SYMPOSIUM BREAKOUT SESSION
MONDAY, OCTOBER 25, 2021 | 1:15-2:15 PM ET

Equity-Seeking Transformation as a Core COVID-19 Recovery Strategy

PRESENTERS:
- Gene Wilhoit, Center for Innovation in Education (C!E)
- Jenny Poon, Center for Innovation in Education (C!E)
- Paul Leather, Center for Innovation in Education (C!E)

Inquiry Questions

- How do we understand **_equity-seeking transformation_** and distinguish it from other processes of systems change or "recovery"?
- For what situations or challenges in your context might an equity-seeking process like **_inclusive co-creation_** be a good fit?
- Have you already led or participated in an inclusive co-creation process? What are you learning?
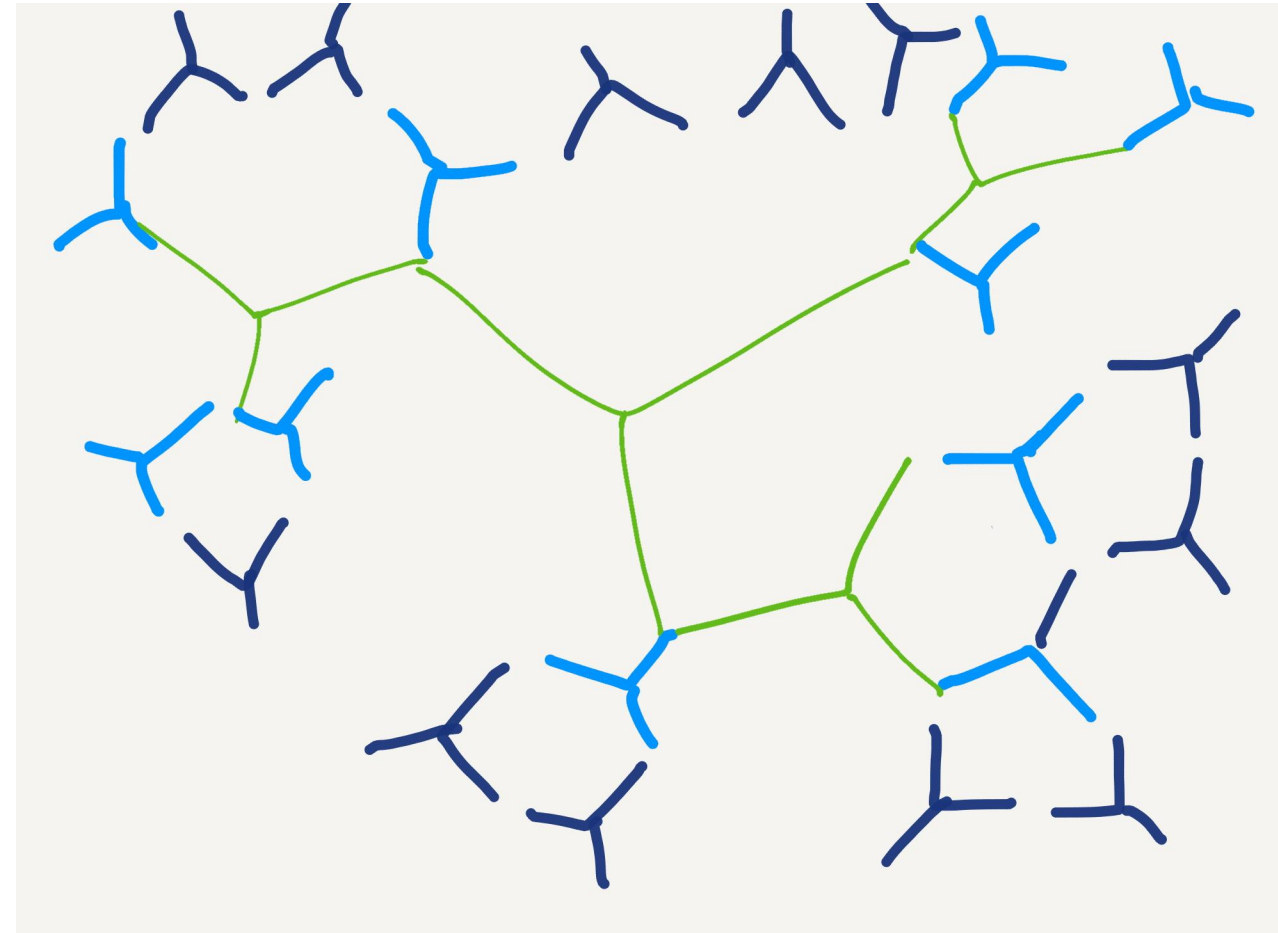
INVITATION TO A NEW PATH FORWARD:
SEEKING EQUITY TOGETHER THROUGH
ASSESSMENT AND ACCOUNTABILITY

