## Kansas Professional Learning Team (KPLT)

June 20-21, 2019

KNEA

How would you describe innovation in a world requiring evidence-based practices?

* Innovation should only be implemented with evidence to support it
* To me, the process, must be evidenced based ----- then explore!
* Innovation should be how we make evidence-based practices work in our school. Ex: Personalized Learning is evidence-based. HOW it works is the innovation part
* Utilizing data to make decisions is an evidence-based practice. If you’re trying something innovative, and using data to gauge success, it should meet both.
* Evidence-based practices work well w/I redesign. We are simply implementing modern strategies that work more efficiently for our students.
* Evidence-based practices do not have to be programs – they could be activities. There is much more research available on activities than there is on programs.
* Engaging families in an innovative way (lined to training) is evidence-based (can be both).
* Evidence-based does not inhibit innovation! PBL Personalized Learning have been evidence based for a long time! Mater/Apprentice
* Evidence-based = the what works. Innovation = how it looks when implemented.
* Innovation still needs to be done WELL! There is an art/craft and science to teaching/learning.

What are you hearing about Redesign?

* Many schools are addressing SEL for Redesign
* That KESA will eventually force you to Redesign.
* Separate job from KESA. Give us 1 job! KESA or Redesign
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Insert program name here) is redesign … I’ve been doing that for years (capturing kids heart PBL …)
* Personalized learning is what is catching most districts. Please share your definition early in the school year.
* “We’re already Redesigned. We
	+ Have a SEL curriculum
	+ Changed our schedule
	+ Include community
	+ Have a standards-based grade card
	+ …
* It will require a major master schedule change. Counselors are stressed out.
* Still some confusion in the field that districts can’t continue w/MTSS if they’re been selected for redesign! MTSS can be their system for redesign and personalized learning
* They don’t look at standards.

What questions do you have about Redesign?

* Do schools have to choose 1 or 2 principles to redesign? No, if they are really “redesigning” they must address all four redesign principles in innovative ways. That doesn’t mean they have to take on four different and enormous initiatives. They would be wise to figure out how they can fold all 4 redesign principles into everything they do.
* How are districts held accountable since measures are lag measures? It can be too late for some kids. ***Schools*** engaged in the KSDE redesign process are required to identify goal areas, goals and measures that they keep track of via a scoreboard (from the 4DX work). Coaches ask about this data on a regular basis and help schools to respond to, iterate or pivot based on this data. KESA will hold districts accountable for the Outcomes and the Star Recognition system will incentivize the development of excellence for the Outcomes.
* How are districts aligning their initiatives so this isn’t just another thing!? *Schools* engaged in the redesign process are coached through a process that uses Design Thinking to articulate a “why” and a shared vision for redesign. Then schools go through assessing what they currently do and whether it aligns with this new, shared vision. As school investigation teams take deeper dives into how they might possibly address their goal areas and goals, school redesign teams then make decisions regarding what stays and what goes based on alignment. District leaders are encouraged to participate in regional trainings with their schools so that this alignment can be supported at the district level.
* How can schools not committed to redesign tap into the resources to move forward with their redesign ideas? We are building a Moodle (online classroom) that contains all of the training materials and resources from the regional trainings. We hope to make it available to pilot this fall, but want to add video from regional trainings this year to help illustrate the processes.
* Why do we want only one model? Feedback that we have heard thus far is that the field wants one model.
* Is innovation now becoming a checklist? No. We are refining a process for schools & districts to use to cultivate innovation.
* Redesign – How does it align with KESA? This is in the works. More info. to come.
* How do leaders (all leaders) gain the skills to facilitate change? Million $ question. We have some ideas, but will need time to put those ideas into practice.
* 4 R’s or 4 redesign pillars (pick one) – it’s too muddy to integrate. Redesign PRINCIPLES. It has always been PRINCIPLES. If you hear someone call them pillars, correct them. ☺
* How can I help schools integrate Redesign and KESA – don’t/can’t wait any longer. You would need to have a deep knowledge of both. Let us know if you’d like to be plugged into the regional trainings for Apollo.
* What have you learned about strategies for getting negative Ned and Nellie on board? We aren’t concerned with them at this time. We are focusing our attention and efforts on those who want to run with this. When more schools/districts are running, Ned and Nellie will not want to be left behind.
* Where does Special Education fit in? People who ask this don’t understand personalized learning. This is for all students, each student and every student. We encourage school redesign teams to include a special education teacher.
* How is data used by schools when they determine their Redesign goals? I encourage you to visit some of our redesign regional trainings. Let us know if you want more information.
* I don’t understand what KSDE’s requirement is for SEL. Durlak’s study has four components should we as a state set these as our minimum so that what schools are doing has a positive impact.
* How can Special Education cooperatives and interlocals support redesign? This is a great question because I do not think SpEd cooperatives and staff from interlocals can commit to meeting with the team at regional training for a whole day every other week. What would you recommend?
* What data do Mercury schools have that shows success after their Launch year? The data is as unique as their redesign plan, so there is no way to aggregate it here. I recommend you plug into the upcoming Impact Institutes and the Pre-Conference so that you can hear presentations from the first group of Launch schools. They will show you the data of their success. There have been some *impressive* gains at the elementary and secondary level in academic, behavior and attendance data.

Star Recognition

* Why?
* Purpose
* Are we really?
* Good luck
* Why can’t districts report their own military involvement?
* It becomes about a “star” and not about student success. It takes us back to the NCLB mentality.

Assessments

* How to use data?
* Teaching educators how to use
* Move on to DLM model – more demonstration of growth
* What about instruction?
* Students using their own data
* Not enough districts are doing “stuff” with their data
* Task group on what we’re doing for grades 7-12 – help them understand what they need to know and be able to do.

Redesign:

* How are schools going to occur to make redesign work?
* Less about “what” more about changing thinking.
* Integrate KESA and Redesign
* Balance
* Why?
* Process
* Centered around continuous school improvement and what’s best for kids
* Regional model support
* Working with MTSS, KLN
* Change in thinking piece
* Teachers may not be buying in at the beginning
* Connections between teachers and administrators
* Strategies and processes in place to get 267 districts in redesign
* Transition into the way we accredit schools – not KESA 2.0

Dyslexia Task Force:

* All recommendations to this point – how much is actually going to happen?
* Funding?
* PD?
* Not scary as 1 thought – not specific programs.

Additional discussion include:

* How to use media to communicate to the field?
* In looking at KESA and redesign – difference is that ongoing support. They are the same thing now.
* KSDE leadership assume that everybody is at their level.
* Purpose of KPLT – brains, hands and feet of KSDE. It’s a two-way street of communication.
* Suggested to possibly having a meeting/Zoom prior to November, possibly in September.

**Notes from Table Group Discussion:**

Group 1:

**KPLT** create a list of Non-Negotiables and or parameters…. we just began!!!

Possibility Thinking…..Solution Finding!!

~DR

**For example:**

**Establish Non-Negotiables**

* IPS
* Collaborative Leadership, including Teacher Leaders
	+ Skills to expand thinking
* Continuous Improvement Plan
* Monthly district planning sessions
* Student driven, data focused
* Be intentional, purposeful, meaningful

**Resources**

* Videos
	+ Amazon
	+ Did you know
* Create a leadership rubric

**Comments:**

Brad mentions 25 supts who do not participant in learning opportunities

What do we leave to chance?  How do we engage ALL leaders?