CCNETWORK
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REGION 12
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Kansas State Department of Education | **Region 12 Comprehensive Center**
Kansans Can

Cadre Summary

Spring 2021

The Region 12 Comprehensive Center supports the Kansas State Department of Education (KSDE) with implementation and scaling of the Kansans Can Redesign Initiative. Schools engaged in redesign are guided by four core principles—personalized learning, student success skills, family/business/community partnerships, and real-world application—to help students develop academic and non-academic capacities needed to be successful in postsecondary education, the workforce, and in citizenship after graduating from high school. Over twelve months and 25 sessions, a cadre of trainers playing varied roles in support of school districts advancing redesign convened for the following purposes:

GOAL

The overarching goal is for districts and schools to use state standards, personalized learning, and competency-based education to continuously improve schools.

OBJECTIVES

» Operationalize a shared understanding of personalized learning, competency-based education, and their intersection with the Kansas redesign principles.
» Strengthen instructional practices to enable efficient integration of the principle of personalization with students' acquisition of competencies built from Kansas standards.
» Build understanding of similarities and differences in implementation in elementary (PK–2 & 3–5), middle, and high school grade bands.
» Develop understanding of effective implementation practices in onsite, hybrid, or remote environments.
» Learn ways to make project-based learning equitable and authentic in onsite, hybrid, or remote environments.
» Develop methods for measuring students' starting points and demonstration of competencies.

Cutting across all sessions, the aim of the training was to deepen the capacities of cadre members to

» use design-thinking to provide glue across redesign initiatives
» develop teacher and school leader capacity to support student success

» build local constituencies in support of educational improvements
» apply ready-to-use training materials in local contexts with coaching and feedback

The Kansans Can Training Cadre consisted of three phases. During the first phase, cadre participants shaped common definitions and language around key elements of personalization. During the second phase, cadre members worked as a professional learning community to deepen understanding of the defined concepts. During the third phase, cadre members examined ways to advance the personalization ideas they had worked on throughout the first two phases.

This document summarizes the third phase sessions (C Sessions), and provides contextual information from the first two phases. The purpose of each of the individual C Sessions is shown in Table 1. Following the table is a section, Use Common Definitions, that describes one of the tactics cadre participants may employ, aligned to the primary objective of the cadre. The final section of this document, Advance Personalized Learning, contains summaries of the research, strategies, and tools explored during the C Sessions that cadre participants can draw on to successfully contribute to the achievement of the cadre objectives.

Table 1: C Sessions

Session	Title	Purpose
C1	Reflection and Application Session	Reflect on ways to apply participants' work by building constituencies in support of educational improvements.
C2	Guest Voices	Hear from two Kansas leaders and consider the innovations they describe.
C3	Reflection and Application Session	Build local constituencies in support of educational improvements.
C4	Returning to Common Understanding	Develop teacher and school leader capacity to support student success through individualized actions.
C5	Working with Competencies	Apply our definition of competency to rehearse some of the adaptive changes we ask of schools.
C6	Reflection and Application Session	Examine responses to the pandemic with the potential to advance personalized learning.
C7	Implementation: Part 1	Customize responses to extant individual considerations to promote implementation.
C8	Implementation: Part 2	Develop a vision for participants' ongoing role as a result of participating in this training cadre.
C9	Final Reflection Session	Reflect on common cadre understandings and accomplishments.
C10	Cadre Summation	Transition the learning of the cadre to future work.

USE COMMON DEFINITIONS

Cadre members practiced using the following common definitions, which cadre members can use as the foundation of support on any topic connected to these ideas (see Session A3).