https://bit.ly/3fyvGuQ

Hierarchical creation & roll-out
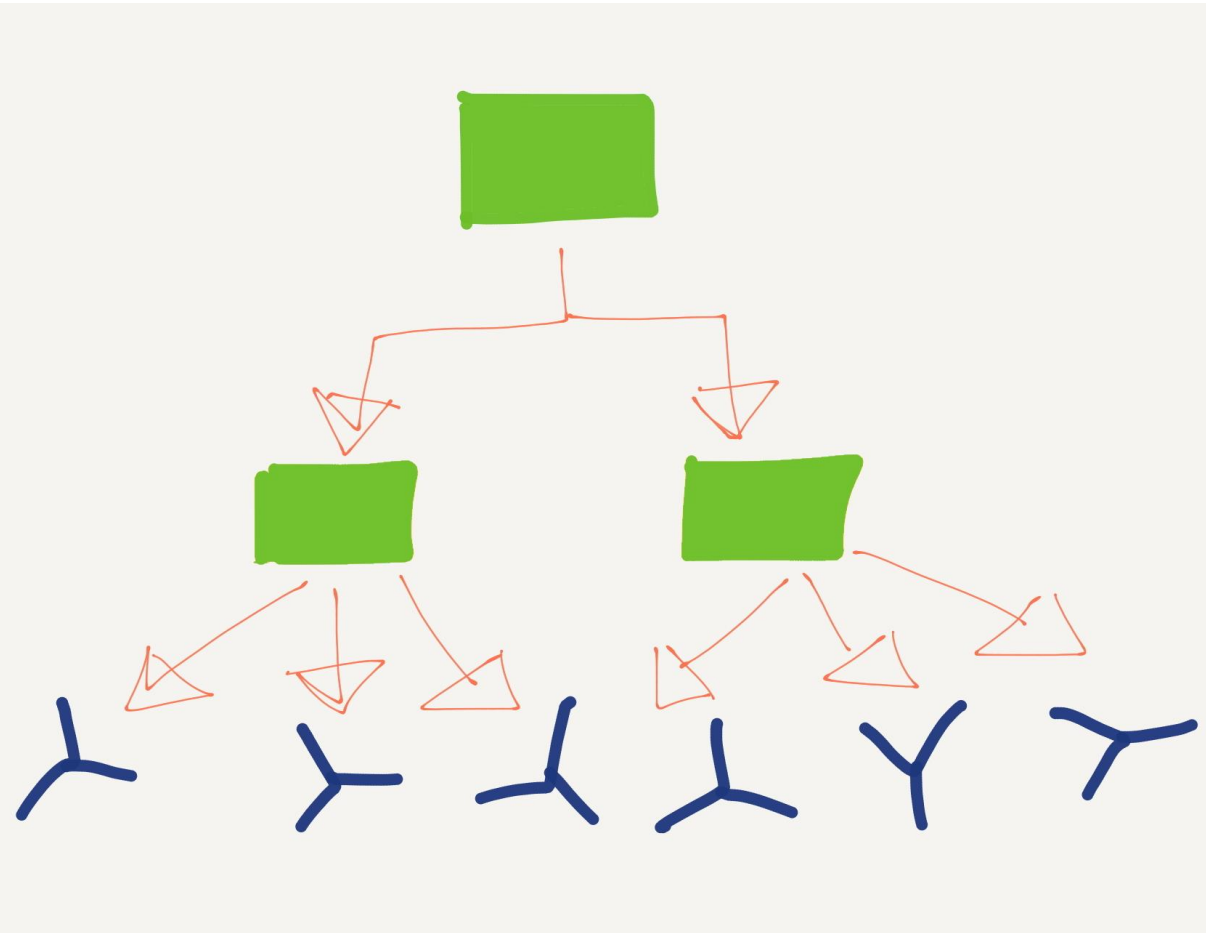
Co-creation

Local and state roles in co-creation processes (example)

District/Intermediary role:

- Lead local "laboratories of learning" through a local process of inclusive co-creation aimed at creating more balanced assessment and accountability models that better serve community needs and strengthen teaching and learning
- Include diverse and representative stakeholders in ways that build trust, empathy, and capacity

State role:

- Communicate unwavering commitment to pursue equity and serve each and every learner
- Initiate and facilitate statewide conversations to build awareness and energy for a new path forward
- Create conditions (policy, funding, structural supports, networking, etc) that enable local "laboratories of learning"
- Listen, learn alongside, and respond to local work and support its application to broader systems change

Districts/Intermediaries & States together:

- Define a shared learning agenda to guide the local "laboratories of learning"
- Improve state and district agencies' ability to support local work as partners and co-creators
- Keep focused on long-term goal of systemwide transformation, involving increasing numbers of districts in strategic ways
- Create transparent flows of communication with political actors and broader public
- Routinely reflect on progress and implications for broader systems change

