This meeting will be recorded. It is requested that TAC members please enable video during the meeting.

Teachers Advisory Council (TAC)

June 6, 2024

Robin Fields Kinney, Interim Commissioner of Education

Jamaal Stiles, TAC Chairperson

Stacy Noah, KDE Liaison

Kentucky Department of EDUCATION

I. Welcome

Emily Satterly, Office of Educator Licensure and Effectiveness, Kentucky Department of Education

II. Roll Call of Members and Approve Summary Minutes

Jamaal Stiles, TAC Chairperson, Washington County Schools

Approve Minutes

[Kentucky Department of Education (KDE) TAC WEBPAGE](#)

ADVISORY GROUPS

Teachers Advisory Council (TAC)

Published: 9/5/2023 8:00 AM

Purpose: The Teachers Advisory Council (TAC) is designed to improve the educational landscape of Kentucky by providing Kentucky's Commissioner of Education with direct input from Kentucky's classrooms. Bridging the gap between policy and practice, the TAC was created to advise the commissioner on educational priorities so that Kentucky's students are well-prepared for any career they choose. The ultimate goal is to have effective teaching in every school, every classroom, every day.

Membership: The Teacher Advisory Council (TAC) is comprised of approximately twenty (20) teacher leaders from across the Commonwealth who contribute crucial, diverse perspectives on education. Four (4) quarterly meetings take place each year. Members are required to attend at least three of the four meetings to remain an active member of the TAC.

The Office of Educational Licensure and Effectiveness coordinates the application process. Teachers are selected and appointed to the TAC for three-year terms. Membership is prioritized to ensure instructional expertise in various disciplines, grade bands, and areas of specialization are represented on the council. For those interested in applying to serve, please submit the TAC Membership Application. If selected, official correspondence from the Office of Educational Licensure and Effectiveness will be sent.

The [March Summary Minutes](#) are available on the website.

Kentucky Department of **EDUCATION**

Digital Sign In

- Please access the digital sign in by using the link provided in chat.

- Select today's date and sign in.

  Just a reminder: If you transition to another position, please notify Stacy Noah. TAC members MUST be classroom teachers.

Teachers Advisory Council (TAC) Attendance 2023-2024

Please complete this form for each meeting you attend.

stacy.noah@education.ky.gov Switch account

Not shared

* Indicates required question

Select today's meeting date for attendance purposes. *

- September 7, 2023
- December 7, 2023
- March 7, 2024
- June 6, 2024

CLICK HERE FOR ATTENDANCE FORM

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Roll Call

Chad Davidson, McCracken County, December 2025

Carla Criswell, Christian County (Jefferson County), December 2025

Jen Davis, Butler County, June 2024 *Region 3

Misty Bivens, Larue County, June 2024 *Region 4

April Jackson, Hardin County, June 2024 *Region 4

Jamaal Stiles, Washington County, June 2024 *Region 7

Kennita Ballard, Jefferson County, January 2025

Gregory Smith, Jefferson County, June 2024 *Region 5

Erica Deal, Kentucky School for the Blind, October 2024

Byron Wilson, Kentucky School for the Deaf, October 2024

Amanda Klare, Beechwood Independent, June 2024 *Region 6

Susan Cintra, Madison County, June 2024 *Region 7

Rosa Cubero-Hurley, Fayette County, December 2025

Donnie Wilkerson, Russell County, December 2025***RETIRED

Jane Modlin, Ashland Independent, June 2024 *Region 9

Melanie Callahan, Laurel County, December 2025

Carla Lawson, Whitley County, December 2025

Charlene Martin, Paintsville Independent, June 2024 *Region 12

Jennifer Stewart, Floyd County, June 2024 *Region 12

Amy Leasgang, Bullitt County, June 2024 *Region 5

Mandy Perez, Crittenden County, September 2026

Kevin Dailey, Boone County, March 2027

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Kentucky Geographic Regions for TAC Membership
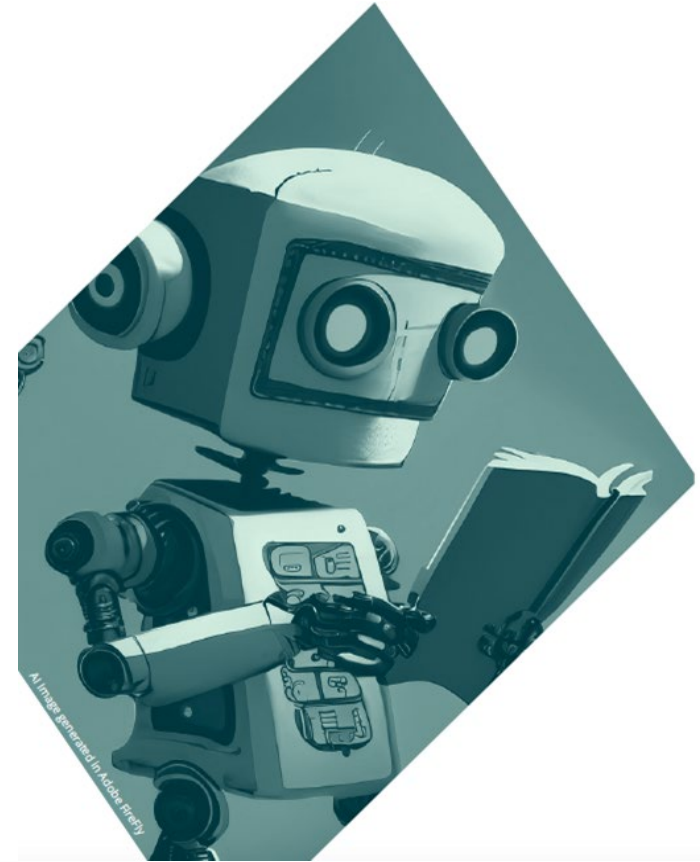
Need representation
from these regions:
- Region 3
- Region 4
- Region 5
- Region 6
- Region 7
- Region 9
- Region 12

III. Guidance Implications with using Artificial Intelligence (AI) as a Learning Partner

Marty Park, Office of Education Technology, Kentucky Department of Education

AI as a **work** and **learning** partner

Can you help me_____ ...?

but first ...

Encourage, engage, and empower the safe, secure, and responsible uses of Artificial Intelligence (AI) into school efficiency and the learning space by teachers and students (ensuring humans remain in the loop with strong AI implementations)[1]

+District Guidance

Artificial Intelligence
Guidance Brief
2024

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... and what if we replace the term "AI" with "emerging technologies"...?

kets.news/ai

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Encourage

We can provide guidance and support to districts and schools choosing and using AI in their classrooms and systems.

Empower

Target professional learning on how to use AI to innovate education, not perpetuate outdated models.

School Efficiency

AI tools can also be used to improve school district operations, automate routine tasks and help complete large-scale projects.

