Adam Kronk & Amy Stuart

PROJECT
QUESTIONS

01 In what ways does Summit to Learn communicate the concepts of equity, authenticity, and access to key stakeholders throughout the credentialing process?

02 What are key stakeholders' perceptions of the new credentialing process?

03 **Accessibility**: How accessible and achievable do key stakeholders find the new credentialing process?

04 **Equity**: Do key stakeholders perceive that the new process maintains high expectations for learners and supports them in their growth and development?

05 **Authenticity**: What characteristics of the new credentialing process do key stakeholders perceive as reflecting and honoring the unique aspects of their school community?

Peabody College
Vanderbilt University

Adam Kronk & Amy Stuart

LITERATURE REVIEW

EQUITY

- Two senses of equity are held in tension: **meritocratic** and **egalitarian** (Kyriakides, 2020)
- Continued use of standardized testing perpetuates disparities (Grodsky, 2008)

Peabody College
Vanderbilt University

ACCESS & AUTHENTICITY

- Credentialing processes can be daunting, time-consuming, and anxiety-inducing (Hasbun & Rudolph, 2016)
- Accountability efforts should acknowledge the interactive, complex, and unique systems at play in schools (Eckert & Bell, 2004)

IMPROVEMENT SCIENCE

- Focus on adaptive integration into varied contexts (Bryk et al., 2010)
- Measure causes of effective learning, not just outcomes (Paunesku & Farrington, 2020)

Adam Kronk & Amy Stuart

FIDELITY OF IMPLEMENTATION
(Dane & Schneider, 1998)

01   **Adherence**

02   **Exposure**

03   **Quality of program delivery**

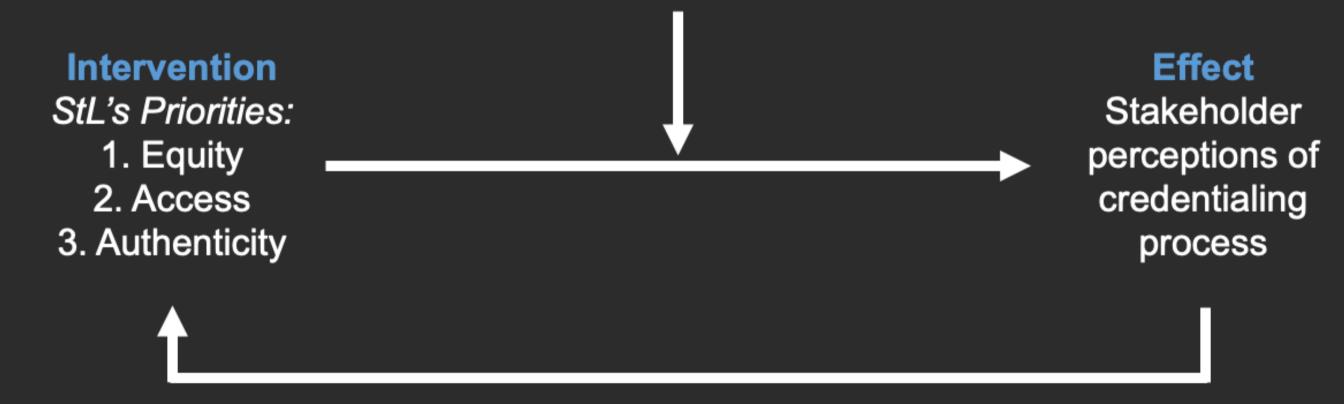04   **Participant responsiveness**

CONCEPTUAL
FRAMEWORK

Peabody College
Vanderbilt University

STUDY DESIGN

Adam Kronk & Amy Stuart

Document review

Annual report, credentialing resources, conference slides and handouts

Interviews (9) and focus groups (2)

Semi-structured

Partner school leaders (purposive sampling)

StL staff (chain referral sampling)

