



**2015-2020 Rhode Island Strategic Plan for PK-12 Education:
Prototype 2: Revised Value Statements and New Draft Priorities**

*Draft prototype produced by the Ambassador Design Team on March 13, 2015
Published for feedback March 13 – March 23, 2015*

**REPORT OF THE FEEDBACK ON
“PROTOTYPE 2:
VALUE STATEMENTS and PRIORITY STATEMENTS”**

March 25, 2015

Table of Contents

Introduction	3
High-Level Quantitative Questions	
Five values to guide the strategic plan	5
Rank the priority statements	7
Three priorities with greatest positive impact	8
Missing priority area suggestions	9
Responses to Each Individual Value	
Autonomy	17
Diversity	21
Equity	25
Excellence	29
Personalization	33
Preparedness	37
Responsibility	41
Safety	44
Support	47
Responses to Each Individual Priority	
Personalized Learning	50
Global Competency	53
Early Childhood Education	56
Partnerships	60
Resource Investment	62
Assessment Practices	65
Professional Learning	70
Additional Comments	74

Introduction

Rhode Island's strategic planning process is unique in several important ways, one of which you are experiencing at this very moment. Most strategic planning work goes on for months before unveiling a nearly-complete plan. Our process releases drafts (or "prototypes") early, often, and long before they are complete. This enables our team to collect and act upon feedback throughout the writing process. By the end of June, the planning team will have published and collected feedback on four prototypes.

This second prototype contains revisions and additions to the "values" from the first prototype, which we define as a set of beliefs with profound and enduring meaning that are visible in every major plan priority and in the educational system itself. New to this prototype are the addition of draft priority statements that will organize the plan, building a framework for specific measurable outcomes and actions.

The nine values drafted by the Ambassador Design Team are (in alphabetical order by value):

- **Autonomy:** In our education system, Rhode Islanders value earned autonomy to make innovative decisions in response to student needs as we work toward shared values.
- **Diversity:** In our education system, Rhode Islanders value multiculturalism as a strength and asset of our schools and communities to prepare students for global citizenship.
- **Equity:** In our education system, Rhode Islanders value equitable distribution of resources and opportunities based on the individual needs of every student to support excellence.
- **Excellence:** In our education system, Rhode Islanders value excellence to ensure the success of all students.
- **Personalization:** In our education system, Rhode Islanders value individualized learning experiences to ensure the attainment of every student's success.
- **Preparedness:** In our education system, Rhode Islanders value learning opportunities where students develop both the essential skills and knowledge to prepare them for future success.
- **Responsibility:** In our education system, Rhode Islanders value the shared responsibility of students, educators, parents, communities, business, and higher education for ensuring the success of every student.
- **Safety:** In our education system, Rhode Islanders value schools where students can effectively learn in safe and secure surroundings.
- **Support:** In our education system, Rhode Islanders value communities, families, and schools partnering together to ensure student success.

The seven priority statements drafted by the Ambassador Design Team are (in alphabetical order by statement):

- **Personalized Learning:** Design rigorous, interest-based learning experiences, school structures, and college and career pathways to achieve excellence.
- **Global Competency:** Educate students to be globally competent through the exposure of diverse cultures and languages.
- **Early Childhood Education:** Ensure access to developmentally appropriate state funded early childhood programs to prepare students for kindergarten.
- **Partnerships:** Fostering partnerships between students, educators, families, community agencies, and businesses will ensure student success.
- **Resource Investment:** Intentionally invest resources to deliver educational opportunities that prepare students for success.
- **Assessment Practices:** Streamline current assessment practices at the state and local level to ensure valuable information (data) is collected to inform and improve curriculum and instruction.
- **Professional Learning:** Support job-embedded professional learning for all educators focusing on the students in their classrooms.

The feedback window for this prototype lasted from March 13 through March 23, 2015. A total of 373 feedback responses were collected for this prototype.

The feedback survey was organized into two sections: a short section with high-level quantitative questions focusing on the values and priorities as sets and overall, as well as a space for respondents to suggest additional priorities, and a detailed feedback section where respondents rated each value statement and priority statement and had the opportunity to comment or suggest changes for each. At the end of the short section, respondents were given the choice to continue on to give detailed feedback or to submit their answers and exit. Forty-five percent of total respondents chose to provide detailed feedback. All respondents were given an opportunity to share any additional comments and to indicate if they would like to be notified when the next prototype was released for feedback.

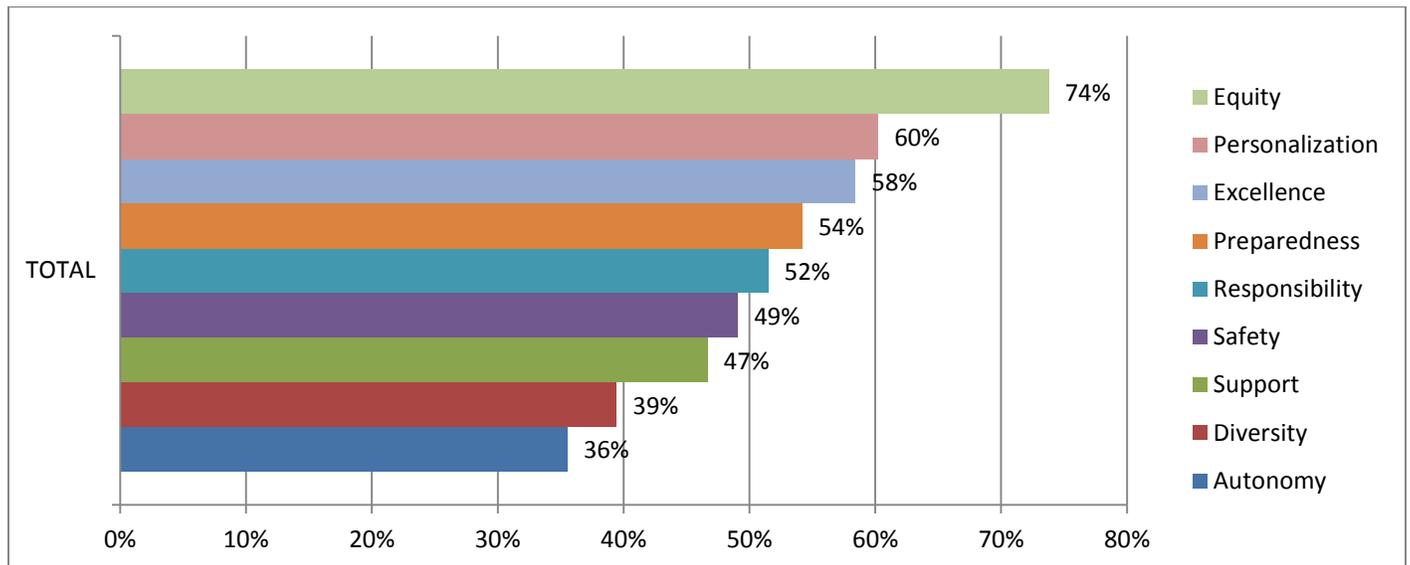
This report will first review the responses to the questions in the short section, then cover each individual value and its statement, and then each individual priority statement.

High-Level Quantitative Questions:

Five values to guide the strategic plan:

Respondents selected up to five values that they thought should guide the development of the strategic plan for education in Rhode Island.

The chart below displays the percentage that selected a particular value.



A list of all comments is below.

We missed the main component of education... STUDENTS. This is so corporate and cold. It's also not written so that my grand mother or any non educator in the public can embrace them.

I don't think excellence can be taken out but I wish it could be grouped/incorporated with something else. It loses some steam for me as it is written.

PREPAREDNESS This should be the ONLY value because it incorporates the essence of all of the others and it the message is clear: future focused and not limited to the immediate future-could be next 1000 years personalized-what ever student needs to prepare them for their future (different for each student) defines excellence-their future success addresses global citizenship because the future will require a global perspective safety is required to provided these types of effective learning opportunities community responsibility for student learning is embedded in preparation support for ensuring student success is embedded a positive, outcome-based statement that answers the most important question "Why go to school?"

If you ADT is intent on retaining these as "Values," Responsibility and Support could be merged, but, as was discussed in our last meeting, "values" should be the reasons we send our children to school, and these items should be "Priorities" toward meeting those values.

In the SRT, a bunch of folks talked about putting the student at the center. While I'm not convinced that the example (we value students who are...) is actually a value statement, I think that is a vision statement (goes before the values statements). But I reworded a few of the values statement names to more explicitly reference students. Consider also adding a vision statement about what we want for our kids... My (current) ideal vision and values statements: Vision: We, as Rhode Islanders, envision an education system that enables every student to... [tbd] In our education system, Rhode Islanders VALUE: 1. Preparing Students for Individual Success We value high-quality, personalized learning opportunities that enable students to develop the essential skills and knowledge needed to prepare them for future success. 2. Equity of Opportunity for All Students We value the fair distribution of resources and opportunities so

that every student has access to safe schools, caring adults, relevant classes, and engaging extra-curriculars that enable them to learn and grow according to their individual needs. 3. The Power of Our Diversity We value our differences as a source of strength in our schools and communities, as well as a powerful asset as we prepare our students for global citizenship. 4. Our Shared Responsibility for Our Students We value the shared responsibility of students, educators, parents, communities, leadership, business, and higher education to support the success of every student.

After combining and adding - came up with these 5 values: EQUITY – RI values fair distribution of resources to ensure equal opportunities and adequate supports based on the individual learning needs of every student in order to ensure their success. DIVERSITY – RI values acceptance and respect of all individuals by viewing culture, national origin, color, religion, socioeconomic status, sexual orientation, disability or ability as strengths and assets within our schools and communities that prepare students for global citizenship. EXPECTATIONS – RI values high expectations for students that are also achievable, developmentally appropriate and sensitive to individual learning styles in order to ensure each student achieves to their highest potential. OPPORTUNITY – RI values high quality learning opportunities that provide students with both the essential skills and knowledge to prepare them for their future. RESPONSIBILITY – RI values the shared responsibility and collaboration of students, parents, educators, communities, government, business and higher education for ensuring the safety, support and success of every student.

We don't need so many values. Keep it simple. Keep it focused on the students.

Could there be some focus on "out-of-school" learning?

The think PREPAREDNESS is really the overall top value. It is the umbrella that works for everything else. future success can be success for tomorrow's class, for next year's grade level, to the next school or graduation. All students need to be prepared for the next step in life. It encompasses excellence because the students develop skills- whether they are a special education students or 1st in their class, the student will be prepared for future success. It cover equity as all students- regardless of income, need to be prepared for the future. The statement will cover safety as no student can learn in an unsafe environment. It should be the one value statement & then the other items can be priorities. Right now there are too many values & priorities to be realistically achievable.

It is clear that the ADT has revised values greatly based on the feedback from the field.

The values seem too vague at this point. We found ourselves making different assumptions about the values because of the lack of specificity.

Consider replacing Excellence with Quality; we think excellence seems too vague.

Once the priorities are selected, it might be helpful to go back to the values and see if the values really are things that are important to us and are reflected in priorities. Do we really value Excellence, Autonomy, and Safety if they are not reflected in the priorities?

Consider combining some values that are very similar, such as:

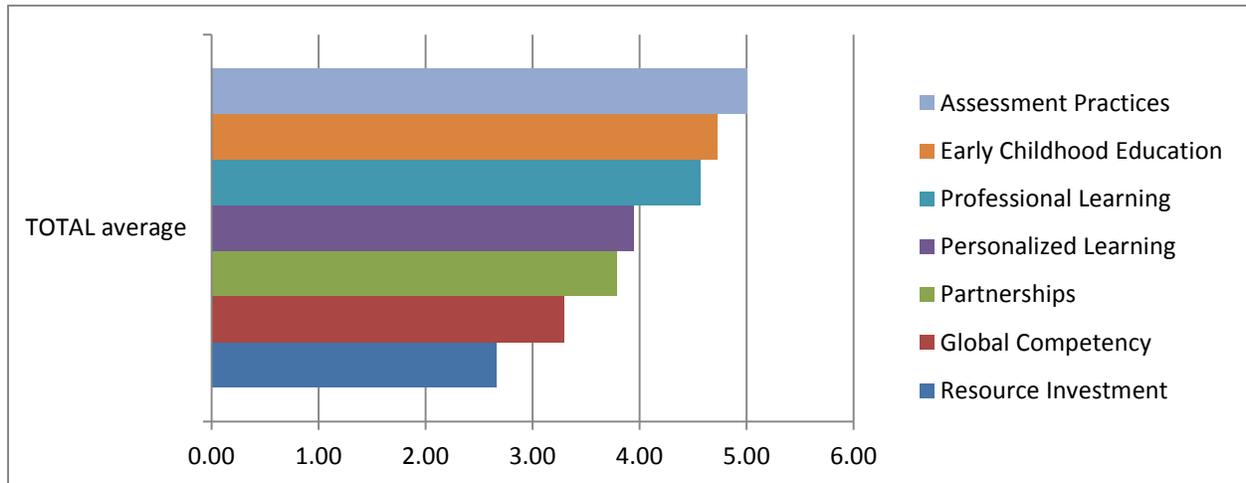
- Responsibility and Support
- Excellence and Preparedness
- Equity and Diversity
- Equity and Personalization

1. arts/creativity 2. love of learning 3. literacy 4. problem solving 5. critical thinking 6. interpersonal and social competency (includes diversity, leadership, collaboration) 7. physical and emotional health (includes managing crisis and challenges due to circumstances, stress, or disability) 8. rich and varied educational opportunities 9. good citizenship, locally, nationally, and globally 10. expectations that are developmentally appropriate. I find pretty much all the values listed on the survey to be vague and empty. "Excellence"? What does that mean? Who would aim for mediocrity? This whole set-up asks survey takers to ratify a set of "values" and "priorities" that have already been determined but that strike me as all but meaningless. I have a PhD in the humanities and am a professor in a local university, and I don't know what half of these things mean without context. "Diversity"? What does in mean in practice to value diversity in schools? What kind of diversity are you prepared to support or foster?

Rank the priority statements:

Respondents ranked the priority statements from 1 to 7 (1 being the most important) in order of importance to improving PK-12 public education in Rhode Island over the next five years.

The chart below shows the list of total priorities as ranked overall by the weighted average each priority received.



A list of all comments is below.

Overall, we thought priorities need to be more clearly defined.

Some priorities might better be identified as strategies.

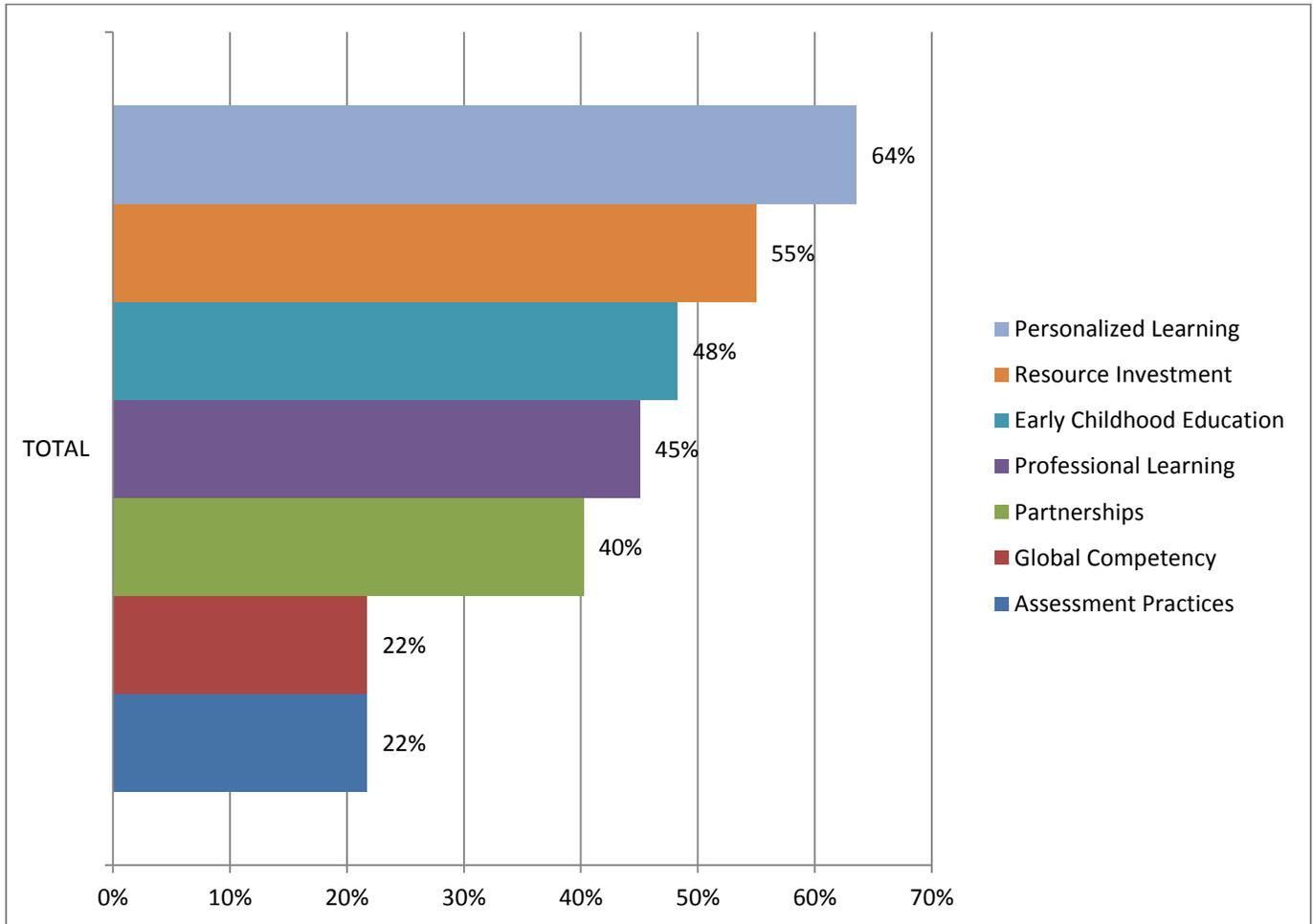
Where are the values of Excellence, Autonomy, and Safety reflected in these priorities? Consider revisiting values after priorities are finalized to ensure that values and priorities complement each other. We would expect a value to be reflected in one or more priorities.

Three priorities with the greatest positive impact:

Respondents selected up to three priorities from the list in response to the following question:

“If you could only choose three of these priorities, which three would you choose to work together to produce the greatest positive impact?”

The chart below displays the percentage that selected a particular priority.



Missing priority suggestions:

Respondents reviewed the priority statements as a group and then responded to this prompt:

“If you think there is a priority area that is missing from the above set, please use the space below to suggest a priority statement.”

When crafting their suggested priority statement, respondents were asked to use the following "Yes Test":

- **Test 1: Does it act as an umbrella for more specific actions?**
(In other words: it is not a component of a broader transformational idea.)
- **Test 2: Is it current AND future facing?**
(It needs to be both aspirational and audacious. It balances problem solving with pursuing a vision for transforming the system. It has a basis in reality and aspires toward the future.)
- **Test 3: Is it informed?**
(Based in data and grounded in best practices. It is visible in the community's beliefs.)
- **Test 4: Is it actionable?**
(It is clear that a specific action is being taken. You can picture the action taking place.)

Most respondents suggested a missing priority statement. Other respondents used this space to give additional comments about the prototypes or process, which are included in the “additional comments” section later in this report.

A list of all suggestions is below.

Accountability/Transparency

Accountability Ensure accountability at every level of education to ensure that all voices are heard and the educational process is transparent

Over the next five years, create and implement a system of absolute transparency that will evidence process and progress towards achieving the priorities set forth in this strategic plan.

Arts/Athletics/Well-rounded Students

I don't know how to quite write it, but there is a piece in all this regarding the arts and athletics that I believe help create the well-rounder learned I'd like to see be the "model successful Rhode Island student." It may partially fall under personalized learning.
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Arts and music

Exposing students to a wide range of literature, math, science, social studies and current events offers the best chance at developing a well rounded citizen. False choices of preconceived solutions may provide benefits to those orchestrating this corporate education reform movement. Any of you reading this owe the citizens of this state the integrity and honesty that we deserve. Everyone has a choice to make. Please make yours count.
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Critical Thinking/Problem Solving/Real World Skills

Educate students on how to be proficient problem solvers and independent creative thinkers that will positively contribute, enhance and succeed in a growing global economy.
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We need to move from an educational system that focuses on facts and concepts to one in which students are involved in solving authentic problems that connect to them and engage them. This can include aspects of personalized instruction but is much bigger. An education such as this prepares students for a world that does not exist. For example, we not only study ancient Egypt but the Arab Spring, not just the pyramids but whether we should continue to give foreign aid to Egypt.
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Curriculum and Assessment

Develop And implement common curriculum resources and assessments to ensure a consistent learning experience for
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each and every student in RI.
Assessment Practices Streamline current assessment practices that address individual student growth over time at the state and local level to ensure valuable information (data) is collected to inform and improve curriculum and instruction. Professional Learning Support job-embedded professional learning for all educators focusing educators needs to ensure the success of all the students in their classrooms
Rhode Island's public education system should prioritize personalized learning, global competency and assessment practices in order to achieve overall excellence by teachers, administrators and students alike.

Early Childhood

While I understand the need to focus on early childhood education, I believe there is a broader transformational idea. There needs to be a priority that recognizes all parts of a early childhood-young adulthood education system. This could encompass pieces of our current system and illuminate areas that need specific attention/focus such as elementary education. Instruction, assessment and community engagement practices need to be connected across the grade spans/schools. It is not happening to the fullest extent that it could be at neither the state nor local levels.
Family Engagement Actively engaging families in their children's learning and success. The Whole Child Working with educators, families and communities to teach to the whole child, from PreK to grade 12. Early Childhood should be an embedded priority throughout, and not a stand alone category. The same is true for assessment. To me, they are focus areas under priorities. I ranked EC and assessment above only because it was required to submit the survey.
Ensure access to developmentally appropriate state funded early childhood programs to prepare students for kindergarten.

Educator Respect/Quality

Add Educator Quality and Support
Having prepared, high quality, effective educators would address many of these priorities. If a teacher is teaching well, then we would expect to see Personalized Learning, Global Competency, and High-Quality Assessment Practices. Why are these three pulled out as separate priorities?
Promote teaching as a profession worthy of respect and of compensation commensurate with its importance. Encourage new people to enter the profession and reward them for remaining in the profession. Treat certification as with other professions, with evaluation and retention of certification based upon evaluations by students, parents, administrators and teachers, with all decisions made by a local Professional Standards Committee with appeals and reviews handled by a state Board of Educator Certification, comprised of students, parents, teachers, and administrators.
Whole Child Consideration: Create a culture that values students' mental and physical well being as critical components to a students academic success. Teacher Readiness: Create a culture where teachers support each other's learning and cooperate with each other so their individual strengths and talents combine to give students the access to a better education that meets their learning style and the students don't have to adjust each year based upon how their new teacher does things.
Educator Quality and Support - Ensure that educators provide students with high quality, engaging instruction and provide job-embedded professional learning to all educators
Evaluation of educational policies and practices: Our educators are working hard every day and many are burning out or finding that their focus is not on their love of imparting knowledge and guiding development, but on paperwork or other tasks which may or may not support the actual goals for the students. This is especially true of Special Education where the paperwork involved in implementing supports can be prohibitive of getting students what they really need. Although some changes could only be accomplished on a national level, it would be good to investigate and share which practices seem beneficial and which tasks could be streamlined or skipped to allow more time for educating.
Professional Learning needs to be redone to address the entire human capital system. This needs to address educators from their preparation through hiring and onboarding through support/growth to mastery and retirement
Ensure that there is a highly effective teacher in every classroom and a highly effective principal leading every school.

The current teacher evaluation system is poor- it is very time consuming and actually takes away from educator's ability to do their best work in the classroom. It needs to be dialed WAY back. Additionally, it is unclear what you mean by the statement related to assessment above. The PARC is a poor test. Huge amounts of classroom time is being taken for test prep, and the test is a very poor measure of student's abilities. Also, teachers should NOT be evaluated by test results. Makes them have to spend a disproportionate amount of time in test prep, and is completely unfair to make a student's performance on a test the measure of a teacher's skill.
High-quality instruction. High quality instruction that leads to maximum learning for each and every individual student so they can achieve personal success and satisfaction in their lives. This requires professional development, digital literacy, flexibility and personalization, experiential learning, instruction in basic and advanced academic, social and emotional skills in a safe and caring environment. In life, social and emotional competency is just as, or perhaps even more, important than academic skills to function in the workforce and with family and friends. (High quality instruction is much more than professional learning.)
Assessment Practices Streamline current assessment practices that address individual student growth over time at the state and local level to ensure valuable information (data) is collected to inform and improve curriculum and instruction. Professional Learning Support job-embedded professional learning for all educators focusing educators needs to ensure the success of all the students in their classrooms
One priority I would like to see is a full-time certified school librarian in each public school building. Senator Jack Reed is very very supportive of school libraries, and I would like to see our districts so encouraged to improve this important area. There has been much research proving that school librarians help improve scores of students in the area of reading.

Equity

Student equity and student centered learning
Address the inequities inherent in living in poverty such that children living in poverty are afforded the same opportunities as their more well off peers.
Fund Distribution: Reevaluate current funding for schools and how to better allocate funds for efficiency and effectiveness in high student achievement.

Family/Community Involvement

Family Involvement and Communication Practices
Family Engagement Actively engaging families in their children's learning and success. The Whole Child Working with educators, families and communities to teach to the whole child, from PreK to grade 12. Early Childhood should be an embedded priority throughout, and not a stand alone category. The same is true for assessment. To me, they are focus areas under priorities. I ranked EC and assessment above only because it was required to submit the survey.
THERE SHOULD BE SOME PARTNERING WITH BUSINESS/CORPORATIONS/PLACES WHERE STUDENTS WILL WORK ONCE THEY GRADUATE. THE BUSINESSES CAN IDENTIFY SKILLS WHICH STUDENTS NEED FOR EMPLOYMENT. STUDENTS WILL BE MORE DETERMINED ABOUT THEIR LEARNING.
Provide training and support for parents to position them for optimum effectiveness in guiding the development and education of their children. Available on a voluntary basis should be English Language acquisition, academic skill development, occupational training and career development experiences, financial literacy. Others can be added at parent's request. Music and The Arts participation, performance, and/or appreciation courses and experiences integrated into the curriculum and school day, pre-K through grade 12. Student shared responsibility, age and grade appropriate, for their educational choices, behaviors, and goals. Schools and personnel involved in the educational decision making process will give priority attention to consideration of the students' and families' knowledge of educational resources, options, and choices; motivation to attain knowledge and skills that may result from participation, time, and effort devoted to formal education; and their perception success and possible pathways toward its attainment.

Global Competency/Future Prepared

Ensure that graduates from the RI Public Schools have the opportunity to develop the skills necessary to compete in an international marketplace.
Global Competency: Educate students to understand Rhode Island and United States histories (both good and bad) so that they can then better understand the diverse cultures and languages of the world making them informed at the local, national, and global levels and therefore better citizens of the world. To me the missing part of this statement is history as understanding history at all levels is a necessity to make the person globally competent.
Rhode Island's public education system should prioritize personalized learning, global competency and assessment practices in order to achieve overall excellence by teachers, administrators and students alike.
Prepared for future economic success American Government Competency
Successful Transitions: Prepare all students and graduates to succeed in the next stage of their education and career: prekindergarten to elementary school, high school to postsecondary education or careers, adult education to careers (could replace Early Childhood Education Consider broadening "professional learning" to Teacher Quality Consider broadening Assessment Practices to Accountability or Quality Assurance

High Expectations/Growth Mindset/Self Sufficiency

Rigor/ high expectations
Did ADT consider expectations? (Which could include excellence and equity)
Priorities: No rigor or high expectations; no maximizing student growth and potential
Growth Mindset: Intentionally advocate a growth mindset throughout Rhode Island schools.
Expectations - Promote student expectations that are high, achievable and developmentally appropriate for all grades while sensitive to individual learning styles. This could be a priority or a value statement.
Students need to become responsible for their learning starting from grade 1 so that they may be successful throughout life.
Empower each and every student to become a self-sufficient learner using multiple pathways to reach success
High Expectations/Culture of College: (I see an excellence option in number 2 but not 3,4) but in order for students to be successful and matriculate into college, they need to be highly challenged and held accountable for their work. RI has not generally held high standards for students. From Kindergarten students should be thinking about college and their future plans, but I often find that in RI, students are discouraged by guidance counselors and teachers. This comment can also fit under Culture. The school culture in RI needs to change.