Engage

We can foster collaboration and knowledge sharing among stakeholders to help schools and districts implement AI.
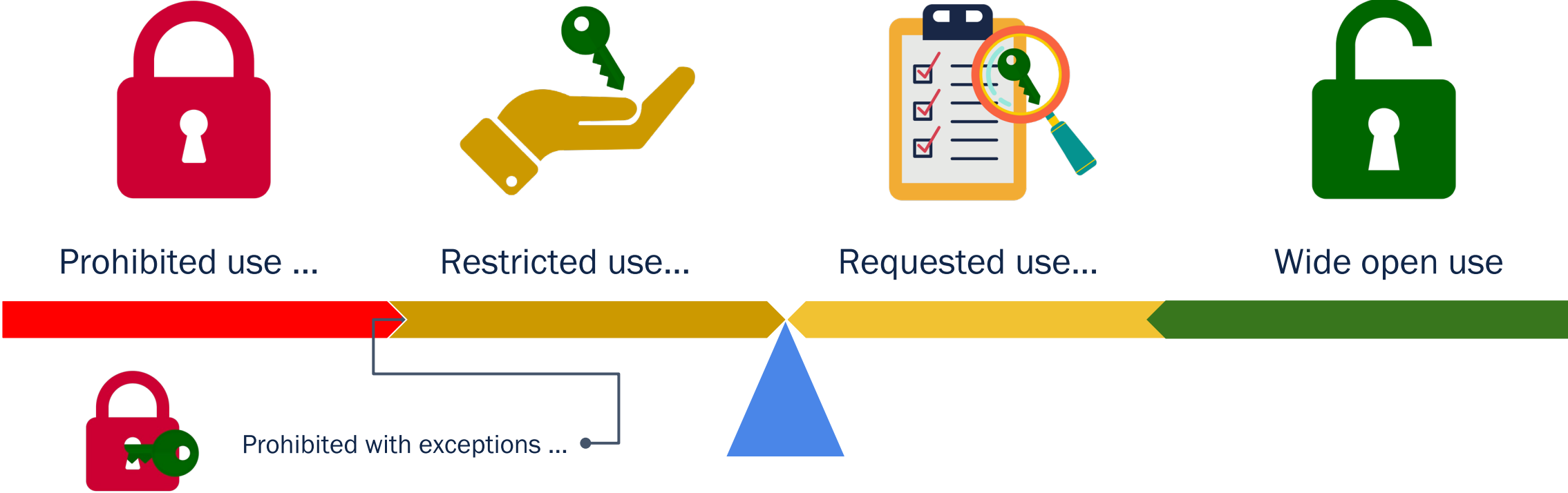
Safe, Secure and Responsible

Continue embedding transparency, data protection, fairness, ethics and monitoring into our operations, regardless of the technology

Humans in the Loop

AI systems should not operate autonomously, especially in education, and should be implemented in a way that prioritizes human values and well-being.
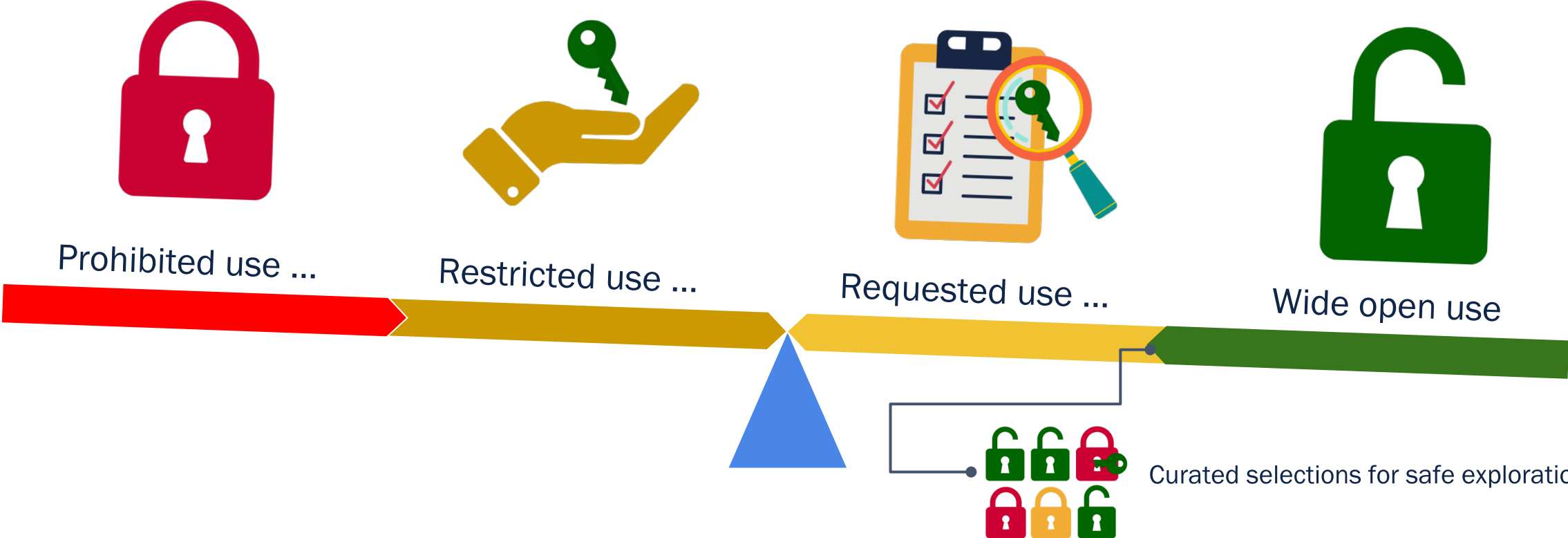
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Current Landscape ... (1)

Finding Balance on the Spectrum of Thoughtful and Intentional AI Use within KDE

Prohibited use ...

Restricted use...

Requested use...

Wide open use

Prohibited with exceptions ...

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Current Landscape ... (2)

Finding Balance on the Spectrum of Thoughtful and Intentional AI Use within KDE

Prohibited use ...

Restricted use ...

Requested use ...

Wide open use

Curated selections for safe exploration
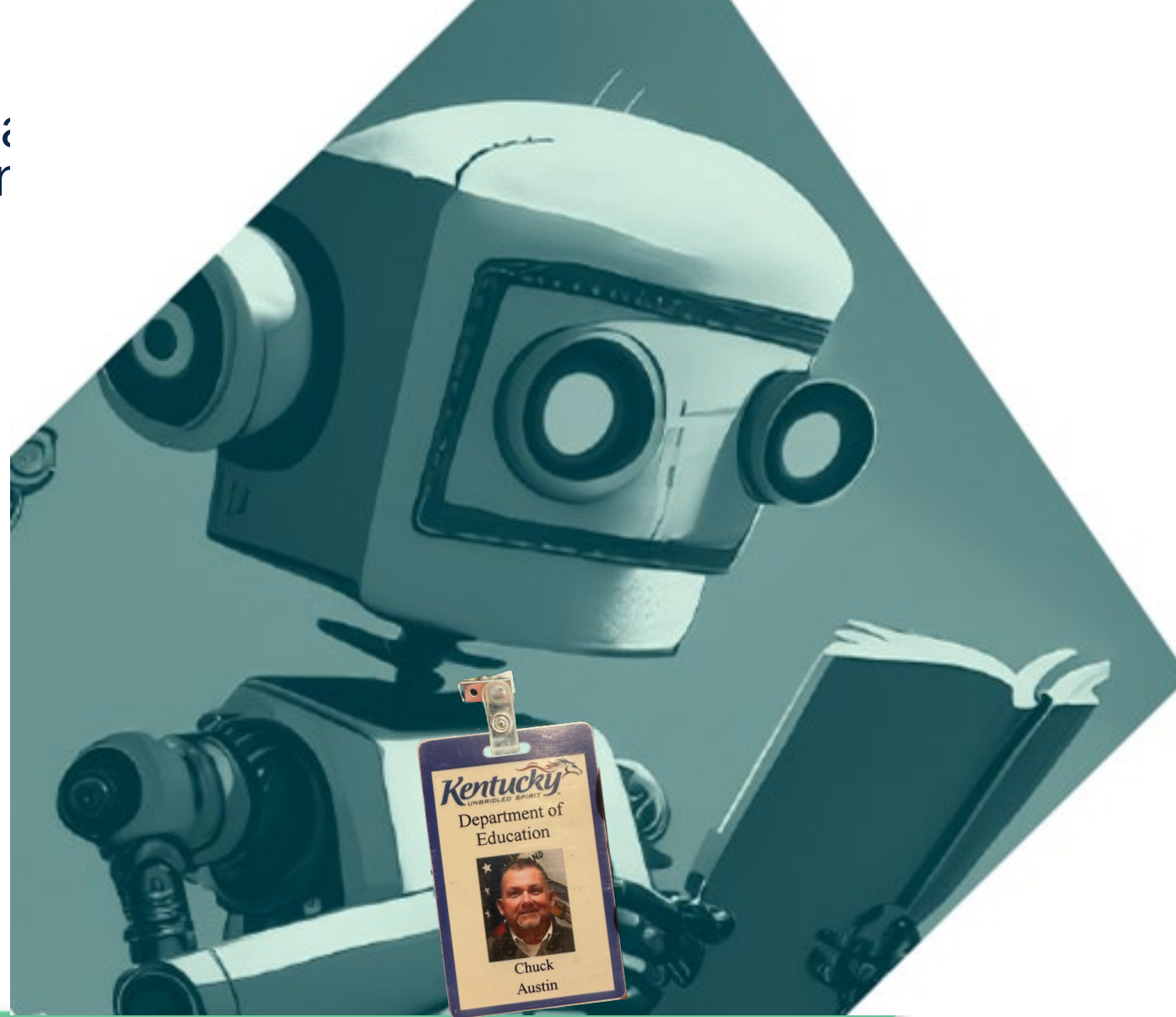
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The DOs ... (not the DON'Ts) ...

