



**2015-2020 Rhode Island Strategic Plan for PK-12 Education:
Prototype 3: Values, Priorities, Visions of Success, and Strategies**

Draft prototype produced by the Ambassador Design Team on April 22, 2015

Published for feedback April 24 – May 4, 2015

**REPORT OF THE FEEDBACK ON
“PROTOTYPE 3:
VALUES, PRIORITIES,
VISIONS OF SUCCESS, AND STRATEGIES”
*May 15, 2015***

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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. The first prototype focused on "values", 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. The second prototype contained revisions and additions to the "values", with the addition of draft priority statements summarizing the areas that will organize the plan as a framework for specific measurable outcomes and actions.

This third prototype (found at www.ride.ri.gov/Plan-Feedback) includes revisions to the values, as well as further detail in the priority areas with the inclusion of the following three components:

- **The Approach** outlines the scope of the priority, the "what" that will guide the actions and frame the outcomes.
- **Our Vision of Success in 2020** describes the outcomes, in measurable terms, for "where" we want to be and what we want education to look like as a result of focusing on that priority area for the next five years.
- **The Strategies** are the "how" for what specific high-level actions the key stakeholders will take to make this plan happen and achieve the vision of success.

The values drafted by the Ambassador Design Team are: Autonomy, Diversity, Equity, Personalization, Preparedness, Safety, and Support. Based on public feedback, the values of Responsibility and Support were combined into one value, and Excellence has been moved to the overall plan vision statement which will be released in Prototype 4, the final draft.

The priority areas were updated by the Ambassador Design Team according to public feedback. The priority area of "Partnerships" is now integrated throughout all priority areas as the way in which the strategies/actions will take place.

- Early Childhood Education
- Global Competency and Competitiveness
- Expand Personalized Learning Statewide
- Comprehensive Assessment Systems with Multiple Measures
- Teacher and Leader Support
- Resource Investment

The feedback window for this prototype lasted from April 24 through May 4, 2015. A total of 336 responses were collected.

The feedback survey was organized into two sections: a short section with quantitative questions evaluating the various components of each priority area and the set of values overall, and a longer section with detailed quantitative and qualitative questions for each priority area. At the end of each section, participants could choose whether to exit the survey or continue/return to another section. All respondents had an opportunity to share comments and suggestions for each priority, and to indicate if they would like to be notified when the next prototype was released for feedback.

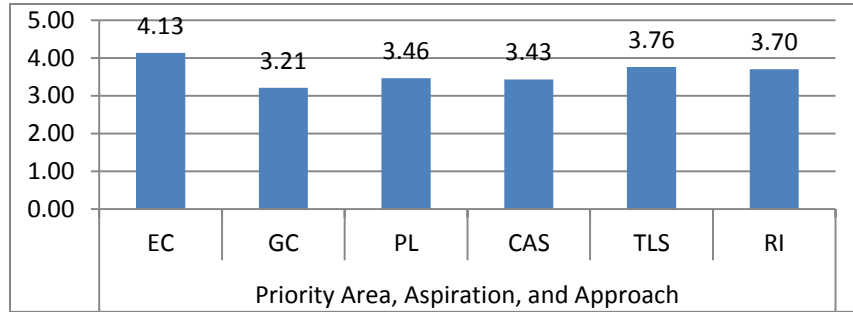
This report will first review the responses to the questions in the short section, then cover the quantitative data for each priority area. Data are either displayed as percentages of yes/no responses for that question, or as the average of all responses for that question (i.e., respondents could select from 1-5, indicating low/negative-high/positive reactions; the average indicates the overall perception of the content being evaluated). Comments from the longer sections specific to each priority area can be found in the Appendices.

Quantitative Section

KEY: EC: Early Childhood Education -- GC: Global Competency and Competitiveness -- PL: Expand Personalized Learning Statewide
 CAS: Comprehensive Assessment Systems with Multiple Measures -- TLS: Teacher and Leader Support -- RI: Resource Investment

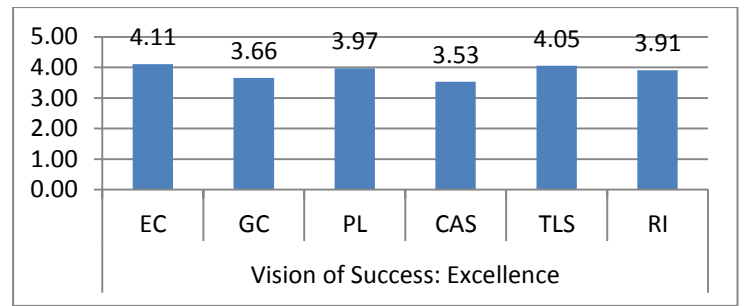
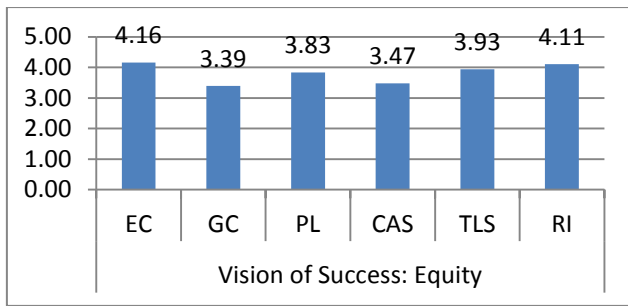
Priority Area, Aspiration, and Approach

Please review the title, aspirational phrase, and description of the approach for each priority area listed below on the clarity of language in describing the scope of that priority area (e.g., is the wording understandable, is there too much jargon) on a scale of 1 (unclear, hard to understand) to 5 (perfectly clear, anyone could understand).



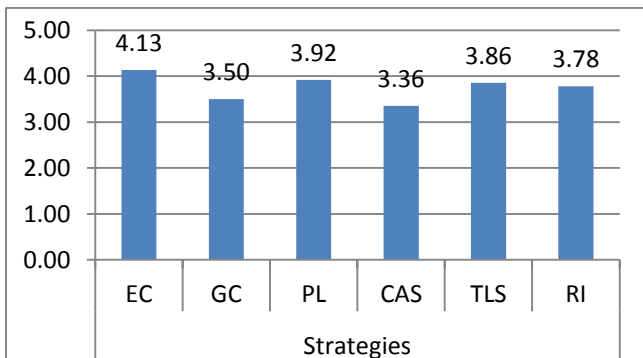
Our Vision of Success: Equity and Excellence

Please review the set of bullets describing the vision of success for each priority listed below and rate the impact on a scale of 1 (very low impact) to 5 (very high impact) for equity and for excellence.



Strategies

Please review the set of strategies for each priority area listed below. Please indicate on a scale of 1 (strongly disagree) to 5 (strongly agree) your level of agreement with this statement: the set of strategies for _(priority area)_ will have a transformational impact on public education in Rhode Island.