KY Accountability Project Timeline

April – May 2021
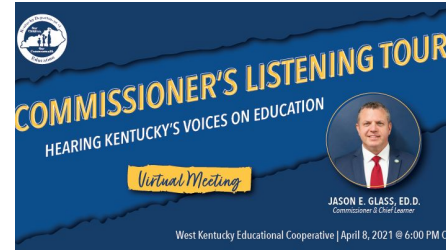
May – Aug 2021

Coalition for Kentucky's Future:
- Radically Inclusive membership
- Address Listening Tour Data
- Inclusive Design Process of User Profiles

Fall 2021

Kentucky Education Summit
- Coalition Report Release
- Launch of L3
- Build Local Leadership teams

Fall 2021 to Spring 2022

Local Laboratories of Learning, L3:
- Launch Local Inclusive Design Process
- Identify elements for local accountability system
- Provide prototype data to state

Summer-Fall 2022

Redesign of the System:
- Build on prototypes from the Listening Tour, the Coalition for Kentucky's Future, and the L3 Districts
- Coalition + L3 Districts + KDE + KBE develop a new system of accountability and assessment

Inclusive Design Process

Involving a diverse coalition in co-creating the future of assessment and accountability

Stanford d.school Design Thinking Process

EMPATHIZE
- Interviews
- Shadowing
- Seek to understand
- Non-judgmental

DEFINE
- Personas
- Role objectives
- Decisions
- Challenges
- Pain Points

IDEATE
- Share ideas
- All ideas worthy
- Diverge/Converge
- "Yes and" thinking
- Prioritize

PROTOYPE
- Mockups
- Storyboards
- Keep it simple
- Fail fast
- Iterate quickly

TEST
- Understand impediments
- What works?
- Role play
- Iterate quickly

https://dschool.stanford.edu

Inclusive Design Requires Democratically Inclusive Membership

Who and why

Essential Stakeholders

Potential Stakeholders

Democratic Inclusion

Interested Stakeholders
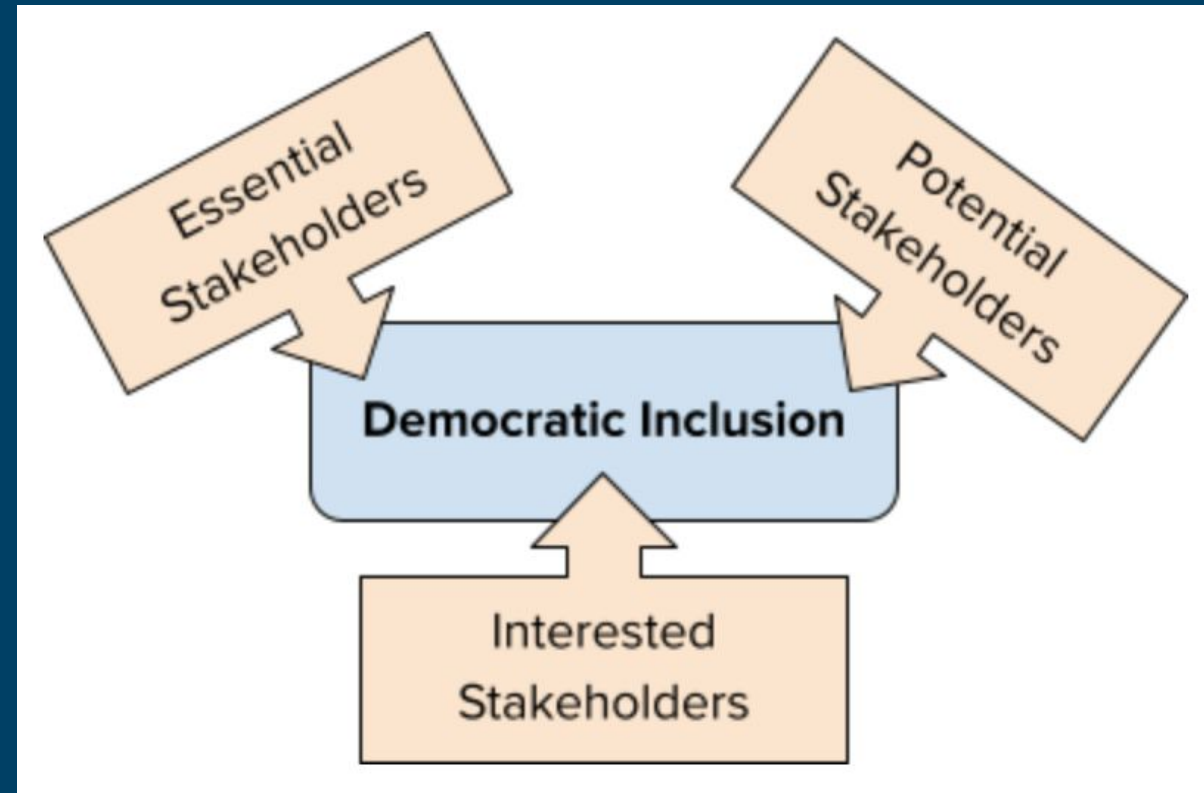
Membership in the Coalition