Figure 1: Personalized Learning
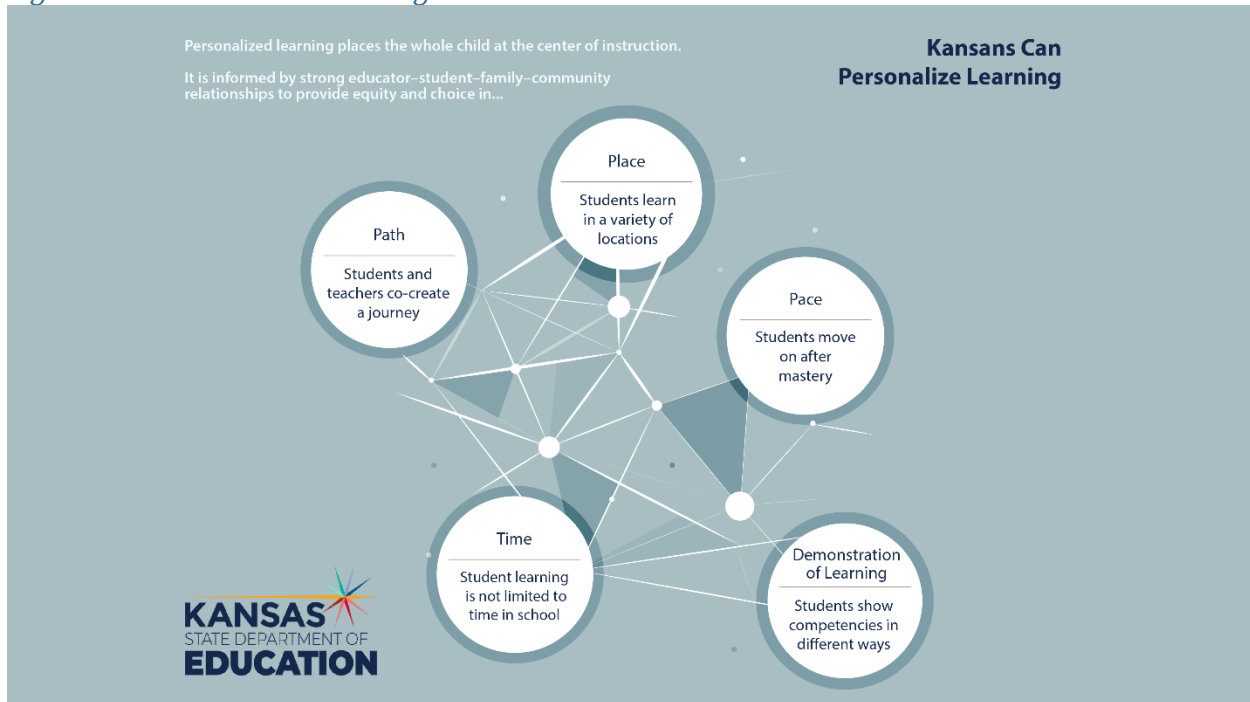
Competency
A competency is a defined cluster of related capabilities (i.e., skills and knowledge) with methods and criteria to determine the degree to which a person demonstrates mastery in them (Redding, 2016). This definition was the preferred definition of cadre participants (see Session A2).

The following key competency terms (Scott, Mauk, and Perryman, 2021) and definitions help bring clarity to concepts associated with competencies and their use:

» **competency category:** an area of focus
» **competency statement:** "a successful student can…"
» **standard:** Kansas grade-level, subject-specific learning expectation
» **success criteria:** an "I can" statement listed under a performance level
» **learning progression:** a rubric with performance levels and associated "I can" statements
» **performance levels:** a designation of the student's level of competence
» **student demonstrations:** what a student must do to show competency; can be a success criteria or a culminating task for the competency
» **depth of knowledge:** the level of understanding required for a task

ADVANCE PERSONALIZED LEARNING

Identify Gateway Innovations Connected to Personalization and Cadre Members' Roles
Cadre members work with schools and districts throughout Kansas directly and indirectly including through staff roles at the Kansas State Department of Education, the Technical Assistance System Network, and with the Education Service Centers. In some cases, cadre members play roles other than explicitly advancing personalization. The Region 12 Comprehensive Center invited cadre members to consider several approaches for responding to the disruptions caused by the pandemic recommended in the COVID-19 Handbook (U.S. Department of Education, 2021). Each of the following approaches may serve an immediate need facing districts and schools because of the COVID-19 pandemic, and may also lay the groundwork for further personalization of instruction aligned to the definition adopted by the cadre.

Responses to the pandemic with personalization potential include

- » creating safe and healthy learning environments
  - › meeting basic needs
  - › asset-based approaches to teaching
    - ▪ funds of knowledge
    - ▪ culturally responsive pedagogy
    - ▪ biography-driven teaching (Herrera, 2016)
- » adopting dual enrollment
- » embedding elements of tutoring
- » planning summer enrichment

Cadre members may also consider several of the approaches discussed in cadre sessions, in the state document Navigating Change, or on the Kansas Teaching and Leading Project website (Kansas State Department of Education, 2020; Kansas Teaching and Leading Project, 2021; Rutledge, 2020).

These include, for example

- » implementing individual plans of study
- » teaching and measuring social and emotional learning
- » using design thinking to increase student success skills, family, business, and community partnerships, personalized learning, and real-world applications

Each of these initiatives may advance personalization as defined by the cadre, either directly or indirectly. For instance, individual plans of study can provide both the data and the student knowledge to promote a students' co-creation of their learning path. Social and emotional learning helps connect to the part of Kansas' personalization definition referencing the "whole child." Design thinking enables communities to apply lessons from research in a new context.

Technical and Adaptive Change
A technical change occurs when a problem is solved applying existing know-how and the organization's current problem-solving process while an adaptive change requires individuals throughout the organization to alter their ways (Heifetz & Laurie, 1997; Heifetz & Linksy, 2002).

