

KESA Outside Visiting Team (OVT) Training Survey

Public Summary Draft

8/22/2018

This survey was distributed to a list of 1,000 trained, OVT members who received their Training from spring 2017 through spring 2018. Response rate to the survey was 40.2%. Responses received were from both current System team members and OVT trained members not currently participating as a team member on a System's team. The survey contained a question to learn if respondents had any immediate needs or questions answered. Every effort to respond to those questions in a timely manner was made. The summary below indicates lessons learned. Future OVT member training will address these issues. Please direct any questions about this survey to Jeannette Nobo (jnobo@ksde.org).

Introduction:

Training for the Outside Visiting Teams (OVTs) was developed to assist individuals serving in the role of team member to support systems working through the Kansas Education System of Accreditation (KESA) process. It should be noted that the training, although developed to train team members it also served a dual purpose, to train the system in the KESA process. In some instances, some content may have differed because of changes and new information received regarding the KESA process. These trainings were held about 6 months to a year prior to any actual visits. The following questions share the responses main comments.

Q1: Location:

Over twenty-two locations across the state held OVT trainings. One thousand (1,000) educators participated in the training.

Q2: What was the overall perception of the OVT Training?

The majority shared they felt they were able to do the OVT work due to the training.

Q3: How well are the Kansans Can initiatives understood?

Most indicated an understanding of the Kansans Can vision, Successful high school graduate definition and the five Kansas State Board of Education outcomes.

Q4: How well is KESA understood?

Most shared they understood the KESA framework, the growth process and the expectations of the districts/systems they would be working with.

Q5: What is the relationship between the Kansans Can initiatives and KESA?

Most gained an understanding Kansans Can is the vision for education in Kansas, whereas KESA is the process of accreditation.

Q6: How well are the responsibilities of the OVT understood?

Most participants shared that they had an understanding of their responsibilities and would like reference material or webpages to refer to as needed. Reference material or webpages focused on OVT member responsibilities, OVT relationship to the OVT chair, and role of the OVT in the KESA process, how to complete the yearly summary reports and get their questions answered. Due to this being the first year (17-18) of this process, additional training topics suggested were “how” to actually do the reporting, OVT team member time commitments, selection process for serving as an OVT member as well as terminology clarifications.

Q7: What questions exist with regard to becoming an OVT team member?

Most shared the training provided the procedure to become an OVT team member. A number shared they were either not selected or was on a team but had not met yet, some were limited to answers due to this lack of experience. The value of the OVT Chair and Team Member workbook was evident.

Q8: How helpful is the OVT workbook?

In general, the OVT workbook was identified as valuable to the OVT work. Several suggestions on how to improve the usability of the OVT workbook were expressed. These suggestions will be addressed in an updated version. Additional trainings with regard to how to best use this resource was requested.

Q9: What improvement is needed to the training and/or support documents?

A range of suggestions was made with regard to the training, workbook, and the need for additional documents that could be helpful for the OVT work. Suggestions included items related to web-based support, workbook format, training components, and documents that would streamline OVT management.