- ***District Recruitment***: critical stakeholders that we know must be included
- ***Open Recruitment***: an open application by which interested parties might apply
  - Students, families, educators, community members and local leaders encouraged to apply
- ***Community Recruitment***: selection and recruitment from a randomly identified slice of the district-wide community
  - Using data systems to identify stakeholders

Composition of the KCAE

Kentucky Demographics:	
Race and Hispanic Origin	
White alone, percent	87.5%
Black or African American alone, percent(a)	8.5%
American Indian and Alaska Native alone, percent(a)	0.3%
Asian alone, percent(a)	1.6%
Native Hawaiian and Other Pacific Islander alone, percent(a)	0.1%
Two or More Races, percent	2.0%
Hispanic or Latino, percent(b)	3.9%

COALITION COMPOSITION (by race)	
White	69.23%
Black/African American	17.31%
Asian/Asian-American	1.92%
Hispanic/Latino/Spanish Origin	9.62%
Two or More races	1.92%

COALITION COMPOSITION (by role)	
Community Leader	14.81%
District Leader	27.78%
Family Member	12.96%
Government	1.85%
School Leader	9.26%
Student	20.37%
Teacher	12.96%

Coalition Design Process

The Coalition interviewed students, families, educators and community members.

They read the interview notes carefully, looked for themes, and then pulled together quotes that shared a feeling or experience.

They they considered what people who feel that way and have those experiences need, and what insights they have about assessment and accountability.

Empathy Interview Notes

Stakeholder (User) Profiles

Quotes

Compelling Needs

Insights
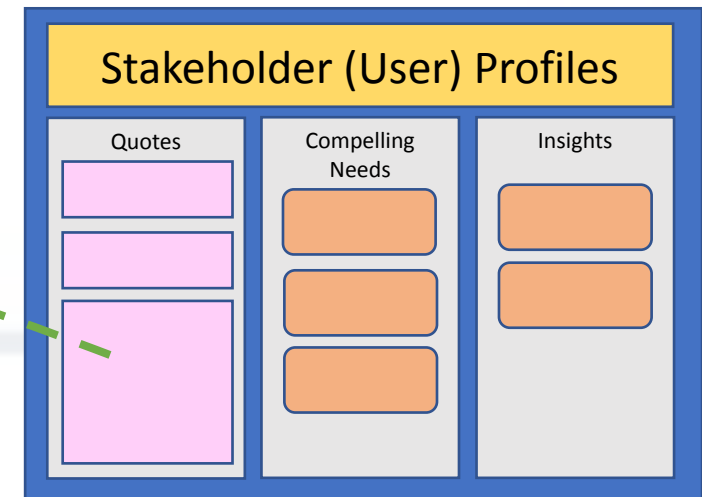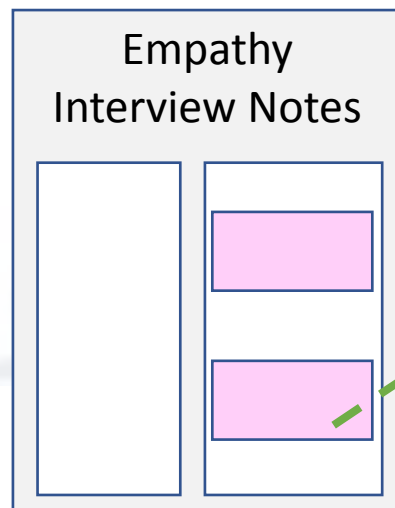
The Coalition created a set of profiles for each stakeholder.

They gathered those profiles and identified themes per stakeholder group and that span the commonwealth and assembled those into into the current state report.
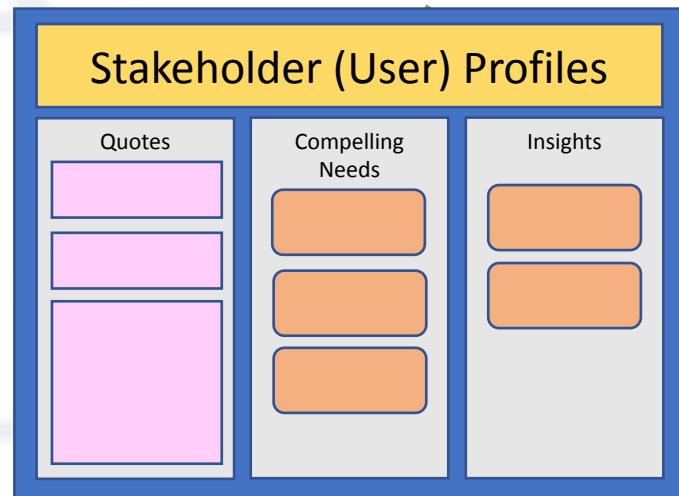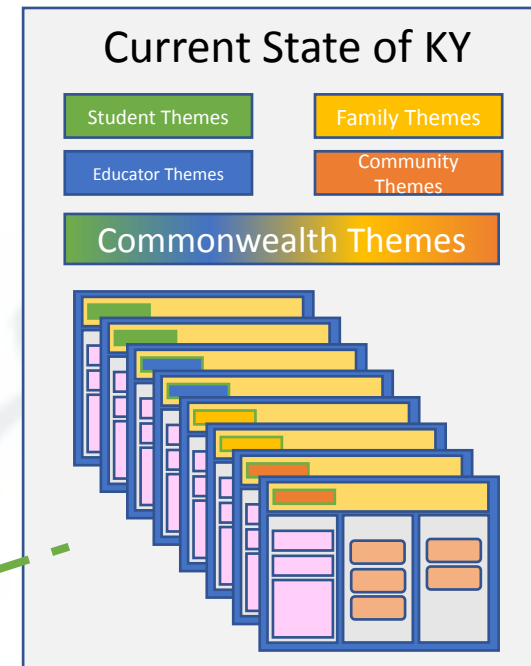
The Coalition considered the themes in the current state report and used them to come to a shared imagination about the future we ought to pursue together.