Innovation

Where is innovation? Where is responding to where things aren't going well? Where is a way of continually increasing effectiveness?
Innovation - Allow flexibility in school management and design to support innovative approaches to education that can be replicated on a larger scale if successful.
Commitment to constantly improving practice and outcomes

Mentorship

Partnerships between grades.. mentor-mentee. Older students are born teachers of their younger siblings...foster that.
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Personalization/Flexibility

I think that with a personalized learning approach, all of the other areas would be covered.
RESILIENCY: the educational system should foster flexibility in its instruction, curriculum, civic relationships and expectations so as to foster positive conditions for sustained systemic growth over time
Rhode Island's public education system should prioritize personalized learning, global competency and assessment practices in order to achieve overall excellence by teachers, administrators and students alike.
Our teachers have worked hard to diversify their instruction to meet the needs of our population. We have been

encouraged to do so. Our assessment should then be diversified to meet the students where they are.
Data-Informed Decision-Making seemed to be missing from both values and priorities.

Resources

Demand Resources: Demand financial resources from elected officials at local, state and federal levels.
Invest in educational infrastructure (schools, technology, textbooks, libraries, support staff [psychologists, teachers aids]) to show that the community values education and that students feel valued.
Revise the BEP to include "Certified Library Media Specialist" where "Library Program" is found. A library program can't do or perform without a librarian.

School Choice

School choice
School choice. Because it is one way to diversify schools and competition raises the bar.
School choice is a critical component to K-12 education that is missing from the above list. It is imperative that families and students have choice in their education. Not every school is for every student and to suppress their right to choice is a disservice.
School choice is very important to me and my family. Partnerships need to be created between charters and regular public schools. There seems to be a huge divide in which money seems to be the main cause.
I strongly suggest school choice. If you need further reasoning for this extremely important priority, feel free to connect with me.
SCHOOL CHOICE
School Choice is essential to find the best match for students to maximize achievement.
Provide school choice. Through the use of choice all students will have opportunities to be engaged in a rigorous, individualized instruction.
Allowing all students in RI to have access to the school of their choice.
Encourage and invest in a portfolio of options to provide families with choice within districts, outside of districts, and through public charters and mayoral academies.
yes test--- I am really concerned that school choice is not a priority in the state. I would highly recommend adding school choice as an important consideration as RIDE moves ahead with strategic planning that is truly inclusive.
Parental choice and charter schools should be a priority for Rhode Island.
School choice for parents
Mental health and social/emotional needs of students;
Evaluation of educational policies and practices: Our educators are working hard every day and many are burning out or finding that their focus is not on their love of imparting knowledge and guiding development, but on paperwork or other tasks which may or may not support the actual goals for the students. This is especially true of Special Education where the paperwork involved in implementing supports can be prohibitive of getting students what they really need. Although some changes could only be accomplished on a national level, it would be good to investigate and share which practices seem beneficial and which tasks could be streamlined or skipped to allow more time for educating.
High Quality School Public School Options, and Support for Public Charter Schools
There needs to be a more explicit focus on choice and parental involvement.
Attention to Health and Safety of all children
Create a dialectic between traditional public schools and public charter schools so that we are sharing best practices, curriculum resources, AND assessment data so that we are all growing together.
1. arts/creativity 2. love of learning 3. literacy 4. problem solving 5. critical thinking 6. interpersonal and social competency (includes diversity, leadership, collaboration) 7. physical and emotional health (includes managing crisis and challenges due to circumstances, stress, or disability) 8. rich and varied educational opportunities 9. good citizenship,

locally, nationally, and globally 10. expectations that are developmentally appropriate. I find pretty much all the values listed on the survey to be vague and empty. "Excellence"? What does that mean? Who would aim for mediocrity? This whole set-up asks survey takers to ratify a set of "values" and "priorities" that have already been determined but that strike me as all but meaningless. I have a PhD in the humanities and am a professor in a local university, and I don't know what half of these things mean without context. "Diversity"? What does it mean in practice to value diversity in schools? What kind of diversity are you prepared to support or foster?
I would add choice to the list of priorities. As all schools are not for every child, allowing parents a viable choice for their child's education allows for a more diverse, creative and cooperative atmosphere for all.
Access. Students and families should have the opportunity to access high quality schools, regardless of city or assigned school.
Support increased access to public school choice and foster partnerships between charters and districts in order to improve outcomes for all students.
There is nothing in here about making school choice a priority here in RI. If it were not for the charter school options here in this state our family would have moved to another state by now.
School Choice is no where in the plan. Definitely needs to be a component of the plan.
I believe parents should be empowered with choice. A choice in school environment is the most important aspect of a parents role in education. That choice can come in the form of rich and diverse charter school options. It can come in the existence of parent triggers imbedded within the school system. But most importantly parents need to have an empowered voice in their children's education. It is a parents voice that will lead RI education toward the future our state deserves.
RIDE needs to fully understand that not every family or every child is the same and therefore not every educational system will work for every student. At the end of the day, parents need to decide what is in the best interest for their child and their family. That means ensuring all parents understand the similarities and differences in school options - traditional public, charter, private, vocational, montessori, etc. RIDE must also be the leader in creating positivity between individuals who choose other school options. It seems that the environment surrounding education in RI is full of negativity and hostility. Instead of doing what is right for each student and then our greater community it's becoming an us vs. them mentality - nothing good comes from negativity.
Parental choice / school choice
Promote parental choice! Every student needs a great school! Empower teachers!
School Choice - families must be informed of and able to have access to multiple school options to effectively match their child with a best fit school
What's missing is a focus on schools themselves. We need <u>excellent</u> schools: choices for families. Families should not have to luck out in a lottery or send their children to a private school in order to have a quality educational environment for their children. We have to focus on this. We cannot have an entire municipality with virtually no quality options.
I believe that a priority area that is missing is specifically outlining "school choice". School choice does act as an umbrella for more specific actions and is current and future facing. The data shows that charter schools are outperforming traditional public schools in Rhode Island. With such positive results, how can we not identify charter schools as having a major impact on public education in Rhode Island? Not only are charter schools producing higher educational outcomes for students, but they are partnering with traditional public schools to help boost achievement in neighboring communities as well. Parents deserve the right to choose where their children should go to school, regardless of zip code. All students deserve the best education possible, and I believe that Rhode Island should recognize the power of school choice.

School Environments

create school environments that are well-maintained and staffed by competent, caring individuals.
Support students with IEP's in special education to ensure their academic, social emotional, and functional needs are

being met.
Place-based education. Engaging students in real-life experiences to learn content - in their communities, in their natural environment.
Provide Facilities that foster a learning environment

Special Populations

You continue to IGNORE kids with disabilities who do not fit into your mold!!! Cannot WAIT for someone with a clue to head education in RI.
Diversity does not just mean cultural but needs based with the rise in special education support (increased number of IEPs and 504s) as well as the intermingling of resources (charters and traditional schools working together to support the CHILD)
Low income, non-English speaking parents should receive educational support in order to promote school success for their children.
Support students with IEP's in special education to ensure their academic, social emotional, and functional needs are being met.

Social/Emotional/Physical Student Health and Wellness

Social and emotional learning to teach students to manage and understand the impact of their behavior in class and on job
School Climate, and Social and Emotional Learning
Health wellness (and nutrition)
Behavioral health and social and emotional well being of children in school setting/community connections
Mental health and social/emotional needs of students;
Attention to Health and Safety of all children
Evaluation of educational policies and practices: Our educators are working hard every day and many are burning out or finding that their focus is not on their love of imparting knowledge and guiding development, but on paperwork or other tasks which may or may not support the actual goals for the students. This is especially true of Special Education where the paperwork involved in implementing supports can be prohibitive of getting students what they really need. Although some changes could only be accomplished on a national level, it would be good to investigate and share which practices seem beneficial and which tasks could be streamlined or skipped to allow more time for educating.
Whole Child Consideration: Create a culture that values students' mental and physical well being as critical components to a students academic success. Teacher Readiness: Create a culture where teachers support each other's learning and cooperate with each other so their individual strengths and talents combine to give students the access to a better education that meets their learning style and the students don't have to adjust each year based upon how their new teacher does things.
Prioritize digital literacy by highlighting and expanding on existing programs and building capacity in other schools by initiating programs. Our 21st century learners need to know how to find, navigate, understand and create digital and media texts. Make sure our students' health and wellness is not being ignored. In order for meaningful learning to take place, students need to be fed quality food and have access to quality physical education.
Social and Emotional Learning. In every conversation I hear about the strategic plan, this concept comes up again and again in various ways (SEL, school climate, whole child, health and social supports). And yet in each step of the strategic planning process, in each prototype, it seems to get less and less attention. I don't understand what's going on and I have to admit I'm concerned. At the first Allride, I believe it was the first thing mentioned and the number one vote-getter. It's an entire chapter of the BEP. It's a concern voiced by parents in the media/social media. But it's only very vaguely in this document - not even as part of the Safety or Personalization values. It's maybe implicit in the Personalized Learning and Partnerships priorities, but not explicit.
I notice that there is a VALUE that is completely absent. I see safety, but to that must be added: to ensure the health and well being of each of our students. Nowhere is this mentioned or addressed. it is absolutely necessary to state this

clearly and in the forefront. If a student's health needs (and this includes teaching students how to take care of their own health) are not addressed, learning will not optimally occur. It IS the responsibility of schools to attend to this, to remove barriers to learning.
Integrate public education with social services so education and family support are not happening in silos. Many kids are red-flagging that their families are stressed or otherwise in trouble, and that stress is undermining their ability to learn. We can't ignore the family issues and expect kids, teachers or schools to succeed. Strong families/strong schools.
The work of the Office of Student, Community, and Academic Supports in the venue of social emotional learning needs to be continual and overarching.
Ensure that students socio-emotional and basic needs are met.
Because of the high rate of negative social issues that impact the education of many of our students, including social services in our schools cannot be overlooked. Students living in poverty NEED our help in order to be ready to learn. We are cheating a vast number of children, if we ignore this issue! EG. Where truancy court was for a while held within school building with positive results, that has been eliminated. Another problem is absenteeism, students arriving late, leaving early...all of these have a great impact on the success of these individual students. PLEASE don't ignore this! ALSO...keep in mind developmentally appropriate goals for all age groups! You say you use data, then plan according to the data on these issues. EG. Kindergarteners should not be filling in test booklets, nor do they need to READ or WRITE. That is the stage to GET READY. DO NOT PUSH KIDS . Let them be kids! Remember your childhood, if you were lucky enough to have and those wonder years. Don't make kids of all ages hate learning. As an educator my MAIN goal was to keep them wanted to continue to read and investigate everything in our world. Don't kill it. This rigor thing is killing them. It's going to backfire.
Overall Health: More free-time for play and/or social times with peers, at all grade levels.

Statewide Cohesion

Design statewide systems based on high quality research from field expertise.
Cohesion: Seamless coordination between Early Intervention, Preschool, and K-12 (also, employing a statewide educational audiologist!)
The "Same Page" priority. Students, parents, teacher, and administrators have to be on the "Same Page," and have a shared understanding of the language of the strategic plan, particularly terms like "prepare for success," "exposure," and "excellence" and how these priorities will be measured. Developmentally appropriate should not only apply to Early Childhood education and "success" and "prepared" should not only apply to standardized test scores in math and literacy. Special ed. and ELLs should have a pathway to success as well.

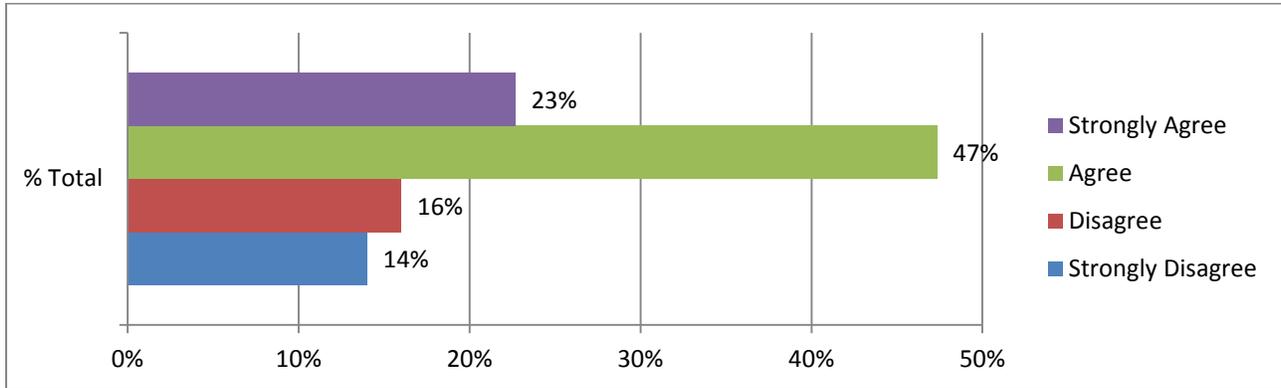
Tech/Digital

Digital literacy
Digital literacy: Support students' and teachers' ability to use digital texts and tools efficiently, critically, and productively in ways that foster new knowledge construction, collaboration, and creative innovation.
Prioritize digital literacy by highlighting and expanding on existing programs and building capacity in other schools by initiating programs. Our 21st century learners need to know how to find, navigate, understand and create digital and media texts. Make sure our students' health and wellness is not being ignored. In order for meaningful learning to take place, students need to be fed quality food and have access to quality physical education.
New Literacy Competency: Support student opportunity to demonstrate learning through creation of multimedia products that will increase relevance of education and student agency.
Digital literacy: Support students' and teachers' ability to use digital texts and tools efficiently, critically, and productively in ways that foster new knowledge construction, critical thinking, collaboration, and creative innovation
I believe students need to have more opportunities in the technical fields, coding, robotics, logic. The technical skills will promote problem solving, analytical thinking and self confidence. Studies have show that girls shy away for math and science as they move to middle school, we need to foster a love of technology for our kids to be successful in the future.

Responses to Each Individual Value

Autonomy:

In our education system, Rhode Islanders value earned autonomy to make innovative decisions in response to student needs as we work toward shared values.



The list of all comments is below.

Autonomy can lead to corruption causing individuals to make decisions based on their own personal needs or desires instead of the needs of the students.
I am not sure about the earned autonomy. Sometimes the autonomy causes challenges in fidelity. Also, what does earned mean, is this only for highly performing schools?
Not clear on the exact meaning of this value, but if it is to be interpreted as 'if it's not broken, don't fix it,' then I am concerned that this might allow some districts 'off the hook' if they have high test scores. While I object to using test scores as a sole measure student achievement, other indicators such as attendance, graduation rate, achievement of IEP goals, reading goals, math goals, are crucial for students in sub-categories in even our suburban areas. In other words, we can't allow students with disabilities, students with behavioral issues, socioeconomically disadvantaged students in our traditionally 'higher performing' districts, to fall through the cracks. Districts should be constantly held accountable for keeping these students in school, helping them to achieve to the best of their abilities and earning a diploma.
I agree depending on the meaning of "earned autonomy." As a retired teacher of the deaf, I tremendously valued the trust that my principal had in me to allow me to use my professional judgment, expertise, and experience to design learning for particular classes of students. Is this what is meant?
The word "earned" scares me. It would require more testing! I think we need to invest in our teachers and principals and trust them to do the right thing. This will take time, but as we see other countries, the results prove the thesis. We also need to recruit from outside of RI to bring in ideas generated by diverse learning, not just the RIC way of thinking and teaching!
Earned? I need clarification on this word choice. Principals must have more power in their building to support teachers. Autonomy means more quick and efficient solutions decided upon by the people in the school building, within the framework of a district that is supportive in terms of resources.
Within and among districts there are students with different needs. We need to trust the individual districts and teachers within those districts to do what they feel is best while keeping in mind the overall values.
This is confused by multiple LEAS and inequity in education based on students zip codes.
If this is true we should pass the School Choice Act tomorrow.
Though I value autonomy, I can't agree with this statement based on how it is worded. If it was more clear that students, families, and communities had more of a voice in the state, informed district policy, and thus school districts had more autonomy, I could get on board.
Some people may not understand the term "earned autonomy" - I read this statement as giving individual communities to drop the common core standards. Personally, I hope that is exactly what it means. My granddaughter is learning disabled and falling rapidly behind, simply because the teacher must push the standard.

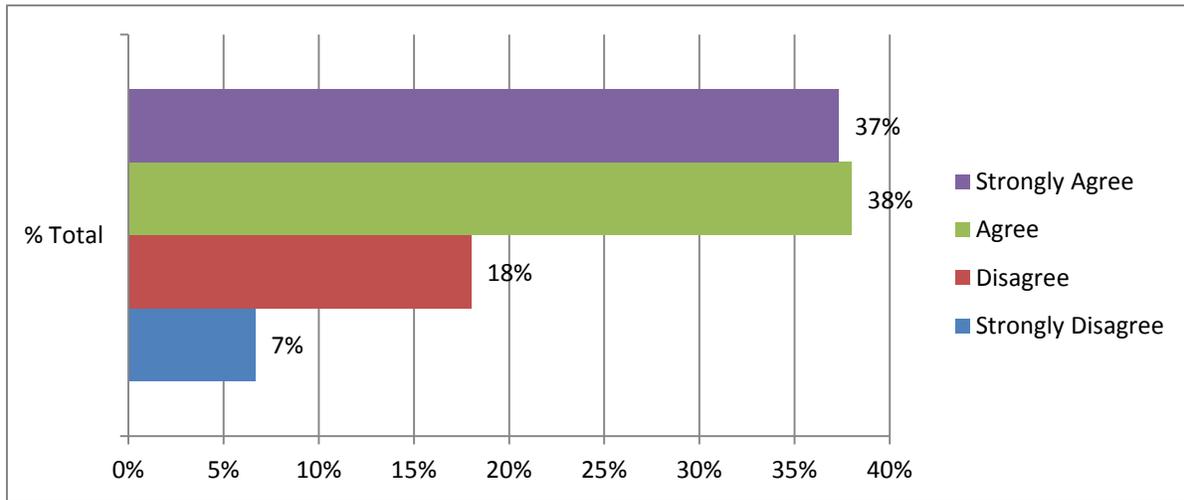
Also need to include that we encourage/teach our students to become autonomous
The state needs to recognize the need for cities and towns to have some level of autonomy to serve their unique community needs.
"Earned" autonomy sounds like an unnecessary measure of sternness and top-down-ness to me. Schools deserve autonomy, and if site-based decisions are proving to be ineffective across multiple measures of what's important, then support can be a next step, but "earned" implies that Father Knows Best and can determine who deserves autonomy, when Father = the state agency, which is furthest removed from the students for whom decisions are made.
All students need to be treated and taught as to their individual strengths and needs.
The autonomy piece overlaps some with this personalization piece, but it is important to identify that teachers and schools are empowered to make decisions to best educate each student and work toward that personalization value.
I believe that with experts from the education field, community members inclusive of parents and students, as well as business leaders, educational opportunities for students can be broadened and tailored to meet the needs of more students by providing a range of educational options and plans which allow students to demonstrate how they best learn and apply knowledge.
Autonomy is a good thing but if you do not have the authority to remove incompetent staff members then autonomy will either not be granted or will be a disaster in the hands of poor performing individuals.
Too many decisions are being made on every level of education and we need to streamline the process. Teachers should have autonomy to teach as they see fit, but there should be similar goals and expectations across the state. Every classroom should be using similar resources and tools and be funded fairly. Right now I see a "blame the teacher" model - when teachers have little control over how they wish to teach.
A huge weakness in our state is our failure to collaborate and work together--each school system uses different tools, different language, and don't connect w others so we are all stuck in a rat race of reinventing the wheel. It also makes creating state level guidance and PD challenging so we can't support schools well. What we need is "structured autonomy". A framework used statewide that unified all of these values and priorities in a systems approach, but within it allows for autonomy as it is a framework. MTSS or multi-tiered system of supports fits this and all regs at school, district level and would make an equally effective framework at the state level. Nationally, other states have already done this. It unifies our vision, language, and allows us all to collaborate.
Our state is small enough that we should be able to have a statewide curriculum.
Streamlined processes at the district and state level will cut down the push and importance of the autonomy conversation. Autonomy may further separate rather than consolidate great practices.
Eliminate "earned"
Should focus on respecting teachers; I'd remove earned... who decides if you've earned it?
Would prefer to see innovation as the value. Autonomy in service of it
Autonomy and personalization can be collapsed into each other
Autonomy could be part of responsibility
Does not pass #3 test
Value making students autonomous adults
If everyone is autonomous, result is chaos
Whose autonomy?
How do you value something with a qualifier on it, ie) "earned". Values are unconditional. What measurements do we have for earning autonomy? Earned Autonomy should be a strategy as described in international study.
This statement is not clear to me. It no longer meets the "I can talk about this with my grandmother" benchmark. For that I give it an agree.
Earned autonomy is not a clear and understandable concept to all
Does autonomy impact school districts, schools, classrooms, individuals or all of the above?
I agree with this but can it be incorporated in another value -- all should have a say in decisions for the students' needs but as for earned autonomy, I believe that we should have to justify why our input is important. If we can justify the importance then it should be considered based on other inputs/students' needs.
The ability to make innovative decisions in response to student needs can be made based on other values. Autonomy is too ambiguous of a value.
remove the phrase earned autonomy- it is unclear
Not sure what this means. Are we talking about gradual release of responsibility to our students in the classroom or

are we talking about schools with strong records being allowed to develop programs independently?
This seems nonsensical... does a district "earn" autonomy? Whoever decides when of if it's earned ultimately defines what autonomy will be -- not sure I like the implied authority given over to whom(?) to make this decision.
I do think it may need to be less jargon-y. "Earned autonomy" isn't a phrase that resonates with people.
Whose autonomy? What is 'earned autonomy'? How is it earned? I find this very confusing. If you are talking about the need for flexibility to meet student needs to engage on their own path to success, I agree. It sounds as if you are talking about anyone and everyone (student, family, school, district) to do whatever they want, so I strongly disagree.
Not clear on what this means? Does not pass Test (C).
Content is unclear. Autonomy to do what? Have more/less charter schools? Common Core curriculum changes?
"Earned autonomy" is not something commonly used. It needs to be defined or clarified
I have no idea what is meant by "earned autonomy" in this statement, and I don't really understand the second part of this. Certainly I would want educators to make innovative decisions in response to student needs, but not sure what that means when linked with "as we work toward shared values." I think this is the weakest value statement - lots of jargon, very unclear.
how will autonomy be earned?
Autonomy!! Are you kidding me. It has been a dictatorship. I have been asked to do things that I consider damaging to students in the name of higher test scores.
Full of jargon (do ordinary folks know what "earned autonomy" is--doubt it. Innovative decisions--fine, but I would put a higher priority on faithful implementation of what we already know what works. Work toward shared values? Not sure how this fits here. Overall, tries to pack too much into one statement. Autonomy for whom? For districts? For schools? For principals? For individual teachers. This statement, stripped down to the autonomy feature is clearly a reaction to the perception that there's too much standardization today, and so there's a desire for a pendulum swing. Autonomy requires a robust accountability system, which we don't have and which will also meet resistance.
Yes, this is a Rhode Island value. But maybe it needs to be questioned and reexamined to see if it is essential.
Clearly define "earned autonomy". Are we speaking of the autonomy of teachers? Students? Are we to presume that administrators pre-possess this autonomy and teachers do not? If this is a shared value than administrators must earn this autonomy as well as classroom educators, no?
Earned autonomy? Schools that cannot "make acceptable progress" due to prolific socioeconomic issues in their communities should not be held up to the autonomy phase.
I don't like EARNED AUTONOMY. What's that? Sounds like eduspeak jargon to me.
Earned is a shaky word for me. What does earned look like? Does this create an unequal balance of resources?
how achieved/implemented?
This isn't at all clear, nor would it be a value I hold dear for the children of Rhode Island. Actually it's not a value at all as far as I can tell, but might be a priority to achieve heretofore undetermined values. By the way, as a teacher who experienced partial autonomy in my school at one time, I believe that even a school that is failing can change direction with a dedicated faculty determined to change education for the better as well as some autonomy to do it, regardless of whether that autonomy is earned according to some abstract measurement.
The teachers and parents do, the RIDE system does not.
As written, this statement includes two words, earned and innovative, that are not content neutral. A better statement might be: In our education system, Rhode Islanders value decision making that (happens at a level close to students or is focused on students).
This value implies a major shift from an education system in which decisions are held by only a few to one in which earned autonomy is expected in order to make "informed decisions"; not sure why "innovative decisions" are noted in this statement. I suggest a slight rewording that indicates that Rhode Islanders valued earned autonomy to make informed decision in response to student needs. The last phrase is unnecessary. Further, "earned autonomy" needs to be explained.
What exactly is "earned autonomy"? Shouldn't teachers and administrators be able to adjust to student needs as they arise. What "shared values" are we working toward? Should we all share values or just be able to respect the values of others. Isn't diversity of ideas and thought what build this great nation?
This statement is ambiguous at best. How exactly does one earn autonomy? Secondly, innovative decisions for student needs are supposed to align ourselves with shared values? If students' needs differ from the predetermined shared values, are we supposed to discourage support for those needs?

I don't really understand what this means. "Earned autonomy" is definitely jargon.
To be honest, I'm not sure what this means...?
Specific reference should be made to areas/forms of autonomy and innovation, e.g., parent options for school choice, equal support for charter schools and other innovative school structures, flexibility to depart from teacher union strictures
seems political
Teacher voice must be valued in the education of Rhode Island's students and in current and future planning.
While I consider autonomy on the part of schools and districts to be very important, based upon our discussions at our last meeting, this really is not a "Value" as much as a "Priority." In any case, it should be worded to avoid jargon ("earned autonomy, for example.") "Schools and districts that are able to demonstrate success will be left alone."
I don't know what earned autonomy means. I would eliminate "earned."
This statement does not work.
I am not sure about the earned autonomy. Sometimes the autonomy causes challenges in fidelity. Also, what does earned mean, is this only for highly performing schools?
This is the only place where innovation and responsiveness are captured as values, which I believe is essential. However, the word "autonomy" itself is lately overused and its meaning is diffuse.
I believe autonomy is important. However, this statement leaves too many things unclear to me. 1- who is being granted this autonomy - students, teachers, administration, districts, same/all? 2- what criteria has to be met to "earn" autonomy? 3- who would be deciding that autonomy has been earned? Why does someone have to "earn" the ability to make innovative decisions?
While I value autonomy, I am not sure of where it came from or how it would operationalize? It doesn't pass the test to me.
This value is not represented in the priorities. What is "earned autonomy"? Who earns it? What is the research base for this priority?
I agree that this is important but as I understand it now, it is far from what's currently happening in our schools.
Doesn't seem needed... Grandma wouldn't understand. Jargony.
This is a very loaded word—many folks spoke at the SRT about this hitting them wrong I actually don't think autonomy is a value as much as a priority (i.e. providing the flexibility for autonomous decision-making at a variety of levels to support effective leadership, individualized teaching, etc.) I also didn't get the impression that there was agreement in the SRT group that autonomy was a positive value. The charter folks and classroom teachers sitting near me did think so (for their respective levels), whereas the union(?)/traditional ed system folks seemed to feel strongly in the opposite. Autonomy in RI always conjures a picture of the Independent Man in my mind. Maybe there is a way to more explicitly tie it in to that image. also, feels like a set of strategies to enable autonomy, not a value in and of itself.
Doesn't pass the grandmother test.
Autonomy is a priority but only if accompanied by strong accountability structures.
I'm a little confused by this statement and wonder what "earned autonomy" means and need clarity regarding "innovative decisions" as well as "response to student needs"
Seems kind of jargon.
Question of the meaning of the terminology "earned autonomy"
The wording here is flowery and esoteric but it seems like a clear position that teachers should be "allowed to teach what they want." This is the problem with the AP US history test in Oklahoma. Uniformity is not a "bad" thing...
How are you defining "earned autonomy"? What do you mean by "shared values"?

Diversity:

In our education system, Rhode Islanders value multiculturalism as a strength and asset of our schools and communities to prepare students for global citizenship.



The list of all comments is below.

I think this could be a strategy-providing classes in cultural competency, hiring diverse teachers, teaching languages in lower grades, etc. It would fall under Personalization or Excellence
Lack of diversity in our administrators and educators show lack of support.
A lot more work needs to be done around this, especially with our teachers. We have a very diverse student body with a mostly white teaching pool. There are hidden (and non-hidden) biases and stereotypes that persist and impact the outcomes of our students. The Gordon School is doing some great work on getting this conversation started and they could be a good place to start to bring it to more districts.
This value is essential to system that is designed for the success of all students. Until every student is a valued part of the RI education system, we will not succeed in any of our efforts to ensure "all students will..."
The United States can no longer live with the notion that English is the "international language" we must educate our students in being globally linguistically competent.
We may say we do, but it's not happening. If yes, why don't we teach a second language earlier? We should spend our time teaching our children to be curious about others, how to learn and experience other cultures. My 25 year old son's best year was 6th grade. It began with 911. Instead of a trip to NYC, the team of teachers (who taught as a team) came together and the entire 6th grade did a play on NYC. It is also the year Immigration is studied. Families participated in Ellis Island day with a true re-enactment of how each immigrant was treated. They then did an amazing medieval fair at the end of the year before graduation. Most important, my son's 6th grade teacher's goal was for each student to leave her class knowing what he/she was good at before entering Middle School. This doesn't happen anymore. Think of the learning lost.
I agree that it is imperative that Rhode Islanders develop an understanding and respect for other cultures/nations/ethnic groups. This includes the provision of foreign language instruction in the early grades. The children who come from families whose first language is not English need to feel proud that they are bilingual, not ashamed that they are not acquiring written English quickly enough. I do not agree that the point is to prepare students for global citizenship.
Vital to introduce students to cultures and norms from around the world
Diversity is preparation for the global world. It increases understanding of other cultures, and breaks down misperceptions.