Always pause and consider these questions before, during and after using "emerging tech"

- Am I feeding any sensitive or personal information/data to an AI that it can use or share with unauthorized people in the future?
- Is this AI part of our enterprise KDE ecosystem or is it a third-party tool offered by someone we may not be familiar with (or have a relationship with)?
- Does this AI bot want me to give it permission to access all of my account information or act like it is me?
- If the tool is "free" to use, then am I the payment? (my data, KDE or district data, whatever I have access to such as other people - beware of freemium models)
- Is the product generated from AI ethical to use or share?
- Can the AI's response be shared as is or does it need to be reviewed first (e.g., no hallucinations, unintended bias)
- Have I asked my (leader/supervisor/knowledgeable person) whether my use of an AI tool for a particular task presents any risks that I might not see?

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... The AI (bot or app) wa
me to give it permissio
access my account
information ...

Let's Play a Game

Round 1

Round 2

IT'S AI

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Round 3

REAL

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EDUCATION
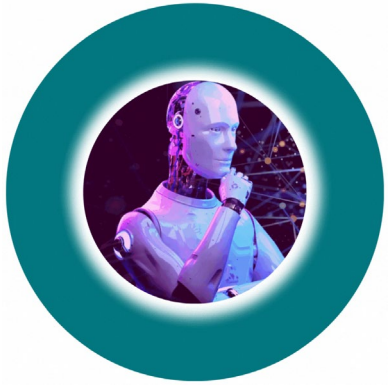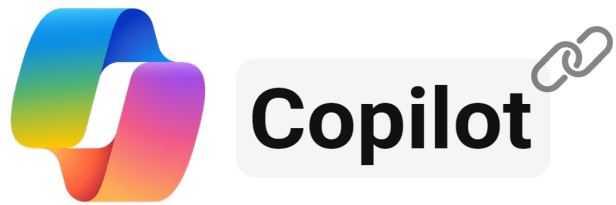
Round 4

Rare behind the scenes look at the creators of modern AI
Taken somewhere in Johnson Co, KY - Circa 1987

IT'S AI

REAL

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AI as a Learning and Working Partner

Can you help me ....?

Microsoft

Google

Adobe

Copilot

Bard   Gemini

OpenAI

Imagen

Adobe Creative Cloud

Firefly

Adobe Express

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You Might Be Leveraging AI and Not Know It

Microsoft 365 Apps: These familiar applications like Word, Excel, PowerPoint and Outlook now incorporate several AI features, including:

- **Grammar suggestions and writing styles:** Get help with grammar, clarity and conciseness while writing.
- **Data insights and visualization:** Automatically generate charts and insights from your data in Excel.
- **Email translation and transcription:** Translate emails in real-time and transcribe audio recordings directly in Outlook.
- **Image recognition and text extraction:** Extract text from images and convert them to editable formats in Word.
- **Microsoft Search:** Get AI-powered search results across your organization, including files, people, conversations and even external knowledge sources.
- **Loop:** Uses AI to connect information across applications and devices, making it easier to find and track relevant content.

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AI as your partner ... example use cases ...

- Create a scoring rubric AND put it in a table format
- Analysis of participant satisfaction from the following data ...
- General response to a parent email
- Create a newsletter
- Create a job description AND interview questions AND scoring
- Create a schedule template for an event
- Predict possible stakeholder responses to a contentious topic
- Create an image based on a prompt, interpret an image
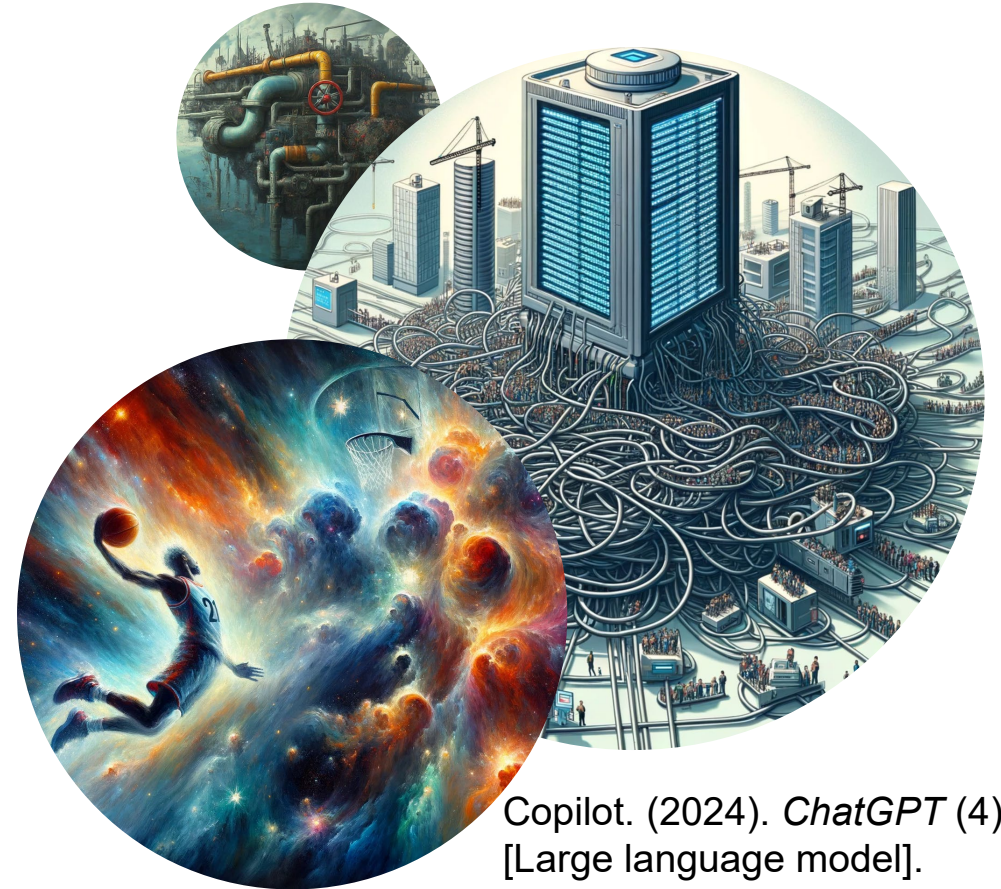
Copilot. (2024). *ChatGPT* (4) [Large language model]. https://chat.openai.com

AI FLUENCY = **How to Use AI + How AI Works**

Digital Learning/   Computer Science
Digital Citizenship   (CS)
KAS Technology   KAS CS
KAS Library Media

Digital Learning, Curriculum, Instruction & Assessment

Future Ready Gear

AA **Continue** to provide opportunities for students to demonstrate learning connected to and through Kentucky Academic Standards (KAS) for Technology, KAS for Computer Sciences, and KAS for Library Media (empowering students through technology with STLP, CS/IT Academy, etc.)