Current State of KY

Student Themes

Family Themes

Educator Themes

Community Themes

Commonwealth Themes

Future State Vision

Aspiration

Aspiration

Aspiration

Aspiration

Shared Aspirations

Stakeholder (User) Profiles

Quotes

Compelling Needs

Insights
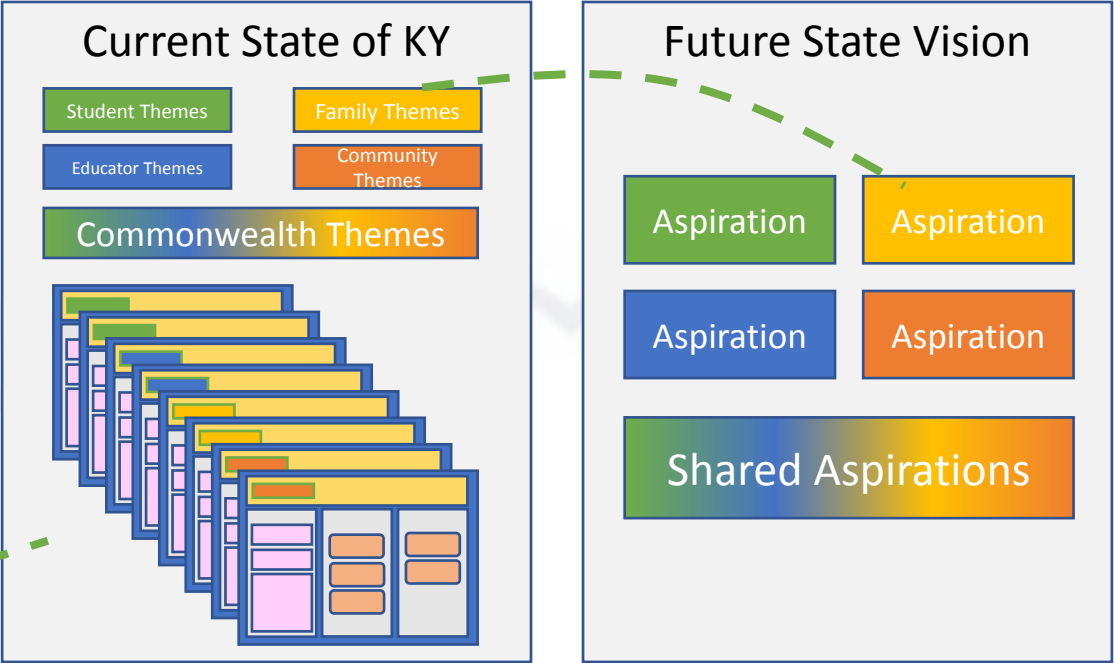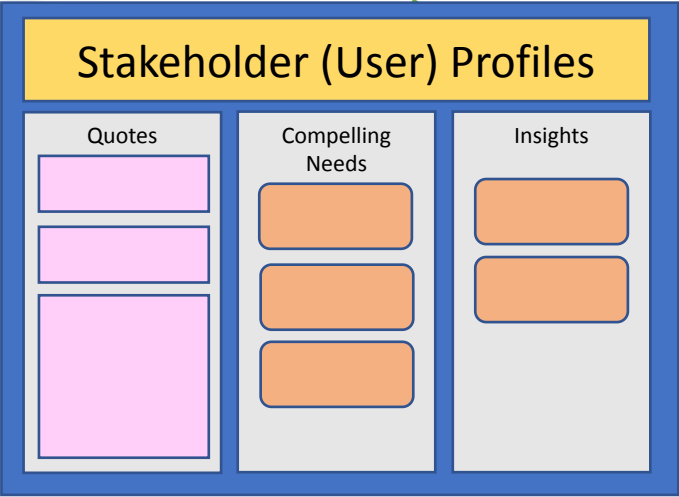
Then the coalition identified key questions to help the commonwealth move from the current state to the future state.