Overall Plan Thus Far

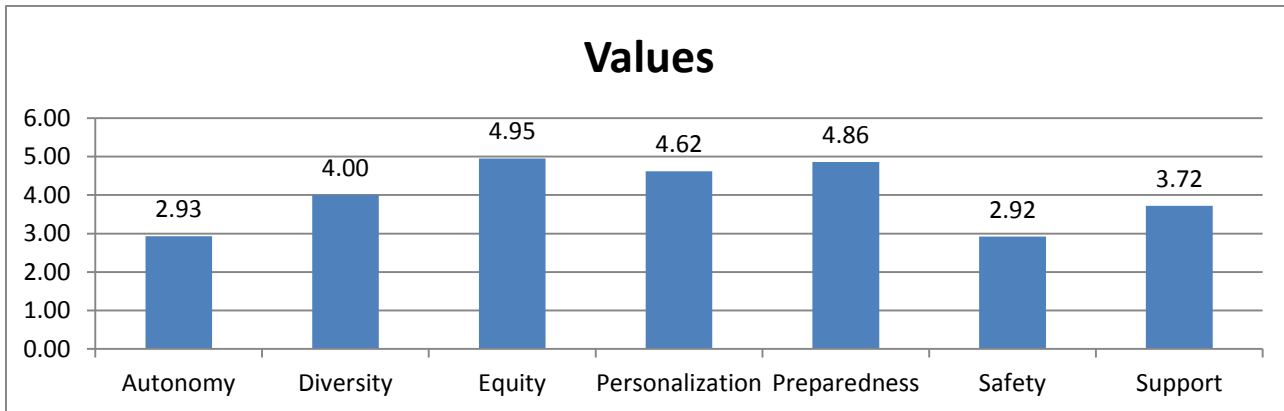
Please indicate on a scale of 1 (very little) to 5 (a lot) how much emphasis you see in the plan for equity and excellence:

- **Equity:** closing achievement & opportunity gaps for our most disadvantaged young people in the state.
- **Excellence:** raising the bar of excellence for all youth, preparing every student for post-secondary success in career and college.



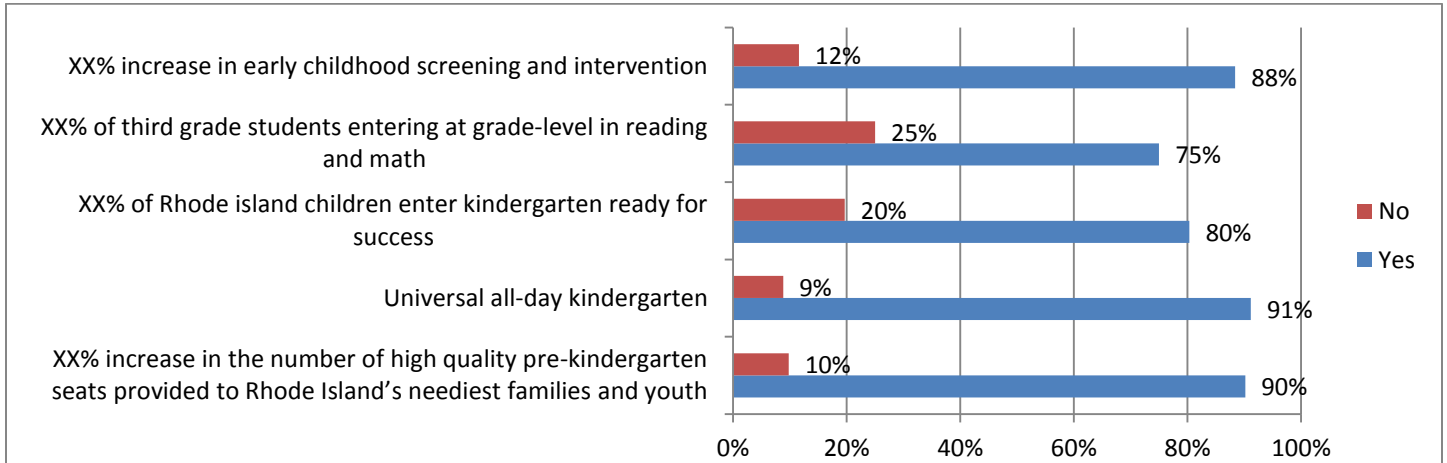
Values

After reading Prototype 3, please rank the values in the plan in the order of how important and impactful (visible) they are within the priority areas of the plan from 1 (most important, most impactful, most visible) to 7 (least important, not impactful, not visible).



Early Childhood Education

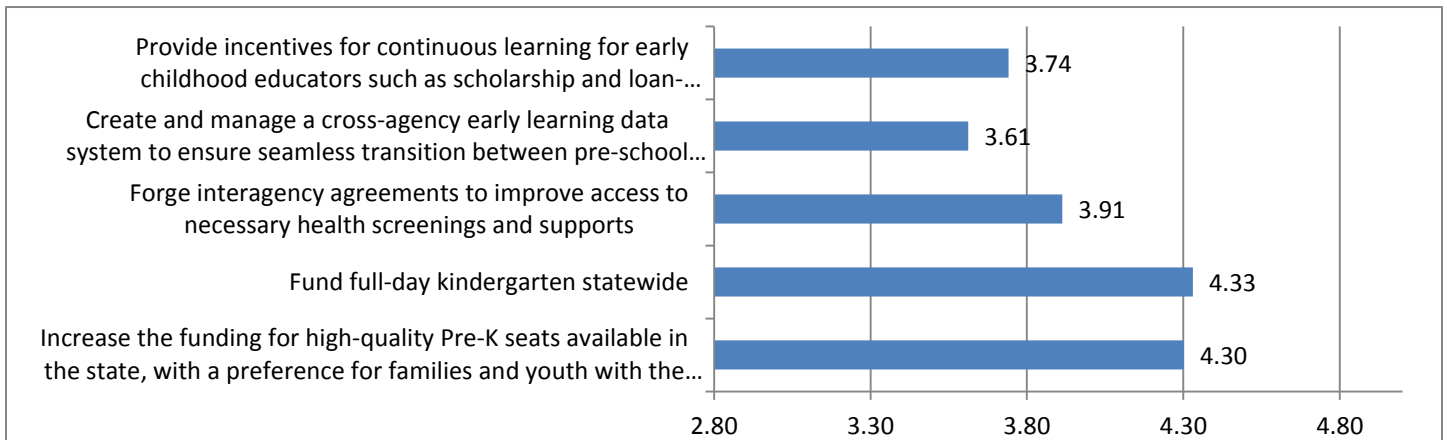
Can each of these outcomes be clearly linked to at least one strategy?



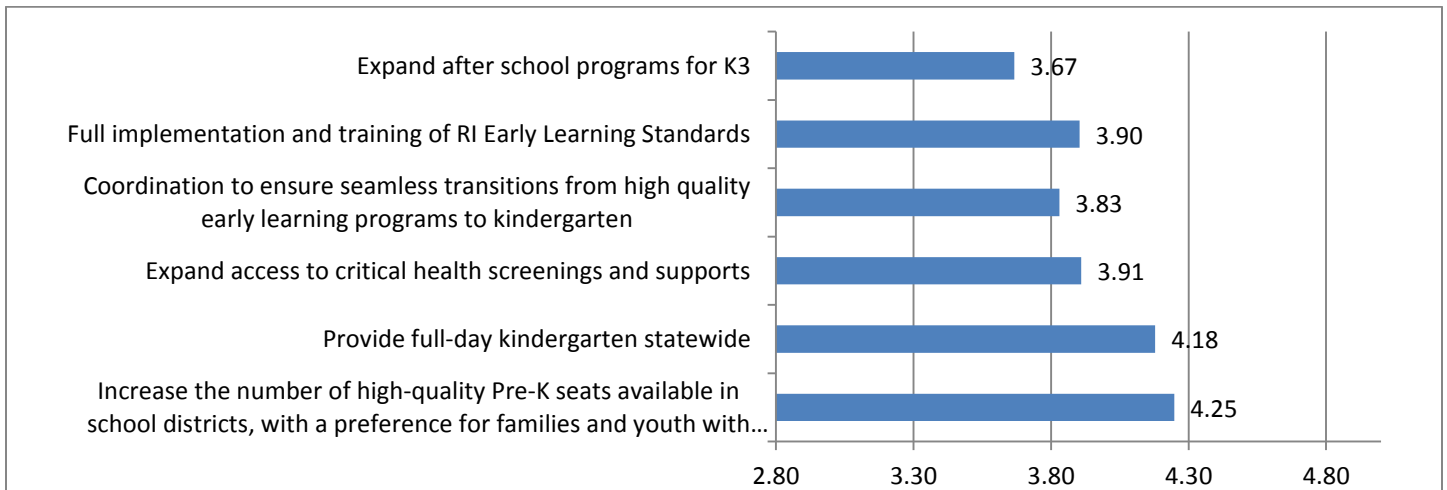
For comments, please see Appendix A (part 2).