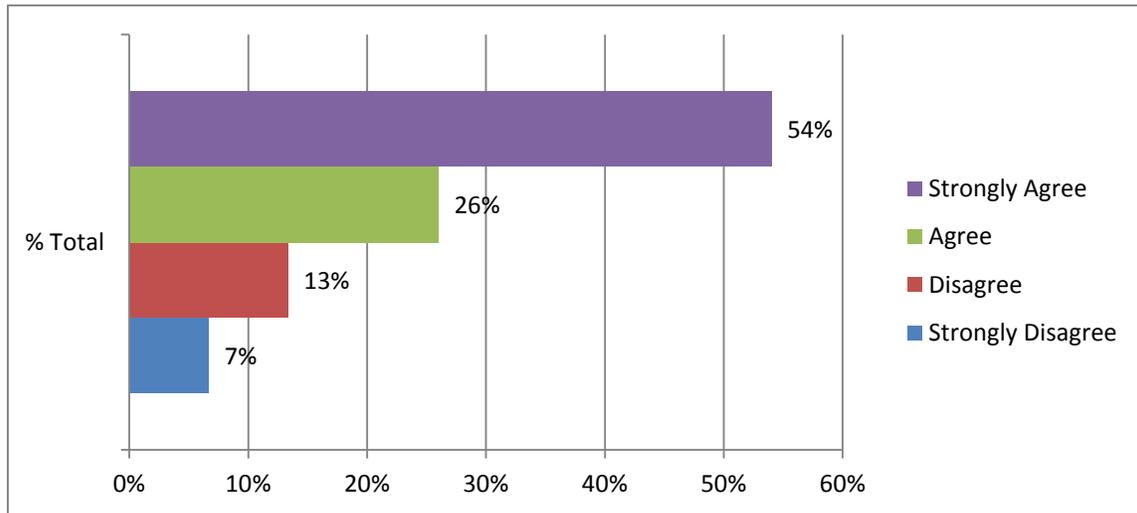
Students need to have a more diverse understanding of all cultures in order to ensure their readiness to participate in a global market place.
Diversity in school systems ensures students abilities to compete, empathize and understand on a much more global level than schools that are segregated by the community they live in.
I would say of our students and learning communities... Students as individuals needs to be recognized in this statement, and learning communities is a more inclusive setting that includes issues such as after school programming.
Research shows mixed-income and mixed-race classrooms are beneficial to students! Side note: We need to make sure diversity is messaged as it is meant and not as a code word for "not-white"
It is valuable for students to have cultural affirmation in their school. School traditions, holidays, classroom etc. needs to be culturally rich, with learning experiences that recognize and affirm student culture in the building.
This statement needs to address history at the local, state, and national level...you need to know where you come from in order to know where you want to go
Because of the lack of diversity in some areas, this isn't universal
I do not believe that many Rhode Islanders and RIDE value multiculturalism at all. Too many parents send their children to private schools where multiculturalism is lacking. Also, RIDE supports PARC testing, which prompts local districts to focus solely on ELA and Math; often neglecting Social Studies based courses.
We should be preparing students for AMERICAN citizenship!!! Rhode Islanders never leave RI, I don't think they really value diversity
I don't believe all a Rhode Islanders value diversity in our schools
I say let it happen naturally. I do not see the need for moving everyone around to make life crazy. The best schools were the neighborhood schools. Kids stayed close to home. They knew their schoolmates and as neighbors. If anything, diversity could be addressed by planning city/ statewide events that bring kids together. Then there could be multicultural groups working toward a common goal. Diversity is a wonderful thing, but I don't think it helps when we MAKE it happen. That's the only reason I didn't agree. AS an educator I saw my diverse class as THE most beautiful bouquet I could ever ask for. I learned so much from them!
This value performs the essential function of complimenting the value of "personalization," because while each child's learning needs differ, learning must happen in social context. In our ever-shrinking world, that context has become increasingly diverse and navigating lines of difference is an essential academic and social skill.
Need to learn about multiculturalism not just for global citizenship but to understand and relate with the people in our own classroom/neighborhood/etc.
I do not disagree but a more powerful statement might recognize learners from diverse backgrounds including our special needs populations, LGBT community, ELL learners, students from various socio-economic backgrounds.
Diversity is not just culture- what about abilities etc. We need to make this more all encompassing.
This varies widely across schools. Are we only speaking of culture here? Diversity needs to include all learners.
Agree. I would hope it is not just multiculturalism but extends to multi-humanism. Embracing all cultures is, of course, a noble goal, however, it is equally important to embrace the diversity of all individuals be it a difference in socioeconomics, gender or disability/ability. Diversity is important but should not just be limited to cultural diversity. In life, people are far more likely to interact with someone of a different socioeconomic background or with a disability or a different sexual orientation than someone from another country.
Diversity is more than multiculturalism.
I believe there is a need to re-look at the term multiculturalism. I am a world language educator and as such I am consistently learning more and more about what culture actually is. Intercultural exchanges strive to understand the other persons culture and communicate in the other persons language. It goes along with the fact that there is shallow or "seen" culture and deep or "unseen" culture. When we strive to understand what is unseen then and only then can we possibly hope to competently interact in intercultural exchanges. If we hold on to multiculturalism then

we usually retain a lifestyle of seperateness that doesn't strive to make connections.
I think there needs to be an increased awareness, respect and acceptance of other cultures. I think school staff don't even realize when a problem is related to cultural differences. However, diversity includes acceptance of more than ethnic cultures - race, disability, gender, LGBTQ, etc.
Limited to culture; diverse learners
Diversity is more than multiculturalism. Value should include ideas of schools being places to bring diverse people (of all sorts) together
Should include diversity of thought. Embrace the independent man!
Not just about global citizenship, but also as a value in of itself and tool to help improve student performance
Combine Equity and Diversity
Combine with equity?
The statement is too narrow. Diversity is more than multiculturalism. Diversity of gender, learning strategies, sex, socioeconomic status and parental capacity to advocate.
This value reads as aspirational. Which is forward looking in its intent. Leveraging diversity to make us all better. However, to balance the challenges created by our vast diversity belongs in the Equity value.
I would rate this value higher if diversity was used in a broader-scale. For example, include students with disabilities and accelerated learners.
this is out-dated our schools ARE multicultural
Again, this is more of a "Priority" than a "Value."
At the same time, let us remember that unity is an even more important concept than diversity.
Change diversity to cultural competence.
Of course diversity is a good thing but at the classroom level does "differentiating" always work for all students?
This statement should end after "communities." It is too limiting as written as it is important to more than global citizenship.
I do not disagree but a more powerful statement might recognize learners from diverse backgrounds including our special needs populations, LGBT community, ELL learners, students from various socio-economic backgrounds.
This seems like a narrow definition of diversity. There are so many facets of human diversity, and we benefit when we honor and respect all of them. Alternative Wording: The Power of Our Diversity We value our differences as a source of strength in our schools and communities, as well as a powerful asset as we prepare our students for global citizenship.
Diversity is more than multiculturalism.
Multiculturalism is a fact of life. What we actually should look at as a value is - do we do enough to address to the needs of our multicultural population?
Not sure it satisfies b or c. Valuing multiple cultures in ours schools as a strength and asset is close to my heart.
It's good for America. Forget the GLOBAL CITIZENSHIP. Another eduspeak cliché.
Not sure what "global citizenship" really means. Multiculturalism as a strength and asset is, I think, and end unto itself.
statement clear / idea unnecessary
This statement is too vague and politically correct. More bold would be something like Rliers will work towards desegregating schools by socio-economic backgrounds. Many urban schools are set ups for failure because high-need, often highly-mobile students are together in concentrations, statistically any more than 40% FRL, undermine the ability to create a school culture where everyone, adults and kids, are cooperating towards educational excellence.
Stick to the basics at the early levels
I don't want to respond to this as "agree" or "disagree" because while I feel it's an important value, I think that if we are personalizing our education, this statement won't be necessary.
OK. Not well written.
I dislike the term global citizen. We are citizens of the United States and although we need a multicultural understanding to thrive in today's world, I do not plan on participating in a "global government"
Once again, this is not a value but might well be a priority for achieving some value. However it is very confusing. First of all, diversity and multiculturalism are two very different concepts. Diversity refers to the actual population in a particular place/school being from different cultures, races, etc. while multiculturalism refers to the attitudes and strategies around educating unbiased young people. Also, global citizenship is good, but why not prepare students for

<p>citizenship within their immediate communities as well as the United States? There is nothing here in either values or priorities that deals with this very, very important educational value, preparing children to participate in our democracy.</p>
<p>I believe the value of Diversity is extremely important but I think the descriptor waters it down by focusing on multiculturalism and global citizenship. I would prefer something straightforward. We have gender, race, sexual orientation/identity, learning differences and a host of other issues in our schools that need to be addressed head-on. If you are just focusing on multiculturalism I wouldn't use the word Diversity because to me that word means acceptance, understanding, and creating a learning community that is stronger because of student, teacher and family differences. With this descriptor I would just use the word Multiculturalism.</p>
<p>Global citizenship is a fantasy being imposed by a few powerful organizations with a vision incompatible with the values that are truly important to Rhode Island citizens. Diversity exists because of the values we already have.</p>
<p>Agree but it is unclear to me what we mean by "global citizens" and also notice we are now using terms such as "cultural competency", "bilingual", etc; therefore this needs to be defined. (also it is hard to see it as "actionable" and is not driven by data and I cannot "picture it taking place")</p>
<p>This seems to be a strong value that will prepare students for the future. I suggest that continuing to use the word "schools" in the value statement limits the application of the value. Isn't school a part of a community? School continues to imply a building. I think the value would be stronger if it stated the following: In our education system, Rhode Islanders value multiculturalism as a strength and asset for learning to prepare students for global citizenship.</p>
<p>I'm awfully glad to see that Rhode Islanders value multiculturalism as a strength and asset, and I sincerely hope it doesn't disappear in some new draft of values.</p>
<p>I am bouncing back and forth with diversity being a value -- It is a value in my classroom when I am teaching because I need to make sure that the diversity of my students is addressed. When we teach we need to make sure that we are addressing our students' needs in order to be successful in the real world. This is a given for preparing them as citizens, I do not know if we need to put it as a value it is a given</p>
<p>RI is becoming more multi racial and multi cultural, and yet our schools do not reflect that diversity because of arbitrary and restrictive policies.</p>
<p>Again, more clarity is necessary in order to agree with this statement</p>
<p>We need strong training in cultural competence. Educators need to be prepared to deal with students from different backgrounds and model for them how we should interact with the world.</p>
<p>I certainly don't think we value diversity as much as we should. Valuing diversity cannot be limited to making sure every document is translated.</p>
<p>What about multiculturalism in a "democratic society"?</p>
<p>Multiculturalism is not the only form of diversity that is a strength and asset to our schools and communities.</p>
<p>I agree, but the statement is not particularly impactful. The trust is that we live in a segregated society and most of our schools are not diverse (staff or students). So, I recommend something more bold related to diversity...something along the lines of directly addressing the existing segregation.</p>
<p>I do not believe this is a value in our schools currently, and it should be.</p>

Equity:

In our education system, Rhode Islanders value equitable distribution of resources and opportunities based on the individual needs of every student to support excellence.



The list of all comments is below.

This also needs to include an phrase about empowering communities to address their own needs. If we are only thinking about this value as a way to send resources into communities, this will not take RI where it needs to go. The issues/concerns that drive equity conversations are complex and go well beyond the school walls. A broader approach is necessary if we are to truly move towards equity.

The route to equity is via larger, more comprehensive school districts. Aquidneck Island is the poster child for inequities in resource distribution, with three districts and their attendant administrative and other costs. County or statewide districting is the answer.

Again, with a personalized approach, this statement would be assumed. However, I believe there should be a value and priority based on the belief that the school DISTRICTS should have some sort of standard of equality across the state.

Some districts support their students and teachers better than others. I don't think that all Rhode Islanders value equity. Some would rather save a few tax dollars.

People need to be educated, though-equal doesn't mean same.

This should include supports and interventions and not only resources and be outcome-based.

We should allow for specialized education in our state to receive the same finding and importance as traditional public education where students and families have zero input on their education and ultimate life goals.

The goal of public education, as I see it, is to educate and inform the electorate so that we can all be equal partners in every decision that governs our lives.

Equitable distribution is key!!

not only distribution of resources but ensuring adequate resources.

Though we may say we value this, in reality, it is not implemented. Look at the differences in resources between our communities.

Public schools should be equally funded.

Presently, the inequity in resource distribution in resources for RI schools is astounding. Pawtucket, Central Falls and Providence suffer from a lack of basic resources.

This value puts "our money where our mouth is..." If we truly intend to design our system for all kids/students, we

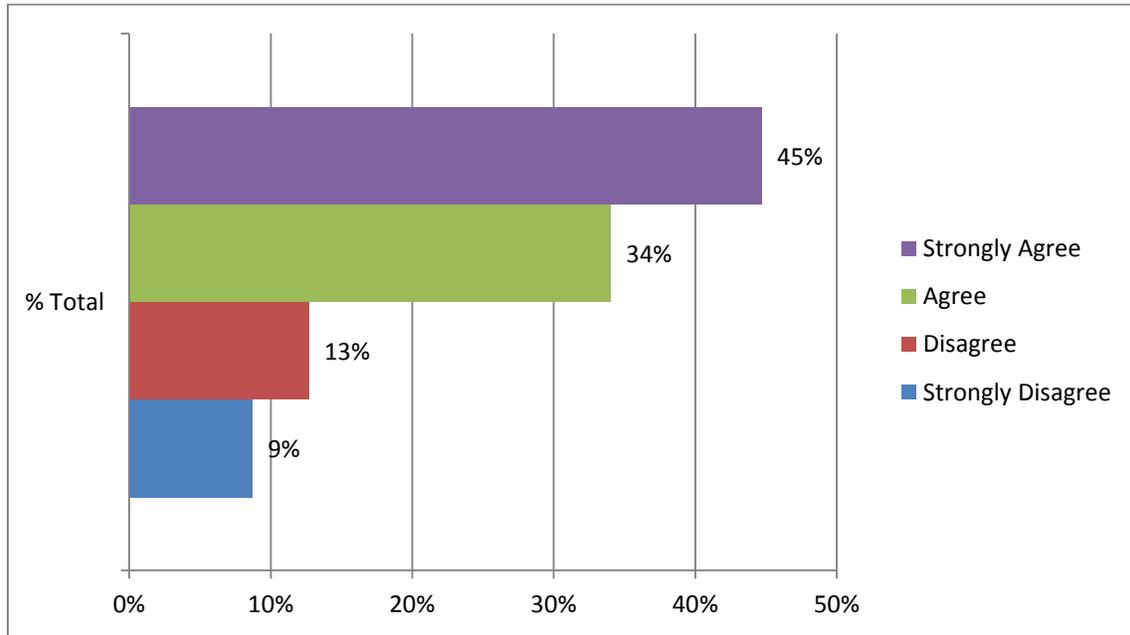
<p>have to invest equitably in all kids. In order to realize this value, RI needs to invest in ensuring fiscal literacy and responsibility of those responsible for making decisions about and managing state and local resources.</p>
<p>It sounds like you're talking about redistribution. I'm all for "equitable distribution" of resources, as long as the appropriate supporting resources are in place. For example, if you're putting computers in a school that is in a high crime area, then you'll most likely need to invest in more security than if you were to do the same in a low crime area.</p>
<p>No one wants things to be distributed unfairly. However, suburban schools should not be slighted because urban schools do not fund their own town contributions fully (Pawtucket vs South Kingstown) If towns and cities do not fully fund their own contribution (Central Falls) they should not be receiving disproportionate funds from the state. This creates a loser somewhere else in the system. Fair needs to be looked at not only for poor students but as an equity system.</p>
<p>If we did each student in RI would have an allocation of funding that followed him/her through school and the \$\$ wouldn't be based on city or town budgets. There would also be a unified voice as to what education goals are priorities. Today there are plenty of "rules" from DOE, but no accountability or guidance on how all schools should do things. Consequently, Providence issues 200 waivers and Barrington does none.</p>
<p>Equitable distribution implies that communities cannot choose to go above and beyond for their students. We need to ensure that all communities have a baseliune level of resources and that the resources are maximized</p>
<p>If urban schools are not receiving the same resource support as suburban schools, outcomes for students remain poor and the system unjust.</p>
<p>Not to support excellence, but to support the students. A school system where the students are performing well has the funds they need, and shouldn't need more. It is where school systems are struggling that financial support is needed.</p>
<p>Equitable distribution of resources and oppportunities is crucial. My problem with this statement is that there are different possible views for the word "excellence." If excellence is measured by scores on standardized tests, I am opposed to it.</p>
<p>All students should have the same oppportunities. This might not mean equity in funding (poorer districts may need more), but should mean equity in results.</p>
<p>Equity is wonderful. This should be put to the test with charter schools. The amount each district pays should be the SAME. Also, if charter schools are equal in education to the traditional public schools, why do they counsel out parents with special needs children? Behavioral problems? Why is the public not more aware of this?</p>
<p>Resources are not equally distributed and all programs should have participation from all districts and teachers.</p>
<p>The devil is in the details. RI consistently figures out how to make winners and losers. The funding formula was horrible for Central Falls, for example. If a school is being used as a repository for those high-need, highly mobile students as evidenced by a combination of FRL and Special Education, then it will need extra support beyond the bump they get for FRL.</p>
<p>Barrington and Providence do not have equal resources. Lincoln and Pawtucket do not have equal resources. Comparing most districts in RI is like comparing fruit. There are SO MANY FACTORS that contribute to inequality: teacher pay, class sizes, # of sped, school buildings, available programming, access to technology... the list is ENDLESS!!!</p>
<p>I think equity is more that equitable distribution of resources.</p>
<p>I believe there are many oppportunities for the children struggling but not many for the children who are excelling.</p>
<p>I believe that we need to make sure that the latter is addressed as a value and if so then equitable distribution of resources will be a given. Oppportunities must be a definite in our education system and those oppportunities must be meeting the needs of all of our students. If we look at the oppportunities then all that we need to give them the oppportunities will be included. This also addresses the DIVERSITY issue the way a teacher thinks of diversity.</p>
<p>Consider adding outcomes. The current definition focuses on inputs, but don't we really value student outcomes most?</p>
<p>What is equitable distribution of resources? Isn't it access to oppportunities, not distribution of oppportunities? Why is</p>

the value qualified? Place the Period after opportunities.
Needs to include empowering communities to address their needs. Issues that drive equity are complex- broader approaches needed.
Define it- may not be fair or equivalent
Diversity/Equity can be collapsed
I'd rewrite to equity of access. Resources don't mean access or quality
Equity currently focuses on inputs. What about equitable <u>outcomes</u> ?
Totally on board.
Is this happening? Are resourced being distributed equally?
how accomplished?
Equitable.As in districts that need more, get more? How is "need" measured? Equity means each district, teacher, and student have the same access and opportunity. I am not site what this concept will look like.
An explanation of what this actually looks like would be helpful.
This statement needs clarity of purpose; it can be read too many ways as written. It should reflect that "equitable" means the necessary distribution to support universal success.
This comments should end with "to support student success to align with excellence and personalization. Otherwise, the goals of the three are not aligned, and seem at odds with one another.
In my mind, equity should be a foundation for Rhode Island's education plan.
Socioeconomic scales are not a crime. All students deserve safe, clean schools, and access to top-notch curriculum-based learning and experiences.
This is an nice statement, but not factual if you consider how Providence schools are funded, on the backs of other communities.
Again, this is more of a "Priority" than a "Value."
Equity allows us to bring out the best in all students which, in turn, inspires not only students to excel but also their educators and administrators in their schools.
Consider including a footnote with a short definition of equity as different from equal—it is such a powerful concept but people get very confused Alternative wording: Equity of Opportunity for All Students We value the fair distribution of resources and opportunities so that every student has access to safe schools, caring adults, relevant classes, and engaging extra-curriculars that enable them to learn and grow according to their individual needs.
Just remember that equity and equal are not the same thing!
This is essential.
need clarifying language to indicate that the distribution will be flexible based on the needs of every student AT THAT TIME - always analyzing and considering a variety of factors that effect student performance
We need a plan within our state plan to make this a reality.
Have no problem with this as a value. Although, I think a better term is "Fairness." The distribution should not be 'equal' - it should be 'fair.' Fair in the sense that the... 'fair distribution of resources will result in equal opportunities'
What does this mean? Needs re-wording
I think this value could be combined with excellence. If we say we value excellence and define that as success of all students, then we've already embedded the equity value within that statement and focused it on results rather than resources.
This is a "heck yes," but is it actionable? Distribution of resources is regulated very strictly by federal, state and local chokeholds, so making this is a priority will have... what effect?
While I strongly agree, this is not a bold statement -- just because we "value" equitable distribution it hasn't, in fact, happened historically. A bold statement would be, "Rhode Islanders insist upon... " Also, excellence in what? Excellence in academic achievement and personal growth? Also, it needs to be bold because from what I can see this is the only reference to education as social justice, which should be a "heck, yes!"
This is not a value, but it's a wonderful priority for achieving values that would underlie a universally excellent public

education system. If resources and opportunities were distributed equitably in this state, urban students would get the resources they need to become educated adults with meaningful lives.
Given that our system has still failed to achieve equity, this value has to be continually stressed.
Zip code should not play a significant role in determining students' educational experiences.
In words, yes, actions, no.
What is meant by the term "equitable distribution of resources" and how will individual needs of every student be identified?
I strongly agree, but would be curious to see what is actually proposed for doing so as any division of resources can be contentious.
We need a better funding formula that takes into account various inequities inherent in our system: special education scholars require more funds, public charter schools have to pay for their facilities while public schools don't, ELL scholars require more funds, and others.
Poor and minority students are at a disadvantage in traditional public schools. Currently, choice schools are doing more to close the achievement gap. If we want to be equitable, we need to preserve parental school choice.
How do you define the distribution of resources based on the needs of every student"?
Equity is not a value in our state, and it should be.

Excellence:

In our education system, Rhode Islanders value excellence to ensure the success of all students.



The list of all comments is below.

This value has lost alot of meaning for me. I am not sure what we mean by excellence- measured by summative state assessment, or by demonstrating mastery? or is this focused on the expectations placed on all students?
I think preparedness could fold into excellence. "To ensure the success of all students" includes preparedness
Preparedness could be embedded as part of excellence
Equity and excellence could be combined by emphasizing excellence for all students
Excellence, if it's for the success of all students then it builds in equity. Maybe call it "excellence and equity"
Consider replacing excellence with quality- quality (in previous version) was clearer
Also should include that all students are capable of excellence- all students can learn!
Excellence doesn't ensure success maybe "excellence of all students"
Quality in our educational system, RI value quality systems, and structures to ensure success for all students
Define excellence! Great schools, quality education. It becomes more powerful tied to a definite statement
"Excellence" is a little vague and I assume is presumed
Don't need this- expect it
I struggle with the notion of Excellence as a value. Of course it is, but what does it mean?
This is a North Star: it is brief but in words yet broad in application. Also a "heck yes"!
Rigor in our curriculum that aligns to the Common Core State standards is a must!
Again I bounce back and forth -- I believe that EXCELLENCE should be the UMBRELLA or ULTIMATE GOAL of our education system and all others fall under EXCELLENCE so do we consider it a value or is it THE GOAL OF OUR EDUCATION SYSTEM
excellence in teaching, learning and student performance
This is so vague. What constitutes excellence? Is it the same for all students? Is 100% on exams excellent? Or, is an 80% with the ability to talk about the subject matter 2 years later excellent? This one in particular infuriates me.
what is "excellence"? Too subjective
Again, this is more of a "Priority" than a "Value."

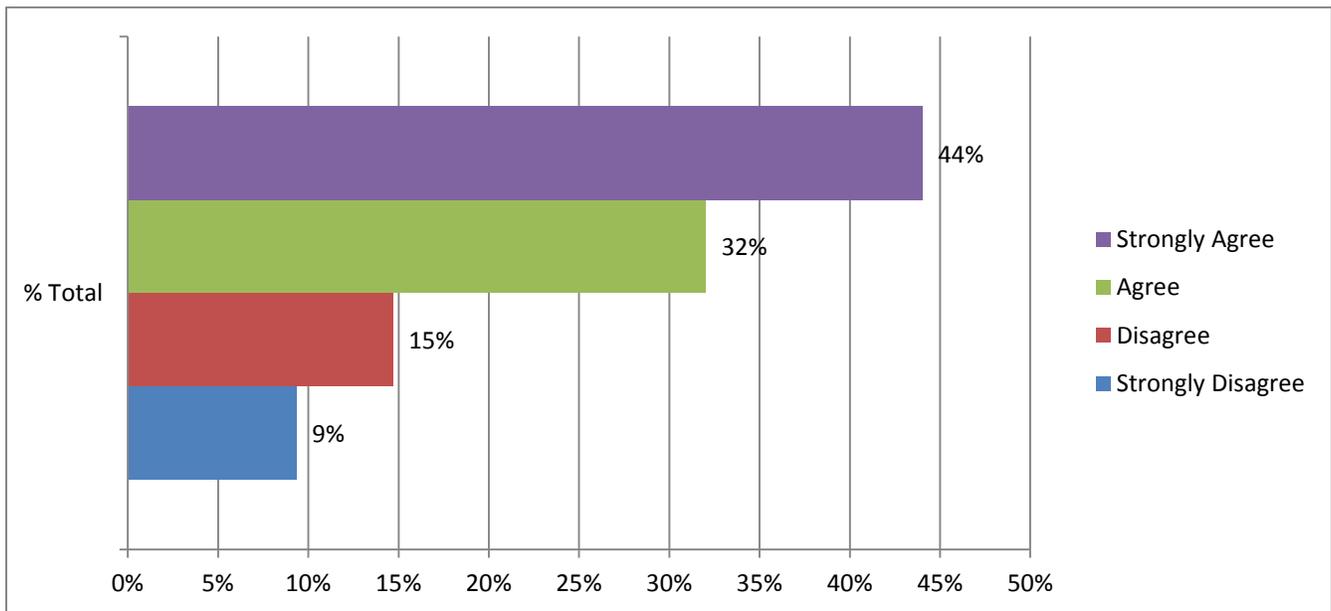
The word excellence is often overused and comes off as meaningless and elitist. Which synonym best describes the true meaning? Outstanding? Extremely good? Quality? Or, superiority, brilliance, greatness, preeminence or supremacy? It can also sound as if it is unattainable. Do we instead value 'striving towards a goal of excellence in order to ensure success...' ?
Too vague for me to see if it passes any tests.
duh. this is too vague.
I feel as this is embedded into other areas.
This statement is too vague. What is "excellence"? Earning all As? Going to work after HS? For this statement to mean something there has to be more to it.
Repetitive with Equity, and kind of obvious.
I think this needs clarification - excellence where? I believe this should be excellence in instruction - which requires professional development, curriculum, teaching of basic and advanced academic and behavioral (social and emotional) skills.
Similar to current strategic plan- needs re-wording. Seems that this value goes without saying.
I think some standard of success would be important in add here. Of course we want to have good schools - but to what end? Perhaps something like, "ensuring student's are as (or more) well academically and socially prepared to succeed in globally competitive college and career paths than their peers across the country."
This seems like it can be combined with Preparedness.
This seems to be part of every other part of the plan and therefore not needed as a stand alone (it is the front door or heating system)
yes, of course. But we have to go back to which zip code the student comes from to determine what their chance at excellence in education will be.
I don't know that this needs to be included... isn't it a given that we value EXCELLENCE???
This is too vague as written. It should go back to the earlier iteration around quality.
This is a vapid statement and needs to be more specific. Define an excellence value.
This concept while great, seems duplicative in other value statements
Perhaps the top "umbrella" value, encompassing all of the others. Quality is key.
I believe as a whole we would love to have excellence as a deciding factor, but with union protection and outdated ideas like seniority, we are throwing education by the wayside for politics.
This is also essential. Should reference the paramount importance of literacy and communication skills.
I agree, but really, what does this really mean except being successful at everything on this list?
I wonder if high expectations should be part of this or could a phrase to replace excellence in the sentence describing. "In our education system, we have high expectations for our students, teachers, and systems."
I value excellence in education, however, that cannot be one-size fits all.
While this goes without saying and is an expectation, I believe as a value it has to be a foundation for the priorities. I think that Excellence can be combined with ideas reflected in preparedness
Again, this statement is obviously a priority, but what is meant by "success?" Students' progress through school should be assessed by multiple measures--portfolios, presentations, written work that is revised through feedback, etc. The overuse and misuse of standardized test scores, particularly the PARCC, should be abandoned.
I guess it is hard to argue with excellence but again, I feel this word gets thrown around a lot and doesn't really help guide decision making. I think a lot of other things ensure the success of all students, like compassion, working to unlock the potential of every student, teaching children about how they learn and how they can advocate for themselves.
Think that this value can and should be embedded in all of our value statements.
This is meaningless as a value. It goes without saying that when people undertake to improve a system such as public education, they are aiming for excellence in each and every aspect of it. But excellence is totally relative based on who

is defining it, so who defines what excellence means here? How is excellence assessed? Who or what is being assessed? Finally, once again this isn't a value; it's a feature that should be attributed to each and every aspect of the plan.
Excellence, when undefined is a poor description of education. Excellence is the mind set that all children deserve a free appropriate education, with equal opportunities.
What kind of excellence? Instructional? Curricular? The statement seems ambiguous.
In reality what does this mean?
The idea is on target, but "excellence" is not a verb. Perhaps: "universal excellence is necessary to ensure..."
I'm concerned about the definition of "excellence." Much of what I have seen having worked in "excellent" schools (aka, that produce high test scores for low-income kids) do so by providing an education that is lacking in hands-on instructional practices that develop creative thinking and help kids both learn deeply and enjoy being children while at school. I would really like to see excellence defined through use of the best developmental and neurological research around children at different ages.
Does this pass the Grandma test? What does RI mean when referring to excellence? What's the definition? Can this be worded better? Kind of a blanket statement that needs some focus, don't you think? Who doesn't want excellence? It's excellence in what that matters.
Excellence is a relative term that is not easily measured. For example if we used PARCC as a measurement, then we are only comparing our students to 11 states* (DC is technically not a state). In addition, the validity on PARCC is an issue since the students are missing the base learning making the measurement of "excellence" different in each grade. If a student has lost two family members, their home but have increased their attendance and managed to pass into the next grade with the skills needed to be successful but failed a State Assessment, does that mean that they are not working at their level of excellence?
statement is meaningless
Is excellence the same for every student? Do we measure growth or by test scores? Excellence is Loosely defined here.
The only thing they value is test scores. It is not a measure of excellence.
We may differ in what constitutes success but this is better than "college ready."
We need to do much more work around this culturally at all levels, if we believed this-our strategic plan would have ongoing emphasis of closing achievement gaps and continually model at the state level what we practice what we preach. MTSS as a statewide framework
Excellence in education means excellent teachers and administrators. RI has excellent teacher preparation colleges. They produce our excellent educators. I do not see the need to hire anyone who has not completed a full course of teacher preparation. These are committed individuals, who have chosen this exemplary profession. They are committed to staying in the field and continuing their further studies in the education of our children. Unless there is a shortage of teachers, which horribly, there may be in the future due to the negative treatment and lack of respect of teachers of late, I do not believe there should be any hiring of an individual who has not completed a full education course of studies in college. The data will show these are the committed educators. They do not leave the profession after a couple of years to go into the private business of education. They remain educators or continue into education administration with our public schools, another area that should only be filled by true educators. Our children are counting on us to make the right decisions for them.
This statement is very "jargony". In other words, what does it really mean? Who gets to define excellence? Unclear what this actually means- I mean, who wouldn't agree that we want excellence? But when it comes down to it, it is impossibly general and vague.It also goes without saying that we all want "excellence".
With a promote-at-all-costs system, I have seen first-hand how students who should be held back in a grade are promoted due to social promotion. Let's not forget that the cost of being held back also factors into this decision VERY heavily.

