

ACE Activity – Summary Table 2023-2024

| Meeting Date | Stakeholder Representation | Topics Discussed | Insights Include |
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| Nov. 16, 2023 | AFTSOE faculty AFTSOE leadership Partner district HR specialists, Partner district teachers & alumni University University supervisors, Partner district school leaders, AFTSOE adjunct faculty | Panel members: Partner district school board member, Non-profit leader for KY youth, KDE communications officer Topic: Education, public schools, and society – How to support & elevate the profession in today's world? | -Public expectation to produce citizens who can contribute to society; honesty, trust, and welcome environment for students; competencies in reading, writing, math, and collaboration for work environments; grade level performance – all of this regardless of the assessment systems at work; the need to teach relevant skills is viewed as non-negotiable. -Public loss of trust in institutions with schools included; public schools as caught up in political partisanship; this trend will not end soon. -Schools, students, and teachers need to avoid getting caught up in this as the politics hurts rather than helps; Educators need to share success stories and communicate the |

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| | | | <p>good work of Kentucky's schools; most students and families feel positively about their own schools; 78% of Kentucky's students graduate college or career ready; consider competency assessments instead of standardized tests.</p> <p>-Post pandemic needs and demands include increased use of technology; trauma-informed care approaches to education; recognizing and valuing student voice; career readiness skills and technical schools; attending to non-cognitive factors of learning.</p> <p>-Assessments should measure skills of academic achievement with mitigating factors considered; students and parents need to be safe and feel safe in schools; need to adopt assessment systems that focus on continuous improvement not threats for low-</p> |
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| | | | <p>performing schools; all schools, even high performing ones, can grow.</p> <p>-help new teachers learn to share about the success in their classrooms; focus on positive stories about schools; help people see the good work happening in schools; help students tell their stories.</p> <p>-Policy work should include advocating for a paid sabbatical for K-12 teachers; restructuring career ladders; help new teachers understand that it's important to 'be real' and astute about the political environment; help new teachers develop resilience and self-determination to handle really hard days and come back with a sense of agency.</p> <p>-Still need to focus on meeting the needs of multilingual learners; this is increasing.</p> |
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| March 14, 2024 | <p>AFTSOE faculty AFTSOE leadership Partner district teachers & alumni, Partner district school leaders, Partner district teachers, GLEC board member</p> | <p>Panel members: Partner district assistant superintendent; Partner district multilingual program specialist; 2 partner district principals; Partner district assistant principal; Leader of local non-profit serving immigrants & refugees</p> <p>Topic: Changing demographic in schools</p> | <p>-Louisville is home to several resettlement agencies (more than most communities) that are all dependent on grant monies so eligibility for services can be limited; close to 5000 arrivals in Louisville between October 2023 and January 2024; most of these were Cubans; just under 1000 of these were school age; half refugees</p> <p>-JCPS is shifting to district wide systems instead of school-based responses for support</p> <p>-JCPS uses a summer program to prep students for school; JCPS coordinates with city offices, health centers, and housing communities</p> <p>-Archdiocese relies on Catholic charities; individual schools survey students and parents to determine needs.</p> <p>-Emphasis on preparing students with an asset-based</p> |
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| | | | <p>mindset; ML students bring a world of assets with cultural differences; building relationships and knowing who your students are is key for new teachers to learn;</p> <p>-New teachers need to know the services and resources available to them; Language Line was brought up as an example; understanding that families have need; thinking beyond the individual student; cultural competency is critical; creating a welcoming environment is easier when teachers know the cultures of their students.</p> <p>-Instructional scaffolding is critical; understanding a bit about second language acquisition is also key;</p> <p>-Educational leaders need to build relationships with families; partnerships with families are critical</p> |
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| | | | <p>for ML students; being able to devote resources to support student needs at the tier 2 or 3 intervention is key; needs may be language or may be SEL</p> <p>-attendance can be a real challenge because of the need to visit their home country or different cultural expectations with school;</p> <p>-students need field placements that immerse them in ML contexts; recognize that educators who work regularly with ML students know a lot and should be resources/supports for new teachers; be willing to reach out to them;</p> <p>-New teachers and leaders need to know that some ML students are carrying heavy loads supporting their families; these loads can affect their ability to focus on school</p> |
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*Roles and organizations have been used to maintain confidentiality.