



## About the project

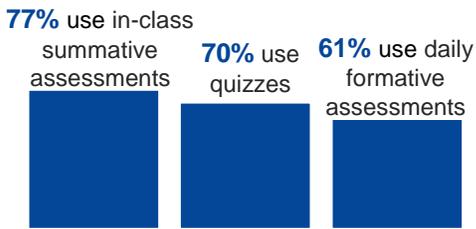
Through teacher fellowships, Hope Street Group aims to amplify teacher voice to inform state and district education policies. In fall 2017, Kentucky State Teacher Fellows held focus groups and disseminated surveys on instructional practices, student support, and employer engagement. **Seven key findings** guided policy recommendations to the Kentucky Department of Education (KDE).

**972** focus group participants  
**3,606** survey participants

## INSTRUCTIONAL PROGRAMS



**1** When calculating student grades, teachers most often use the following:



**2** Many teachers reference the standards when lesson planning, and teachers design standards-aligned classroom activities and assignments.



“I start with the standards when I lesson plan.”

### WHAT CAN KDE DO?

- Consider providing teachers with a bank of formative assessment items.
- Consider guiding local districts as they develop curriculum scope and sequence guides, and supporting them with suggested pacing and timelines.



**3** 95% of teachers incorporate students' culture into their instructional design.



**4** Teachers meet and collaborate, often in professional learning communities, to close the achievement gap.

## STUDENT SUPPORT

**5** Teachers cited the following as causes of school scheduling conflicts that preclude advanced coursework\*:



“Gifted is a ‘special need,’ but our SPED kids get far more attention.”



### WHAT CAN KDE DO?

- Recognize that most teachers provide culturally responsive instruction.
- Consider supporting districts in restructuring their school day to provide more time for student enrichment and teacher collaboration.
- Note that teachers perceive that education in Kentucky prioritizes the needs of low-achieving students over those of advanced students. Consider additional data collection to delve deeper into this concern.

## EMPLOYER ENGAGEMENT



**6** According to teachers, the most critical **employability skills** and **dispositions** for students are:



**7** The most effective skills for building school-business relationships are:



“Reach out to the community and employers. Contact them with opportunities for being involved in schools.”



### WHAT CAN KDE DO?

- Consider discussing teachers' perceptions of employability skills and dispositions with Career Pathways employers and collect their feedback on alignment with workforce perspectives. KDE could then disseminate workforce perspectives to districts and schools.
- Consider sharing resources and strategies for increasing school-business collaboration and communication at the local level.

\*Relatively darker shading indicates more commonly noted themes.