AA **Continue** to Create a closer connection with Career and Technical Education to expand computer science career pathway offerings specifically related to computer programming/coding and increase valuable industry-level certifications and exams available through the CS & IT Academy

GO **Encourage, engage and empower** the safe and responsible uses of Artificial Intelligence (AI) into school efficiency and the learning space by teachers and students (ensuring humans remain in the loop with strong AI implementations)
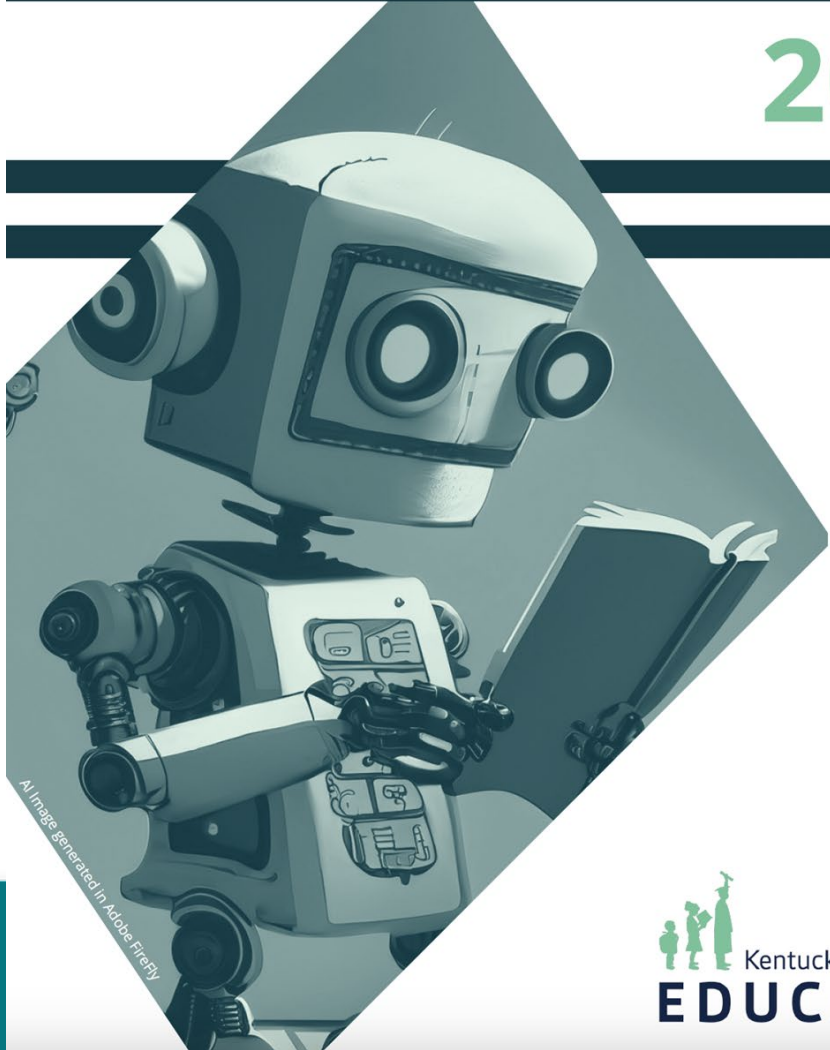
Proceed with cautious optimism?

Artificial Intelligence
Guidance Brief

2024
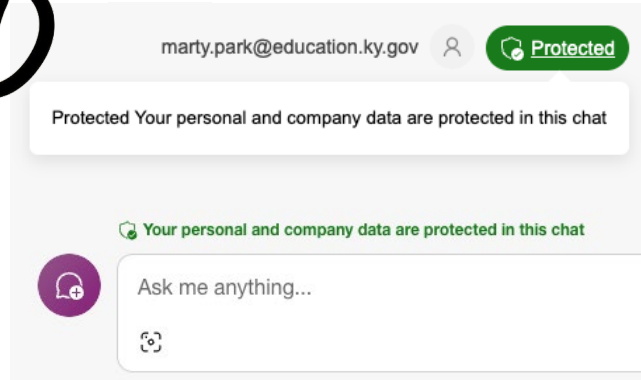
AI Image generated in Adobe Firefly

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kets.news/AI

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What we love most about Copilot ...

① marty.park@education.ky.gov 🛡 Protected

Protected Your personal and company data are protected in this chat

🔒 Your personal and company data are protected in this chat

Ask me anything...

② OpenAI ChatGPT **4.0**

③ Choose a conversation style

| More Creative | More Balanced | More Precise |

④ Learn more 1 🌐 kyschoolreportcard.com 2 ⊕ education.ky.gov 3 ⊕ education.ky.gov 4 🌐 kentuckyteacher.org 5 ⊕

👍 👎 ▢ ↓ 🔊 ● 1 of 30 responses

⑤ ❓ What kind of data is in the photo? | Can you make a pie chart instead? | How long will it take to create the chart?

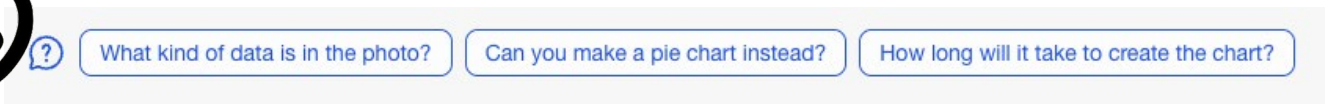⑥ Learn more 1 🌐 kyschoolreportc

👍 👎 ▢ ↓ 🔊 ● 1 of 30 re

W Word
PDF
Text

Adobe

Adobe Express (1)

Adobe Express, is a web-based media design tool. It currently has **three options for using generative AI** in the design process.