These are gathered in a document called the Learning Agenda.
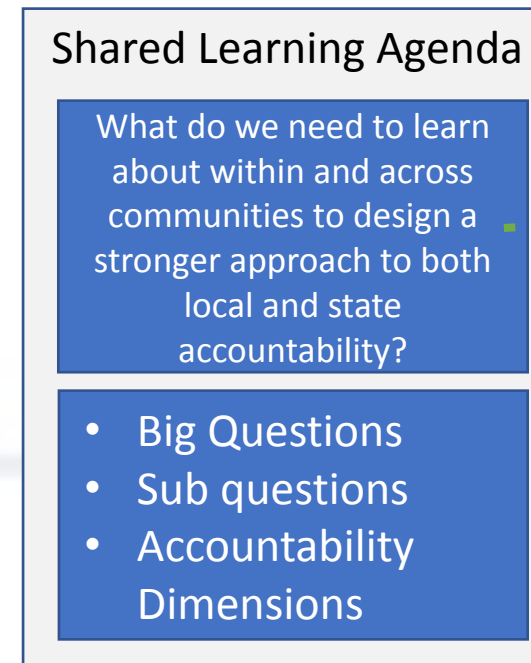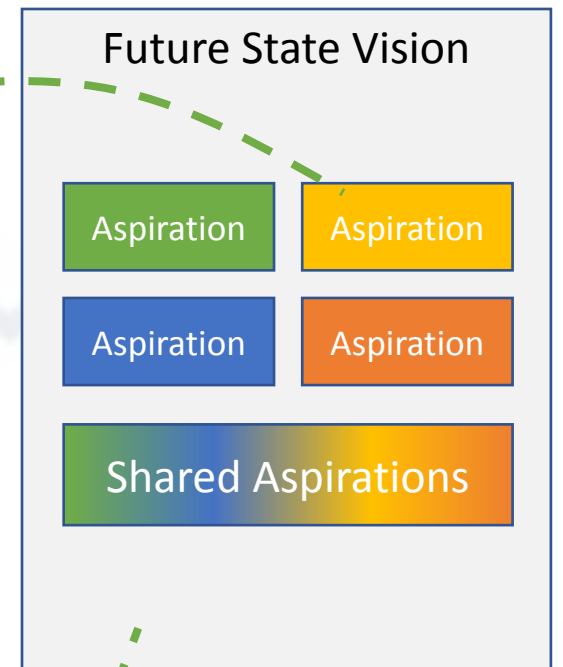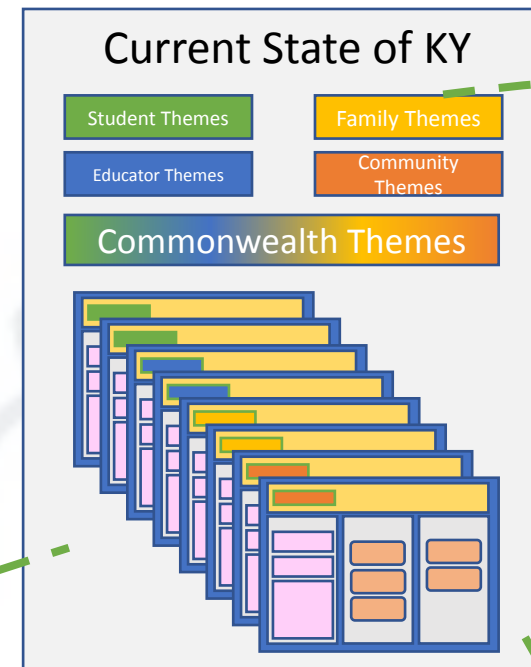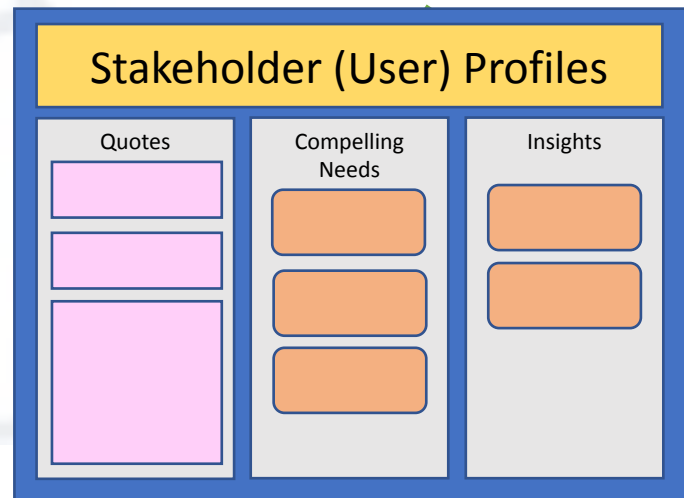
Exploring Future State and Learning Agenda Implications:

Current State

Commonwealth Theme:

The system doesn't really know, see or value each stakeholder as an individual. This was as true for students and families as it was teachers and leaders. There are similar feelings from communities, that the system doesn't adequately see, know or value the aspirations, assets and challenges of their community.

Future State

Students, families, teachers and local education leaders feel seen, known and welcomed at school not just in their role, but as whole individuals and members of their broader community.

