

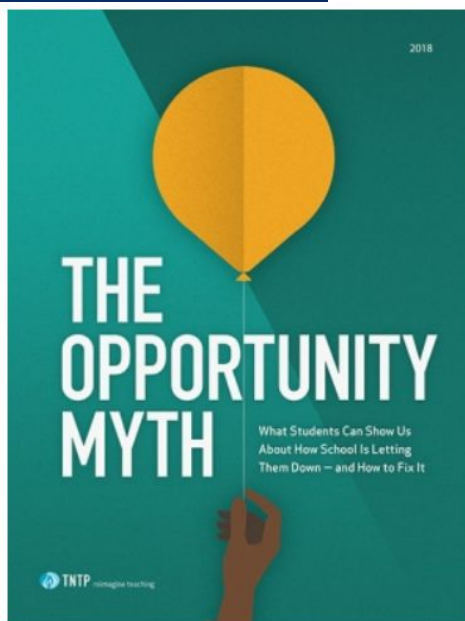


# Busting *The Opportunity Myth*: What is our role?

Office of Educator Licensure & Effectiveness,  
Kentucky Department of Education

# How does our work impact students' experiences in school?

Let's revisit the research report:



# The Research Question:

How can so many students be graduating from high school unprepared to meet their goals for college and careers?

- Nearly **1,000** lessons
- Nearly **5,000** assignments
- **More than 20,000** student work samples
- Nearly **30,000** real-time student surveys



# The findings...

- Almost **90%** of students were doing what was asked of them
- **71%** of the time met the demands of their assignments
- **More than half** made As and Bs
- Yet, students only met benchmark on assignments **17%** of the time



STUDENTS SPENT MORE THAN  
**500 HOURS**

on assignments that weren't appropriate for their grade and with instruction that didn't ask enough of them.

**THAT'S THE EQUIVALENT OF 6 MONTHS**  
of wasted class time in each core subject.



# Teacher Profile

- ★ Teacher should utilize grade-appropriate assignments that provide opportunities to think critically.
- ★ Teacher should provide strong instruction.
- ★ Teacher should facilitate learning experiences that require deep cognitive and emotional investment by students.
- ★ Teacher should hold high expectations for ALL.



*“Teacher expectations* had a stronger effect on student achievement growth than any other factor we studied.”

# ***What is your impact?***



At your table group, choose a resource that your program/ course might most closely impact.

- ★ Grade-appropriate assignments, 30
- ★ Strong instruction, 35
- ★ Deep engagement, 38
- ★ And teachers with high expectations, 41





# Essential Components of Implementation Success

- Teachers & administrators share a **consistent vision** of what good instruction and student learning should look like.
- They share an expectation that students would have access to grade-level assignments and that *students would be responsible for the thinking and the learning* with teachers as facilitators.



Millions of students across the country are *working hard* to get through school, only to find themselves ill-prepared to live the lives they hope for.

They're planning their futures on the belief that doing well in school creates *opportunities*—

—that showing up, doing the work, and meeting their teachers' expectations will prepare them for what's next.



They believe that for a good reason:  
*We've been telling them so.*

**But, it's a myth...**

What is our role in perpetuating these problems?

*All of us bear some*



“Those who have the privilege to know have the duty to act.”

- — Albert Einstein

# Busting *The Opportunity Myth*

Driving professional learning for:

- KDE staff
  - Student Success, Strategic Partnerships and Operational Excellence
- K-12 teachers and leaders
  - Kentucky Academic Standards (KAS)
  - Continuous Improvement
- EPP faculty
  - KEEP mission statement and goals
  - KAS Conference: June 10, 12, 14



IF NOT US  
THEN WHO?



# Implications

When students have regular access to

- Grade-appropriate assignments
- Strong instruction
- Deep engagement
- Teachers with high expectations

*then student achievement improves significantly.*





Good intentions  
are not enough.



*“We call on all adults whose choices affect students’ experiences in school--particularly school, district, and state leaders, as well as external partners like ourselves--to make two core commitments to students and families:”*





# The 2 Commitments

1. Every student should have access to
  - a. Grade-appropriate assignments,
  - b. Strong instruction,
  - c. Deep engagement,
  - d. And teachers with high expectations

*every day, in every class--regardless of their race, ethnicity, or any other part of their identity.*



# The 2 Commitments

2. Every student and family is an authentic partner and should have real opportunities to shape the experiences students have in school, receive accurate and accessible information about students' progress, and have a legitimate role in decision-making.



# KNOW THY IMPACT!



# Educator Preparation, Assessment and Internship, OELE

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