Text to image: This allows for writing a short description of a desired image in order to generate a collection of generated photos/art. You can choose specific artistic styles and materials and regenerate multiple images based on the text prompt.
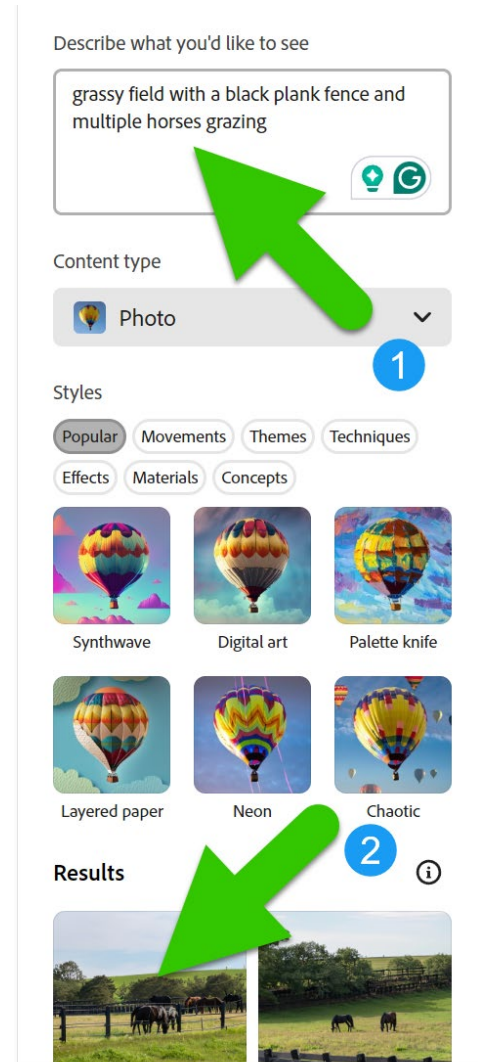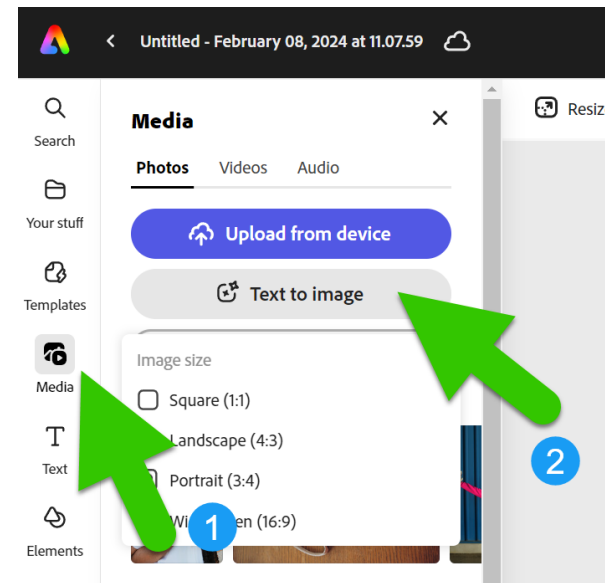
Adobe Express (2)

Generative fill: This allows for replacing part of an image with elements generated by AI. This could be an image in the Adobe catalog or one uploaded to Adobe Express. The user "paints" part of an image, and through a textual prompt, describes what should replace this area.
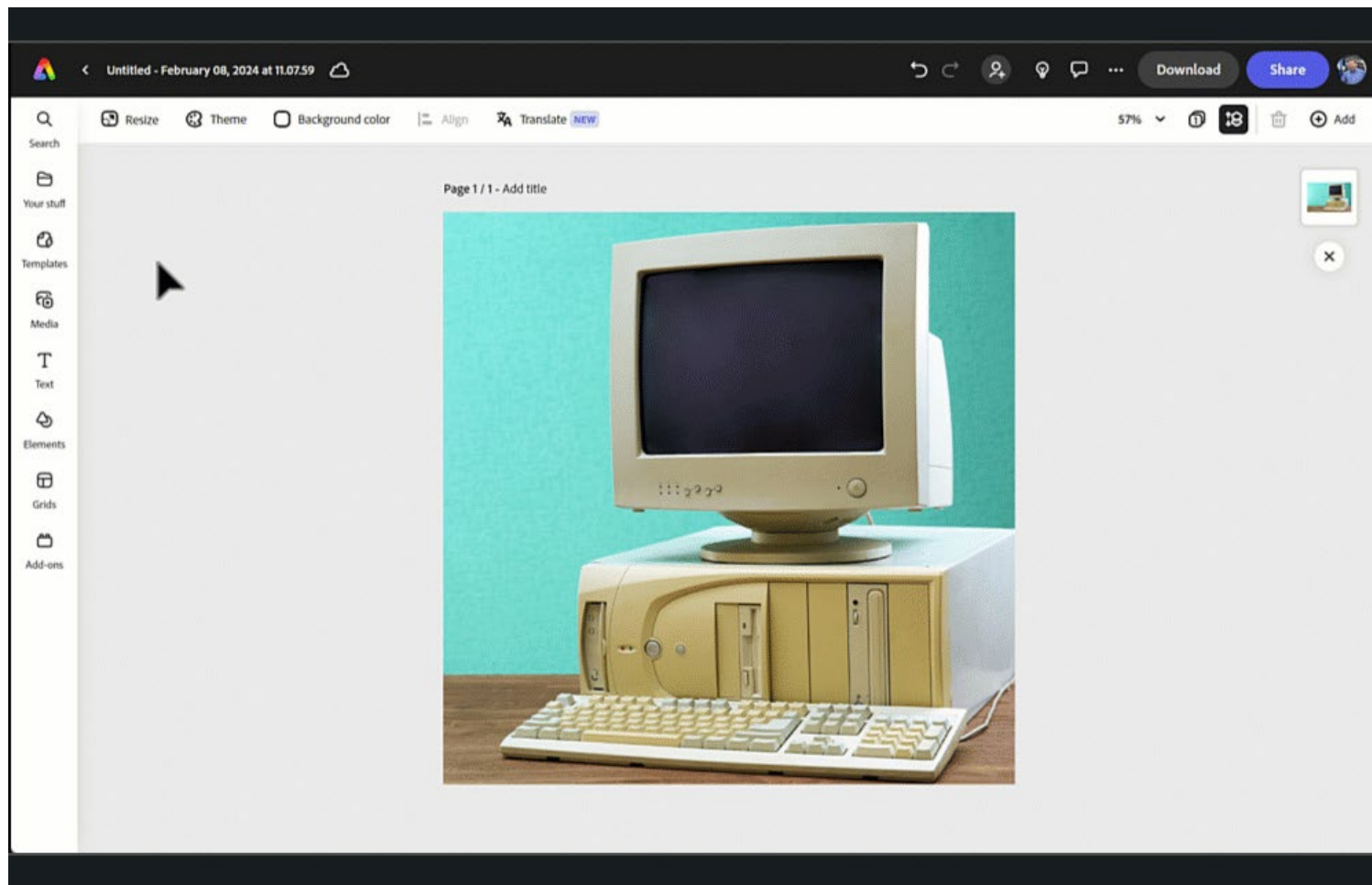
Adobe Express (3)