Communities, and the students, families and educators within them feel seen, known and valued by Kentucky state government officials.

Learning Agenda

Big Question: What is causing stakeholders to feel like numbers, or gears in the public education machine?

Sub questions:
- What common practices, procedures, or beliefs/assumptions do stakeholders feel cause them to feel unseen, unknown, or undervalued?
- What policies (local, state or federal) relate to or foster these practices, procedures, beliefs/assumptions?
- What role does accountability and assessment play? Could it play?

Then the coalition created a guide to share some of the things they learned about being inclusive co-creation with the Local Laboratories of Learning.

Current State of KY

Student Themes | Family Themes
Educator Themes | Community Themes

Commonwealth Themes

Future State Vision

Aspiration | Aspiration
Aspiration | Aspiration

Shared Aspirations

Stakeholder (User) Profiles

Quotes	Compelling Needs	Insights

Shared Learning Agenda

What do we need to learn about within and across communities to design a stronger approach to both local and state accountability?

- Big Questions
- Sub questions
- Accountability Dimensions

Co-Creation Guidebook

How do we form inclusive coalitions at the local level?

How do we engage in co-creation?

How can we use the resources of the coalition?

How can we become more accountable to one another and our shared priorities?

Moving From State to Local

These four core products from the coalition will support L3 teams in doing work that…

- **Is unusually collaborative**

- **Is supported by the work of their peers in other L3 communities**

- **Is responsive to the priorities, needs and capacity of their local community**

- **Offers insights to the Kentucky State Board of Education and KDE as they reconsider state assessment and accountability**

Current State of KY

- Student Themes
- Family Themes
- Educator Themes
- Community Themes

Commonwealth Themes

Future State Vision

- Aspiration
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How will the L3 communities do their work and use these key resources?

Current State of KY

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How will the L3 communities do their work and use these key resources?

6

L3s will consider the Future Vision, The Accountability Dimensions within the Learning Agenda and engage with the guidebook to generate some number of potential strategies to address the needs outlined in the profiles. They may also design new ways of evaluating the impact of these strategies

7

L3s will test their ideas with stakeholders

8

L3s will develop and implement small-scale version of the idea(s) stakeholders are most interested in

Stakeholder (User) Profiles

Co-Creation Guidebook

How do we form inclusive coalitions at the local level?

How do we engage in co-creation?

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become more to one another red priorities?

Shared Learning Agenda

What do we need to learn about within and across communities to design a stronger approach to both local and state accountability?

Big Questions

Future State Vision

| Aspiration | Aspiration |
| Aspiration | Aspiration |

Shared Aspirations

Stakeholder (User) Profiles

L3s will make and use logical plans to evaluate the actual affects of their small-scale implementations

1 — L3s will use the guide to establish their local coalitions and establish a shared view of how they will work together

Co-Creation Guidebook
- How do we form inclusive coalitions at the local level?
- How do we engage in co-creation?
- How can we use the resources of the coalition?
- How can we become more accountable to one another and our shared priorities?

Shared Learning Agenda
What do we need to learn about within and across communities to design a stronger approach to both local and state accountability?
- Big Questions
- Sub questions
- Accountability Dimensions

2 — Then the L3s will consider the Learning Agenda and determine their initial area(s) of interest

3 — L3s will do some local empathy work
- They will interview one another and members of their community
- Interviews will include some questions aligned to their initial area(s) of interest determined in step 2.

Empathy Interview Notes

Future State Vision
Current State of KY

4 — L3s will look for connections between quotes from interviews and the profiles and themes in the current and future state reports.

Based on where they find connections, L3s will select some coalition profiles to use in their local work.