I value each student as an individual. Excellence doesn't ensure success. Being able to communicate effectively across cultural boundaries goes a lot further.
We should, but we don't.
Excellence is an ambiguous term. Conceptually I concur, however how are we practically defining excellence and how will it be measured?
This should be one of the absolute priorities.
"Excellence" is important to me, but it's very hard to measure. What I may prioritize may be different than what someone else would prioritize as "Excellence".
This is understood. It's also a word that has little meaning if you never attach any metric to it.
Although this means building far more vocational programs and re-thinking the statistical impossibility of 100% of the kids going to 4-year colleges. The definition of success needs to be broadened and defined.
What is your definition of "excellence"? Is it standards based/mastery (80%, 70%, etc..) or something else?
Not currently, the very students with the most needs often get the least "excellence".
We need to find a way to measure this "excellence."
What do you mean by "excellence" is it only academic, or does it include other activities?
This one is so broad it could capture everything else. I would narrow this to be about educator excellence/effectiveness.
The bar is far, far too low.

Personalization:

In our education system, Rhode Islanders value individualized learning experiences to ensure the attainment of every student's success.



The list of all comments is below.

most important. most momentum tied to this value.
Personalization- not content neutral "responsive"
Add: ... individualized learning and emotional success...
Personalization without rigor can devolve into coddling
Personalization could be a part of diversity
Shaky description= "ensure the attainment of every students' success is clunky and not sure personalization alone does this
Student voice in personalization
Defined as?
Not a value, it is a strategy.
North Star & Heck Yes!
If we combine this with preparedness can we say "individualized learning experiences and opportunities"
Every child is different and teachers must be trained to differentiate instruction.
This has to be a value -- we value that individualized learning experiences will have every student attaining success. There is so much that falls into this value.
If this were true we'd have more vocational high schools and wouldn't set up our school expectations in a way that all students (and their family members) feel like losers because their son or daughter choose a vocation after high school or CCRI instead of a 4 Year school they can't afford, just because that's what successful students do. We need to have a means to let students (with or without an IEP) to include vocational training in their high school years without giving up their HS diploma. Also, I'd like to see the data on how many of our top students can balance a check book or fill out a job application without their mother's help!
At this point I think that student learning experiences are not individualized.
Again, this is more of a "Priority" than a "Value."

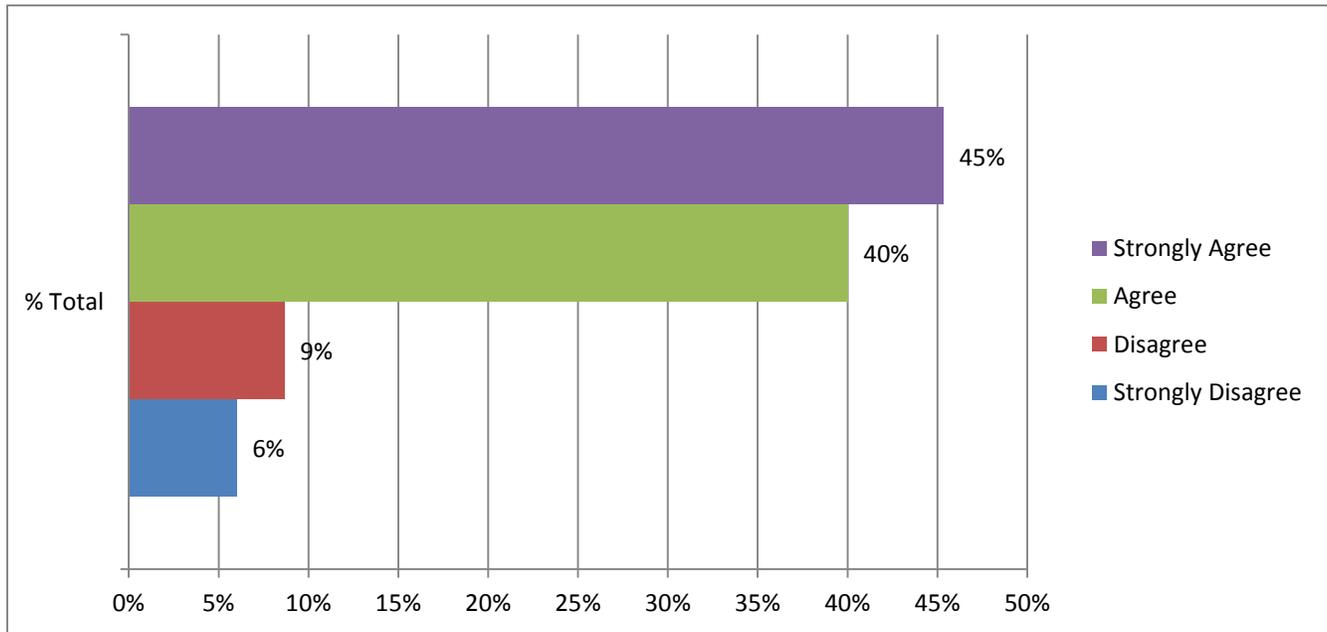
Learning should be differentiated for all levels of students allowing for blended learning opportunities, advancement, response to intervention, and pursuit of personal interests.
Students come with a range of experiences, skills, talents and challenges; getting to really know our students and their families allows us to meet the needs of that student and also the possible needs of the family. In many cases, students cannot devote time to their education until family issues are resolved and as with students, adults in their lives should also have access to support systems and educational opportunities.
Disagree that personalization is only about "individualized learning experiences". Personalization should also be developmentally responsive and inclusive of the the students' social and emotional development. The "whole child" must be considered when educating a child.
Incorporate into preparedness statement, makes more sense as a priority to me
This is fine - but can also be combined with Equity. Each student has their own gifts and challenges. That needs to be recognized. NOTE: I'm hoping individualized learning doesn't mean individualized computer programs, though. We need that one to one teacher student contact to be individualized.
EQUITY
Personalization is important, however some things need to be consistent.
I think we should also be concerned with adding a social/emotional approach to the school day. For example: "Responsive Classroom" training.
I strongly believe in personalization. Making learning relevant improves educational outcomes, across the board, for students who engage in personalized experiences. HOWEVER, I'd want to know more about what is being proposed for getting districts to do this. It is my belief, that this is how learning should be ANYWAY and it is not happening, why? That should be examined. To do this effectively requires more dedicated positions for each district. I worry that successful program models will be watered-down at new locations due to lack of funding. This in turn will create poorer quality outcomes. I also have misgivings about blended learning. The first instinct for many will be to "invest" in more technology when, to date, there is NO research that shows that increased classroom technology correlates with a significant improvement in educational outcomes.
Perhaps this wraps in the arts and athletics?
I think this needs to be clearer to show flexibility and that students don't have to and should not take the exact same path. There should be some allowance that students have different needs and goals and therefore need different educational paths and components.
What does this really mean? Seems too broad.
Recognizing that personalization is about both student learning needs and student learning interests might provide greater precision in understanding what personalization means and why it is important.
I wonder if we could add "interest based, strength-based" before "individualized learning" or if that would make it too much like the priority. I like seeing it at both levels and wouldn't want to risk it melting into one or the other, but I do appreciate the inclusion of those two qualifiers.
And to develop the individual talents and strengths of each student (success cannot be attained without honing skills and talents)
I wish that the text were worded differently, and addressed more than just learning experiences. I would include other supports for students to address health and social needs, which impact learning.
I might personalize your learning experience but not give any parents or students input on that decision. Do we value choice? Is that what you are trying to get at here? If so, I think it needs to be revised. I'm not sure that this is broad enough to be a value as is.
I agree with the concept, however personalization is not "content neutral." Consider the term "responsive."
I hope the committee considers placing significant energy into empowerment of teachers and building administrators to ensure each community can move in this direction.
Again, we value individualized experiences, but with the current set up we don't have that choice

Hand-in-hand with autonomy
I believe individualized learning experiences are important not only for those students who may struggle with learning but also those students who need a more in depth learning experience. We are not helping our children achieve excellence if we do not offer opportunities for those students who have above average learning abilities.
This is so difficult for teachers!!!!!!
A core belief and a huge topic of conversations for teachers, parents, and students -- gets at meeting the needs and interests of students.
As long as those individualized experiences are multifaceted. Digital learning is not necessarily personalized. To me this means making sure students get an education that meets their individual needs and interests.
I do not believe this is a value to identify priorities. It works against working together in a democratic society. Personalization is a strategy or an approach for instruction and basing a plan on "individualized learning experiences" seems short-sighted.
The interpretation of the word "personalization" is crucial here. Most people not involved in education issues would assume this means that the teacher gets to know each student--their interests, talents, struggles, and goals--and creatively crafts learning experiences for particular students. This is not the meaning that ed tech companies are pursuing and pushing--"personalization" through computer programs and algorithms is impersonalization, and should be abandoned.
It would be great if this were true. Today the middle 60 gets lost and is allowed to drift.
Absolutely not, because PARCC assessments mean valuable time that a teacher might spend creating an innovative idea is spent rehearsing for a test that does not help students.
This statement can stand for every student in the system, pre-K through college and career.
Personalization should be a priority; it's not a value. But the wording should be: In our education system, Rhode Islanders value strong personal ties between students and teachers/adults in their schools to ensure that students receive the specific resources and support they need to achieve a meaningful life.
This can be challenging for schools and teachers however. Again, as a result of a lack of financial resources.
How do you teach a child, if their learning experience is anything other than personal?
In an ideal education paradigm, there would be no need for "special education" as an isolated approach since with optimal personalization, everyone's educational needs will be met without the necessity of the IEP...In essence, every student will have their personal IEP to meet their needs.
Please change "to" to "that" (similar to above). The English major in me sometimes cannot be suppressed.
A bold statement would be, "...individualized learning, student-as-client experiences..."
This is a public school system. It is not possible to individualize education given class sizes and the already daunting needs of some students. As an ideal, it sounds lovely, it is not realistic given budget constraints.
Individualized learning sounds great on paper. It does have a large place in early elementary and elementary grades and to some extent in higher grades. Differentiated instruction is VERY difficult in middle and high school when the trend is to make classes heterogeneous. You have 100 students a day all mixed together. It's nearly impossible to "make it work" or "be creative". Those are the buzz phrases every time a secondary teacher asks HOW to do it in a realistic way.
Our current educational system and state assessments do not allow for this since it expects all the students to perform by coming to the same conclusions in the same way. Personalization is very important because each child needs to excel but in their own way. Assessments need to allow for multiple measures.
how accomplished/implemented?
Personalization is at the heart of learning that is long lasting.
I think that Rhode Islanders value this, but in practice it doesn't happen. ELA and math are the only concern.
Personalized, yes, standardized no. Cut the destructive and expensive standardized tests!
MTSS as a statewide framework

<p>There should be grade level standards. Within that framework there definitely will be some variables, however, to make education absolutely individual is ludicrous. No human being can do it within a normal class size. It is not necessary. There are certain goals that should be attained each year of school. Period. You can ask the superhuman exercise of educators, but it is humanly impossible. There should be grade level standards. Maybe you can think of a unique way to use Federal Title funds to somehow put those teachers IN THE CLASSROOM and make all classes smaller. Take it from me, smaller classes would make all the difference and all kids WOULD reach individual goals! My classes ranged from 28 down to 14. Which class do you think saw more of me one on one? Which class had less attention getting behaviors? Which class do you think accomplished more above and beyond our curriculum? Which class do you think had less absences? We were a family.</p>
<p>We talk a lot about differentiation, but do we really do it? Do we support it financially? Do we help parents to understand how they can help at home?</p>
<p>Individualized learning is great, the pitty is we don't take the time to ascertain each student's learning strengths until they flounder. A child who learns best through kinetics may interfere with a child who learns best via auditory channels.</p>
<p>This value does nothing to teach children the way of the real world. College, and reality, is not crafted to an individual's personal needs and children (like it or not) need to be able to adapt to a variety of learning experiences.</p>
<p>When I see the "individualized learning" I translate that to me technological instruction. Be precise -- will this value manifest in actual pedagogy or simply in the blind use of tech. This is my concern with the vagueness of any value -- how will it be applied within a new paradigm structure.</p>
<p>Again, do we actually implement this, except for students with IEP's?</p>
<p>Common Core does not promote this approach, so the adoption of these standards by the State of Rhode Island has already compromised this value.</p>
<p>Personalization sounds exclusive while individualized sounds less so. Which is it?</p>
<p>Now, I am truly worried and I'm all for personalization...- what do you mean by the statement "individualized learning experiences" and how will they be equitably established in each district/school?</p>
<p>Not currently. Systems in place for evaluating teachers and schools do not value, or even really track, individualized learning experiences, deemphasizing such learning as a priority.</p>
<p>Individualized learning experiences sounds like it is limited to instruction. No attention is paid to behaviors. This value should be broader.</p>
<p>College and the work place don't do much to adapt or personalize a job for adults so we should be weary of going too far on this tenant with kids...</p>
<p>How are you defining "personalization" and "Individualized learning experiences"? What about the social/emotional aspects that make for a successful student? How about those skills that are being discussed as 21st Century skills?</p>
<p>School choice fits in with this category and is a critical aspect of personalizing learning for scholars/students.</p>

Preparedness:

In our education system, Rhode Islanders value learning opportunities where students develop both the essential skills and knowledge to prepare them for future success.



The list of all comments is below.

is 'both' needed?
How is preparedness different from excellence? Wouldn't an excellent system leave students prepared?
Get more specific; too vague
it would be appropriate to add "forward facing" language here about 21st century learners, especially because we need to add a priority of digital literacy
Include social/emotional preparedness
North Star & Heck Yes!
I think this value falls under the Personalization value. If we are individualizing learning experiences are we not providing learning opportunities, are they not the same thing?? Can we combine these two values?
This also has to be a value -- we value that if we personalized their learning experience then they will be prepared for their future. Can we put Personalization and Preparedness together or does that lessen the importance?
Again, if we did, we'd have more opportunities for students who wanted alternative paths to purposeful lives after school. As it is today, there are limited options and more and more students are graduating without skills or knowledge to gain employment.
This should be the ONLY value because it incorporates the essence of all of the others and it the message is clear: future focused and not limited to the immediate future-could be next 1000 years personalized-what ever student needs to prepare them for their future (different for each student) defines excellence-their future success addresses global citizenship because the future will require a global perspective safety is required to provided these types of effective learning opportunities community responsibility for student learning is embedded in preparation support for ensuring student success is embedded a positive, outcome-based statement that answers the most important question "Why go to school?"
Again, this is more of a "Priority" than a "Value."
prepare them for current and future success

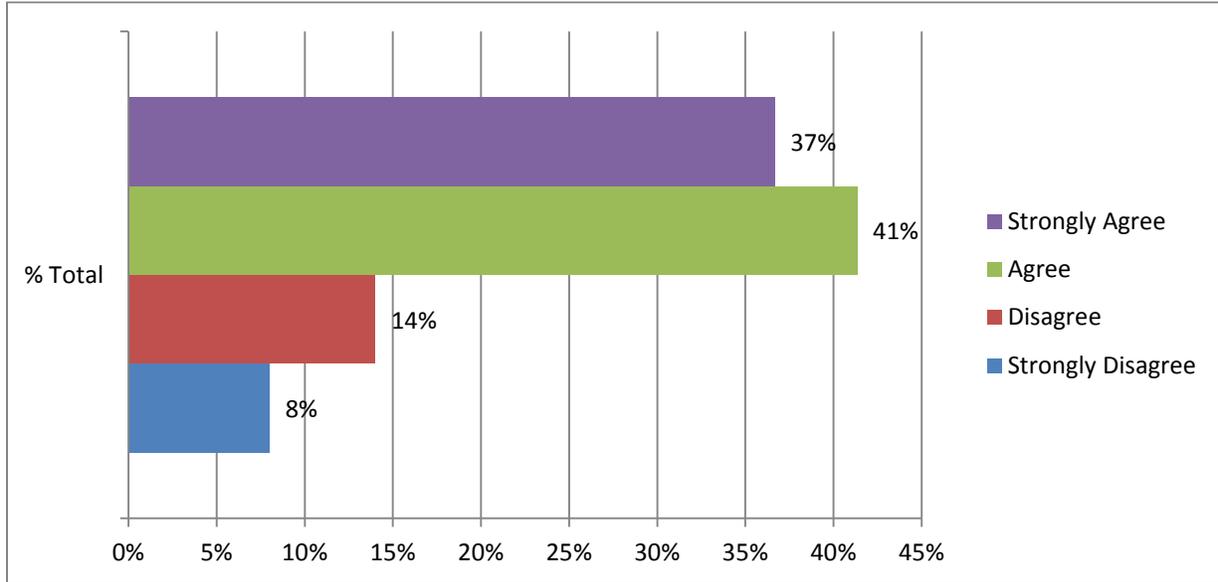
This statement is the core! Alternative wording: Preparing Students for Individual Success We value high-quality, personalized learning opportunities that enable students to develop the essential skills and knowledge needed to prepare them for future success.
Good value. I see this more as a value of Opportunity - knowledge and skills - preparing them for their future...
Responsibility
There should be a standard here of the Extended Learning Opportunities (ELO) for our High School students across the state.
This goal requires a change of thinking. Too often our teachers present material as it is the end-goal instead of the foundation upon which students will lead the rest of their life. As a result, teachers teach without the sense of urgency for how important the material is nor do they provide real-life connections to why they need to know what they are being taught. What PD will be offered to teachers, GUIDANCE, and the community on what being prepared looks like and why we do it? There are some majorly antiquated ways of thinking out there that adversely affects our students.
I love the sentiment, but what is written is almost too nebulous. What is future success? It should prepare them to be global citizens... or college/career ready... something more specific!
This seems very vague to me. I don't really know what you mean. Of course students need opportunities to 'develop essential skills and knowledge' or to 'learn'. It needs to be clear the skills and knowledge critical to future success or more than algebra and advanced academics. According to the original survey, people felt communication skills, problem-solving, creativity and technology were most important.
What does this mean? Too broad.
I don't understand how this is different than "excellence." Is this value trying to also get at the idea of an educational system that is always anticipating the future and evolving to meet the demands of tomorrow's world as well as today's?
This seems like it can be combined with Excellence.
how do we choose what skills and knowledge are essential?
This should be a BASIC expectation.
Consider combining with excellence.
This could be combined with personalization
In RI we need to think about what we are preparing students for- well matching this concept with the capacity of our local economy.
Preparedness is a great value to span across grades - prepared for the next grade, prepared for college and career!
Education should set up students for a lifetime of success and motivate them to continue to be learners for their whole lives.
yes, we value learning opportunities but I'm not so sure just how prepared our children are for the future and job market.
This should be added to the curriculum. Students often graduate with zero idea of what to expect in the real world.
Good by itself, but could be combined with "excellence." Same value and goal.
Connects to key issues of early learning and college, career, and life readiness.
Again, these should not be one-size fits all. Opportunities should match students' abilities and interests.
This is a redundant value in terms of what it means to value excellence - excellence that ensures that students develop both the essential skills and knowledge to be prepared for future success. I would modify the excellence value to contain this part.
Again, the probability is to define "success" as high scores on a standardized test, implying readiness for college. This a wrong-headed direction. Technology is developing exponentially. No one can predict what the job market will look like in a year or in five years. We need to develop students who believe in themselves because they have strong foundational skills and can think for themselves. We should not be preparing them for a technically narrow focus as the Common Core was designed to do.

I agree with this statement, however, at the core design of rigorous and viable pathways/learning opportunities will be the skills and knowledge necessary for future student success.
Now we are getting to what we value in our children's education! In the SRT meeting last night, many people agreed that we should be listing those things rather than just lumping them all under preparedness. The list of values that people came up with were: We value creativity; love of learning; literacy; problem solving; critical thinking; interpersonal and social competency; physical and emotional health; rich and varied educational opportunities; good citizenship, locally, nationally, and globally; expectations that are developmentally appropriate.
This is vague to me. I have no idea what it means, and what the work would be connected to anymore. Is this college and career ready? Whole child? Social and emotional learning? Communication skills? Again, it no longer passes the share it with others standard.
We need to focus on enrichment. When did it becoming politically incorrect to have gifted programs? We need to know that WE CAN produce the innovators and outliers of tomorrow; whether we call them innovation programs or enrichment or what have you. We DO NOT need to continue to focus on producing a nation of "producers".
We want children prepared, however, we need to understand that no 2 people are exactly the same, and that each student's "preparedness" can and will look completely different.
Somehow, this would seem to be the overriding purpose of an education system - preparing children for life (John Dewey's philosophy) - the umbrella of umbrellas
OK, but sound like blah, blah, blah.
What does "future success" mean? How is that defined?
A bold statment woudl be, "...value authentic leaning opportunities..."
Too much emphasis on tested subjects and not subjects that will make students better citizens and prepare them for the real world.
We do need to prepare our students for the future but changing their instruction midway through their education and holding them accountable for things or their teachers if they lack the skills that would be taught to future generations? They need to be prepared but the end goal must match their personal needs for their futures. Not all students are college bound and that needs to be considered as part of preparedness.
This is a major gap in our current system. We need to hold account accountable for workplace skills and responsibility. We are currently far off this mark.
Please focus less on preparedness for standardized testing such as NECAP and PARCC which do not teach essential life skills. Students need to learn how to calculate the change due to them when buying products in a store and how to calculate a tip for a restaurant server, NOT how to shade boxes in colorful patterns like they will have to on a standardized test.
Are you asking if the school system or Rhode Islanders value these thins? They are 2 different groups of people. Your survey is flawed. Perhaps you should have asked if teachers, administration and the public agree with your statements.
Huh?
This will be about a lot more than academic outcomes...behaviors, pro social skills, the whole child and nicely ties in with community collaboration and shared resp MTSS as a statewide framework
Keep it developmentally appropriate. Please get rid of the word rigorous. It sounds like a Nazi camp. It's school. They're kids. They don't need to develop ulcers in childhood. They need recess. Please look at the Finns. In grammar school kids have recess after every class! Kids need the arts to keep the brain thriving. Older kids need time for physical activity as well. Remember they all, even the teachers, need to sleep. Don't keep them up all night with homework and/or useless paperwork and data.
PRE-K AND KINDERGARTEN NEED TO BE MANDATED. Children enter school at too many varied levels of readiness. Those who have had previous experience get bored and those who have had nothing take a large amount of time to catch up to their peers. Social skills being taught in pre-k would be SO BENEFICIAL. It is tragic to see how unprepared

students are when they enter schools. On the high school level, we are not teaching students how to take responsibility as an adult in the real world. We need to teach a different set of social skills in the higher grades.
I agree but again it seems more precision is required in the description. What does it mean to be prepared? How can one actually prepare for a future when not one among us can predict reliably what the future may hold? Teach for the "now" moment, not some uncertain "then"...
This implies that we know what the future will demand of our students. Do we?
What is your definition of essential skills and knowledge?
However, I believe a more careful job could be done of discerning which skills and knowledge sets are essential. Many schools focus on academics without many social supports, but social skills can play a major role in future success.
Again, the wording needs to be broader. Needs to include behaviors such as Habits of Mind.
How are you defining "essential skills" and "knowledge"? What about habits of mind?

Responsibility:

In our education system, Rhode Islanders value the shared responsibility of students, educators, parents, communities, business, and higher education for ensuring the success of every student.



The list of all comments is below.

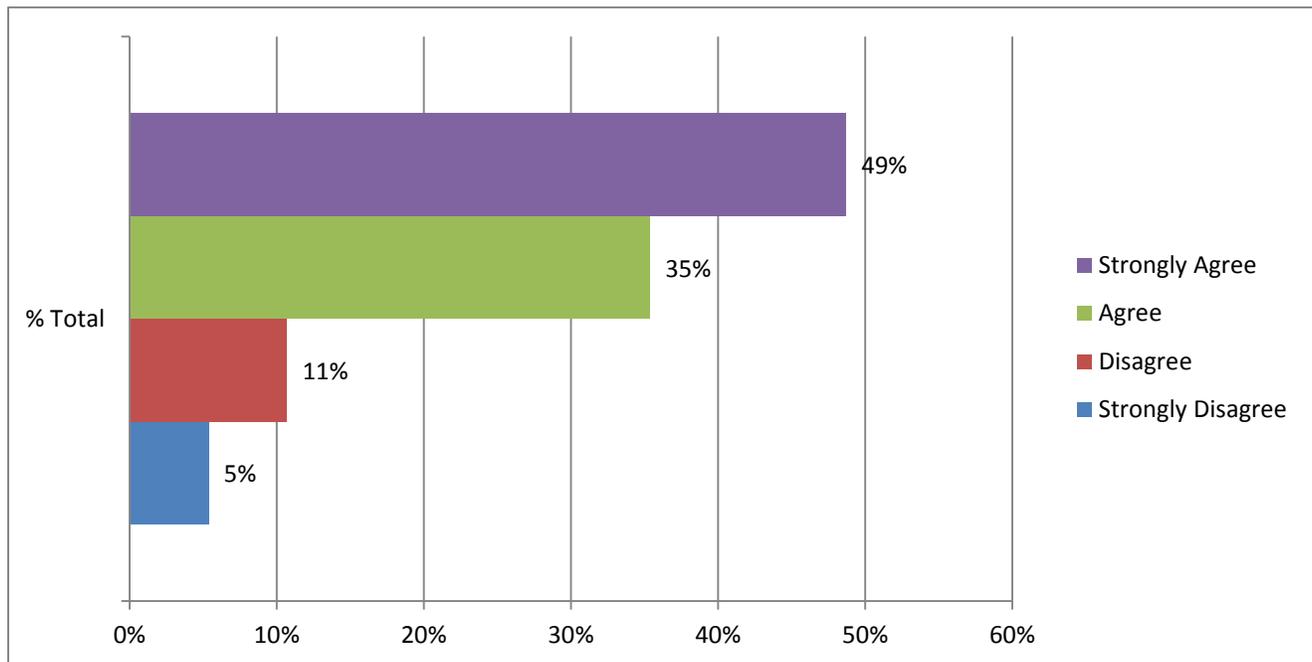
Consider combining responsibility and support
Very related to support
Responsibility and support could easily be wondered as one value within minor modification
Combine with support value
Same as support?
Could be combined with support
Add community support to responsibility
Important and assumed
Creating responsible students
It takes a village... how do we hold some of these stakeholders accountable?
This statement isn't as new and prodding as some of the others. I think we have pushed for creating coalitions and alliances between stakeholder groups with only limited/pockets of success in terms of student achievement
Consider including the term "partnerships" within this statement somewhere.
I think that the Support value takes this into consideration. I don't think we need both. Responsibility implies duty and I think it is too "heavy" of a word. The partnership priority also addresses it.
All vest stakeholders in a students education must work collectively! Parents must be held accountable for their participation levels!!
I agree that it is the responsibility of all in order for our students to have success and I believe that this along with SUPPORT can be put as one
Again, this is more of a "Priority" than a "Value."
Alternative wording: Our Shared Responsibility for Our Students We value the shared responsibility of students, educators, parents, communities, leadership, business, and higher education to support the success of every student.
add government - key component is government - Safety can be included here
Let's place MORE value on community schools. More taxes? So be it. I would rather fund schools than prisons.
While I strongly agree to this, I have trouble envisioning how it might be carried out.