Text effects: This third AI feature is similar to "generative fill." This tool allows the user to describe an image or texture that will "fill" the contents of text in the design. For example, you could ask that it fill the word "KDE" with books.
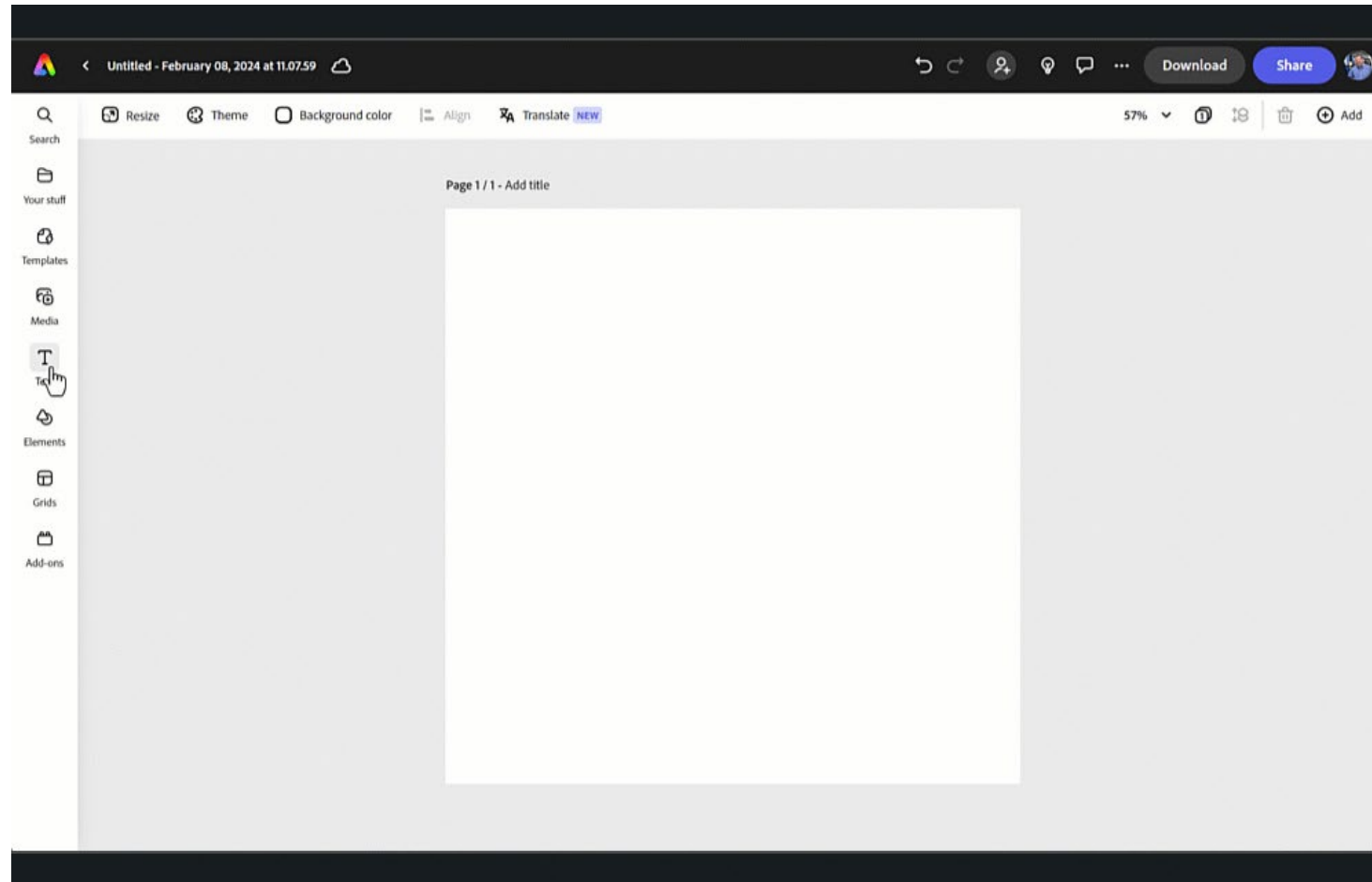
Final Note ...

AI was used in the creation of this presentation.

(... with humans in the loop)

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Extended Learning/Further Reading?

- [Google Cloud Skills Boost: Introduction to Generative AI](#)
- Microsoft: [A Guide to Artificial Intelligence](#)
- Microsoft: [Empower educators to explore the potential of artificial intelligence](#)
- [Harvard: Image Generation with FireFly](#) and this [one is similar, but for text prompts](#)
- Edsurge: [The Critical Power Skills Needed for the AI Era](#)

This [set of guidelines might help get started?](#) Or this [from UK](#)

https://edu.google.com/intl/ALL_us/why-google/ai-for-education/

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IV. Read to Succeed Updates

Christie Biggerstaff, Office of Teaching and Learning, Kentucky Department of Education

Literacy Coaching Model Launch 2024-2025

- Director Christie Biggerstaff

- Assistant Director Ashley Hill

- 5 State Regional Literacy Directors (field staff)

- 24 State Literacy Coaching Specialists (school-based field staff)
  - Placed in schools with "greatest need"

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Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Learning

- Over 4,000 Kentucky educators and administrators in Cohort 1 and Cohort 2 of LETRS professional learning.

  - Cohort 1 LETRS for Educators: 1,868

  - Cohort 2 LETRS for Educators: 2,178

  - Cohort 1 LETRS for Administrators: 201

  - Cohort 2 LETRS for Administrators: 443

- Cohort 3 registration will open in May 2024 and close in August 2024.

What participants are saying about LETRS

Teachers reported an interest in expanding their knowledge and skills around literacy and being able to better help their own students.

- *"I joined because from everything I'd heard it was just so much of a change in teaching, even for veteran teachers."* – 1st-grade teacher

- *"I've always struggled with understanding why some of my 1st graders just can't seem to pick up on things."* – 1st-grade teacher

- *"That's what really interested me—how would I be able to fill in gaps for my kids."* – 4th-grade teacher

- *"The Unit 1 ... all the work with the brain science and everything, it was great to have that come first because then, once you learn the strategies and how to do things, you can look back at how the brain works and really understand—oh, this is why this kid is struggling. So, I think having the basis and working from that has been really eye-opening for me."* – 1st-grade teacher

Administrators, specialists and some veteran teachers reported wanting to provide better support to (other) teachers:

- *"I have a commitment to helping my teachers grow professionally, but also deepening their knowledge so that our students will leave our school as readers."* – Administrator

- *"I wanted to learn more about the science of reading, instruction around reading skills, so that I can support teachers with our curriculum."* – Reading interventionist

- *"I need to be a leader in my position for other teachers who are teaching reading."* – 5th-grade teacher

KY READS TO SUCCEED

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Administrators and Educators LETRS in ONE Word

extensive

informative   enlightening

useful comprehensive   reassuring

eye opening exciting   life changing

instruction   invigorating

KY READS TO SUCCEED

Kentucky Department of EDUCATION

Questions? (1)

Christie Biggerstaff

Director of Early Literacy, Office of Teaching and Learning

Christie.Biggerstaff@education.ky.gov

V. United We Learn Council Updates

Susan Strange and Karen Dodd, Office of the Commissioner, Kentucky Department of Education

Question 1

What does it mean to you when you hear "Deeper Learning," "Project Based Learning" or "Vibrant Learning"?

Council Makeup for Year 2

- ~55 members who meet collectively at least twice a year
- Penny Christian, council chair
- Jim Flynn, council vice chair

Action Taken – April Convening

- Council charter approved
- Jim Flynn elected as council vice chair
- Reviewed Roadmap
- Reviewed Design Principles
- Formed workgroups