For each strategy, please rate how much impact you think it has on improving equity and excellence on a scale of 1 (low impact) to 5 (high impact).

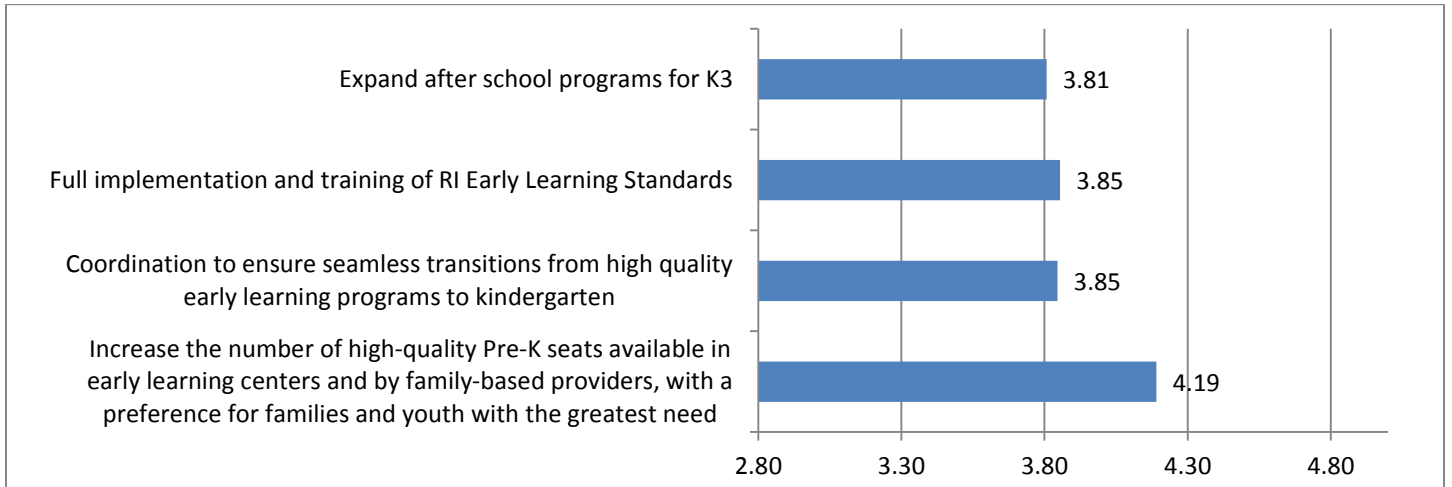
RIDE will...



For LEAs, this means...



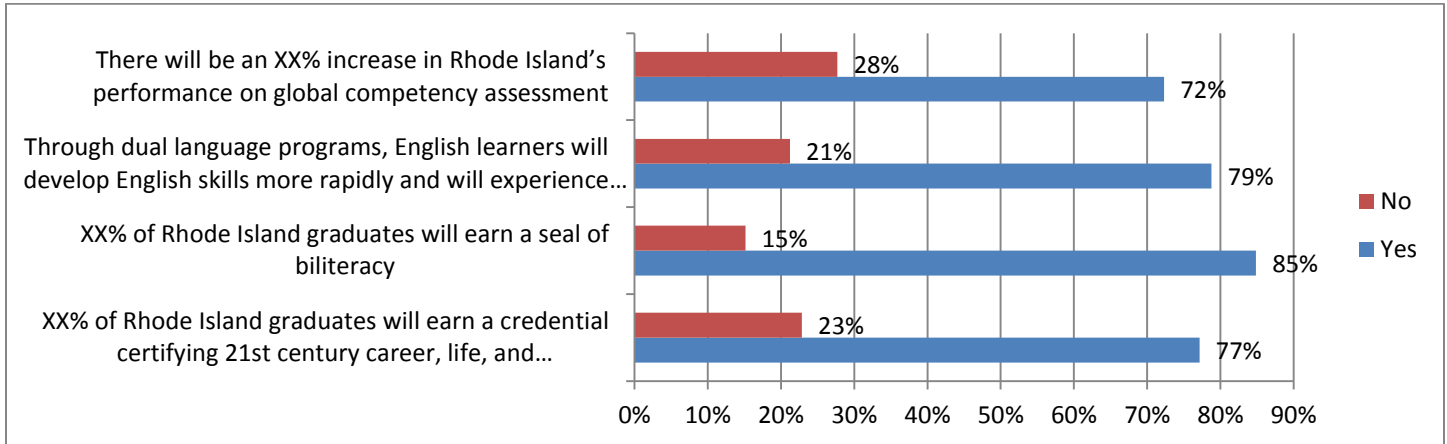
For community partners, this means...



For comments, please see Appendix A (part 3).

Global Competency and Competitiveness

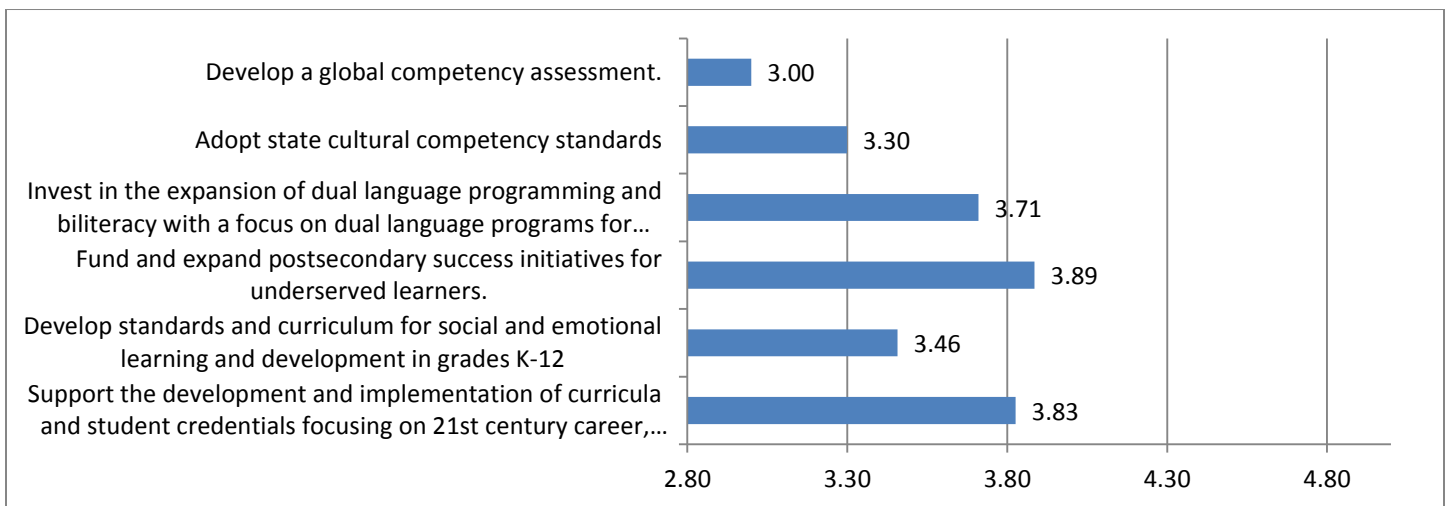
Can each of these outcomes be clearly linked to at least one strategy?