Business keeps talking about the skills-gap and how employees/students are coming to them unprepared. How are they going to work with schools and policy-makers to change this AND invest in that change.
This is not clear to me. While others in the community have a role, it is the responsibility of schools to provide an education. Community partners are critical to help meet the needs of students and families so students are ready to learn and to participate in experiential learning in the community.
I would like to see the word ownership to be worked into this statement. I think this is hugely important to the success of our schools. We need everyone, whether or not they have a child in a school, to own the success and failures of the public school system as a whole. We have too many people with only parochial interest in their particular city, town, or neighborhood. We need to broaden the public's sense of ownership to include all school systems and all students.
This seems like it can be combined with Support.
Should we also mention that we value students becoming responsible?
This is a PHILOSOPHY that we can all agree with. However, until RIDE commits to recruiting, training and collaborating with parents from the ground
Combine with Support
I like this better than support, but I think the two are similar. Consider keeping responsibility but removing support. Maybe make it "responsibility and support." Also consider adding government. Government also has a responsibility for ensuring success!
This should be combined with support below
Not sure how this is different than support; also, it is implicit in the effort that we are responsible for outcomes.
I don't think they do. I think they believe they should have no responsibility, and that even if they wanted to, with the current traditional public school hierarchy, it's not possible
Parent choice and charters fit in here as well. If this truly is a value, then it is hard to understand why charters come under so much fire.
I was not very convinced about this value, but really appreciated the conversation at the last SRT meeting regarding adding government as another group that shares responsibility so if this stays, I'd definitely add government to the series.
As long as all these "partners" have an equal say and no one group gets to dictate what that should look like.
This is an important value to build priorities on; it is redundant with "support value" below and support should be eliminated.
Families and communities need to be involved in the education of their children. Families' views and concerns need to be listened to by teachers, schools, school committees, and politicians. Neighborhood schools need to be supported. The needs of business should be considered, but not given overriding attention. Education should be about fostering self-actualized adults who can participate in a diverse society, not narrowed to preparation for careers.
Educators currently act as though they, and they alone are the ones with the answers. We should tap into business and the community
This value statement "ticked" off more of the boxes for me than the support statement because it holds everyone accountable. The support value statement, while important for ensuring all key stakeholders are part of the system, does not carry the same shared accountability for the success of all students.
This is neither a value nor a priority since it's not actionable. Also, I think success is an awful word to use. Its connotation refers to monetary success. It would be too bad if all we were doing for our children was preparing them to make money. Let's ensure that our children's education leads them to meaningful and fulfilling lives. Also, this statement isn't needed since we have the Support statement down at the bottom.
It seems to me that you can value everyone being at the table, and even welcome them, but to make it the responsibility of the business community and the community at large? It doesn't seem like that is the place of RIDE's strategic plan. Rather, RIDE should be, in the end, helping to grow partnerships, and gain buy in, not require them. In our education system, Rlers value the importance of welcoming everyone to the table to work in partnership to

ensure...
Parents may need more support in order to be involved in their children's learning. It may appear that parents are disinterested if they are often unavailable, however, there are some families that TRULY want to be involved but need more resources than others. I caution the involvement of businesses; curious as to what their ultimate goal's end is.
Responsibility and Support would appear to be mutually integrated. If we, as a community are responsible then we, as a community, are required to provide the appropriate supports. When the community is disaggregated, that is the schools, municipalities, state government, federal government, etc. are given responsibilities but not, especially in the case of schools, given the resources to support the responsibility that the system is subject to failure.
The business community is trying to undermine education in order to bring down teacher unions.
This is valued of course. I find that depending on the district, parental involvement varies greatly. We need to hold parents accountable for their child's education. Truancy, being prepared for class, behavior at school are some of the things that teachers have no or very little control over. ALL parents/guardians need to be held accountable - especially if the teachers are accountable for these kids' test scores!
I can not envision how you can make it a responsibility of ri businesses to ensure the success of our students
No one person is able to move a student toward their goals alone. It needs to be the shared responsibility of everyone to help this child reach his or her potential.
how will parents/students be held accountable? this just "really" means blame teachers
Partnerships like this make learning impactful.
We are dictated what to do.
If this means HIGH STAKES I'm opposed.
MTSS as a statewide framework
Again, keep in mind you're planning for human beings. There is a limit to what we can ask of kids and adults. This is school. This is preparation for their future, but it is NOT life or death. They have YEARS to prepare. Let them do it one step at a time, while they still get to live that life of theirs!
Again, what does this mean, more specifically? THis is unclear. In a way, this partnership already exists. A student's success or lack of it is the combined result of their home life (which plays a HUGE role), school life, and any community agencies or businesses that have somehow contributed to the student's experience. It takes a village. But how does one hold a community or "higer ed" or businesses accountanble? THis is a lofty sounding statement but means very little- too general to be useful.
Family involvement and engagement is an often overlooked piece of the puzzle. Also, I read the Providence Journal several times a week and I find that the sentiment towards teachers is often negative. If you read the comments under any article written about education and you will see a hatred towards teachers. There is a general "teachers are not doing their job" vibe.
Get rid of "business" and I'm in the "strongly agree" category. We place far too much on the worth of business for anything...business exists to serve business.
By "higher education" do we both public and private institutions or just the public ones?
I see no evidence that RI values shared responsibility
Is sharing responsibility a value or an actionable thing to strive for?
Truly shared responsibility would include high school exit exams. If the kids don't have a stake in their own success, the adults get inspired to enable them -- to the kids' peril.
What constitutes "shared responsibility"?
It seems like education is more of a battleground than a community right now, with everyone taking a side on issues such as school choice and assessments.
Use real learning outcomes to measure teacher effectiveness! SLO's are inherently biased because teachers PICK them!
I do not see the role of business in the public good of education. I am also not sure the responsibility of higher ed in K-12 success.

Safety:

In our education system, Rhode Islanders value schools where students can effectively learn in safe and secure surroundings.



The list of all comments is below.

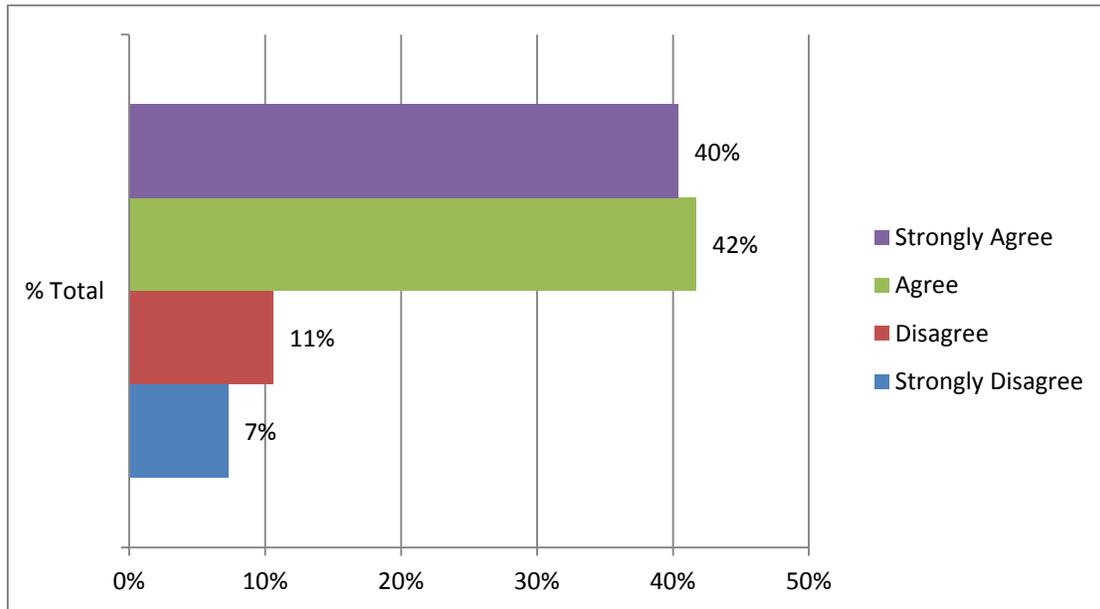
Health and safety
Health and safety
Healthy, safe, appropriate
Healthy, safe, secure. Warm, safe, dry
Hugely important in a shared responsibility kind of way
I think that this a core function, not a value
Safety should be a given
Living in today's society, safety of our students is number one priority!!
Safety is definitely a given for our education system -- this incorporates the equity, responsibility of all, and the support of all. Our schools have to be a safe place for our students, they have to want to come and know that we are here for them and we want them to be successful. They need to know that they can trust us in all aspects -- we will help them learn, make the right decisions, give them the right direction, rely on us no matter what is going on outside of our school
I think we do, but we are going about it in the wrong way. We are so punitive and Zero Tolerance based. We need to invest time in our students to find out what underlying issue is preventing them from responding safely to stress and expectations. Also, often times if you do ask students about bullies they talk about the teachers and administrators being the worst bullies to students through sarcasm, calling them out in class, humiliation, etc.
Again, this is more of a "Priority" than a "Value."
Part of equity—all kids deserve safe schools, the way we get there is equitably providing school building and communities that are safe. It's about resource allocation and focusing our efforts. also, it's more of a priority over a set of strategies
Yes - can be combined with responsibility
Add emotionally and physically to describe safe.
Gilbert Stuart Middle School is literally falling apart from the inside out. There is asbestos in the ceilings, and cracks in the

walls. Drinking water is dirty, and water fountains are often inoperable. Gilbert is one of many. Is this the sort of place students deserve to go to school?
This needs to be both physically safe, emotionally safe and safe relating to a healthy environment.
I feel as though this is a given statement.
1 - There are not enough adults in schools anymore. Positions have been cut and there are larger student:teacher ratios. Having more adults (caring, qualified, with a meaningful role) is a major way of assuring student safety. 2-School buildings/facilities are in abysmal. ABYSMAL. Where I work there are are tons of missing ceiling tiles and the ones that remain are water stained or otherwise damaged. The HVAC is all out of whack - too hot when it should be cold, too cold when it should be warm and all combos in between. The bathrooms look like they should belong to an underground punk rock club. Our building has not been painted in 16 years. THIS MUST BE ADDRESSED.
This is a 'Given'. It also means that students must feel safe from bullying and feel that schools have a culture that is warm and welcoming, and that staff and students will protect members of that community physically as well as emotionally.
This is an expectation not a value
I think this one goes without saying. If, however, the spirit of the statement was to contemplate the basal levels of Maslow's hierarchy of needs then I think expanding it to safety, wellness and belonging to a community of learners would allow socio-emotional aspects of education to be captured here.
I agree with the statement made in today's meeting that this should be "Health and Safety."
This should be Health and Safety. I also would change the text to include supportive learning environments. As written, it could be interpreted to mean, as long as we keep active shooters out of the building, we've got this one covered. This has to include school climate, respect, lack of bullying, etc. - not to mention healthy school buildings, and addressing unmet health needs of students.
Of course we all want our schools to be safe and secure. I am not sure though if this is already a RIDE priority whether or not it is included in this plan or if it needs to be included in this plan to make sure it is a RIDE priority. Another thought regarding Safety is, with more and more access to technology in school (online classes, online assessments, online research), do we need to include anything here about internet safety?
I think this is assumed. This value is also not seen in the priorities.
While I value safety, it does not pass the test to me, nor is it connected to any of the priority statements
Yes, secure however also challenged! We need to encourage students to rise to the occasion, for example with state testing by letting them know they are capable.
This pairs nicely with equity - not just physical safety, but the confidence to voice opinions and the courage to listen to those different from each student's view
Obviously important, but maybe too obvious to list.
I appreciated the SRT discussion of Maslow's hierarchy and wonder if this value could be expanded to include keeping students safe and having their basic needs met.
Physically and emotionally safe.
This seems like a condition for learning but not a value.
Absolutely! The condition of many older school buildings is deplorable. Not only the safety needs to be improved, but the environment needs to be welcoming and uplifting. Children need gardens and green play areas.
I think safety is critical. So many students hate school because it is not a safe place for them - and I don't mean that they fear for their life - they are not safe to be who they are, to learn in ways that make sense to them. They feel criticized and ridiculed and rejected. Or they just don't feel "good enough." This is a peer to peer and teacher to student issue.
Again, design of personalized pathways ensuring success must provide safe and secure surroundings or they may not lead to success and who would design, for any student, an unsafe and threatening environment.
Another important priority rather than a value unless we mean by this that we want our children to learn how to be safe and secure. Otherwise it should be a priority that we make sure our schools are places that provide physical and

emotional safety.
It's a value with no related priorities? How will this be addressed?
Parents and teachers do not observe many basic safety precautions. This needs to become a loud, consistent message across the state that shares a common language.
Children need safe schools and homes, that is apparent. The area that I see lacking is in the pre-k settings. These settings are not always suitable for young children. A pre-k facility should NEVER be set in multiple level building, with bathroom facilities that do not suit their needs (e.g., toilets and sinks that do not suit their physical size. All children deserve a safe ride to school. The fact that all children are not provided busing is a disservice; specifically to the young children and children living in urban districts, that may present with higher crime rates and poor access to sidewalks in the winter.
This is a mother/apple pie/flag issue. It gets a lot of attention but, in reality, the schools are in most cases the safest places many children are throughout the day - including their own homes.
Many schools lack security upgrades due to budget issues.
Many schools in Rhode Island are in desperate need of repair and are lacking safe, healthy and secure learning conditions where students can effectively learn.
Our schools are safe. While we need to maintain and upgrade plans to create safety, this is a part of responsibility and working with out city resources to create safe plans in our schools.
can only be accomplished by removing problem students from the school setting
There is nothing productive without feeling safe.
Classrooms need textbooks and reliable climate control before large screen televisions and curriculum based soley on standardized test results...PERIOD!
No brainer
MTSS as a statewide framework
I think the safest schools, the most kid friendly schools are neighborhood schools, where parents can walk and pop in to see a performance, attend a meeting, volunteer etc. and see his/her neighbors there also. Individual needs of some students may be cause to differ from this model, but as a whole I do believe it's just nicer for everyone to be within walking distance and know classmates.
This also goes without saying. For whom would safety not be important? Safety in any situation is more of baseline- I don't consider it a value but more a required condition.
Some schools have great systems in place for who is allowed in the building and who is not. Other schools have a more lenient policy. Older buildings are not structurally safe and sound, and most definitely are not well maintained and cleaned. Many schools are unhealthy and unkept.
Agreed, but not a number one priority. You want to be safe wrap yourself in bubble wrap and don't leave your bedroom.
Must also include health and emotional well being.
Our schools will never be 100% safe - it's just not practical to expect this.
Sad that we even have to mention safety because it is an ongoing problem for many schools.
We obsess about safety. If "nourishing" and "nurturing" were in there, it would sound less like metal detectors and SROs.
Is a safe and secure surrounding the same in Barrington as it is in Providence? Please clarify
From what I have heard, this varies widely from district to district.
The health of students is critical to effective learning. This needs to be included.
Dr. Monroe once said: "kids can't learn in chaos."
What about "healthy environments"? Where are you looking at the health of the student to be a successful learner"

Support:

In our education system, Rhode Islanders value communities, families, and schools partnering together to ensure student success.



The list of all comments is below.

Sounds like responsibility for ones self and others.
Maybe rename: collaboration
Support and responsibility can be collapsed
Feels redundant with responsibility
Responsibly and support seem very similar
Same as equity (skills for success)
Consider a stronger emphasis on partnering
Combine safe and supportive environments
Yes
Support all learners in all learning environments
The value of partnering is to help the education system make connection easy and accessible for those mentioned.
The Responsibility value above covers this. Also, the term: "Support" does seem to fit with the statement.
Parents must be supported in working with teachers and vice versa. We must knowledge this and work to improve relations between the two.
Incorporate it with RESPONSIBILITY
Again, this is more of a "Priority" than a "Value."
(see comment above under "Personalization")
Incorporate into responsibility—lots of overlap
This seems to be almost the same as Responsibility. I view support more as supporting students - which should be reflected in the Equity value.
same as responsibility
I would love to see school adopt a Community Outreach Committee that can be modeled after other states who have implemented ones with success.

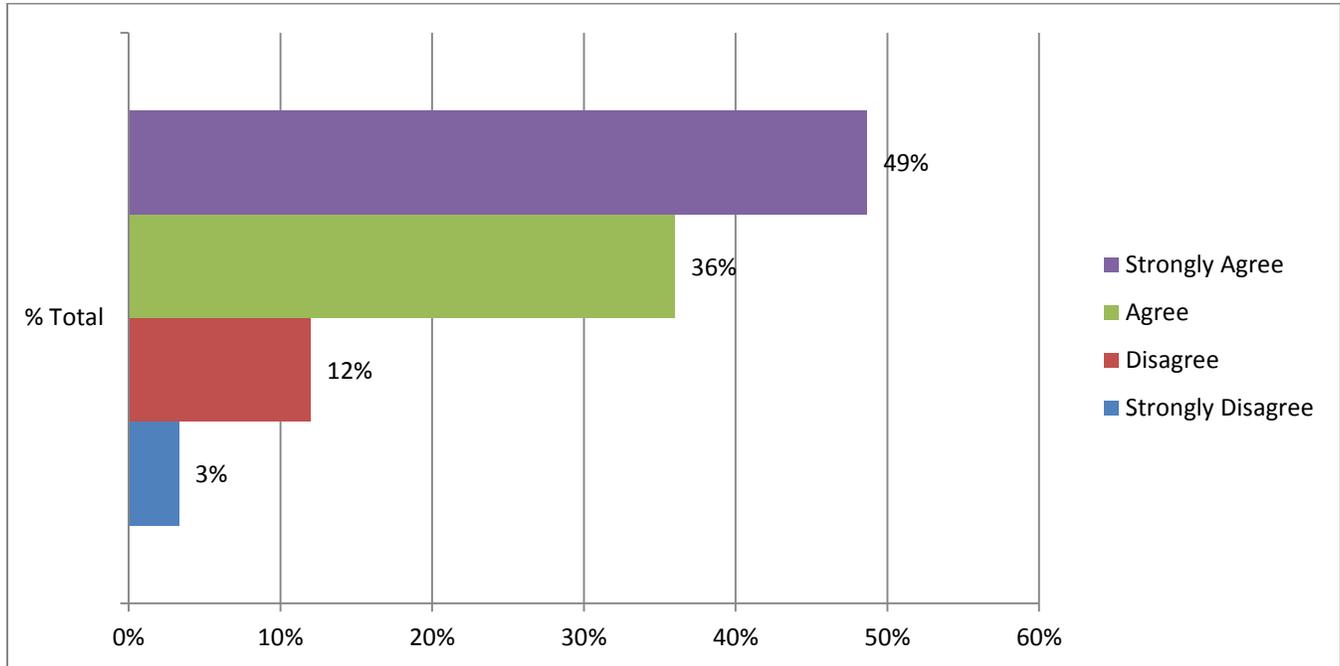
Not sure how this one differs from "RESPONSIBILITY". Need more clarity.
I don't understand the difference between this and "Responsibility".
I think this can be incorporated into responsibility.
This seems like it can be combined with Responsibility.
RIDE must be committed to recruiting, training and engaging families in collaborating with schools.
This value seems to be a repeat of Responsibility. Can the 2 be merged?
Consider removing support. I think a lot of this is covered under responsibility.
Should be combined with responsibility
It might be effective to combine responsibility and support, if we can add the government and the business community to this description.
Redundant with "Responsibility" value.
The system must provide Parental Choice to access the type of school that fits their need regardless of zip code.
Gets at the idea of shared responsibility and that we can more effectively meet students' needs if we consider students as "all of our students" and that their success can best be met if we all share responsibility and celebrate success as partners.
This seems redundant or a part of responsibility which I suggest be reworked to keep the keep values there.
Of course! Again, the issue is what is meant by "success."
As with responsibility the schools do not invite the partnership they say that they want
Agree with but like the accountability aspect of "shared responsibility" value statement.
Communities, families, and schools partnering together to ensure that students achieve fulfilling and meaningful lives is an actionable priority that makes a great deal of sense. We should all feel responsible to do that for our children.
Should this be partnered with responsibility. See comments above. Again, there is no longer a connected priority, as with safety, and this seems lost and unclear.
This might align more appropriately with the responsibility value
The support of community partners to work with schools to meet the social emotional needs of students as well as address any mental health or adjustment issues is critical. Ending the "school to prison pipeline" needs to start with the schools.
See Responsibility
I think it makes such a wonderful, positive impact on all involved when there is a school community event/activity. People feel like they are part of a large family. There should be more events that support this ideal!
Support needs to be distributed among all the districts so that they all feel valued and supported.
define value
Meaningful learning experiences happen here with students feeling that they "can. "
I have to jump through hoops to get volunteers in. Yes, I understand the issue of background checks but my district so uncooperative that it borders on the ridiculous. For example, a teacher was asked to get a background check for a foreign consulate that was coming to the school to speak. What a joke!!
Don't like partnering. Too often this means accepting contributions and adjusting to the values of contributors. He who pays the piper calls the tune. Money men like Bill Gates and Eli Broad have way too much influence on educational policy.
MTSS as a statewide framework
What do we do with students who do not fit the "one size fits all" education system? I've taught in urban and rural communities in RI - we fall short in both regions on those kids who cannot follow a traditional path. ?
Hence neighborhood schools.
Again, what does this mean in terms of specifics? This is also such a broad statement that it is hard to get at what you mean specifically. I'd like you to enumerate ways in which this could happen- a step-by-step plan, not a broad statement that means nothing in the end.

This has not been shown to be the case as of late in this State. For example, many parents have refused the PARCC testing for their children, only to be told by their respective school administration (via RIDE) that parents cannot do this. How can there be a partnership if at the first sign of parental resistance, the State pulls scare tactics to try to increase participation in the test?
Again, we can value this but it needs actionable steps toward achievement.
In our dreams.
Again, what constitutes a partnership? Is it the same in all communities?
This is increasingly difficult due to the expectations on families.
It takes a village...
I think providing high-quality public school choice options to families is in need of urgent attention.

Responses to Each Individual Priority

Personalized Learning:

Design rigorous, interest-based learning experiences, school structures, and college and career pathways to achieve excellence.



The list of all comments is below.

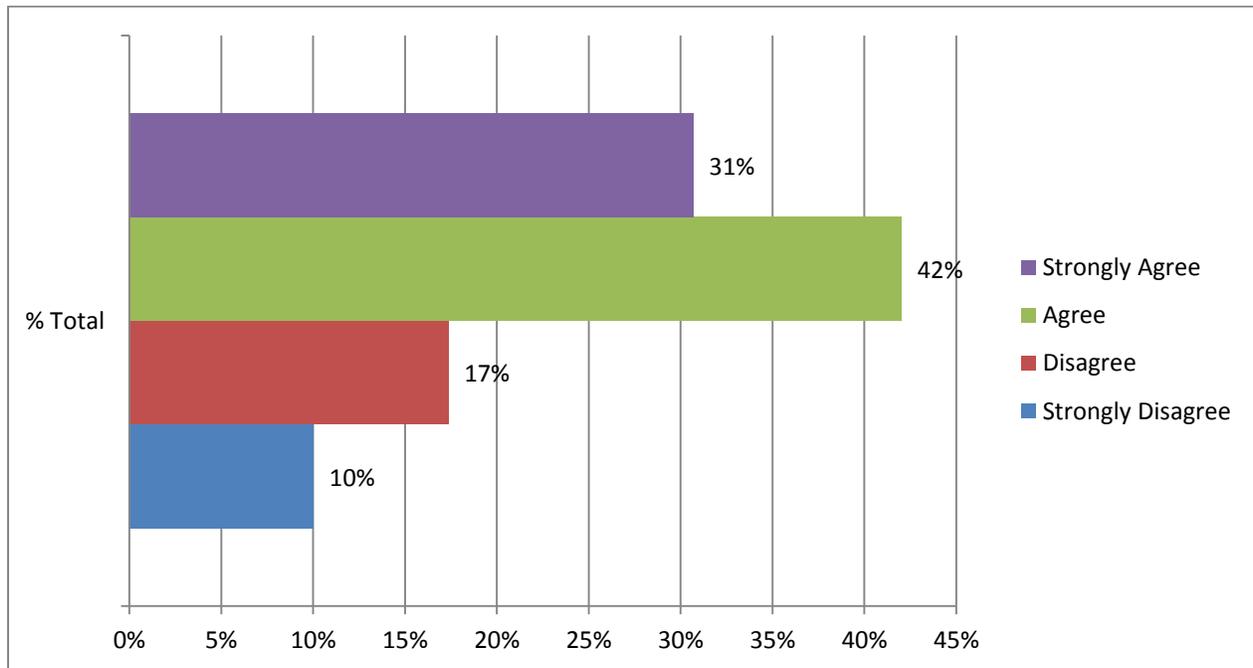
Yes to all 4. I can see deliberate and actionable steps as a result of this priority.
Who is guiding force for designing learning experiences? School structures meaning?
Including social/emotional
Add strength-based, applied real life opportunities
Don't understand how personalization can be both a value and a priority
The priority here should be about college/career preparedness rather than personalization
Feels jargony. What about basic skills?
3 Not sure about the term "school structures"
Making sure we have a rigorous, interest-based learning experiences . . . is a necessity -- we cannot have success for all of our students if we do not meet their needs of every student.
Designing learning with student difference in mind is critical. Student learning is constructed from their experiences. Given the diversity of students in the state they bring different experience to school and those must be accounted for.
the term school structure is vague -be more specific
Rigorous? Why is everything hard? Excellence? Why is everything perfect? How about "Empower teachers and principals to teach students in a manner they understand so they are prepared to live independent and purposeful lives."
We have bright, creative students in our schools with all of the potential to change the world but we are boring them (in some cases to the point of dropping out) and this has to be a high priority now.
Like many of the others, the vagueness and tendency toward jargon leaves people afraid of how this might actually be implemented. Will we have students sitting in front of automated learning systems instead of interacting with others? That said, this is more of a "Strategy" than a "Priority."
would add that we need to build and develop skills-based learning experiences as well as interest-based learning

experiences
method of teaching, structure of content, etc.
I agree somewhat. Just wish they would also be realistic. Also, overusing the word excellence, again. Instead, it should focus back on the student and student success - achieving to the best of their abilities.
will focus on all of these later
Yes, yes, yes! ...and add a Social/Emotional curriculum to our current practices. For example: "Responsive Classroom"
We have a lot of funding for special education students, but we teach to the middle. We should want excellence. We need programs for the top students to excel. We need programs to get the middle students to explore. This priority can tie in with the partnerships. Are we partnering with business in the state to prepare our future workers? This is an equity issue- are students getting what they need to be successful? Probably students in the wealthy areas of RI are getting more than the poverty areas. We need to reach the poverty students & encourage them.
I would like to strongly agree with this, but something in the wording just leaves me a bit unclear with what the vision is here.
"school structures" seems to imply the physical structure of the school
competency based
The description of this particular priority does have somewhat of a Frankenstein feeling to it; several concepts seemed squished together here. The most important one, for me, is the idea of "interest-based learning experiences," because I am hoping that strategies around preserving and promoting arts, music and tech ed classes will be highlighted under this priority.
consider the diploma and what role it will play in "career-readiness"
I believe that this is one of the most important priorities. We want all students to learn and be successful. All students do not learn in the same way so learning must be personalized.
Personalized learning seems like it would better fit as a strategy under one of the larger umbrellas.
Important to reference "high expectations" in this. "personalized learning" has too often been used to excuse low expectations for struggling students.
How children will be placed into these "pathway" and when they will be placed on them is of concern to me. Are we going to use test results to pigeon hole students into career paths?
I have a problem with personalized learning as the priority. To me this is not a priority but a way of achieving a key priority. The key priority is Rigorous College and Career Pathways which can be achieved by designing high quality, rigorous interest based learning experiences and opportunities to ensure students success.
I agree on the surface, but I'm not comfortable with the word "rigorous." Teachers have not been teaching sloppy research writing or sloppy thinking. How does the word "rigorous" relate to high school students' mentorship activities and research for their graduation projects? I would substitute the phrase high-quality for rigorous.
We need programs for the children doing well, beginning in Elementary schools!
This is so important and is not happening anywhere near enough. If student learning could be rigorous, interest-based, geared toward how each student learns best, hands-on and experiential, a lot of other issues would fall away. Class size is a big factor here, along with standardized testing and probably professional training.
I would use relevant learning experience instead of interest-based.
For students, PreK to 12.
to strengthen this idea we might add, "lessons and programs should be differentiated for students"
Define rigor; does that equal boring, low level memorization and standardized assessments? Some parents and educators interpret it this way. Rigor needs to mean higher-order thinking; critical evaluation and the creation of new things and ideas.
Personalized instruction is expected, however, we need to provide students with varying options but not mandate which option is chosen.
End after "experiences." The rest waters it down and makes it jargon.