Field observation and survey

Session participants were asked open-ended and Likert-scale questions

FINDINGS

Adam Kronk & Amy Stuart

Project Question 1

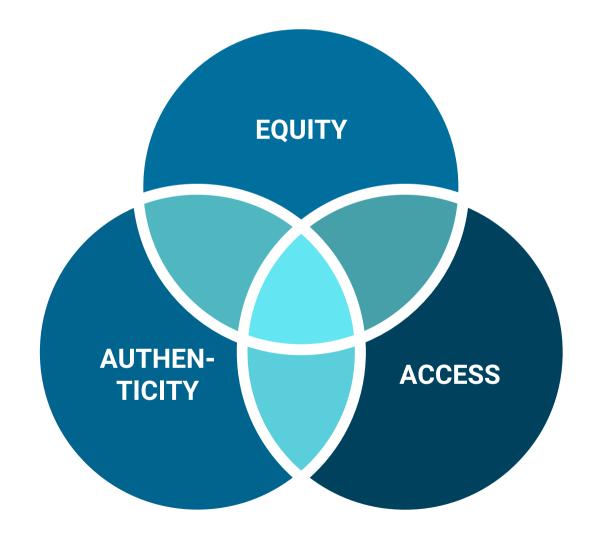In what ways does Summit to Learn communicate the concepts of equity, authenticity, and access to key stakeholders throughout the credentialing process?

1 **The concepts of equity, access, and authenticity are evident in Summit to Learn's communication** as dynamic, complex constructs, but **the current visual representation inadequately portrays the relationships between constructs.**

EQUITY

AUTHEN-TICITY

ACCESS

FINDINGS ⚖️

Adam Kronk & Amy Stuart

Project Question 1

"So, when we were asked to highlight elements of our commitment and work toward equity in our school, we were able to pull a lot of information together to say, here are the conversations that we're having about equity and it starts in the classroom with students, it feels like it's about a sense of belonging"

~StL Credentialed School Leader

(2) **Equity is consistently the leading concept,** and while clearly defined by the organization, StL's definition of the term is incomplete relative to the scope of the organization's work.

FINDINGS 🔓

Adam Kronk & Amy Stuart

3 **Summit to Learn's materials reflect the accessibility of credentialing to all schools**, but this priority is not reflected in the materials most likely to be seen first by potential credentialees; **some initial verbiage is contradictory and may be discouraging.**

"All Summit to Learn partners are encouraged to pursue the Credential over a multi-year journey of continuous improvement for equity."

"Schools should apply for the Credential only if they are seeing impact in all three dimensions against the eligibility criteria."

FINDINGS 🔓

Adam Kronk & Amy Stuart

Project Question 2

What are key stakeholders' perceptions of the new credentialing process?

4

School leaders feel their voices are heard and that they are supported within the credentialing process.

"Every time we've gone through the credential process we've had listening sessions, where they just asked us, how did it go? What did you like, what did you not like? ... there's always that opportunity to provide voice and feedback in terms of: what do you think? How's it going? ... it seems like ... there are iterations ... there's tweaks and those tweaks sound familiar. It's not like where did that come from? ... it feels like it comes from the voices of myself or peers that have gone through that trial and tribulation ... it was constant feedback to the development [of] the version that they're in now."

~StL School Leader

Peabody College
Vanderbilt University

Adam Kronk & Amy Stuart

"One of my new colleagues - she's been around for almost two years now. She was like, I've never been to a credentialed school. I don't even know what that looks like."
~StL Professional

FINDINGS 🔓

5 **StL professionals perceive that they lack adequate tools and training** to effectively shepherd school leaders through credentialing.

"I think the only piece that was missing was having someone who could sort of be that check in or join a meeting like this to be like, hey team, we're well on our way." ~StL School Leader

FINDINGS 🔓

Adam Kronk & Amy Stuart

Project Question 3

Access: How accessible and achievable do key stakeholders find the new credentialing process?

6 **The revised credentialing process feels more accessible and achievable** to school leaders than the past process did.

"What was most frustrating from my perspective, going through the (previous credentialing) process, building the portfolio, all of those things were ... at first it felt like a checklist of things ... I think was most frustrating, checking off boxes."

~StL School Leader

"There's been a lot of changes ... so obviously, feedback was given, and changes were made, and they were for the better."

~StL School Leader

"This credentialing, and this process seems like this is just our time to tell the story."

~StL School Leader

Peabody College
Vanderbilt University

FINDINGS

⚖️ 🔓

Adam Kronk & Amy Stuart

Project Question 3

7 Because the credential criteria are based on outcomes, **a school's implementation rubric score is not necessarily predictive of a school's chances of becoming credentialed.**

"Even with high levels of implementation, it doesn't necessarily catch up with outcomes immediately. And so, where's the gap between implementation and outcomes?"