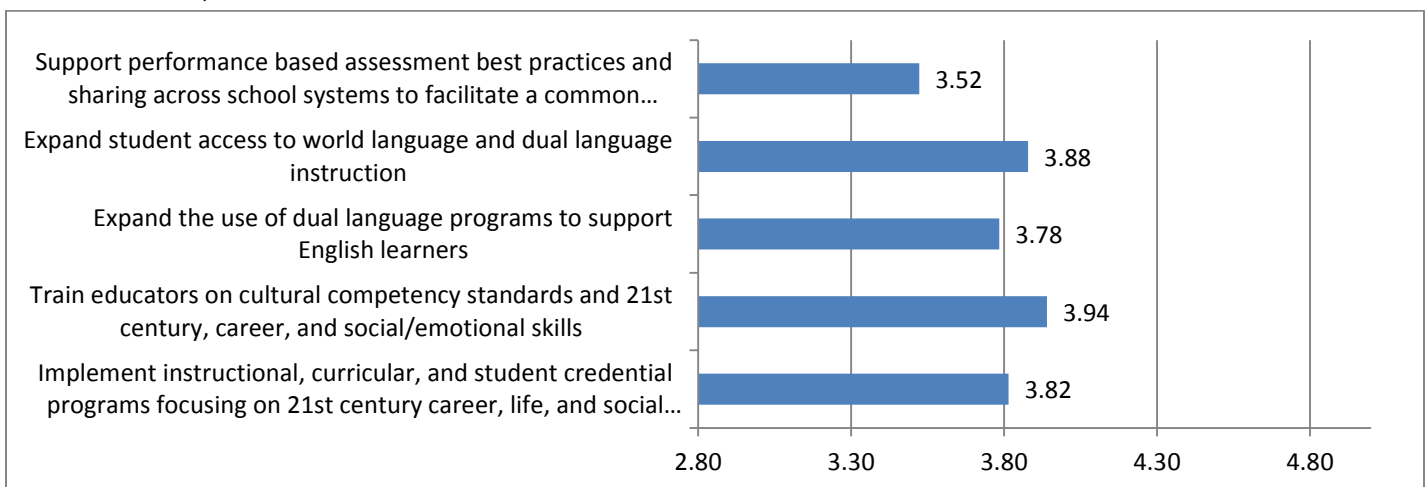
For comments, please see Appendix B (part 2).

For each strategy, please rate how much impact you think it has on improving equity and excellence on a scale of 1 (low impact) to 5 (high impact).

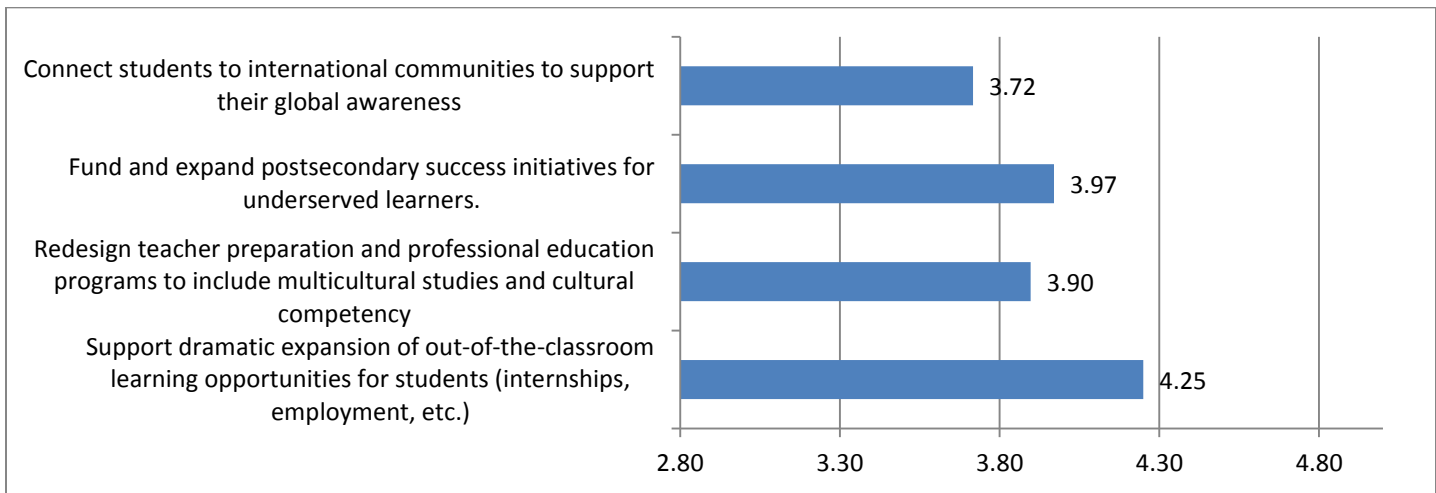
RIDE will...



For LEAs, this means...



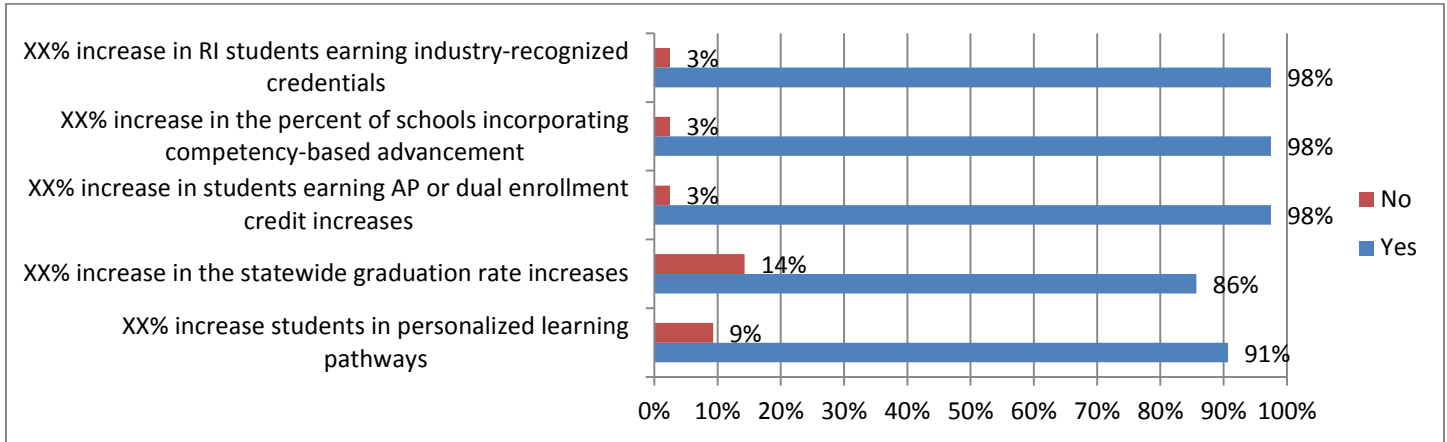
For community partners, this means...



For comments, please see Appendix B (part 3).

