of assessment and accountability in Kentucky.

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A Call to Action



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https://www.education.ky.gov/KBE/Documents/Call%20to%20Action%20Updated%20August%2017%202023.pdf



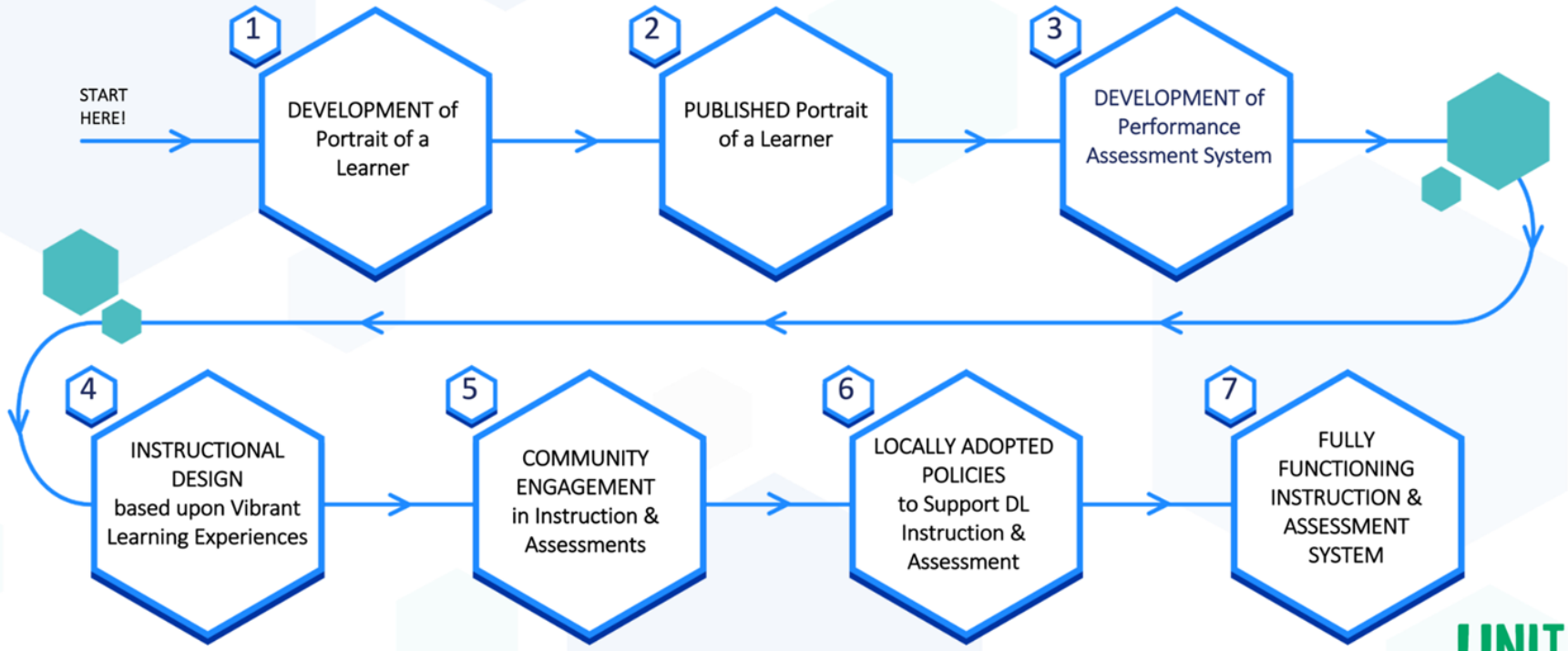
Guidance Document: Developing Competencies, Performance Outcomes and Indicators for a Portrait of a Learner

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https://www.education.ky.gov/school/innov/Documents/Portrait%20of%20Learner%20Guidance.pdf

Portrait of a Learner Implementation Continuum



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Our State Experts



Lance Evans, Mississippi State Superintendent of Education



Cydnee McCarty, Utah Director of Assessment and Accountability



Curtis Sonneman, North Carolina Director of Accountability



Nate Greene, New Hampshire Director of Education Analytics and Resources

Panel Discussion

- We will start with the same question for all the panelists
- Then I will ask a question to each panelist. After that panelist responds, other panel members may wish to comment or offer their own perspective on that question…or not.

- Following this round of questioning and discussions, I will open it up to you for questions or brief comments.

A Couple of Questions for Each of You

- What does the term “career ready” mean in your state?
- What would you like it to mean for students in your state?

Superintendent Evans

- How are you or your state partners thinking about incorporating career readiness measures into your accountability system?

Ms. McCarty

- Can you share an example of how input from employers, higher education, students, or community members has shaped your thinking about what career readiness means?

Dr. Greene

- What is one question, challenge, or tension related to career-readiness measurement that your state is currently wrestling with?
- (Just one☺)

Mr. Sonneman

- How are you or your state thinking about incorporating career readiness measures into your accountability system?

Dr. Young

- Where should the state establish consistency, and where should local communities be allowed to define what matters?

Audience Members

- Please raise your hand and ask a question or offer a brief comment.