I think this means both on the student and school level - encourage the development of schools that have a strong perspective and philosophy (public Montessori schools, project-based learning schools, etc) so that families have real choices for their child's educational environment, regardless of income. Within each school individualized instruction is so important, but without first doing this at the school level it will hard for teachers to offer transformational opportunities for kids. Cambridge Public Schools in MA is a great example of this.
"Interest-based" learning experiences are not necessarily the best learning experiences.
I disagree with elementary and middle grades, but I believe this would work well in high school.
This doesnt really describe personalized learning; this describes standards and goals. I disagree with the goal of college and career readiness for early education.
There should be more focus on career pathways in our schools. To achieve excellence is a relative term that sounds good but is not measurable. I would recommend instead that it said, "for all students."
Where is the term blended learning in any of this?
Let's get out of the book.
Right now all we are doing is trying to fit square pegs into round holes. I see very little career pathways and the assumption is all will go to a 4 year college. It is unfortunate that today employers do not want to spend the time educating people in their field. They expect them to have this certificate and that one. Jobs that at one time were considered at the bottom of entry level now require certificates.
Top the word "rigorous." Don't much like "college and career pathway to achieve excellence" either. Total cliché which is now meaningless.
Personalization takes many forms and technology certainly can be a vehicle, but it is not the only way and I do not support our state's seeming belief that this is the panacea. It simply isn't supported enough by research. I would broaden this statement and make tech ONE avenue-not the entire focus.
Remember why elementary schools were called grammar schools? Kids need to be taught the basics. Please lets get back to it. Learning continues into middle/junior high school and even high school. Please let's get back to real K-12 standards. As they mature might they reach a stage where interest based experiences are possible? Sure. Challenge them. Expect them to be responsible. Keep them coming. Keep them curious. Give them the tools to succeed (including social services). Give teachers the freedom to cultivate a life long love of learning! It's that word 'rigorous' again. I hate it.
The teacher should be in charge of decisions about how to personalize instrucion in theoir classroom - they know their students best and what they need. So, personalized learning as determined by the teacher, this should say.
But the statement does not match the priority. Rigor, interest, and pathways do not necessarily equate to personalized.
I question the use of "excellence". Rephrase "... college and career pathways to assist students in achieving their chosen goals." Our job is to facilitate a student's forward motion. Honestly does anyone real set out to do a crappy job? No. How many of us are actually, truly excellent? Noble but highly unattainable.
I don't see how it satisfies test 3.
There are not enough opportunities for children to express their unique interests in school today. Everyone does the same stuff at the same time - smarter kids are slowed down and slower kids are pressured to keep up. How about looking at each kid on his/her own merits? Develop the curriculum around the child, and watch how they flourish! And please stop using the word "rigor" - have you ever looked at the definition? It's defined as "a sudden feeling of cold with shivering accompanied by a rise in temperature, often with copious sweating, especially at the onset or height of a fever."
Please clarify this statement and where is the social/emotional piece that enables one to experience academic "learning" experiences?
College and the work place don't do much to adapt or personalize a job for adults so we should be weary of going too far on this tenant with kids...
How are you defining "pathways"? I am opposed to "tracking" students especially at an early age.
School choice belongs here.
Personalized learning does not line up with standardized tests.

Global Competency:

Educate students to be globally competent through the exposure of diverse cultures and languages.



The list of all comments is below.

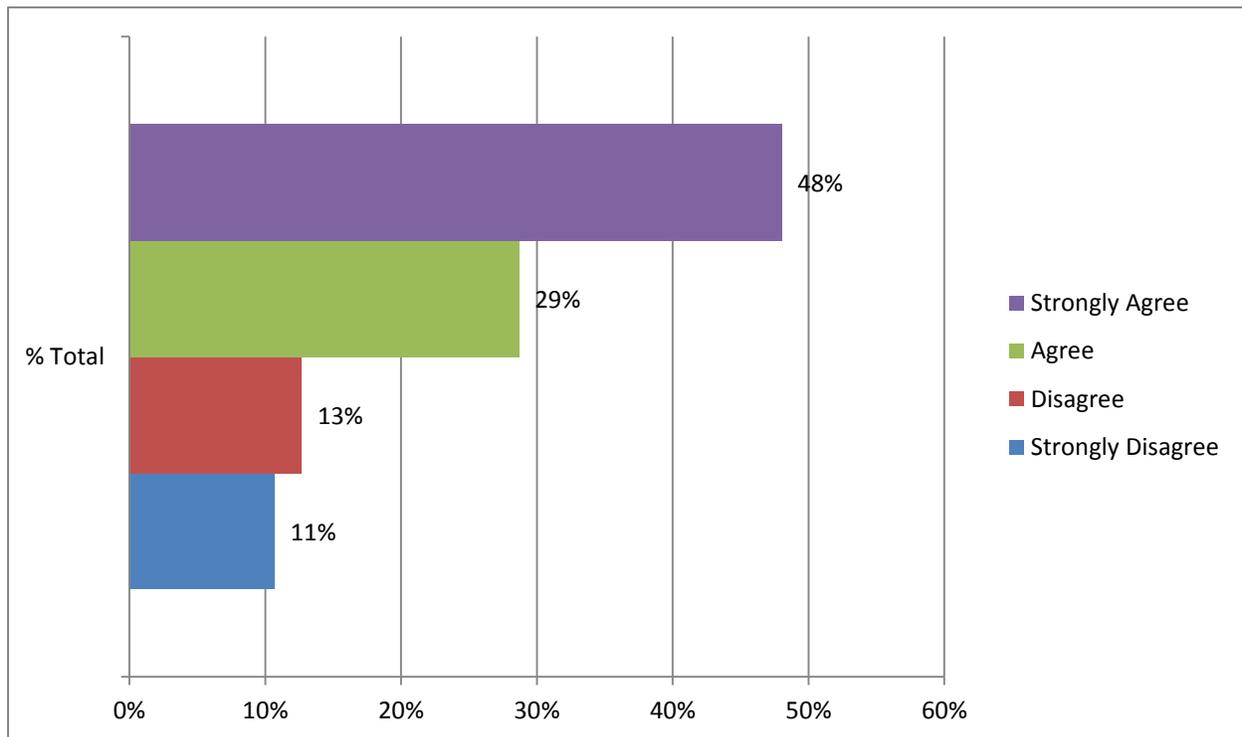
Strategy
This does not seem to get at the core issue of the lack of diversity in our state's schools. We need schools that know how to be culturally competent with a diverse student body, not preparing those students to deal with global diversity
This priority needs to stay; I'd hate to see it abandoned because of wording written in ten minutes... global competence is a very important priority
This is the most futuristic priority
Essential for building a competitive RI workforce
I think of global competency as more than exposure to foreign language and culture (I took French in HS, but don't feel "globally competent")
Educate students to be culturally competent through schools that are intentional about community building, expose students to diverse cultures, languages, backgrounds, and thinking, and build on students' diverse assets
Globally competent? Define it
Like the intent here, but don't really understand "globally competent"
Can't "picture it." Does not appear "actionable." Not "based in data." Please define "globally competent"
Refine- is it about cultural competency? Definition of global competency
This does not pass the Yes test for all 4. It does not pass Test #1; uncertain if it passes Test #3.
4 Educate students how? Unsure of the term--Globally competent? Another suggestion could be: Education that exposes students to diverse cultures and languages will ensure their global competence.
Extremely important for our international relations/economy.
This can be met with the Personalized Learning happening
This is important, but if you have too many priorities then nothing is a priority. I am advocating only three priorities and I would suggest that this not be one of them
instead of exposure- appreciation or understanding

Students should also be competent in their knowledge, the history, and the culture of America.
desired outcome
I don't completely disagree - I am just not sure how much this is a priority. It certainly should not be ignored, but I'm not sure it's a top 5 priority.
I agree that "cultural" rather than "global" competence should be a priority.
Too much a buzz word.
Some HSs, have two years of a second language as a graduation requirement. At my school, foreign language is an elective option and not a graduation requirement. Sometimes students don't realize until it's too late that they are not eligible for a four year school due to not meeting this college requirement. Also, some places have foreign language offered in middle school and even elementary school. To me, this becomes an equity issue. What will be done to ensure equal access to foreign language attainment?
Global competency is not just exposure to diverse cultures and languages. Taking Spanish in HS and learning about Spanish culture does not provide 'Global Competency'. The original survey said a purpose of education was to Create Global Citizens. This is not the same.
re-word- does not pass test
I'm happy to see this on the list of priorities. Unlike Early Childhood Education, which several people have pointed out as a program rather than a priority, Global Competency is not a program; it is an important priority for students in our country and state; countries with only one language are way in the minority. A couple of infographics for quick information about multilingualism: http://www.nerdgraph.com/monolingual-vs-bilingual/ ; http://www.huffingtonpost.com/2013/12/06/second-language-infographic_n_4136915.html
Again this concept is too vague, and hard to picture / is it based in data? What is the expected outcome
I hate the text for this. If all we do is "expose" students to this, we are failing them. We need to *teach* them foreign languages and ensure multilingualism. We need to build skills around communication, understanding other perspectives, collaboration, etc. This should at least implicitly include civics, history, economics.
I agree we need a priority related to diversity and cultural competence, but I'm not sure that this is clear; there seems to be a disconnect between the label and the definition. As it currently reads, the heading "Global Competency" seems to focus on preparedness to enter the workforce, but the definition makes it seem like we need students to be prepared to be globetrotters engaging in multiple cultures. However, it seems like a bigger priority and important first step would be to "Establish an education community that is culturally responsive and committed to develop students' cultural competence."
Global competence should stand alone as a priority. Multiculturalism should stand alone as a priority.
Exposure to cultures and language will not create adults who are ready to compete in a global economy. Rigorous curriculum and assessment and high expectations will. This is feel good and polarizing at the same time. We should strive to create American Citizens who can compete within a global economy.
A strong humanities program should be present at all schools. No better way to study language and culture than through great works of art, music and literature.
This is the most forward thinking priority.
I was an anthropology major as an undergraduate. This foundation has given me a valuable lens through which to understand human nature as well as aspects of local, national, and international events. The cultures that children bring to school should be acknowledged, respected, and drawn from to nurture learning for all students.
We cannot ensure education through simple exposure. We often attain the opposite of expected results from simple exposure, cannot come up with a good replacement but we should expect and design something deeper than exposure in our system.
Exposure; how about acceptance and understanding?
They will come to this if the learning environment is a naturally open and diverse.
There needs to be a "neutral" response.

Dual language immersion should be commonplace! Imagine if every child in RI were bilingual - what a game changer!
Overrated, more of a upper high school or college initiative, "thorough exposure and designed learning of ..." can make it K-16 friendly and increase cultural awareness and tolerance.
Need more of this. Too much emphasis on ELA and Math because schools only care about state testing.
What does exposure mean? Do we mean learning a second language in the primary grades? There is data that says this is the most efficient time to learn a second language. The South Kingstown schools had a middle school program with "cultural exposure" that was essentially worthless. How will districts with little student population diversity implement this?
Exposure to diverse cultures and languages doesn't not equate to competency.
Diversity is important but it is just as important to teach tolerance and understanding as it is to teach or focus on a handful of cultures. Languages should be a part of early education.
Imagine if every student graduating RI public schools were globally competent -- spoke at least one foreign language; studied and/or traveled (studying) various cultures; were connected to peers in other countries (or states)!
Meaningless. Let's concentrate on R.I. And the U.S.
Global competence-in addition to college and career ready, 21st century skilled (as accreditation calls many of those skills)...it is redundant and needlessly confusing to folks who need to lead. I would focus on CCR & 21st century skills to embed this in that. Also becoming global citizens is much more than just exposure to languages and cultures.
See an above comment. Don't waste precious sleep time/ learning time by asking kids to travel farther than they need to get to school. Plan projects, activities that will bring diversified groups from different schools together...even within the school period. That could be projects, competitions, even field trips with diverse groups working together. In the elementary level we had citywide grade level meetings, professional development. EG. Bring together state physics teachers to plan bringing kids together somehow. There is no end to the number of ideas teachers can have! Let's cross city/ town borders!
Yes, important, but let's be more specific about what should be required in order for this to be accomplished, and help provide resources to the LEA's instead of pushing all the financial burden on the LEA's.
Esp. in the area of opportunities to learn a second language (for those who are not already bilingual!)
"exposure TO diverse . . ." don't see how it satisfies 3
"globally competent" What does this mean?
Yeah, but what does this mean? Is it more political correctness or is it a real commitment to second languages and for that matter, art and music which are a great entree to other cultures.
Now, I am truly worried - what is your definition of globally competent and exposure to diverse cultures & languages?
What do you mean by "globally competent"? Is it an "exposure" or an "understanding"?
Global competency is about more than exposure to cultures and language. It is about preparing scholars to interact in a global economy to better our world.

Early Childhood Education:

Ensure access to developmentally appropriate state funded early childhood programs to prepare students for kindergarten.



The list of all comments is below.

Strategy Not an umbrella
Pre K-12 education focus- early childhood within it
The umbrella to this seems more like school readiness and not ECE
Not an “umbrella”, too specific
This seems very particular- a program not a priority- early childhood
Seems more of an “advocacy” group nature than a priority
Instructions were to prioritize items that are broader under which other, more specific priorities may fit. I do not believe this is broad enough as a priority
Early childhood seems a subset or strategy- why not preparedness? Include early childhood, transition to college, adulthood
Not a priority
Not a stand alone priority as a funded “program”
Early childhood should not specify state funded
Early childhood: remove “state-funded” - why is this necessary? Set and monitor requires standards
Most Pre K is Federally funded and I’d take our state line
Replace developmentally appropriate with high quality (developmentally appropriate could mean watching cartoons all day)
Should focus on HQ programs and not developmentally appropriate
Early Childhood Education seems like a strategy that would fall under a larger umbrella. Why was this pulled out separately?

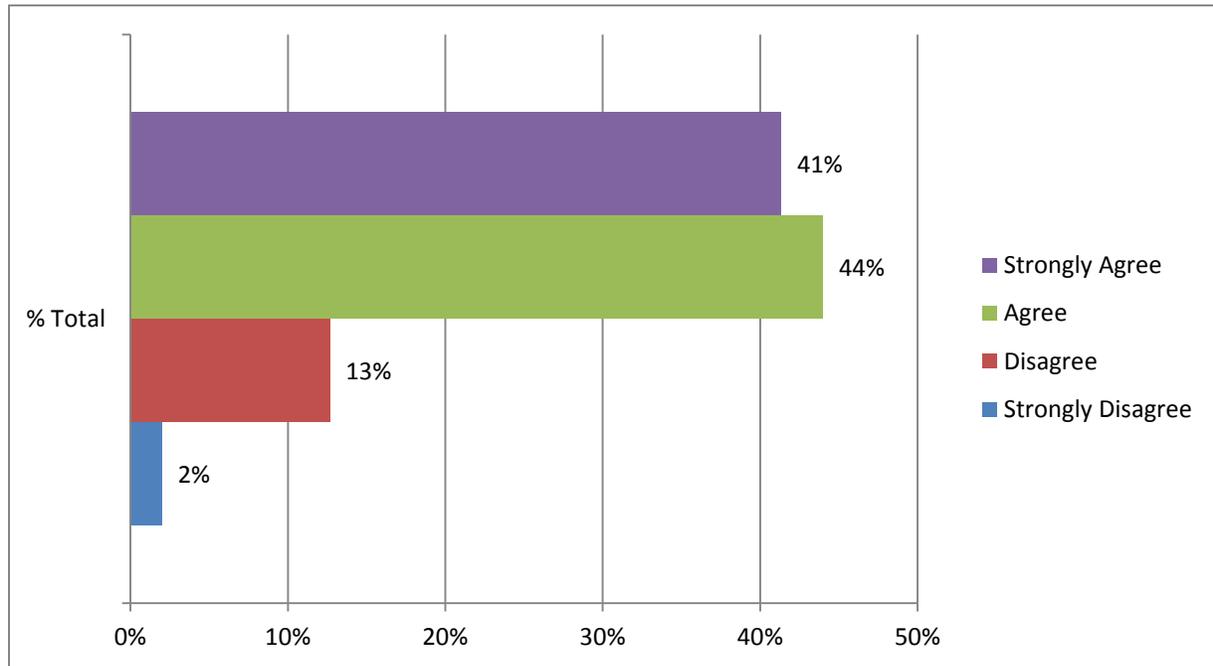
can take out developmentally appropriate and put back in when we talk strategies
4 Another suggestion: Ensure access of developmentally appropriate and state-funded early childhood programs to all RI students in preparation for kindergarten.
I agree that we need Early Childhood Education but could this be a strategy to ensure the Personalized Learning of our students instead of a priority -- I feel this is the way to get there.
Research shows that Early Education has a great impact on on going education. This needs to be the highest priority. An investment here will pay dividends in the future.
to prepare ALL students
This will work only if "developmentally appropriate" expectations remain the priority and we don't use Early Childhood Education to push more expectations to Kindergarten that really are more appropriately attained in 2nd or 3rd Grade (i.e. reading, homework, group work). We learned to work in a group in K by playing!
This is more of a "Strategy" than a "Priority."
early investment is key
Doesn't seem to meet the umbrella test—strategy level?
100% agree. But, continue the early childhood support through 3rd grade. Monitor students to make sure they are continuing to make progress in reading. Reading assessments (STAR) each year - beginning and end of year. Extra interventions for students who are struggling. Extra funding to make this happen.
It should be a top priority as a resource investment rather than as a priority itself.
This is important, but depending on the family dynamics, this might be more of a equity issue.
This is not my area of expertise, but the research shows that strong ECE programs do have a significant impact on education outcomes overall.
If we emphasize ECE, should we not simply ensure access to Pre-K-12 instead? Put the whole thing under the umbrella of access.
This seems like a strategy to achieve Excellent Instruction, not an umbrella priority.
Program not a priority
Is this too narrow for this level?
As others have stated, this priority raises questions about whether it addresses too narrow of a program or slice of PreK-12 education. It may not pass Test 1 as an umbrella for more specific actions, and it is also questionable whether or not it should specify "state funded" programs when that language is not in other priority descriptions.
As much as I think ECE is important, I am very surprised to see a specific age-group lifted to the level of a priority. This feels more like a legislative need - increase funding, expand the authority of the Commissioner and the Board to address this age group, etc. - than something that belongs in the strategic plan.
In order to due this, RI needs legislation to REQUIRE preschool and Kindergarten for ALL students.
I believe that this is definitely a RIDE priority but I don't know if we need to include it. This is already a RIDE initiative with its Early Learning Grant.
I absolutely think that we as a state need to provide increased focus on early childhood education and I actually listed ECE as one of my priorities in earlier feedback. However, I wonder if early childhood is a strategy rather than a priority. If ECE remains a priority, I think it needs to be expanded to become a bigger umbrella; I think the current focus on state-funded early childhood programs is too specific. What about other programming, supports and resources? What about the state's role in monitoring the quality of child care and early childhood schools regardless of whether they are state-funded? Consider revising this, perhaps to be something like: Ensure families have access to high quality programming and resources that support early childhood development and learning.
Need to be thinking in terms of the pre k-12 system.
This should assumed in the plan because we articulate that it is a Pre-K plan. As a result, Pre-K children should be an assumed population of students reflected throughout the plan.
Many studies show that these types of Head Start programs do not work. Any educational benefits the child has

gained are lost by the third grade.
Early childhood programs usually include kindergarten, so wonder if we should remove kindergarten from statement and reword as "Ensure access to developmentally appropriate, state-funded early learning programs to prepare students for success."
Vouchers and school choice are the way we should support early childhood education.
As long as these programs are optional.
While I strongly believe that this important, this priority is aimed at one particular age group. I can understand why it got here, but find it not compelling to move the state forward.
Early childhood education should be offered but not mandated. The key is "developmentally appropriate." Young children should be treated as young children, not as almost kindergarteners who are almost first graders. Any focus on drill/skill should be avoided. Creativity should be fostered, at the child's own pace.
We would be better served educating parents on working with their children to develop the skills they need to be successful
I get this, but I think the high school drop-out rate is so bad that signaling out ECE without the same attention across grades may not be the best strategy right now. What would it take at each juncture- ECE, elementary, middle school and high school, to see that kids are getting what they need to graduate?
Agree with statement, not sure that this should be the only priority that has a designated source of funding attached. The "resource investment" priority statement should indicate that RI will invest in all of the priorities about which we agree.
To me, early childhood is part of the core educational system in RI, as part of a PreK to 12 agenda for LEAs, as a seamless part of the system. It needs to be embedded across all components, as with all other grades. RI needs to move out of the mentality of a K to 12 system, and change the guiding legislation to PreK to 12. When the guiding legislation is changed, then the kindergarten loophole of non mandatory attendance should also be closed.
Due to the specificity of this statement, I see it as a strategy not a priority
Yes, but for ALL students. Not just special needs.
More money needs to be allocated for young children. Support staff PT, SLP, and OT should be embedded within classrooms, with pull-out services. Service cannot be appropriate with the high numbers specialists are responsible for.
Primarily for children living in poverty. Wealthier children are already provided access to early childhood programs at significantly numbers than low SES children. The low SES children are continually disadvantaged in terms of competitiveness by the resources parents provide to higher SES children - resources low SES parents cannot ;provide.
"Developmentally appropriate" is a loaded term that has lost common meaning. Suggest "high quality."
Underline developmentally appropriate - that means really play-based, following the practices of the best private preschoolers that Rhode Islanders of means are on wait lists to send their kids to. Pay ECE teachers at the level of K-12 teachers and make it a long-term career option.
So is state funded developmentally appropriate, or should it read, "...access to state funded, developmentally appropriate..."
Some districts still do not have full-day Kindergarten, so while an early childhood program may prepare them for Kindergarten, they are only getting half of the education most others are getting in our state.
The data on Head Start programs clearly show this is not effective. New programs with one-on-one support for low socioeconomic households show more promise.
I'd eliminate the "prepare for kindergarten" part here. This suggests to me that preschool will become more academic and less play based and developmentally appropriate for our youngest citizens.
Revise wording to "Provide opportunities to engage in developmentally appropriate...." in order to maintain neutral jargon
I am pleased to see "developmentally appropriate" in the statement.

Common Core is a K-12 initiative. Students starting grade 1 start a year behind.
I am not too sure on this one. The key word is "developmentally appropriate". Today's kindergarten students are being asked to do things that are not developmentally appropriate for all. So as an end result, we have already labeled them and more than likely they have labeled themselves. This is damaging. I am also aware of the fact that those students who parents pay for PreK might have an advantage.
Good, but let children play.
Add high quality (data), evidence based, and accessible to all to this
Let them play and learn! You said it- developmentally appropriate!
This is a critical piece.
MANDATE PRE-K AND KINDERGARTEN FOR ALL STUDENTS
Early Childhood Education is important and should be made available. But please allow for more creative play at these young ages!! Keep the "standards" to a minimum.
Piaget called this "the American problem" -- always pushing curricula to younger and younger students. Play environments supported by educators who know how to feed young learning, sure.
These should be full day programs. 2-3 hours of preschool per day do not prepare children for a full day of kindergarten.
Access as in what? All day K? What type of early childhood programs? How will data be used to determine what works and what doesn't?
Kids are coming in reflecting the achievement gap. We MUST do all we can to ensure that we close it as much as possible.
I think the priority to should be providing high-quality early childhood programs, not just focusing on what is deemed "developmentally appropriate."

Partnerships:

Fostering partnerships between students, educators, families, community agencies, and businesses will ensure student success.



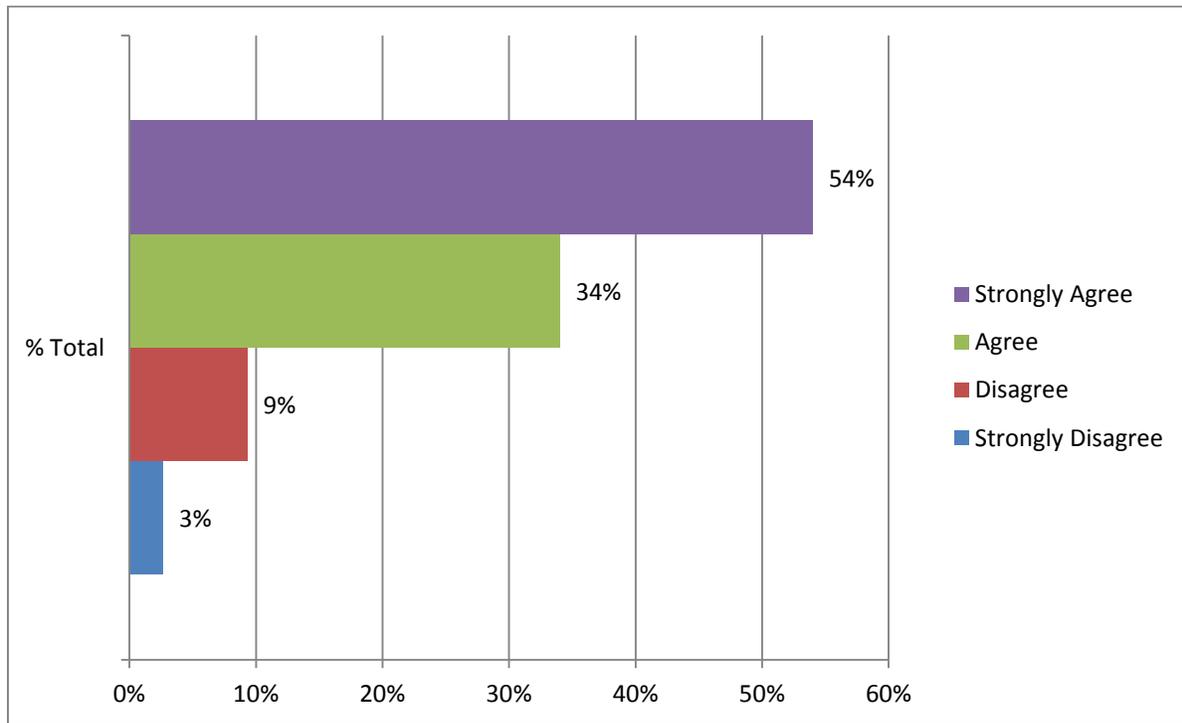
The list of all comments is below.