Expand Personalized Learning Statewide

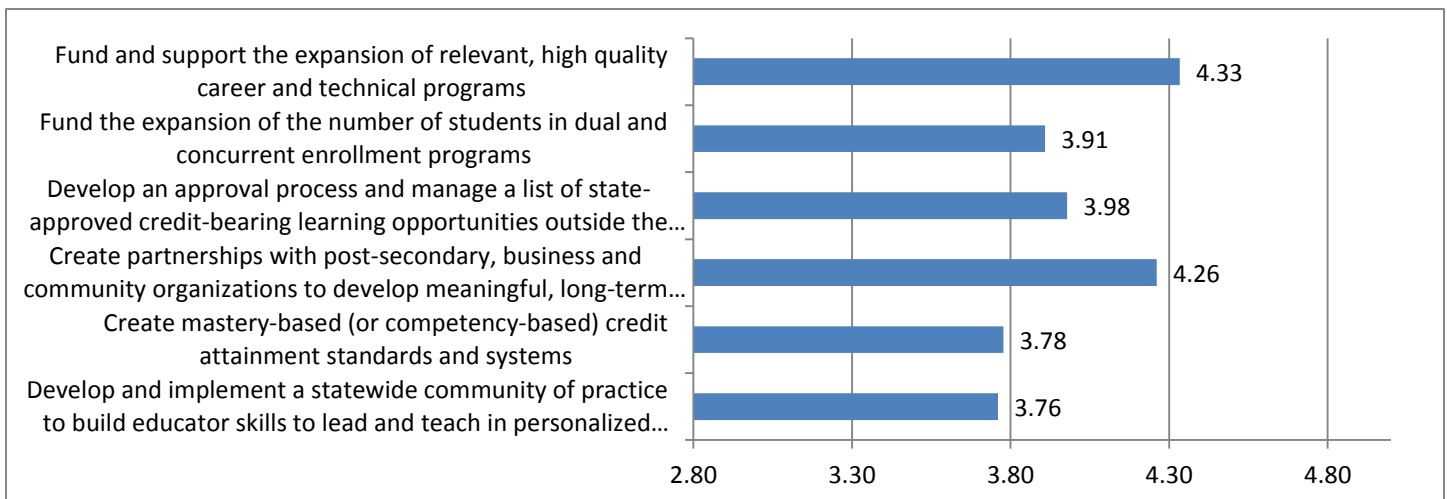
Can each of these outcomes be clearly linked to at least one strategy?



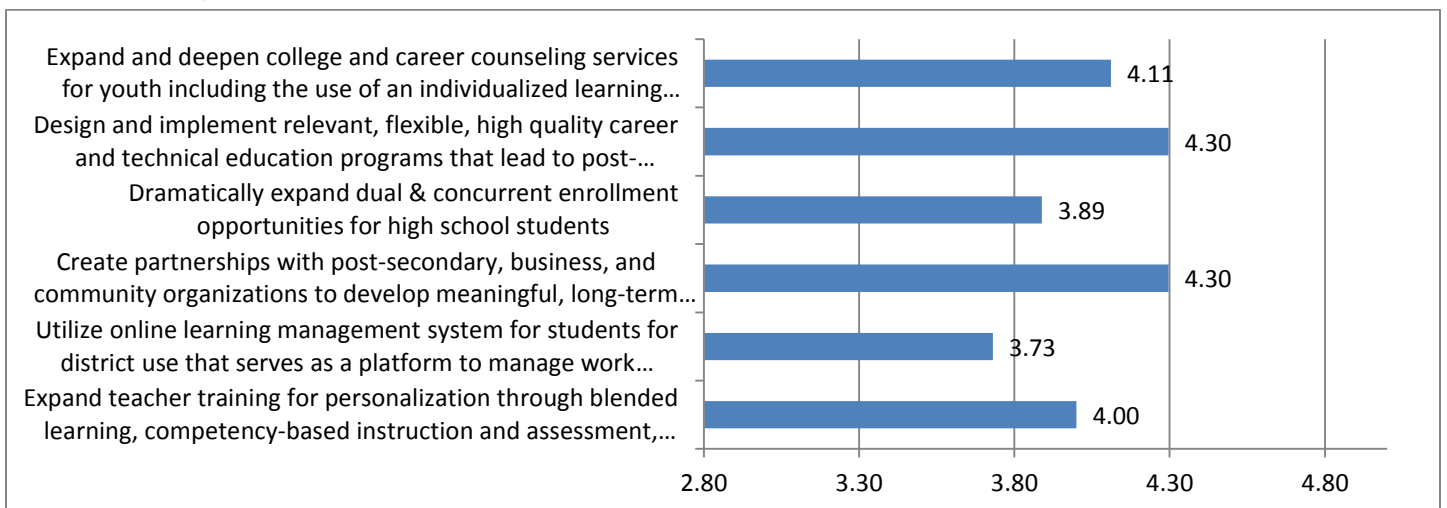
For comments, please see Appendix C (part 2).

For each strategy, please rate how much impact you think it has on improving equity and excellence on a scale of 1 (low impact) to 5 (high impact).

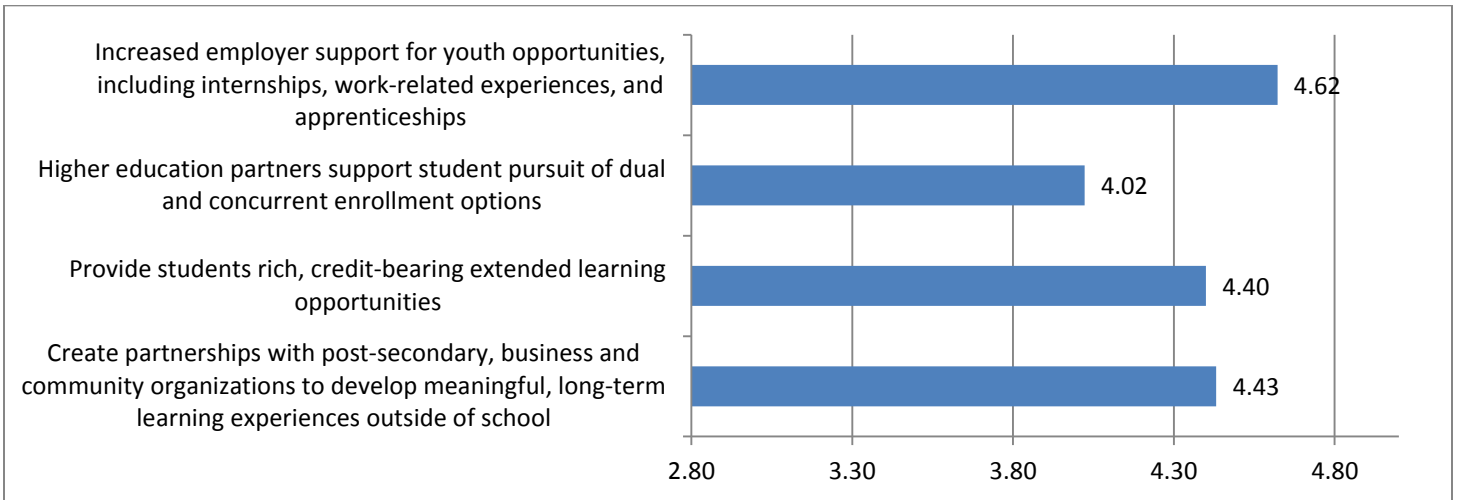
RIDE will...



For LEAs, this means...



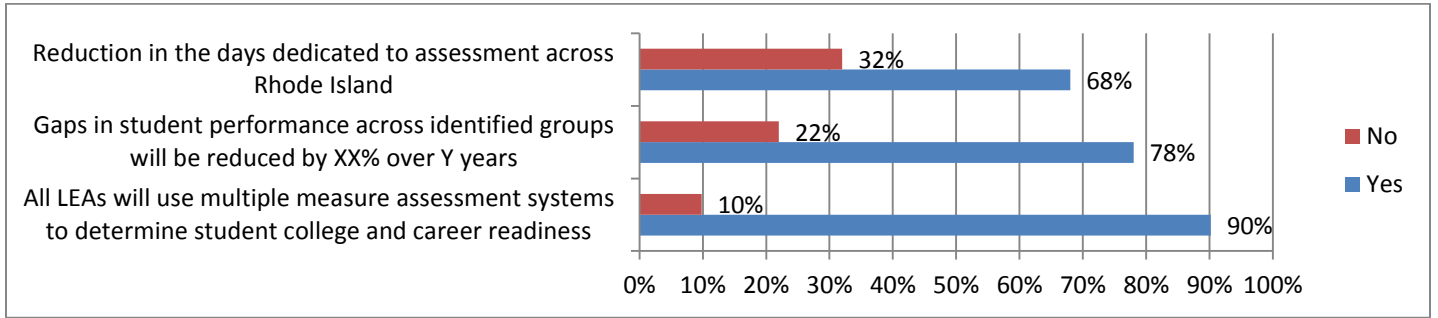
For community partners, this means...