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Kentucky United We Learn

KENTUCKY UNITED WE LEARN COUNCIL'S: JOURNEY TO THE MOON

Goal: Approved Reimagined Accountability System — SUMMER 2026
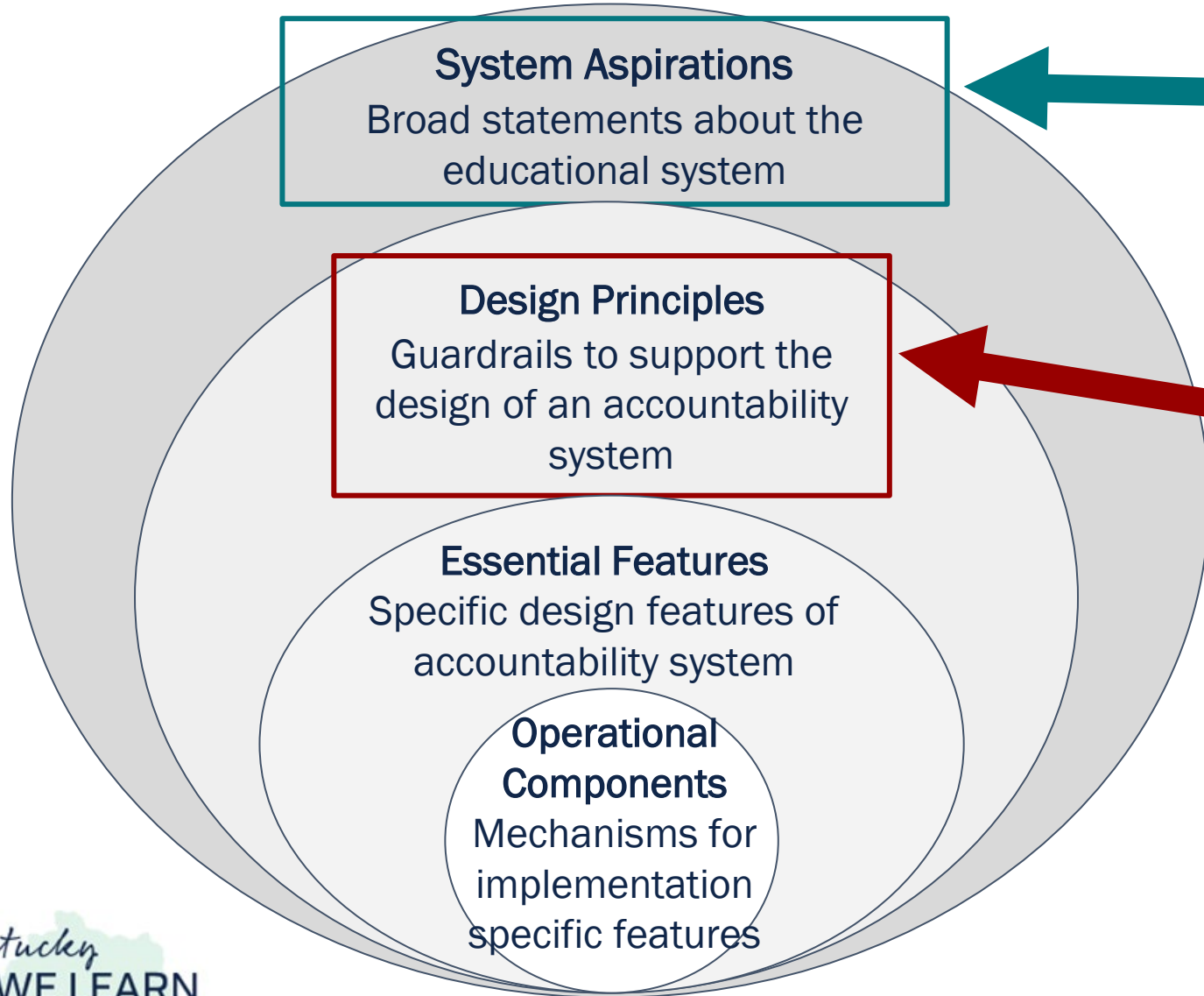
"To build a prosperous Kentucky, we will launch an accountability system that is meaningful and useful to all our learners."

Prototypes Developed (Share, Engage, Revise) — SUMMER 2024

Legislative Awareness — SUMMER 2024

Testing Phase (KDE, Council, Field) — FALL 2024

Council Recommends Accountability Model to *KDE — WINTER 2024

Council and *KDE Recommend Model to **KBE — SPRING 2025

Engage Interim Education Committee — FALL 2025

*KDE - Kentucky Department of Education
**KBE - Kentucky Board of Education

Kentucky UNITED WE LEARN COUNCIL

Design Principles in Context

Moonshot and the Kentucky United We Learn Report

System Aspirations
Broad statements about the educational system

Design Principles
Guardrails to support the design of an accountability system

Essential Features
Specific design features of accountability system

Operational Components
Mechanisms for implementation specific features

Design Principles help us connect and align our aspirations to the selection and design of each component of the Accountability and Assessment system

Kentucky
UNITED WE LEARN
COUNCIL

Kentucky Department of
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Workgroups Formed

- Menu of Options
- Learning with Local Districts
- District Supports for Quality
- Engaging and Communicating with Communities

Menu of Options

Used the design principles to inform a conversation about what we would like the whole accountability system to look like.

- What do we value as professions for our students?
- Align federal and state requirements
- Balance of student growth on screening assessments with authentic performance-based assessments that drive strong instructional practices.

Menu of Options (cont. 1)

- Local system that values other subjects beyond those that are required by the federal/state system.

- Accreditation-like feedback on district quality based on a collection of evidence assembled by the district.

- Space for local districts to design and test accountability systems.

- Transparency, but elimination of labels/ability to rank/public shaming.

Menu of Options (cont. 2)

- Real-time feedback on leading indicators to course-correct and improve lagging indicators.
- Deeper learning indicators are the focal point of the accountability system.

Learning with Local Districts

Working on a tool to support districts while they consider designing their local assessment and accountability systems for key practices being explored in the menu of options to prime and connect districts with each other.

- Mock-up to share with districts to get input and feedback.
- Balance agency guidance and district models.
- Tool that compliments top-down and ground-up.
- Planning an in-person workday to finalize the mock-up and discuss a sharing/testing plan.

District Supports for Quality

Finalize proposed workplan:

- Query the field for what resources are needed.

- Study the innovative districts that have share-worthy resources.

- Landscape analysis of existing resources and identify the gaps.

Engaging and Communicating with Communities

- Keep message paced with roadmap - empathy interview questions will change accordingly.

- Identified stakeholder groups that need to be reached.

- Generated ideas for a plan to continue collecting voices.

- Coordination with other workgroups is essential to ensure we are in the loop as work progresses in order to pivot with our empathy interviews.

Question 2

Do you have a favorite memory from your time in school that you consider a "vibrant learning experience"?

Next Steps for the Kentucky United We Learn Council

- KDE staff and expert partners will work on deliverables between convenings.

- Menu of Options Workgroup meeting in June.

- Meeting with L3s tentatively scheduled for July.

- Summer convening (Menu of Options work session) scheduled for late July.

- Prototypes will be shared with advisory groups and education partners in late summer or early fall.

- Fall convening scheduled for October.

Questions? (2)

VI. Kentucky Academic Standards for Science: Teacher Workshop Opportunity: Supporting Students Sensemaking with Equitable Discourse

Erica Baker and Amanda Prewitt, Science Consultants, Office of Teaching and Learning

Question to Consider

- *What are additional resources or supports that could be used to support educators in implementing the KAS for Science?*

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Standards Implementation Support

NEW Modules

➤ Supporting Students' Sensemaking with Equitable Discourse

➤ Increasing Student Engagement Using a Driving Question Board

Design Features:

o Focuses on a highly effective and commonly used instructional strategy found in high quality instructional resources (HQIRs).
o Provides a curriculum-based professional learning experience symmetrical to the student experience using an Open Educational HQIR.
o Offers considerations for implementation throughout the process.