"Will" to "to"
Partnerships are critical to addressing difficult issues facing schools today- family issues, mobility, behavioral health, etc.
Add government (RI General Assembly). Partnerships between, but not limited to...
Partnerships should be <u>real</u> communication and respect between individual students, parents, teachers, administration. It's a change of culture in schools.
Partnerships add to fostering with supporters
What kinds of partnerships? To what end?
Add meaningful
This is a value not a priority
4
Unified effort!
I believe this is important but I believe that partnerships is the way to get there -- strategy more than a priority????
A good thing but too many priorities
Looks good on paper. What do you mean by this?
This is more of a "Strategy" than a "Priority."
These are "tools" or strategies that you would use regardless of the priority work you are tackling.
Goes to Responsibility - be sure to include government.
I think this category can fit with resource investment- business are a state resource. Re-word this & combine with the resource investment. There are too many priorities.
Partnerships are a must, especially if personalized learning is a top priority.
"will" ensure - implies that student success is a definite result of these partnerships
This seems the same as "Support" written above.
Initial feedback focused on "parental engagement" which is different than partnerships
This is a difficult one because while I believe in it in theory, it's a difficult one to envision as actionable. Unfortunately, because the teachers and building administrators are the easiest ones to make accountable for any given initiative or

priority, the onus fall son them
The language in this one feels more vague and less actionable than others. How is this different than the Support value.
Must be detailed in the state plan and the responsibility of the state agency.
Add government
Foster is too weak.
Again, reference to educational innovators like charter schools would be nice here.
Maybe change ensure to support.
Fostering partnerships between schools and business are the only place we should be spending our resources on partnerships. Our biggest problem is most of our teachers have absolutely no idea what happens outside of government education.
Internships and community supports (wrap around services) would make for a more supportive educational environment.
This is more like a value, a way to do business and get things done, but is not an umbrella for specific actions.
These partnerships should be fostered, but the business input should play a minor role. None of this will "ensure" student success. Each person has an individual path. Each student's interests and talents should be fostered, but there is no way to measure "success" or to ensure it. If you've watched any segments on the Biography Channel, you should understand this.
I see the value of fostering partnerships, but am concerned that families are just being embedded within the larger audience of "partnership". I think a separate standards recognizing the need to work in partnership with LEAs to engage, empower, and educate families is a critical item. The earlier concept was somehow lost in this iteration of the work. Investing and working together with families is critical to the work.
Parents, educators, community agencies...yes.
Keep business out of education except for internships.
Students need to understand the "real world" work experience which may be developed through internships, connections with businesses and agencies. The connection with real life situations will only strengthen their interest in education.
There is no one-stop shop for public education institutions to meet up with businesses and/or other institutions to create new partnerships (either district-wide or at the state level). Need to have a public interfacing position to support these efforts. Businesses that support educational efforts should be incentivized to some degree to jumpstart process!
More opportunities are great!!
Don't like financial partnerships. Once more, he who pays the piper calls the tune. Too much influence of monied interests on U.S. Educational policy.
Keep it simple.
THIS needs to be much more specific- what do you mean by partnerships? This needs lots of examples. Partnerships is one of those words that sounds good, yet it's very vague. What exactly do you mean by this? How can it be enforced? It can't really be enforced. It can be encouraged and maybe even frameworks can be put in place to encourage partnerships, but this needs to be much more clear what you mean by this.
Again, get rid of "business" and I'm onboard.
Statement is not parallel to the others--begins with a gerund rather than a verb. Should be "foster partnerships)
In order for their to be productive partnerships, parents need to be respected and heard. This has not been happening in our State.
How will this be achieved? It's needed but you cannot force this on any of the parties. How do you make it a reality?
This too needs definition. Often schools want outside agencies to work on their terms.
Clarity is needed in the statement. What types of partnerships? What qualifies as student success?
Bring best practices together. Forget the charter school vs. public school vs. private school mentality. If it works, let's do it for kids!
I think providing high-quality public school choice options to families is in need of urgent attention.

Resource Investment:

Intentionally invest resources to deliver educational opportunities that prepare students for success.



The list of all comments is below.

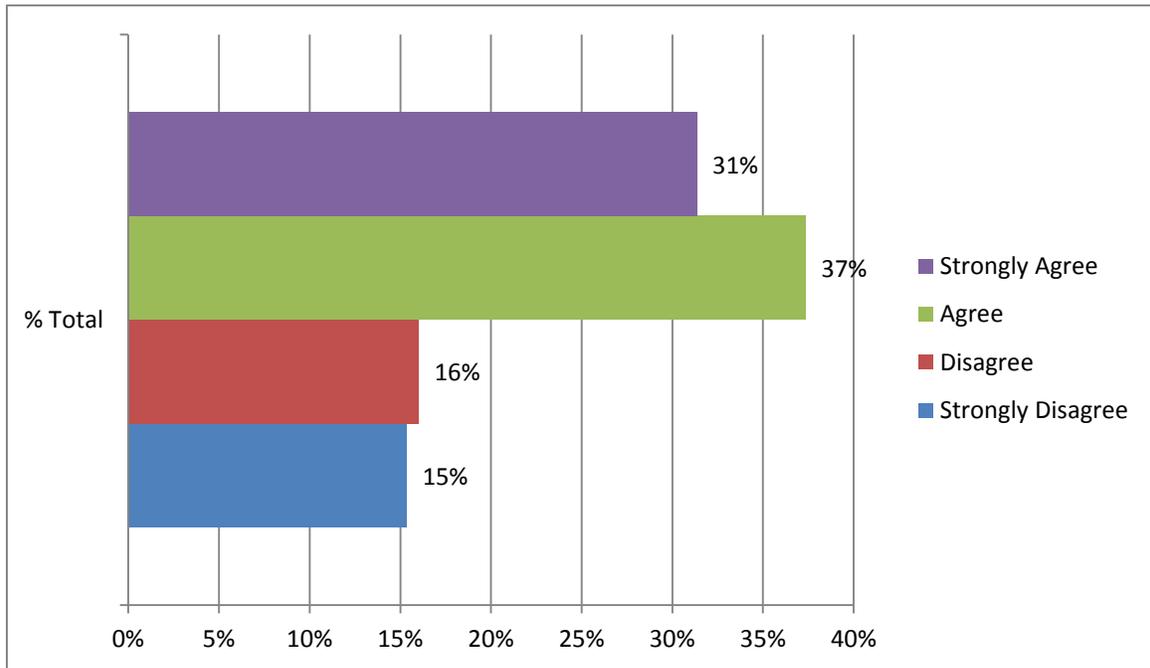
3
Change to resource investment and management
Revise to include resource management
Add "focused on priority areas" to the intentional investment
Intentionally invest resources towards the educational opportunities that prepare students for success
Isn't it a given? Shouldn't resources always be used for student success?
Not sure this is a priority, but is/should be informed by priorities
Resource investment? Discretionary funding, which funds?
When refining, ensure that investment is equitable, not just "fair"
Adequate, yet efficient. Equitable investments rather than equal investments
Consider revising Resource Investment to be "Resource Investment and Management." We need to focus not only providing additional resources but ensuring that we are using our current resources well, in ways that have an impact on student learning.
I agree that this is important and we may have to put it as a Priority but again this is a way to get what we need for our education system to be successful for all students -- we may have to keep it as a Priority so that it is not lost in the plan
Resources are not the only requirement for success but they are a necessary condition are satisfactory levels could the idea of equity come in here?
It must be done fairly with the intention of long-term policy development to ensure city and towns are funded equitably.
Plenty of money is allocated for education in RI but it is spent foolishly
Again, the vagueness of this makes it worrisome for people.
These are "tools" or strategies that you would use regardless of the priority work you are tackling.
This is almost a repeat of the Equity value. It is too broad as a priority and therefore not really actionable. If you accept the Value of Equity, the Priorities that follow should define how the resources will be used to achieve equity. For example...'Establish a system to identify the resource need gaps in order to ensure...' Please don't have this only be

test scores...
Should be implied
This category needs to be broader- it should include business, teachers & educators. This category can include early childhood education as we need to assess which children need pre-k, which ones need more help to get through kindergarten & make sure those resources are provided. We need to prepare students for post high school.
In regards to personalized learning, not all communities are "resource rich" in terms of CBOs and businesses. If Personalized Learning is a priority, what resources will be made available to ensure access?
How could you do otherwise? Shouldn't ALL educational resources be intended to prepare students for success?
Needs re-wording
I think we need to make sure we emphasize both adequacy and efficiency here. I also believe we should emphasize that allocations should be equitable rather than equal.
This one smells like money to me, so I instinctively shrink away from it as a priority, although I also understand that the state agency may need to put its money where its mouth is in actual practice. Someone asked a good question at the meeting, which was: Which resources are we talking about here? Federal, state, and/or local? It may be too vague to include as a priority.
this is too vague
Not sure if this needs to specifically be a priority. Once the priorities are defined, would investing resources in those priorities be enough?
I think management needs to be in here. We can't just throw money at issues; we need to strategically manage resources to produce high impact.
This is invalid unless it includes equity.
we are already ranked at the top in funding education but results don't match. Therefore, there is a missing link which needs to be identified. Throwing more money into our current system won't necessarily make it better
Love the "intentionally" part of this. We don't necessarily need more money; we need to spend it better.
This allows for equal learning opportunities across communities - poor, rich, and everything in between.
This can't mean more money in teachers pockets and pensions.
While this needs to be strengthened, it is an essential for moving the vision forward.
Again the term "success." Financial and other resources should be distributed according to the true needs of the particular schools. If by "educational opportunities" you mean the type of after-school tutoring that is essentially test prep--this is counter-productive. Literacy and math skills are essential, but art, drama, music, dance, creative writing are also essential. These are the resources students need, not test prep in math and English.
As this is a strategic plan for RIDE, and not the LEAs, I believe that this priority needs to be tweaked. RIDE should be in the business of helping to acquire and provide resources for districts, while providing support on making coordinated investments and guidance around usage of funds, but autonomy around spending decisions should be at the local level as much as possible. The idea of funding is sound, but this needs work. The voice of the local level and community is lost in this priority.
With an eye towards a 21st century education system. Not a fluffing of the old to make it appear better. We need to start over, not just retool.
TOO vague...
As against intentionally investing resources to deliver educational opportunities that do not prepare students for success?
Invest resources into arts, internship programs, etc. Let kids experience the breadth of learning and career options.
Current expense spent on PARCC and Common Core transitioning should be reallocated.
To generate 21st century learning, we need 21st century equipment and buildings which will only happen with the state investing into education so I feel this statement is very important.
First and foremost our inner city schools are crumbling. To me, there is no greater resource than fixing our crumbling schools and investing in our infrastructure.
Intentionally meaning what?
Textbooks and classroom supplies, NOT expensive electronics and standardized curriculum. Success for individual students will not always mean scoring well on PARCC. Resources are currently being wasted...
With the condition that SUCCESS IS CLEARLY DEFINED!!!!
Whatever success is, the new cat Hall?
ALL students, based on needs (must of our fund use acts as if each child needs the same resources and it is a fact that it

costs more to educate some bc all kids learn differently)
We can do it all, but it has to be within our budget! Keep taxpayers in mind. As even the GREAT energy of teachers is limited, so are taxpayers budgets!
Would be helpful if you were much more specific here. How are resources to be allocated? I think the funding formula needs another look.
MAKE THE SCHOOL DISTRICTS FOLLOW SIMILAR PROGRAMS, CLASS RATIOS, PAY SCALES, AND OTHER RESOURCES
Define the term "intentionally invest resources"
I am not too sure what this means. Seems like this is 'code' for something.
What value does the word "intentionally" add here? I'd be happy with something crisper: Invest adequate resources to educate every student.
This is most important. But we are SO lacking in resources that the priority should be a relentless effort to pressure those with the purse strings to fund our education system as it should be funded.
Technology and additional staff should be included in this resource investment. There should be more attention paid to the grants/funding that is available and the school districts that need more assistance accessing these resources should be given the help they need to acquire this funding.
How will we know we are investing appropriately and not throwing good money after bad resources? Again, how have you defined success??? More research needs to be conducted as more detailed information is needed.
Again, what do you mean by "success"?

Assessment Practices:

Streamline current assessment practices at the state and local level to ensure valuable information (data) is collected to inform and improve curriculum and instruction.



The list of all comments is below.

Strategy
Alignment of the assessment with professional learning
Should improve teaching and learning...
How do we know assessment is not already streamlined? Who decides what data are valuable or not?
As written, it seems to miss key points. Streaming is a strategy, not a priority.
Proposed revision: establish a comprehensive assessment system -> that provides stakeholders and educators with HQ data that can be used to inform and improve educational decision-making
Developing a comprehensive assessment system that provides high quality data to inform and improve instruction
I am not convinced that this a "temporary" priority based on the emotional response of PARCC
Not forward looking. Could be part of a broader priority of supporting excellent instruction: assessments
This seems to be a reaction to new resources than a priority
Assessment = a strategy or subset. Should be: accountability- including assessments
"Quality assurance practices"- must be broadened to quality assurance practices including evaluations of districts, schools, and teachers in addition to the evaluations of students already captured here
Assessment Practices as currently defined seems too narrow and fails to capture the true value and importance of assessments. Consider revising the description to focus on developing a comprehensive assessment system that provides educators with high quality data that they can use to inform and improve instruction. Streamlining assessments might be a strategy within a larger assessment priority, but we did not think it should be its own priority.
Very actionable and informed.
3
streamlined and appropriate.
Assessment Practices is definitely a necessity for success/achievement for our students. People need to understand the importance of all types of assessments -- Formative and Summative Assessments need to be looked at by all involved in educating our students. Formative in the classroom and school/district-wide need to be looked at for

curriculum pieces. The Summative should also be looked school/district-wide. Training needs to occur on how to administer Formative and Summative as well as how to look at the data that is received from them and how we apply that information to improve our curriculum and instruction.
Assessment is important but it needs to be of a formative nature. In a learning environment instructional activities and assessment practices should be indistinguishable from each other. Assessment should be instructional and instruction should be a means of assessment.
We also need to reduce the amount of testing that is done online, multiple choice, etc. Not all students test well or have access to computers. How about a 1:1 conversation with a student. School wide testing should be done infrequently and only to test the schools, not individual students.
The vagueness and jargon are particularly frightening here. This might be clarified when it comes to "Strategies," but as it is, some people find it risky to support this out of fear for where it might be leading.
PARCC is taking too much time out of the classroom - perhaps a STARR-like assessment that takes less time and is delivered through a more efficient mechanism should be explored.
academic assessment and data analysis is highly important however, I do believe that data based on social/emotional needs, and development of educational plans for students based on academic and social/emotional data, will produce more informed educators and support staff who can assist students in being successful in school and as they enter the workforce.
This feels like a strategy to me. Use assessments of all kinds as part of data for decision-making The word assessment is also very loaded, so test 3 is tricky with this one
Review current assessment practices to ensure that 1) students' educational experience is not being compromised by an overemphasis on testing, 2) to ensure that students are being accurately assessed and 3) that information gathered through various tests are both timely, valid and useful in informing instruction or helping the student succeed.
We need to keep better data so we know WHAT & HOW to assess students.
This sounds good, but it also sounds too good to be true. How would this even work? Is everyone going to go to the same system? Is everyone moving to SkyWard? Before I was solidly on board with this statement I would want to have a better understanding of it's feasibility.
Instructional Support System has so much potential. needs to streamline with STAR testing, MAPS testing, etc. much better though.
who decides what data are valuable or not?
Does not pass test
I think this is too narrow to be a priority. I think if you expand this to "Quality Assurance Practices" you capture the need to assess student learning as a measure of success or failure for other priorities while also leaving open other quality assurance areas like teacher evaluation and school and district accountability. Thinking about all these pieces together as a comprehensive quality assurance system may help stream-line individual processes and help people see coherence in the state's quality assurance system.
This is a very targeted goal and not necessarily an umbrella or future-facing.
This feels like several things rolled into one. Is it about streamlining assessment or is it about making wise decisions about assessment (not necessarily the same thing)? If it's the former, then it's not a great umbrella. Or is this really about using data and making data-driven decisions? If that's the case, then it needs to be far more comprehensive than just assessment data. Also, it feels weird to me to have a priority around assessment, when there aren't ones specifically about curriculum and instruction.
stronger guidelines from state to local districts. Local districts have TOO much leeway on this.
This is a big item now and seems like it needs to be addressed with this next plan.
I think streamlining assessment practices is a strategy, not a priority. I think the bigger priority is establishing a coherent system of assessments that provides educators and stakeholders with high quality, actionable data that can be used to inform instruction and education decisions.
This needs to be rewritten. "Streamline" is not a priority statement. Something like "development of a comprehensive assessment system" makes more sense
This is an action and not a priority.
I think this is the only way you can measure success and improve the learning experience.
Vital for accountability and comparability.
The testing has GOT TO STOP!!!!!! It's ridiculous. My 4th grade daughter has pretty much been learning how to take

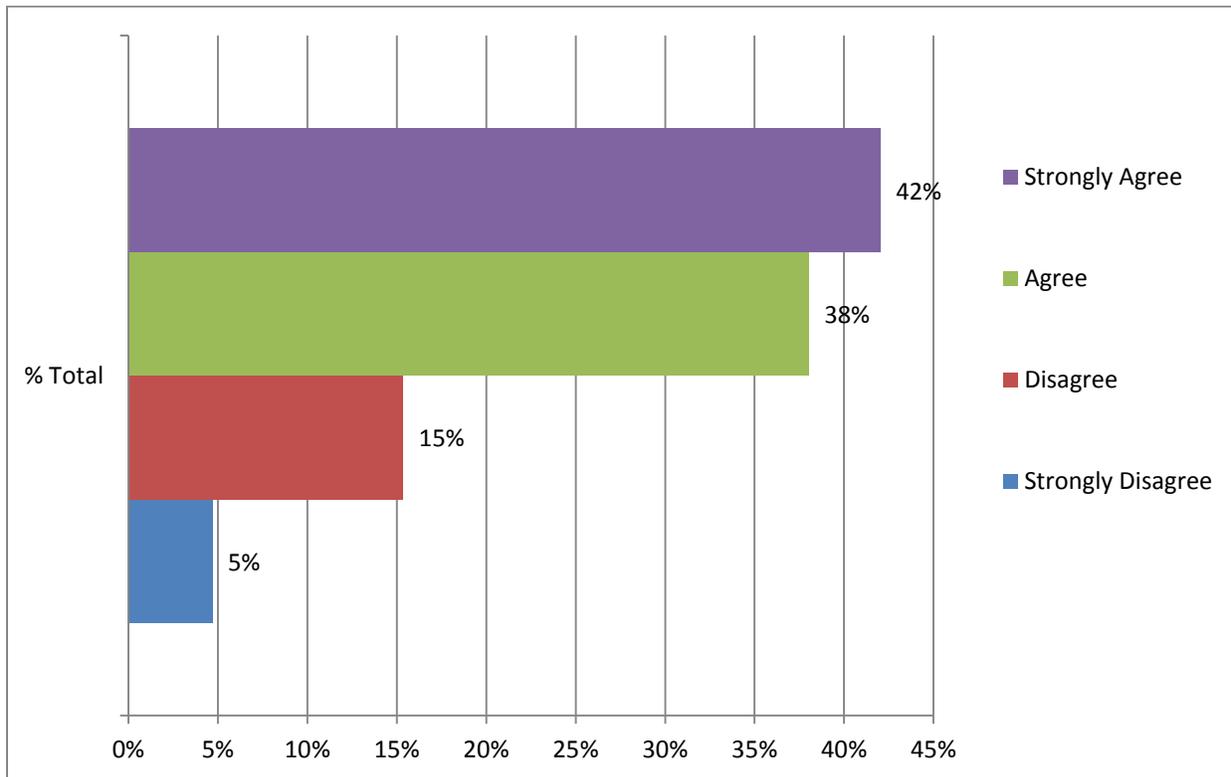
the PAARC test all year and nothing else. Enough already!
We spend too much time on assessment.
Too much testing today and too much data driven instruction is being used in ways that detract from the important information gathered when teachers form relationships with their students.
I think this is a current problem but is not future facing. The key priority here is using valuable information to inform and improve curriculum and instruction - you can get that done by having a strategy that addresses streamlining assessment practices. As written this is not a real umbrella for specific actions.
The idea that data collected from mass administered standardized testing, particularly the PARCC, but also other widely used assessments such as the STAR, is totally misguided. This kind of data does nothing to inform instruction as claimed. Scripted curricula and computerized assessments are antithetical to true teaching and learning. Diagnostic assessments are vital, especially for students who struggle, but these must be administered mindfully. The PARCC and other similar testing is essentially void of human mindfulness and a caricature of critical thinking.
The current amount of time on assessment tests is excessive and results in teacher teaching to the test. We would be better with fewer tests and more individual assessment of teaching practices.
Streamline.... trust teachers!!
Streamlining practices does not necessarily lead us to desired outcomes. Data comes from a multitude of sources, not just assessments. I'd rather see a priority statement about ensuring access to current and valid data that everyone in the system can understand and use.
I think this is important, but believe that it is an actionable item under personalized learning, diversity, professional learning, etc... It is a cross cutting issue, as is early childhood, and should not stand out on it's own.
It is much more powerful if our priority is to , "ensure that assessments are utilized at all levels to inform and improve curriculum, instruction, and student learning."
Streamline and continuously evaluate and change if necessary.
Properly prepared local assessments provide more immediate feedback for students, parents, teachers and districts for informing curriculum and instruction than do state assessments.
Say what? This reads like you want it both ways and can be used to support diametrically opposed positions. Is "streamlining" what will ensure valuable data is collected? Both are important interests that must be balanced in any assessment system, but this statement baffles me.
I'm concerned about "current" assessment practices. Yearly standardized testing for every child is damaging to schools and kids. Use research about what we really want to measure and how to do it in the least intrusive way possible. Ex: http://www.bostonglobe.com/magazine/2015/02/26/things-every-kid-should-master/uM72LGr63zeaStOp9zGyrJ/story.html?event=event25
"Streamline and consolidate..."
Assessment is a joke in RI as long as PARCC is used. Too much emphasis is on state testing and not learning as a whole. Everyday formative and summative assessments in all subjects are a more valuable way to collect data than this meaningless one sided test that is meant to judge teachers, not students.
Eliminate PARCC entirely, collect only the data that will inform and improve curriculum and instruction.
Not all learners are the same. Assessment varies pending on the students abilities.
Carefully look at the money spent on assessments such as PARCC. Is it worth the money?
PLEASE take this piece of writing to heart, as this is the most important piece regarding this survey! I have THREE points to make on this. 1. We are being tested and surveyed to death in the 8th grade. PARCC (twice), NECAP science, technology testing, risk-behavior survey, NAEP testing, etc. I have MANY issues with PARCC, one of which is the ridiculousness of testing in March/April and again in May to see how they've progressed! Keeping in mind that there's a vacation and NECAP science in the middle there. This makes NO sense. 2.This PARCC test is ridiculously difficult and is causing much undue stress for students, parents, and educators. After studying the ELA standards and the PARCC samples, it is obvious that the CCSS and PARCC are developmentally inappropriate. Students can be guided through with assistance, but they certainly won't be able to do this type of work independently. Just because we all put on paper that younger students will learn more advanced math, reading, and writing does not mean it will happen. These kids' frontal lobes are not fully developed until they are 21! PLEASE let us teach and test (if we must) in a more developmentally appropriate way! I challenge anyone at RIDE or at the State House to take this test and show the grade they receive. It IS that difficult. 3. Aside from this, the implementation of the computer-based PARCC test is NOWHERE near ready. As far as I can see, building administrators are left to their own devices to find out the nitty gritty details of how to actually administrator this test. It would seem that RIDE has

left them and therefore the teachers and students in the lurch. We are watching YouTube videos from other states to learn. Many hours have been spent just trying to figure out HOW to start and stop the units and sessions, what to do if a student is absent, etc
Elementary aged children should not be subjected to this kind of testing. Testing should be done by random saming of students, unannounced. The goal of this testing is to see if teachers and schools are doing their job, not to see if students are learning. The testing should be administered to a sample set in each school.
"streamline" is an ambiguous word and may be not be neutral jargon. "ensure data is collected to inform and improve curriculum and instruction" may be sufficient
Curriculum has just recently been implemented and it will take several years to align the instruction. The current assessments will not reflect, or help to move or drive instruction.
assessments only test income levels - abandon it
I am nervous of what streamlining means. The idea of allocating resources based on specific areas of need makes a lot sense to me, if done right.
Use the data to teach, NOT to help raise scores for next year's students
NECAP was a joke and the new assessment will become a joke. You are wasting valuable classroom time.
Stop the standardized tests. They are expensive and unproven. Teachers' evaluations preferred.
Valid and reliable data
Data is over relied on.
Please! Too much is being stressed on assessments. Too much of city education dollars are being spent. Too much class/ teaching/student learning time is being wasted on these tests. These corporate owned tests/ practice tests/ computer generated tests are being questioned for their relevancy, their content, their lack of pertinent information on individual students in a timely manner etc. Many state who formerly signed on have now backed off based on teacher, parent and student responses to their effects on students. Rhode Island HAD state standards. Teachers taught and tested their students. Let's spend our money wisely. Let's not throw it to just anybody who claims they have what we need. The Federal Government should not tell Rhode Island how to teach our kids.
By streamline do you mean decrease? This is very vague. There is too much testing and teaching to the test going on. You have taken away the power of the classroom teacher to assess his/her students in their own way, and that's been a huge mistake. These more standardized tests are poor. It almost sounds like you are going to dial back the testing, which would be a good thing, but this statement is unclear. How can anyone agree or disagree with such a vague statement?
STOP ASSESSING TO DEATH - LET TEACHERS TEACH. TAKE A LOOK AT THE EDUCATIONAL STRUCTURE OF FINLAND AND STOP TRYING TO ONE-UP OUR INTERNATIONAL PEERS. FINLAND IS KICKING OUR BUTT AND WE ARE NOT WILLING TO LISTEN WHEN THEIR LEADERS TELL US HOW TO BE LIKE THEM.
Children learn differently. Assessment of grade 4 this year doesn't mean curriculum will not work with the next class. Learning styles vary between students and teaching styles should vary to suite.
Total waste of resources.
Streamlining should simplify and de-clutter assessment of student performance in an effort to improve/enhance meaningful instruction and learning. Assess thoughtfully and meaningfully with as little interruption to teaching and learning as possible. Data should be purposeful, clean, and aligned to skills that really matter. Students DON'T NEED MORE assessments, they need to engage in revealing, valid assessments that will lead to more student-centered, effective, positive, productive, and meaningful learning experiences that will result in skill-sets that can be transferred to future learning and personal growth.
SUGGESTION: Streamline current assessment practices at the state and local level to ensure responsible collection and use of information so as to ethically improve curriculum and instruction.
Though this is an unpopular topic, it is necessary to measure achievement.
The word "streamline" is clearly there for those who dislike current assessment practices. A more neutral verb would make me happier.
Please follow in the footsteps of may other states and get rid of PARCC!! I have done extensive research on this assessment, and I'm appalled that our State is part of this consortium. If you are going to implement an assessment and make our children spend hours on it, please make it worthwhile for all. Feedback needs to be direct and timely to the students. Children should be able to see their results in a timely manner (weeks, not months) and understand what they got wrong so they can go back and learn from their mistakes. Second priority is getting the school the data they need to measure the effectiveness curriculum.

<p>Current assessment practices are nothing but a distraction and a waste of resources. Our administration cannot even answer a simple question about how the bus system works. How can we expect them to gather data and actually decipher how it can be used to benefit students. Leave assessments to the experts (teachers). Use the money to fix the falling down buildings of some of our schools.</p>
<p>What does "streamline" mean? Life is a test. Testing is okay when it's not intrusive or misused. Kids themselves, after say 4th grade, should know where they stand in terms of their own ELA and math capacities according to, say, the STAR test.</p>
<p>Revisit the entire assessment process. What value is it adding to educating our children? I'm not saying do not assess - I'm saying are the assessments providing the necessary information to help assist in the learning and educating process?</p>
<p>What is your vision of streamlining?</p>
<p>Create statewide benchmark assessments that mirror PARCC so that we can measure our progress to goal across grades, contents, schools, districts, and the state. Let's use this data to see where we have gaps and where we have strengths.</p>
<p>I am not sure specifically what this means. Does it mean that we place a priority on assessments? Or are we prioritizing streamlining assessments. At this time our 8th grade students are taking 3 different standardized assessments in the month of May alone. This severely impacts the time for teaching and learning to take place and disrupts a routine that keep so many students focused. If it means that we are streamlining the assessments, then I highly agree, but if it means that we continue to place an emphasis on the importance of these tests, then I strongly disagree. As a teacher, these interruptions keep me from covering all of the content that I am responsible for.</p>

Professional Learning:

Support job-embedded professional learning for all educators focusing on the students in their classrooms.



The list of all comments is below.