For comments, please see Appendix C (part 3).

Comprehensive Assessment Systems with Multiple Measures

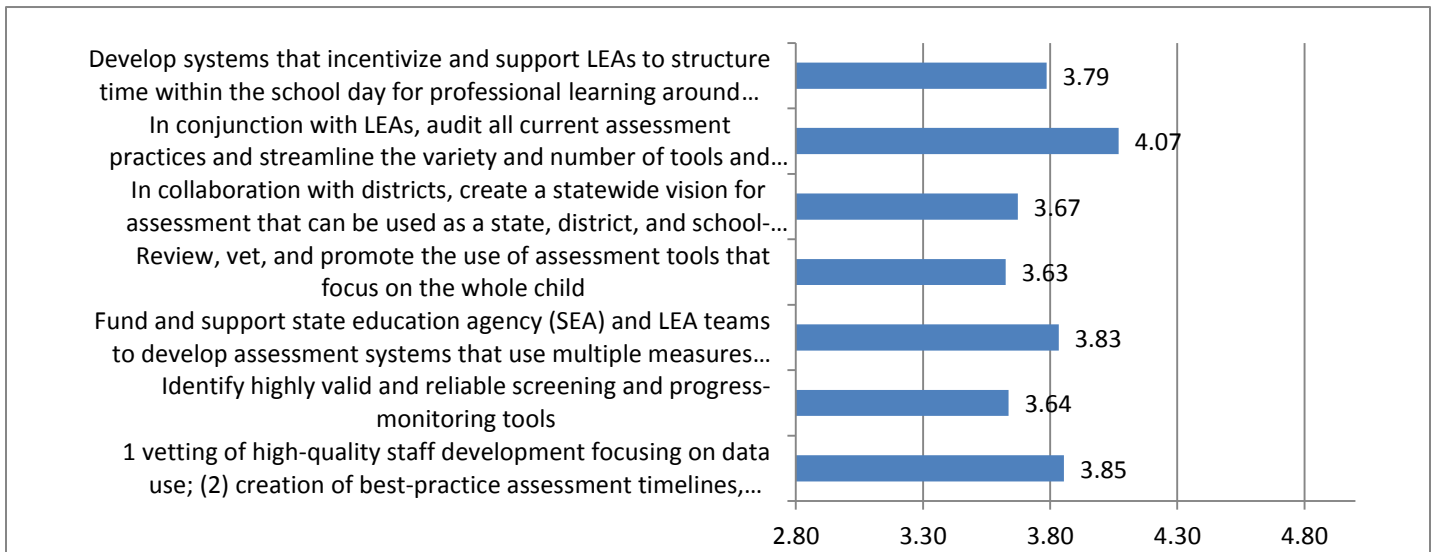
Can each of these outcomes be clearly linked to at least one strategy?



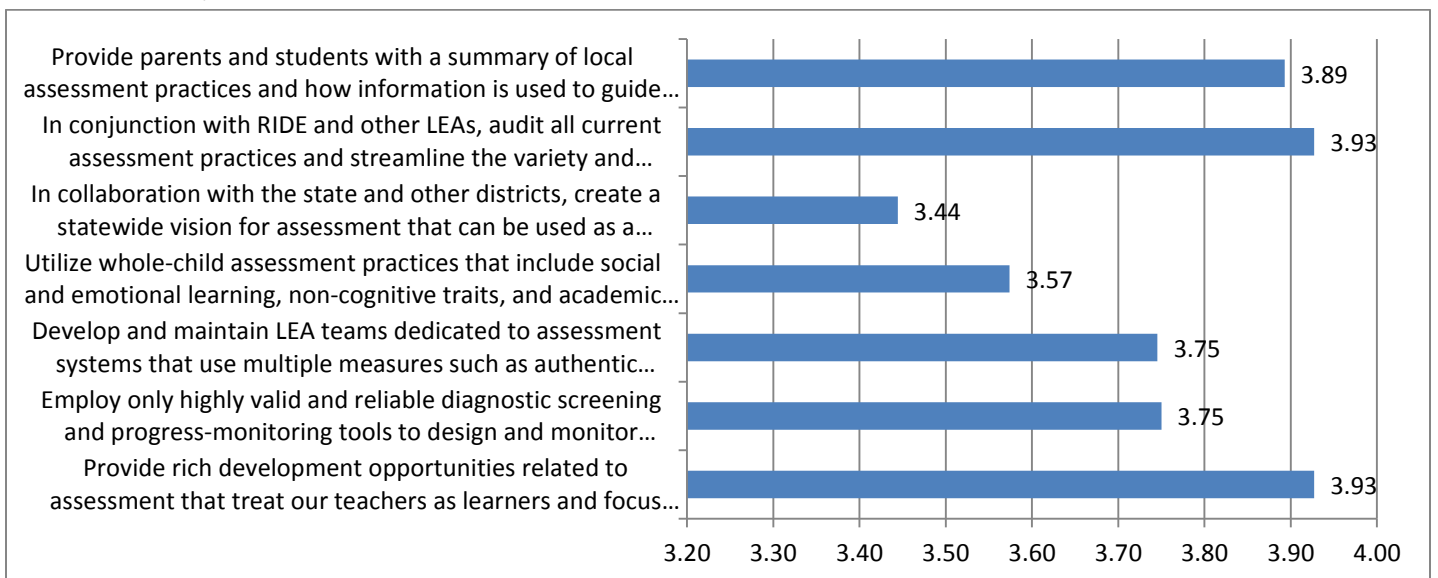
For comments, please see Appendix D (part 2).

For each strategy, please rate how much impact you think it has on improving equity and excellence on a scale of 1 (low impact) to 5 (high impact).

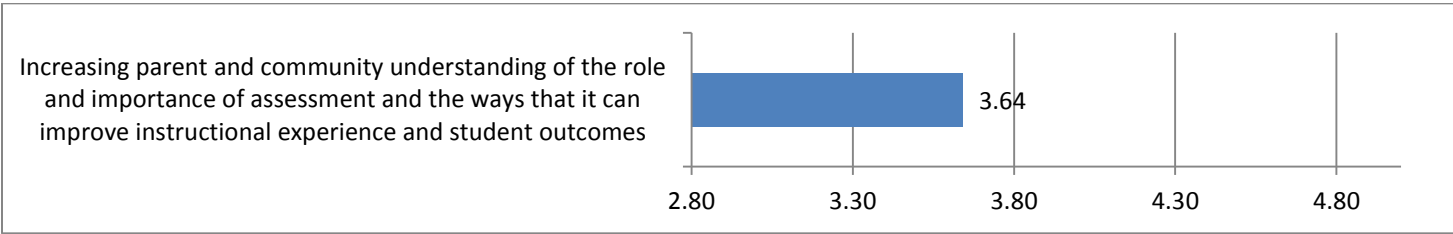
RIDE will...



For LEAs, this means...