~StL Professional

"One Principal I worked with ... he wasn't able to get into credentialing ... he tried three times. And he ran this beautiful school. And he was like, I don't need you to tell me that my test scores aren't as strong as the state. I know that."

~StL Professional

Peabody College
Vanderbilt University

Project Question 4

Equity: Do key stakeholders perceive that the new process maintains high expectations for learners and supports them in their growth and development?

8 **Stakeholder perceptions about equity in the credentialing process, as defined by StL, were varied.**

- Some stakeholders expressed concern that the addition of the partial credential and the "beating the odds" analysis, while intended to promote equity, might diminish the status of the credential.

- Some stakeholders expressed concern that the partial credential and the "beating the odds" analysis would lower expectations for all learners, which is contrary to equity.

FINDINGS

Adam Kronk & Amy Stuart

"It's like an honor piece. It's pride, like, we're credentialed because we're implementing the entire model. . . if you're gonna give somebody that credential, it's gotta be the whole thing, you know, and so at first, that was some of that was a struggle in my mind."

~StL School Leader

"I think that beating the odds option that lives within credentialing is actually **counter to equity***. If we know that these odds that exist, and there are these systemic issues that tend to have negative impact, or especially on Title One schools and students, schools with the majority of students of color, to then create a prize for beating the odds, you're naming that you recognize that these odds exist, but you're going to still work in that system, and try and get schools to prove that they can beat those odds, but you know, that those odds are wrong."*

~StL Professional

Peabody College
Vanderbilt University

"As long as I was able to make my claim and support with high quality evidence, then I had the freedom to design how that was rolled out and I really appreciated that because every school is unique in their own way and they all have a story to tell."
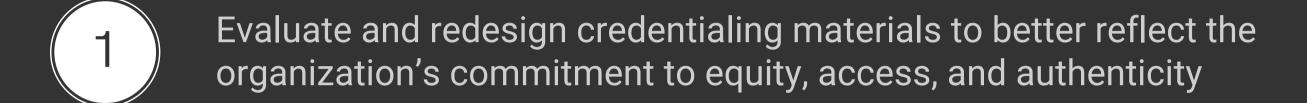
~StL School Leader

Adam Kronk & Amy Stuart

FINDINGS 🔒

9 **Schools have the opportunity to "tell their story," which fosters authenticity.**

Peabody College
Vanderbilt University

Project Question 5
Authenticity: What characteristics of the new credentialing process do key stakeholders perceive as reflecting and honoring the unique aspects of their school community?

RECOMMENDATIONS

Adam Kronk & Amy Stuart

1 Evaluate and redesign credentialing materials to better reflect the organization's commitment to equity, access, and authenticity

2 Maintain continuous improvement practices related to feedback and revision for StL credentialing

3 Provide credentialing-specific training to StL staff who support schools in pursuing the credential
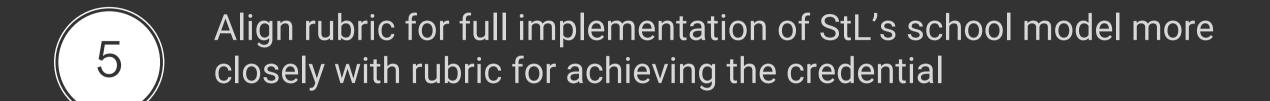
4 Integrate credentialing-related experiences as part of the implementation process for all partner schools

RECOMMENDATIONS

Adam Kronk & Amy Stuart

5 — Align rubric for full implementation of StL's school model more closely with rubric for achieving the credential

6 — Continue to recognize schools who have achieved credential-level impact in one or two dimensions of student achievement

7 — Develop equitable, standardized measures for earning the credential that can be applied uniformly to all schools

8 — Capitalize on framing credentialing as an opportunity for partner schools to "tell their story," to help make the credentialing process feel more accessible and achievable to prospective credentialees

Adam Kronk & Amy Stuart

CONCLUSION

- Strong culture of continuous improvement

- Evidence of equity, access, and authenticity throughout the credentialing process

- An area of further inquiry: examine the Implementation Review rubric and explore the correlation between schools' scores on it and their success rate in achieving the credential