Does job embedded mean the pd occurs DURING the school day or is more content related.
The umbrella to this is strong educators and administrators
Should this be teacher quality with PD as a stress?
Add something related to ongoing engagement of parents and community in learning
Beyond job embedded; educator directed.
This priority should move beyond just educator knowledge/ PD to how to use the knowledge/ PD in the classrooms/ school
Human capital management (change to a focus on whole continuum)
Rename: Support our Teachers
Too narrow. Could be part of broader priority of supporting the development of excellent educators/ human capital system
This priority should move beyond just educator knowledge/ PD to how to use the knowledge/ PD in the classrooms/ school
Consider cultural competence here
Professional learning- high quality
Include academic and social/emotional learning
What about pre-service preparation?
We propose including another priority focused on educator quality. Potential terms to describe the priority could be Educator Quality, Educator Quality and Support (which could include professional learning within it), or Human Capital Management. Research shows that teachers have the greatest influence of school-level factors on student achievement, and principals have the second greatest influence. If we want to increase the quality of education, we need to value and emphasize the ongoing development and accountability of educators in our state.
Professional Learning is important, but if included it should be broader. Building knowledge and skills of the parents and

community is also important.
Too limiting. A)Limits professional learning to classroom teachers. B)ignores necessity to development career pathways for educators C) ignores prof learning for administrators
Very actionable and informed.
Should not just be job embedded. Not just educators...paraprofessionals, colleges, etc.
3
Needed to improve teacher understanding.
Professional Learning needs to be an on-going thing, not just a one time thing. We need to make sure that our educators receive the professional learning that they need for their students in their classrooms. We also need to make sure that they understand the real reason for all types of assessments and how to use them for their students and themselves
Important but can not be a priority. Too many priorities means nothing is a priority
what about teacher preparation?
Until we can develop a means to better support young teachers with only a BA and only from RIC, we need to hire better prepared teachers. The way our system and unions are set up there is no room for teachers to be mentored or supported by their peers or their principals. Where else can you tell your boss that you don't need anyone to come in and show you how to work with a student?
Provide professional training and support for all educators to prevent workplace bullying and harassment. The NEA has researched this issue and lobbied for the government to pass laws and for school districts to have policies but unfortunately this is an under reported problem and not many school districts have policies in place.
If 85% of every school budget is spent on payroll then we MUST invest in the human capital so the dollars are not wasted.
This is more of a "Strategy" than a "Priority."
Ongoing, meaningful, and current professional development is crucial
critical work!
This sounds more like an educator priority, and since I'm not an educator, I can't really comment. It sounds like professional development, which of course is much needed.
Can't this be combined with resource investment? Aren't educators our resources that need to be prepared as well as the students?
Think this is the best kind of PD; totally support it.
what does "focusing on the students" mean?
Professional Learning is a strategy. Professional Learning alone is not a priority; this, along with curriculum, technology, experiential learning, are strategies to improve student learning.
Again, the onus is disproportionately placed on teachers at every step of the educational system, so professional learning does not need to be pulled out as a priority for our state.
Not sure I agree with specifying job-embedded? Don't we want to encourage any and all PD that will help?
Professional development (PD) for all school personnel on social emotional learning is critical to the success of students as well as PD for teachers on building partnerships with families.
This is another one that I feel needs to be included. We want students to learn and teachers are the ones who are given the job of teaching our students. Teachers need to
Professional learning is critical, but I think this might be too narrow a focus. It misses the larger piece of educator quality and development/human capital management. We need to think bigger. How do we prepare and recruit high quality educators? How do we retain them, especially in high poverty and high minority schools? If you leave PL as is, maybe it needs to be revised to be something like "support high quality, job-embedded, ongoing learning, support, and development opportunities."
This is weak as written....it does not encompass the full human capital continuum
Support all professional development, not only job-embedded.
Job embedded professional development is important, however educators need opportunities to pursue other interests and topics related to their profession. If the only professional learning that educators receive is job-embedded it could further contribute to the isolation of the profession.
I would add something to the effect of differentiating professional development according to the needs of the school, educator, etc., as well as the student. Perhaps specific reference to teacher coaching.
Teachers that need job-embedded PD need to find a new job. RI has one of the shortest school days in the country, how

about we ask teachers to work 8 hrs a day and do their PD when students are not in school.
I think all teachers and students could benefit from support in working with the population they currently have.
This priority needs to be strengthened. As written it is limited by "job-embedded" and also by "students in their classrooms" which should be expanded to other learning environments where students at all ages are learning. Further, more attention needs to be paid to the quality of the professional learning.
Yes, the key here is "focusing on the students in their classrooms." Each student deserves to be taught as an individual, not as a widget.
YES! RIDE's job is to support LEAs and educators. I would also encourage the group to think about the role of higher ed in this, and working cross systems.
Comment: I ranked this as the highest priority because teacher efficacy will have the greatest impact on student learning. We need a state delivered protocol(system) for initial certification and then continued development of teachers from the start to the end of their careers. We should be looking to develop "a world-class system of job-embedded development and support that is structured across the wide experiential spectrum of all our educational professionals."
Stop putting the cart before the horse; if you want to use new technology in schools, teach the teachers first. All educators should be lifelong learners
Questionable
Job embedded professional development for educators is problematic if one expects teachers to be teaching six hours per day for 180 days. The school year and teacher work year have to be adjusted so as to provide days, preferably spread throughout the school year, for imbedded professional development. When this is accomplished, the fiscal resources must be provided to cover the costs of professional development. Educators are expected to respond to far too many changes (technology, curriculum, pedagogy, etc.) without adequate training to do so.
Putting great instructional coaches in schools makes all the difference for teachers!
"...for all current and in-training educators..." not sure enough applied best practice happens -- especially in assessment and reading -- in college training or field work by teachers in training.
This is extremely valuable. We used to have to do more of it to be certified. However, Comissioner Gist and the Board of Regents got rid of it in favor of teacher evaluation as a requirement for re-certification. They set education in RI back 10 years with this move.
What is "job-embedded"? Isn't all professional learning job related? Why not " support professional learning for all educators"
I am unclear what is meant by "job-embedded professional learning." If this relates to the current teacher evaluation system then it should be left out. The SLO / PGP's are not flexible enough to result in anything other than record keeping and jumping through hoops. Teachers need the ability to select professional development that meets their needs, not one that is presented to fulfill what someone else's believes is necessary will use valuable resources and take away from instructional time.
has been done for 25 years - enough!
Supporting teachers is supporting students.
I would much rather see teachers that have concrete knowledge of the subject area that they teach. This is lacking. The state allows teachers that are certified elementary 1-6 to teach 7 -8 with a middle school endorsement.No longer is there a push to get 7-12 teachers to get a Master's degree in the area that they teach. You either have it in you to be a good teacher or not. No amount of professional development is going to change that.
I don't know what this means exactly but greater student/teacher interaction is good.
I would change focusing on the students in their classroom to focusing on evidence based instruction, curriculum, and data use to improve instruction in the classroom
Our K-12 teachers should be educators who know their subject matter, have a major or minor in that subject and have a major/minor in education. In addition all educators entering public school in Rhode Island should have had a practicum and several months of student teaching. Our kids deserve the very best. The 'JOB' of a teacher is to teach, so they can give their students the background they need to enter the work place, where all new employees are trained in their individual positions. EG. The summer I graduated from high school before I entered college in September I worked as a long distance operator. I could have remained there, had I not wanted to further my education. If by 'job-embedded' you mean by senior high teacher(s) needed to have long distance operator experience, that makes no sense! I was trained at the phone company. I had been taught how to read, to converse, to conduct research etc. in school. K-12 education is BACKGROUND for the next stage of life. Let's not confuse it with college and graduate school.

<p>This is super-important. The old system, where teachers could choose how to accrue professional development credits as a requirement for recertification was excellent. The new system of just paying a fee has actually lowered standards, INstead, others are starting to dictate what teachers do for professional development- a lot of the choice has been taken away, and that's a bad thing.</p>
<p>MAKE PROFESSIONAL DEVELOPMENT A WORTHWHILE ENDEAVOR. STOP MAKING "COMMITTEES" AND GET SOMETHING DONE FOR A CHANGE. STOP CHANGING THE CURRICULUMS EVERY YEAR - TEACHERS CAN'T EVER BECOME COMPETENT WHEN THE CURRICULUM CHANGES EVERY OTHER YEAR.</p>
<p>Use school specialists/consultants in the classroom to guide/support and collaborate with teachers in best practice with the students they are expected to service. Make the learning experiences rich, supportive, relevant, and meaningful to both the students and the classroom teacher as well.</p>
<p>So much for "jargon free". This will only truly work if it is faculty driven and guided by some outside consultancy.</p>
<p>"Job-embedded" is jargon. What purpose does the last phrase serve (focusing on the students in their classrooms.)?</p>
<p>I don't understand the qualifier "job-embedded" but if you mean more training for teachers, then yes.</p>
<p>If the application is appropriate.</p>
<p>Are we using a one-size fits all model, an individualized model based on where a particular educator is with respect to PD, or something else entirely?</p>
<p>Does job embedded mean within a district? Question whether job embedded is enough. Isn't this state small enough so that districts can share learning? Emphasis here needs to be on ongoing learning opportunities with choice. Agree that professional learning opportunities are critical.</p>
<p>Professional development around: blended learning, cultural competency, and teaching as a performance act.</p>
<p>I agree with some professional development taking place at the school level, however, educators need learning experiences that bring them beyond the school walls. Also, this professional learning needs to be beyond the students in their classrooms and consider all students whether or not they are in their classrooms.</p>
<p>Induction programs need to have job embedded PD that include observation, feedback and coaching on a regular basis. Our IHEs need to be on board with new initiatives in a much more timely fashion so they are better preparing teachers for the world of teaching -- this includes more field experiences, year-long student teaching experiences, and requiring professors to teach and model best practices..</p>

Additional Comments

Not sure if this is the proper place in which to make this comment - but at the last meeting there was an important issue raised - either the language around 'values' needs to be revised to reflect what we value in a system - or the value options need to change to reflect the reasons we send our children to school (to develop civic awareness/responsibility, to develop a love of learning, to prepare for being an integral part of the workforce - etc.
Inappropriate to rank priorities that do not come from consensus.
Students will develop the skills and knowledge they need for personal success.
yes.
Yes
test 4
John Hattie,wrote that his vision for education "involves the love of learning, inviting students to stay in learning and seeing the ways in which students can improve their healthy state of being, respect for self, respect for others and achievement" This to me is more of a value statement.
Our office met to discuss a variety of priority issues connected to the value statements. Our representative will share.
Yes test
Rather than narrowing these areas, I would suggest clustering them in bigger buckets. For example ,equity and excellence for ALL students ensure that we use assessments/data to see how all subgroups are doing and then realign resources and supports to need (BEP). Sometimes silo-one things out makes us lose the big picture
This is a terrible survey. Whoever designed it is not experienced in survey design because question #3 does not even tell the survey participant whether 1 is the top priority or 7 is the top priority so you will have no way to evaluate this survey because of this poorly designed question. Additionally, 1.2 of the word choice in this survey is not understandable to the majority of RI parents. If you are truly creating a strategic plan, it should be something that all students and parents can get behind and understand.
Ensure experts knowledgeable of the relevant research are involved. Many of us might have our own opinions, but if they are not guided by the most relevant and rigorous research, we could offer feedback that is misguided.
Yes Test 2
Early childhood is a not a value it is a program so why is it listed. Curiously, Race to the Top Early Childhood ends in December ... is that why it is listed here. If so, then this is not a group endeavor but rather a pre determined endeavor.....
It is laughable that "autonomy" was used in the same sentence as the word teacher. Teachers have ZERO autonomy now thanks to the introduction of Common Core. The education system, since Commissioner Gist took the helm, has taken a nose dive. It has created an environment of stress, unleashed unrealistic expectations and suppressed the very thing that teachers do best- differentiate teaching, motivate their students and allow for insightful, meaningful conversation with their students because there is NO time to do that given the guidelines of Common Core. MOST of the country has figured out that Common Core and PARCC are nothing but a money making scam driven by Bill Gates. When will Rhode Island wake up?
Getting rid of all the endless testing students are subjected to is where you need to start. The amount of instructional time lost and endless faculty meetings devoted to prepare for PARCC is beyond ridiculous. Our students are over tested. Districts also require quarterly or trimester testing to collect "data" on students. Nothing is ever done with the data! Again, wasted time taken away from instruction. Teachers collect enough data through required summative and formative assessments daily. We know our students better than anyone without all the needless testing. Common Core needs to go as well. I have been teaching forever. We never had the amount of problems when we had GLE's. Yes, we need standards. Yes, we need high expectations. However, goals need to be realistic and attainable. My 8 year olds are being forced to do things that are not even developmentally appropriate. Testing results from PARCC will demonstrate that for sure. Oh wait. Then it will be because the teachers aren't doing their jobs. We are always the

scapegoats. Good-bye, Ms. Gist. You have ruined our educational system here in RI in your short tenure. Now, hopefully we can begin to focus on what is important instead of you padding your resume full of accolades with respect to the punitive teacher evaluation system that allowed you to gain your doctorate degree. Yes, it's the students we can focus on. Maybe now with changes, I can focus on what I love to do-TEACH. Keep the government bureaucracy out of education as they haven't a clue what it means to "teach". Well, I need to go read my 148 page teacher manual on how to administer PARCC. I can't wait to focus on my PARCC manual instead of planning instruction for my students and doing my report cards. My little 8 year old students left me yesterday absolutely petrified about what Monday will bring. This is a disgrace! School should be a fun place and not a scary one. This is just a small snapshot of what you can all do to improve RI's values and priorities with respect to education.

Data collection is done by communist countries.

There is no way of setting priorities unless we have a solid set of values, and we do not have that yet. At our SRT meeting last night, people agreed that the entire set of values in this iteration need rethinking since they do not answer the question the facilitator used to define a value: "Why do we send our children to school?" Once we create values we want for our children's education, we'll be able to set appropriate priorities.

Support teaching and learning as a fundamental and crucial HUMAN endeavor. The intrusion of technology via "personalization" and data collection via computer algorithm is counter-productive to authentic and meaningful teaching and learning. Support student self-expression and self-confidence to act positively in an increasingly complex and diverse world.

"Global Competency" should be changed to "Cultural Competency." Exposure does not lead to competence. Furthermore, you're adding an action step to your priority if you include the "exposure..." part. Consider revising it to "Educate students to become culturally competent citizens." "Personalized Learning" doesn't need to be a priority in itself. This strategy falls under the umbrella priority of "Professional Learning." "Early Childhood Education" doesn't need to be a priority in itself. This strategy falls under the umbrella priority of "Resource Investment." The "Partnerships" priority should include a powerful adjective of some sort to describe what kind of partnerships are being fostered. Maybe a stronger verb too. What about leveraging positive partnerships among...?

How do we measure Values? For child to receive an complete education, the questions we should be asking are: 1. Why would children WANT to come to school? 2. What is successful for the child at the present point in their educational level (not college)? The skills my students need to be successful: -THE ARTS, i.e. Music, Art, Dance & Theater - creativity! -problem solving -good citizenship -literacy -critical thinking -physical/emotional health -love of learning -fulfill potential -peer conflict - debating and resolving If students have these "VALUES" in their learning, then lessons will be DEVELOPMENTALLY APPROPRIATE and students will gain the best experiences and knowledge. VALUES - 1. Autonomy - In our education system, Rhode Islanders value autonomy to make innovate decisions in response to their CREATIVITY and educational needs. 2. Diversity - In our educations system, Rhode Islanders APPRECIATE VARIOUS LEVELS OF LEARNING and HAVE AN UNDERSTANDING OF DIFFERENT CULTURES in our schools an communities to prepare students for global citizenship. 3. Equity - (as it) 4. Preparedness - In our education system, Rhode Islanders PERSONALIZE opportunities that allow students to develop both essential skills and knowledge to prepare themselves for future successes. 5. Responsibility - Rhode Islanders value the shared responsibility of students, educators, parents, communities, business, GOVERNMENT and higher education for ensuring success and SAFETY of every student. We need to expand the core curriculum to include the arts as a CORE SUBJECT! Students will want to come to school if they have a place that brings the best out of them.

The survey questions and structure is excellent. It is easy to use and I look forward to seeing the feedback of those who responded. Excellent survey format!

Keep up the good work and always keeping the student as our focus -- thank you

We need to be more practical in our expectations and clear on what each priority entails. These are all too fluffy.

Yes, I think that teachers "claim" to be lifelong learners but many do not see a new teacher or new hire to the district to be and opportunity from whom they can learn.

The planning process has been transparent to the public and format has been very different from any RIDE work of the

<p>past, however the draft products are still filled with ed-speak and recycled ideas. I hope the work continues to go deeper and that the final product is inspirational</p>
<p>Continuing with my theme for all of this, most of the "Values" seem to be more like "Priorities," and most of the "Priorities" seem to be more like the start of "Strategies." I know time is passing, but the ADT might do well (for the members of that team as well as for the public) by revisiting each of these areas, and looking at them from this perspective. The end-result might come more easily and more quickly after that.</p>
<p>I really struggled with this priority list--felt like a bunch of pieces that were not on the same level/parallel. Came up with the following structure--hope it helps in some way... Priorities and Strategies WHY STUDENTS ARE LEARNING</p> <ul style="list-style-type: none"> o Are students invested and engaged in their own educations? §Help students become the owners of their educational destiny by giving them responsibility for directing (some of) their own learning, opportunities to explore their interests, and a positive vision of their future WHAT STUDENTS ARE LEARNING o Are all students learning the "right" things? (e.g. basic/core skills and knowledge, creativity, problem-solving, communication, collaboration, social-emotional skills, technology, global and local citizenship) §Map of strategies to teach the "right" things by grade level (pre-k, elementary, middle, high) §Invest in arts and music education WHERE STUDENTS ARE LEARNING o Are all students attending schools that are safe, modern, welcoming and joyful? §Facilities §Technology §School climate/culture o Do all students have opportunities for hands-on learning outside of the school day? §After-school and summer learning programs §Expanded Learning Opportunities (ELOs) and Internships o Do pre-K age children have access to high-quality public options? §Resources and systems to support early childhood education access HOW STUDENTS ARE LEARNING o Are all students engaged in meaningful learning opportunities that meet their learning styles and interests? §Differentiated/individualized instructional practices §Real-world applications o Do teachers, schools and districts have the autonomy to structure their programs and initiatives in the most effective ways based on their students' needs? §Charter schools § Educator evaluation systems that honor effective teaching, whatever it looks like WITH WHOM STUDENTS ARE LEARNING o Are all teachers supported to be the best teacher they can be? § School and district leadership training so they can support their teams to ensure all students succeed §Professional learning programs that create meaningful opportunities for peer collaboration and that provide research-based, job-embedded, ongoing training are provided for teachers at all skill levels o Are families engaged with schools in their children's learning? §Schools work with families using an assets-based perspective §Language and other cultural barriers are deliberately addressed and overcome o Are community partners welcomed into schools to help fill in gaps and wrap supports around the whole child's needs? §Incentives and models for effective school-community partnerships <p>OTHER PRIORITY/STRUCTURE IDEA</p> <p>Alternatively, could organize the strategic plan by the age/grade group of students and then address a parallel set of content in each section (i.e. what are the people-related supports needed like PD, etc. financial or other resources, what do partnerships look like at each level, what is the content of learning at each level, etc.)</p>
<p>I hope that the ADT is carefully reviewing the comments shared by the SRT. In attending the meetings and talking with other SRT members, it does appear that this group does have some significant disagreements with the current direction of education policy in Rhode Island. Yet, SRT members are very knowledgeable and care very deeply about students. I hope that this process is genuine and that our comments are taken into consideration.</p>
<p>will focus on priorities later, the answers do not reflect my opinion.</p>
<p>I think that there needs to be some accountability feature some where... maybe with partnerships. Not only do educators need to have values but the RI community needs to as well. IT needs to be a team effort to ensure that each child will succeed.</p>
<p>The value should be Preparedness & the priorities should be personalized learning, resource investment & assessment. All the statements can work within these priorities.</p>
<p>Vision statement is missing. Don't think it is accurate to say "In our education system, Rhode Islanders value xxx" because we don't really know if the majority of Rhode Islanders even think this. I think it would be more accurate to say: "Rhode Island's education system values xxx".</p>
<p>It seems that this plan is straying FAR AWAY from the values, skills and purposes that were identified as most important to the 10,000 people that took the original survey. It was very hard to agree, disagree, or rate some items in that they are not very clear.</p>
<p>Values/Priorities wording needs to be re-worked- do not pass test. Wording/intent all very similar to the current plan-challenges with seeing more of the same and receivers of services (students/parents, etc) being potentially frustrated with that. Hoping that some of the strategies will clearly articulate how we implement the values and priorities.</p>
<p>Should there be a priority for innovation? An effort to bring new solutions to persistent challenges and barriers to high</p>

achievement for all students?
I will add a priority that Dr. Julie Coiro from URI wrote: "Support students' and teachers' abilities to use digital texts and tools efficiently, critically, and productively in ways that foster new knowledge construction, collaboration, and creative innovation."
Again, I was very disappointed not to see social and emotional learning, health or social supports included in here. We can meet all of the above priorities, but we are never going to educate or children and have them all graduate college or career ready and ready for success in life, if we don't address these needs. Similarly, I was disappointed not to see more language around skills students need to succeed - critical thinking, communication, collaboration, creativity, decision-making, self-management, etc. Not that these all have to be spelled out in the priorities, but I'm not sure this prototype is leading us in that direction.
Based on the bios, there is a lack of "pure parents" on the strategic planning team.
Thank you for the opportunity to provide feedback. These exercises are always thought-provoking and interesting!
The values and priority statements are poorly written often trying to incorporate concepts beyond the realm of the value/priority. Please re-write.
Thank you for your efforts and the opportunity to respond.
Great job to the committee creating harmony between the values and the priorities so far. Here's hoping that continues through the revising.
Public charter schools are only one small part of RI's educational system. There needs to be this choice. A choice for parents to get they children out of underperforming schools. Choice for parents to have child go to a smaller school. Choice for parents who want their children exposed to diversity - race, economic and religious. Right now choice is dependent on winning a lottery, therefore it is not true choice.
I don't understand why school choice isn't in here. As far as I can see all these goals are lofty, but are already in place with alternative public education.
It must be obvious from my comments that I am involved with charter schools. I think it is important to keep the role of charters in mind when designing these values and priorities. Many charters hold and reflect all of the values and priorities identified in this prototype and are very open to partnering with other stakeholders in public education to share best practices and innovations. Unfortunately, this invitation to collaborate is often met with misguided and misinformed hostility from the traditional public school sector. This should stop. We can all work together toward the same mission of educational excellence in Rhode Island.
I would really have liked to see more about environmental education and civic engagement. Children learn best in real world situations. They understand circumference better if taught by measuring trees. They write more creatively outside after observing nature. And they understand economics better if they learn using real business/money.
Perhaps stepping back from these preconceived notions of what constitutes a successful education plan may be appropriate. Efforts to centralize, streamline and structure educational ideas is not likely to achieve the results that are being promised. Local input from teachers combined with that of educational experts implemented locally is far more likely to achieve the appropriate educational results. They may not resemble the results you envision but success should be measured not against the goals of corporate interests but rather they should be driven by the ambitions and curiosity of the individual. The traditional educational goals benefit the individual. The goals outlined here are not what is best for children. I am not really sure what to make of these bizarre categories but I urge the use of common sense moving forward. So much of what is ahead of us as human beings will require the best of what we can all contribute. Independent thought is most critical. Please take note of the difference.
School Choice needs to be incorporated.
So far this draft is a disappointment and seems to be turning away from the good work we have been doing, the work that was based on high expectations.
I find many of the values and priorities that are in this plan are very supportive of the current corporate reform agenda. This needs to be about the students, not about businesses.
Is there any way to make public the comments that people are providing to these surveys? How can we know that our individual comments are actually influencing the design team's work? Maybe you could add a box for people to check if they are comfortable with having their comments made public. I would be.
I am awed by the continued focus, leadership and results of this process. I excitedly await the next iteration.
Statements are too broad. It is difficult to agree or disagree with the entire statement. There are too many separate thoughts in each statement!
In our SRT meeting last night, many people agreed that we should not be setting priorities until we have arrived at a

<p>strong list of values, and we haven't done that yet. We want to create a set of values that reflect what we want to see in our children's educations. The set of values we looked at last night didn't do that. Additionally, they were full of jargon, unclear, imprecise, and, in one case, repetitive.</p>
<p>Thank you for all you are doing to move this forward. I strongly feel that assessment and EC are cross cutting issues that need to be embedded throughout the plan, and not as a single area of focus. I think families as partners in their children's education is lost, and that we somehow lost the focus on teaching to the whole child. To me, RIDE's role is to support the critical three way relationship of children's success: children, educators, and families. The educators are clearly there, a clearer focus on children and families needs to be there as well, now and into the future.</p>
<p>At last night's SRT meeting, one group talked about values in terms of what we want our schools to value in children. The list included an appreciation for life-long learning, a love of the arts, developing caring responsible citizenry, etc... After reflecting on this, I wonder where we capture the purpose of learning in this work? Also, one of the participants asked what data we were utilizing to inform our work. We have not looked at quantitative data at the SRT meetings. Perhaps a look at meta-analysis of best practices might support the work that we are doing.</p>
<p>In order to better evaluate the SPP, there should be a set of definitions explaining some of the terminology. I do not necessarily disagree with the statements in section 8, above, but I think the statements alone (as worded, without definitions) lend themselves to ambiguity and equivocation. I found myself wishing for an option to "neither agree or disagree" with the statements.</p>
<p>Add a "Neutral" to the choices in the survey for those who neither agree nor disagree with a statement. The strategic plan is addressing education. Education, traditionally, includes the schools and education bureaucracy. Providing equitable treatment for low SES children requires going beyond the schools and including many other contributors who should have the responsibility for assuring good health for all children (prenatal and beyond), stable housing, proper nutrition, parental supports, etc. to go along with the additional supports provided by schools such as extended school days and years, day care, home interventions, etc. Allowing inadequate learning achievement for low SES children that results from their home circumstances by not addressing the equity issues and then blaming the low achievement on school teachers and principals is a travesty of justice. If the inequities are not to be addressed, at least place the blame where it belongs - those who did not provide the supports to undo the inequities. The term "failing school" is a diabolical way for bureaucrats and politicians to shift blame from themselves for not properly addressing the needs of children in need.</p>
<p>Strive for clear, direct statements that are devoid of jargon.</p>
<p>My concern is that some of these are pretty bland for "priority statements". Also concerned that there's no wording to address creating the best possible learning environment as it translates down to the classroom level. The focus on what RI values doesn't seem to be targeted to a result in a school or classroom. To be bold, the wording would be in some ways measurable, observable or actionable. For example, as it applies to professional learning: "...and the best practices in instruction, assessment, and social and emotional growth required to ensure individual student success."</p>
<p>Get rid of PARCC!!!!!!!</p>
<p>Thank you for giving me an opportunity to share my thoughts and feelings. Obviously, I am very passionate about the PARCC testing. Please see it from the point of view of a mom and teacher. Thanks again.</p>
<p>Too many resources are being put into testing and PARCC is given too much importance with respect to students' success. The conversation needs to shift back to what PARCC's intention is - to see if schools are successful. Strategically speaking, this testing will be a downfall of the state's system if we can't adequately determine the individual value of this kind of testing.</p>
<p>Sometimes simpler is much better and something a "grandmother" like me will clearly understand</p>
<p>Data should be used at the local level to guide instruction. Blanket data collection is not always beneficial and currently is costing the state millions in salaries and programs.</p>
<p>No</p>
<p>I hated the video. I have the strong impression that the ambassadors are in-group people enthusiastic about current educational reform, which I am not. The language is filled with jargon still.</p>
<p>Yes, given the level of mental health issues that schools are required to provide services for; and the increase in the need for intense behavioral support that is required for a growing number of students, I strongly recommend returning the requirement of having Licensed Independent Clinical Social Workers to the BEP. We are the primary licensed mental health professionals in the school system, trained to provide the mental health services that our students are in need of to be successful in their education and to reach their full potential in that educational success. It made no sense to remove the LICSW from the BEP, while the level of need for our students increases and intensifies. Thank you</p>

for your serious consideration of this matter.
Remember kids need to play. they need to be nurtured as well as challenged. Teachers need to be supported, respected, held accountable ...remember many aspects of educating children cannot be assessed. A farmer will plant all his seeds at the same time, but they may not all sprout and grow equally for various reasons. Within each class of approximately 20 students there are countless variables to take into consideration. Testing is NOT the answer to bettering Rhode Island schools. Undermining educators and education college majors is not the answer either. I suggest we overturn the Common Core Curriculum, tell the Federal Government we deserve our fair share of Federal Education dollars and start taking the Common Sense approach to teaching our most precious natural resource, our kids!
I've been hard on you here, but I am speaking honestly, as an educator. We need less jargon and more specifics- real concrete specifics.
Some of the values and priority statements seem to be driven by current complaints.. As such, I view them as reactionary rather than visionary. Statements seem loaded with more phrases than necessary--sound like they are written by a committee and crafted to make sure everyone sees their idea there. The statements DO NOT pass the grandmother test, I'm sorry to say. Having participated in many group processes like this, I understand how the results come about. But someone and I do mean ONE) has to take the essential ideas, strip out the jargon, unnecessary phrases and modifiers, and create crisp, concise statements that everyone can understand and rally around. Maybe someone who writes good advertising copy--really good advertising conveys so much in so few words.
I'm not sure where this is all going but I hope it will lead to actionable items that are based in reality.
Where's the statement about social and emotional learning? Soft skills? Where's the statement about eliminating anti-kid language from contracts, such as sick leave provisions that produce high teacher absenteeism, for example?
Education is at a crossroads right now with more tools but we need to make sure we are sending the right message and using the right tools to provide a valuable education.
Yes, it seems that clarity is called for in the strategic plan. The priorities may have been identified and defined at your level, however, they are vague and open to interpretation at my level. In order to truly collaborate with RI educators, these topics must be open to discussion otherwise the strategic plan is being developed from the "top-down."
Difficult to rank statements that are limited in focus or that do not communicate effectively. Might the team consider an open ended format for feedback?
Let's do this... Together! As Mohammad Ali once said: "Me, We!"
Please prioritize choice for parents. It is imperative that parents aren't restricted to the educational environment in their zip code.
There needs to be a glossary of terms to make the statements clear to whoever reads them.
I recommend starting over. I know that's harsh, but these statements are hard to prioritize because they are the opposite of bold. It doesn't sound like you see a need to change anything, just shift the focus a little bit. It's incredibly disheartening considering how badly RI needs to improve. Please don't be afraid to tackle challenges just because they are contentious. The teachers union is going to be a pain in regardless.
School choice seems to be lacking from this plan in its entirety.
School choice is woefully absent from any of these ideals.