Cadre members worked to classify elements of various initiatives as requiring technical or adaptive change. This helps cadre members work with partners to develop an approach likely to lead to innovation.

Influence

Cadre members also reflected on the type of individual influence they possess, based on their role, background, and expertise. This can help cadre members think about coordination within and across educational organizations supporting Kansas schools and districts.

Rogers (2003) identified several factors affecting influence, including

- » your empathy with those in the field
- » your competence and safety credibility with those in the field
- » your capacity to be an opinion leader, or work through opinion leaders
- » your ability to build the evaluative capacity of people to work without you in the future in adopting a change

Cadre members can reflect on the following questions as they consider a training strategy to increase the likelihood that their training will lead to positive change:

- » How will you empathize with stakeholders? Consider surveys, interviews, and focus groups when possible.
- » What is the source of your credibility? With whom can you partner for complementary credibility? Competence credibility comes from the perception of expertise. Your position and experience may contribute to that perception. Safety credibility comes from a shared or similar social role with the stakeholder.
- » Who are the opinion leaders your stakeholders notice?
- » What success criteria will let you know the change has been adopted?

Building Constituencies

A stakeholder is any individual who can affect, or who is affected by, our work (Bryson et al., 2011). Constituents are stakeholders who work in concert based on collective values (Allen et al., 2013; Hirota & Jocobowitz, 2007; Warren, 2011). Using listening tools to identify the priorities of stakeholders, co-creating prototypes with stakeholders, and connecting elements of your work with the "why" identified by stakeholders can all help in building constituencies.

Cadre members practiced working with the Cynefin sensemaking framework to

Figure 2: Cynefin Sensemaking Framework
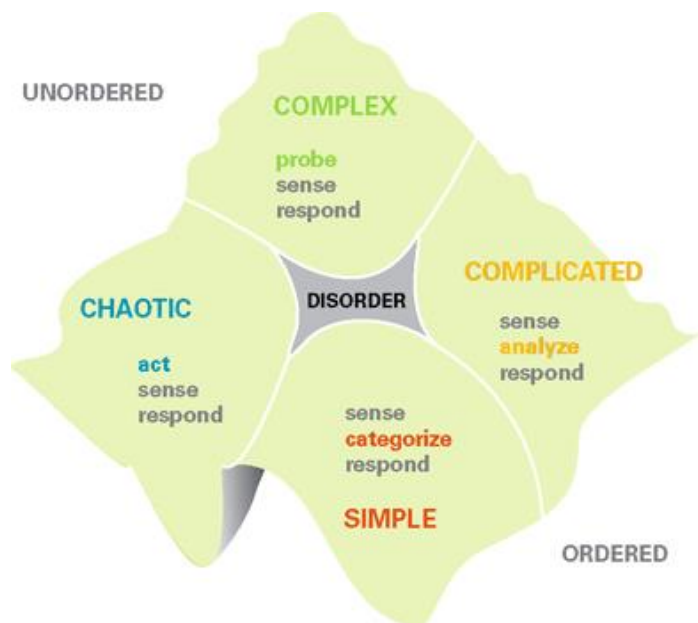
assess any situation, inform decision making, and guide stakeholder responses based on the prevailing context—simple, complicated, complex, or chaotic (Snowden and Boone, 2007). Are stakeholders looking to co-create a solution? Are they looking for research-based steps to follow? Is there applicable research? Is the situation so chaotic that stakeholders need order before they can innovate?

Change Agents

A Kansans Can Training Cadre member is, by definition, a change agent. With varied roles, experiences, and organizational affiliations, there are many differences in vantage points. What unifies all Cadre members is some responsibility for advancing innovations and equity in Kansas schools. Cadre members considered what it takes to be an agent of change.

Change agents (Rogers, 2003)

» establish an information-exchange relationship
» create an intent to change
» translate intentions into actions
» stabilize adoption and prevent discontinuance
» achieve a terminal relationship

Table 2: Change Agent Actions and Considerations

Change Agent Actions	Considerations for Strategy
Establish an information-exchange relationship	What is your mechanism for two-way information sharing? Will you meet with people and have a conversation? Record a video and collect survey feedback after? Something else?
Create an intent to change	How will you know the stakeholder sees the current situation as less than optimal?
Translate intentions into actions	How can stakeholders share their attempts to change with you?
Stabilize adoption and prevent discontinuance	How will you know about the frequency, fidelity, and/or quality of what stakeholders attempt to change?
Achieve a terminal relationship	What will success look like? How will you know you are done?

Taken together, the content of the third phase of the Kansans Can Training Cadre helped cadre members reflect on their individual role in advancing the innovations likeliest to create the changes necessary to support the vision and mission of the Kansas State Board of Education.

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