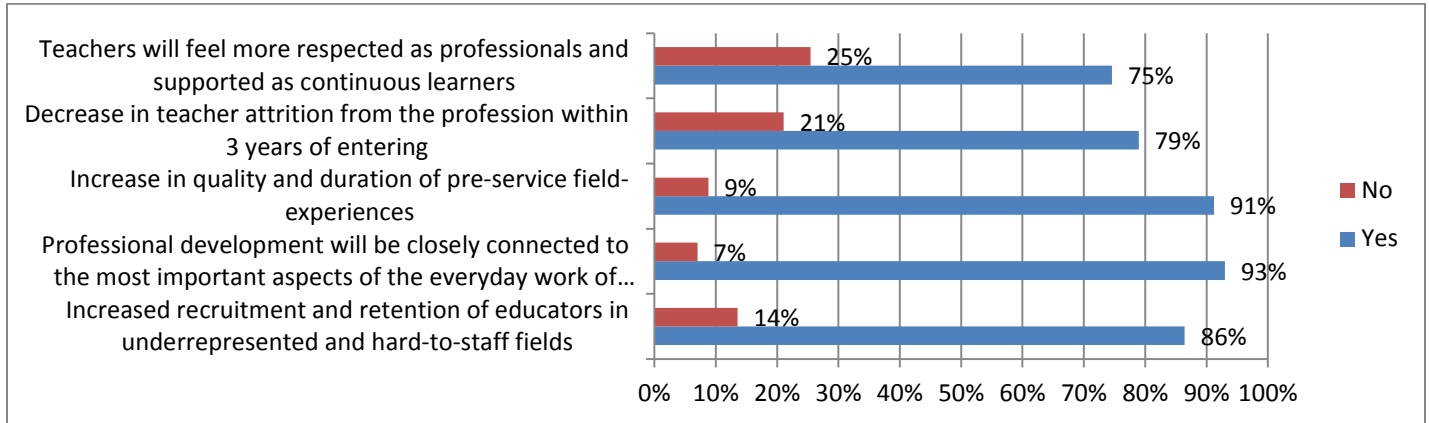
For community partners, this means...



For comments, please see Appendix D (part 3).

Teacher and Leader Support

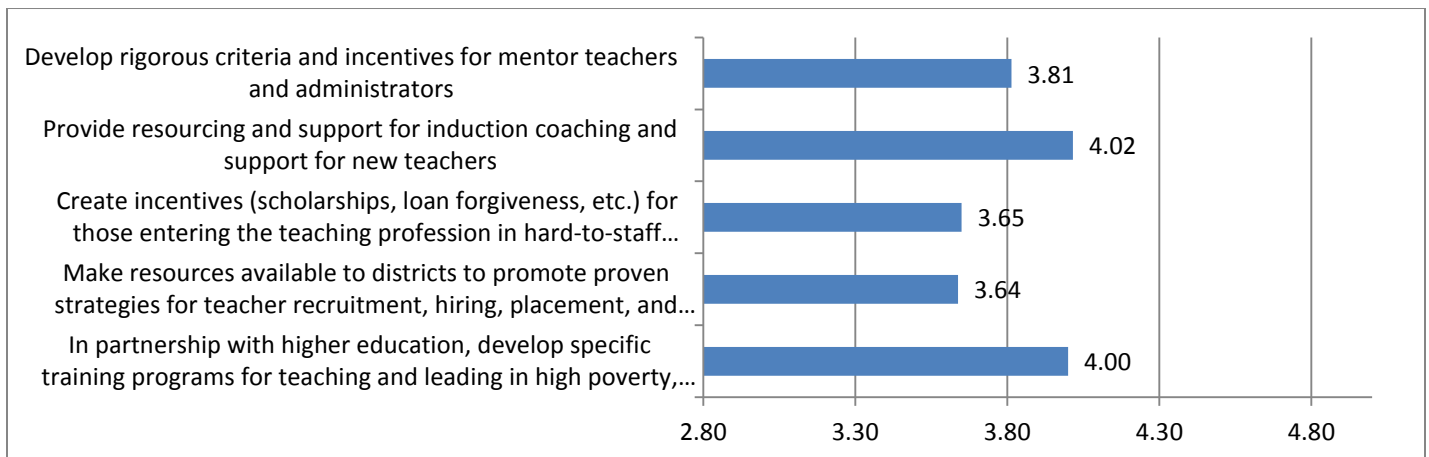
Can each of these outcomes be clearly linked to at least one strategy?



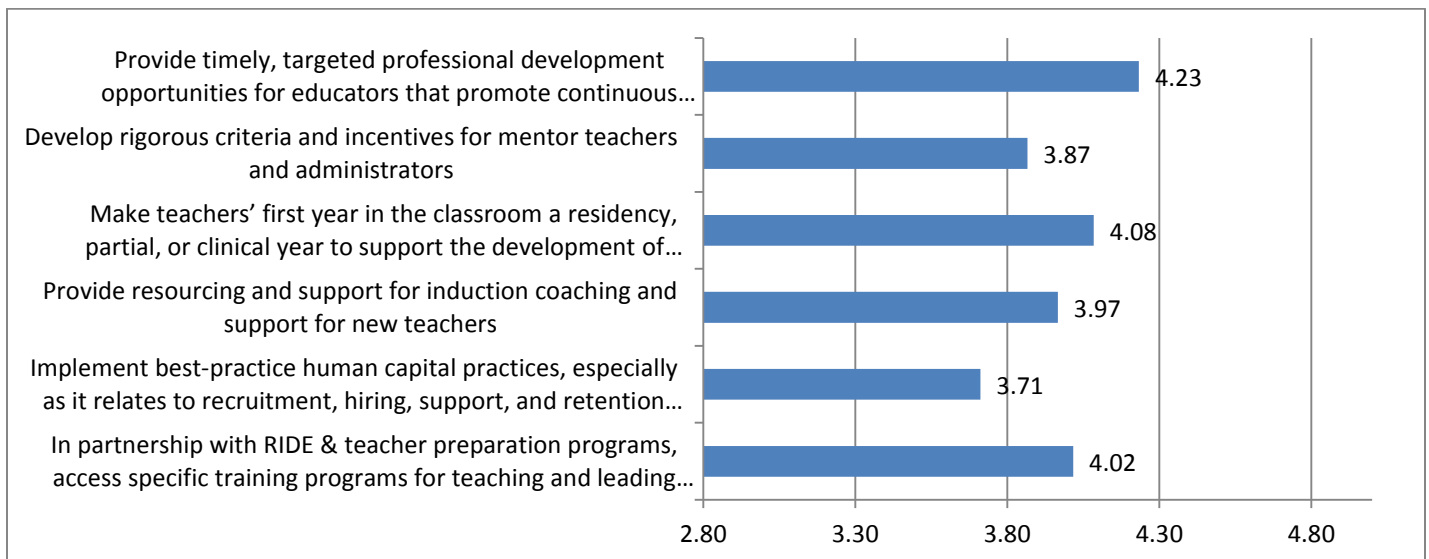
For comments, please see Appendix E (part 2).

For each strategy, please rate how much impact you think it has on improving equity and excellence on a scale of 1 (low impact) to 5 (high impact).

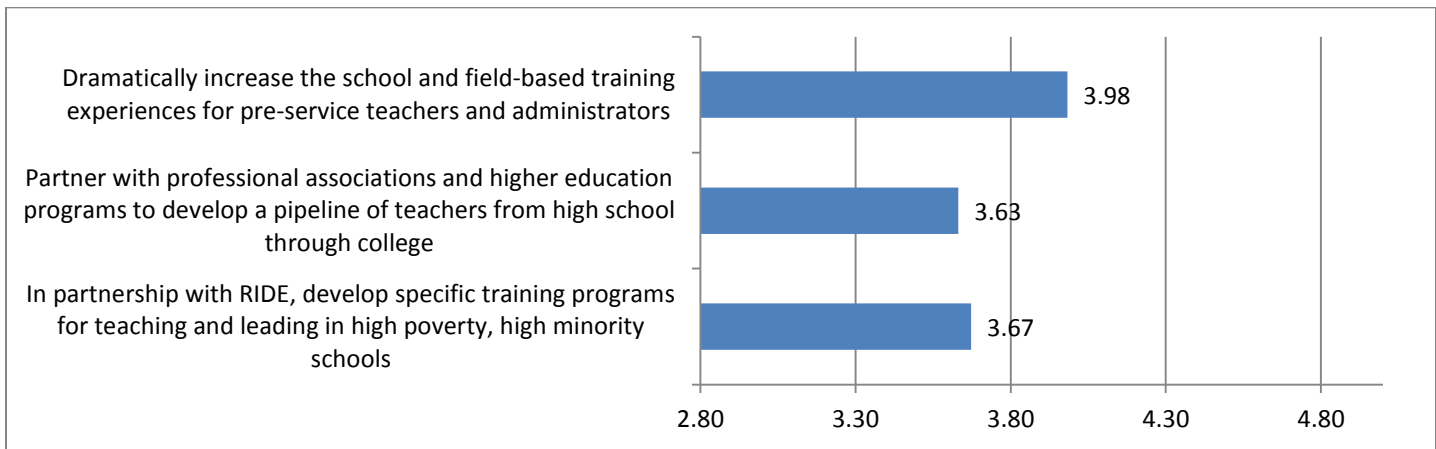
RIDE will...