L3s may build additional profiles if they are needed to capture the stories of their community
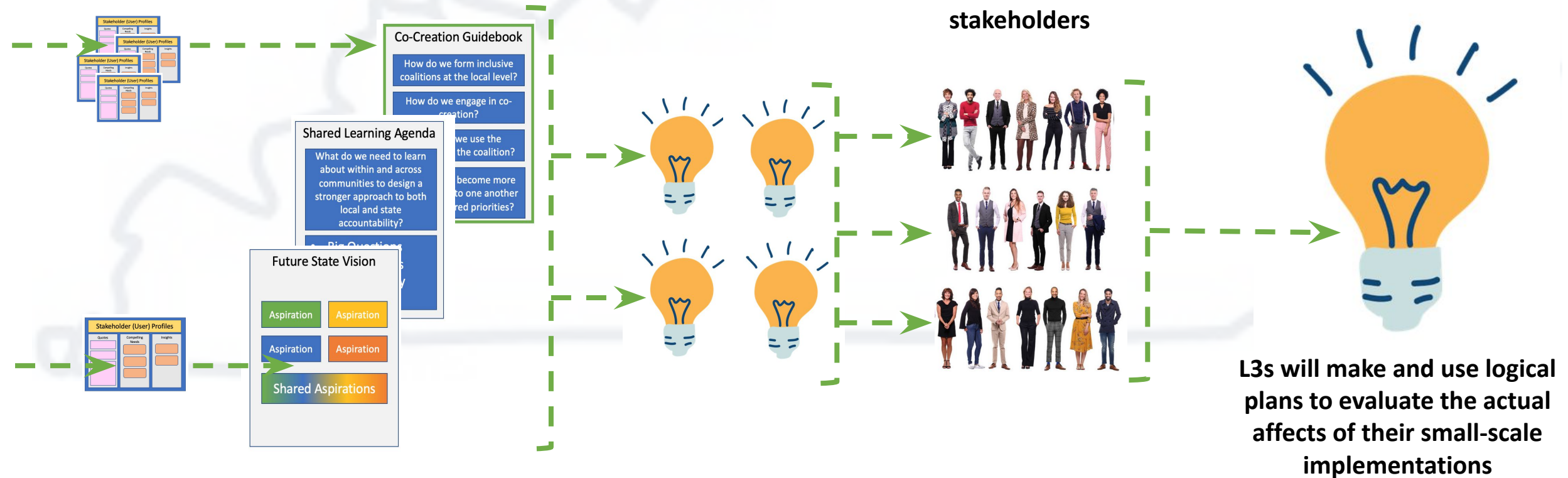
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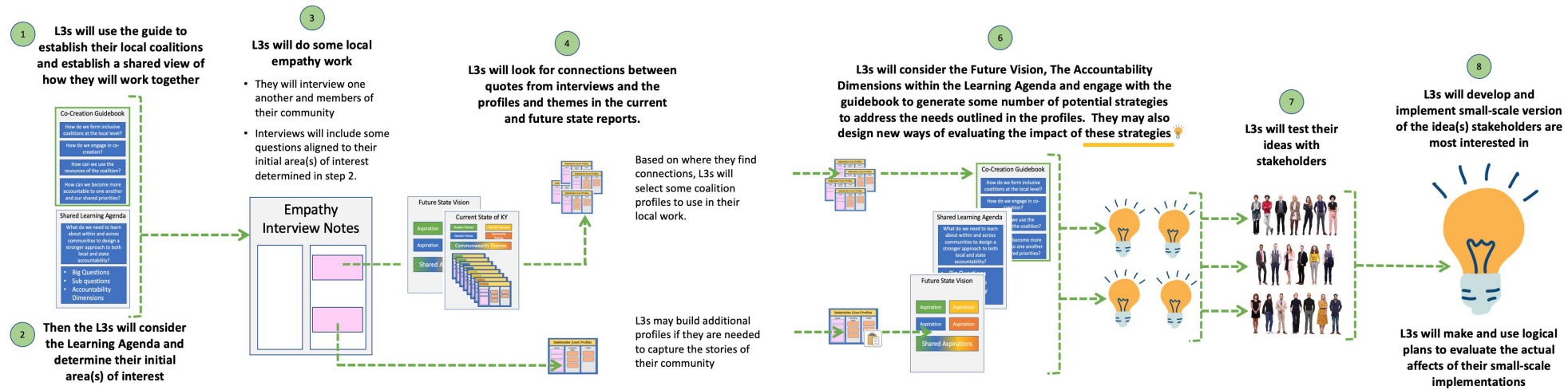
Co-Creation Guidebook
Shared Learning Agenda
Future State Vision

7 — L3s will test their ideas with stakeholders

8 — L3s will develop and implement small-scale version of the idea(s) stakeholders are most interested in

L3s will make and use logical plans to evaluate the actual affects of their small-scale implementations

KDE and the State Board will learn from and respond to this work

- The content of your ideas will provide them with insights about the shared priorities expressed in the learning agenda

- The content of your ideas may have direct applications regarding state assessment and accountability

- Even if the content of your ideas does not directly relate to assessment and accountability,

    - The way you work together,

    - The way you communicate about your work,

    - The way you evaluate the impact of your work,

    - And the way your community responds to your efforts, your transparency, and your methods of evaluation…

Will offer them insights about state and federal accountability and how our system might help us learn, be responsive to the needs of students and communities and feel more like we are each accountable to one another.

What we're learning about "inclusive co-creation" as a process...

- Progress moves at the speed of trust.
- How we work *is* the work.
- How people are invited matters.
- Building empathy across lines of difference is critical to moving from individualistic to collective interests.
- "Muscles" for co-creation must be built through active and intentional facilitation.

naturebackin.com

"Is the juice worth the squeeze?"

Not all situations require inclusive co-creation, but it might be a good fit for challenges that:

- Require not just "good ideas" but also shared investment and capacity to execute on them
- Have many different stakeholders, each with their own needs to be seen, heard, and understood; and to whom solutions must be responsive
- Require healing in order to rebuild trust
- Are helmed by leaders with equity-seeking dispositions

Discussion

1. For what challenges in your sphere of life/work might the "juice be worth the squeeze"?

2. Have you already led or participated in an inclusive co-creation process? What are you learning?