Science Resources

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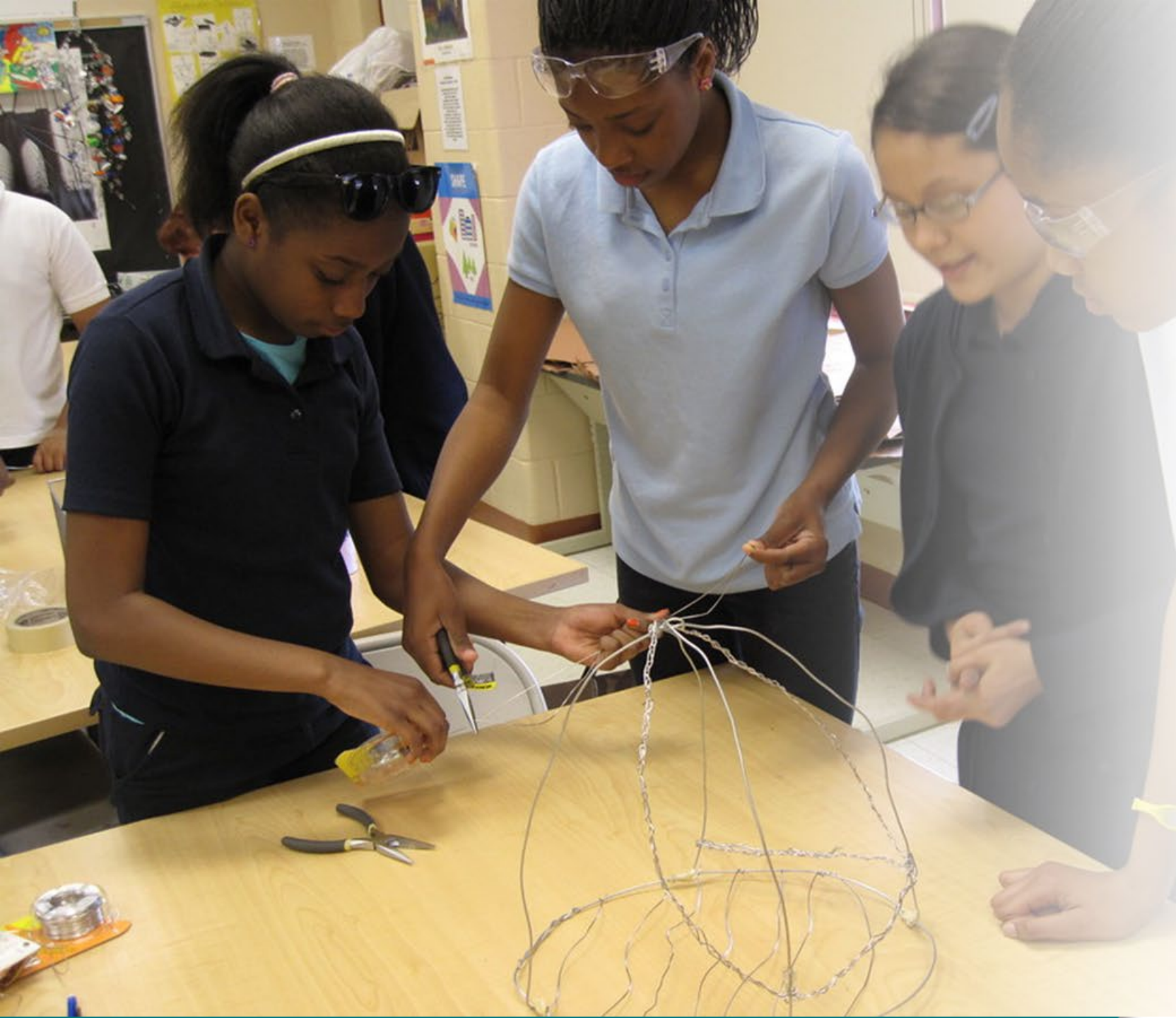
"In three-dimensional learning, communication and collaboration are the gears that drive sensemaking."

(National Academy of Science, 2023 pg. 121)

Supporting Student Sensemaking with Equitable Discourse Module Goals

- **Establish** a learning environment where all students have equitable access and opportunity to learn through discourse.

- **Develop** a collaborative understanding of equitable academic discourse that supports student sensemaking.

- **Examine** why we should use equitable academic discourse in the science classroom.

- **Explore** how both teachers and students contribute to equitable academic discourse.

- Intentionally **plan** for equitable academic discourse.

UPCOMING Science Professional Virtual Workshop

All sessions from 10 a.m. –Noon ET

- Guidance in successful and intentional facilitation of equitable academic discourse

- Four, two-hour synchronous virtual sessions with asynchronous opportunities

- Active participation required in discussions and an adult learning experience symmetrical to the classroom using a high-quality instructional resource

- 12 professional development hours possible at the discretion of the local school/district

- *Register for the Science Professional Virtual Workshop* for FREE by **Wednesday, July 17**.

Monday, July 22

Tuesday, July 23

Wednesday, July 24

Thursday, July 25

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New Module: Improving Student Engagement in the Science Classroom Using a Driving Question Board (DQB)

Goals of Module:

- **Explain** what a driving question board is and understand its purpose in the science classroom.

- **Identify** ways that the driving question board can build a community of learners.

- **Analyze** how a cohesive storyline can be built around an anchoring phenomenon.

- **Generate** ideas for how a driving question board can be used as a formative assessment tool.
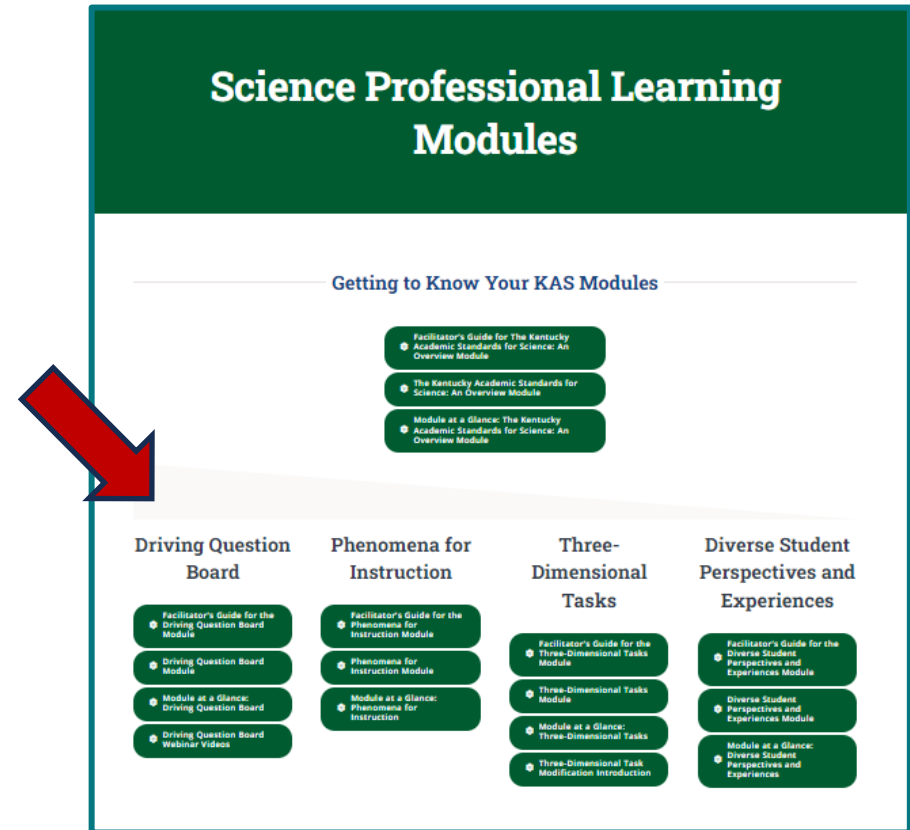
UPCOMING In Person DQB Professional Learning Opportunity

When:

Tuesday, July 9, 9 a.m. -3:30 p.m.

Where:

KEDC Lexington Office

118 James Ct.

Lexington, KY 40505

Register for FREE

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Question to Consider (2)

- *What are additional resources or supports that could be used to support educators in implementing the Kentucky Academic Standards for Science?*

Science Specific Questions

Amanda Prewitt

Elementary Science Consultant

Amanda.Prewitt@education.ky.gov

Erica Baker

Secondary Science Consultant

Erica.Baker@education.ky.gov

Kentucky Department of EDUCATION

VII. Legislative Updates

Jamaal Stiles, TAC Chairperson, Washington County

![Kentucky Department of EDUCATION]

VIII. KET All Star Class of 2024

Melanie Callahan, KET All Star, Laurel County Schools

Welcome to the KET All Strs Program! - KET Education

IX. TAC Application Feedback

Emily Satterly, Office of Educator Licensure and Effectiveness, Kentucky Department of Education

X. TAC Chair Selection Process

Emily Satterly, Office of Educator Licensure and Effectiveness, Kentucky Department of Education

2024-2025 Meeting Dates

Sept.12

Dec. 10

March 11, 2025

June 10, 2025

Kentucky Department of
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XI. Adjournment

Jamaal Stiles, TAC Chairperson, Washington County Schools