For LEAs, this means...



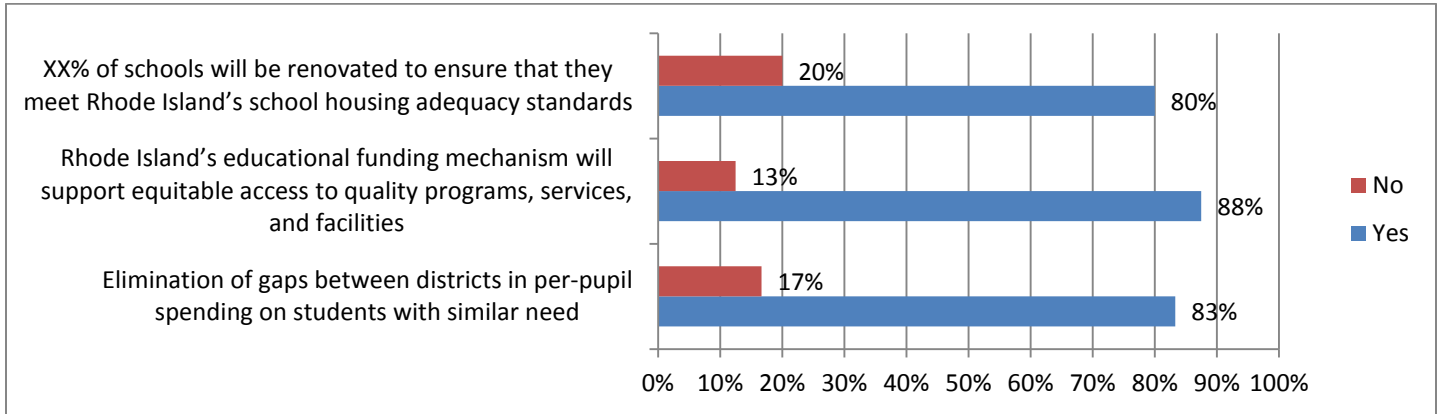
For community partners, this means...



For comments, please see Appendix E (part 3).

Resource Investment

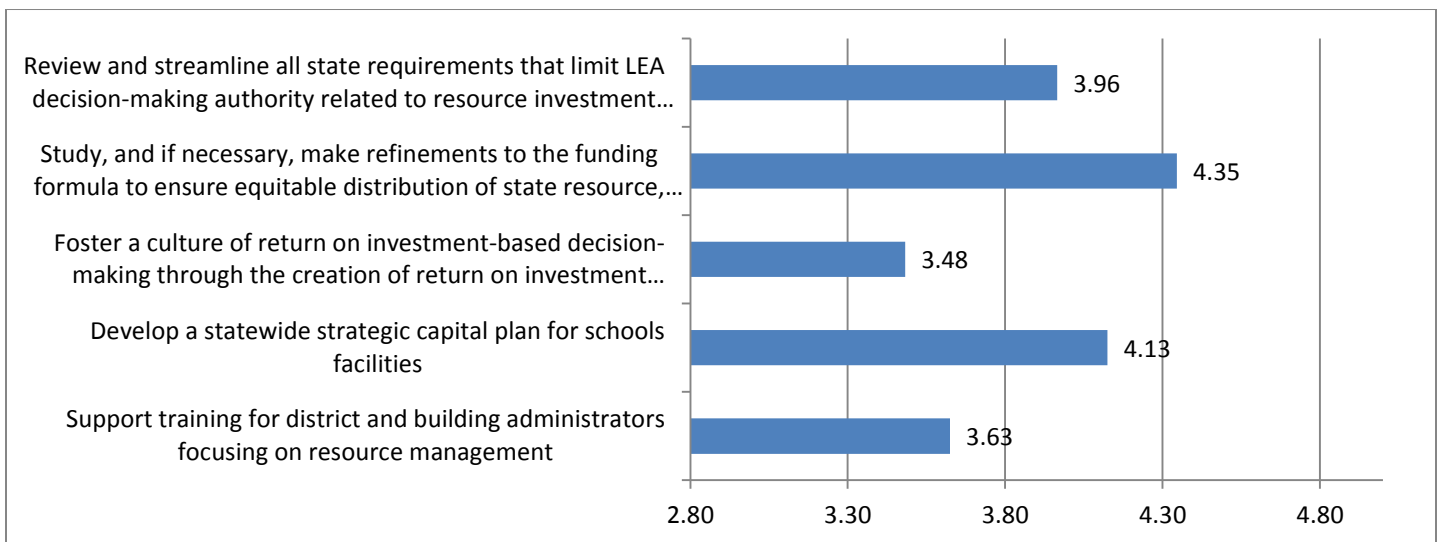
Can each of these outcomes be clearly linked to at least one strategy?



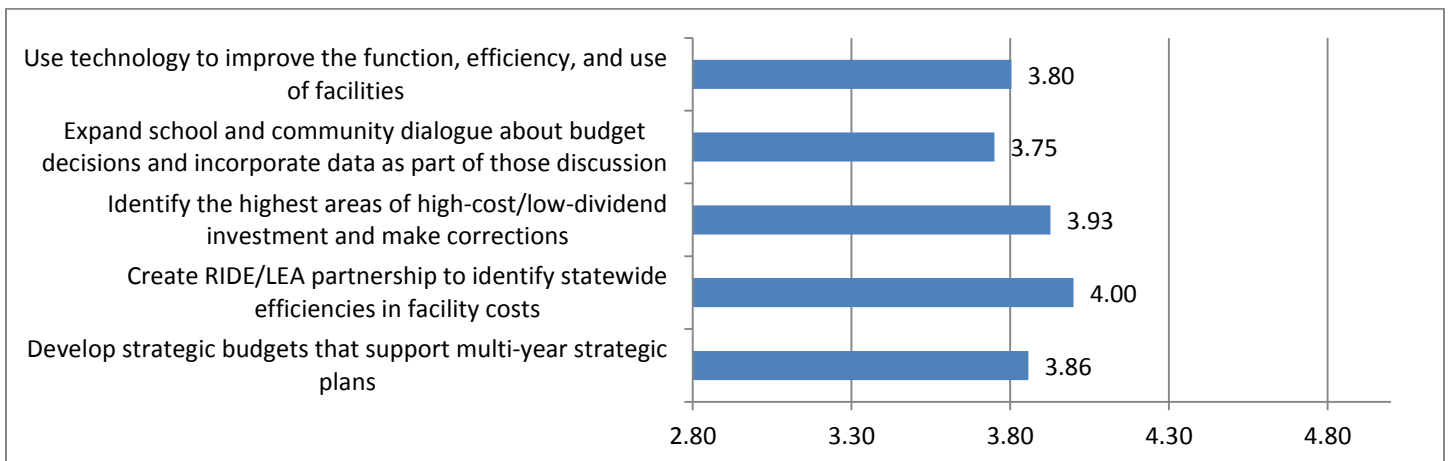
For comments, please see Appendix F (part 2).

For each strategy, please rate how much impact you think it has on improving equity and excellence on a scale of 1 (low impact) to 5 (high impact).

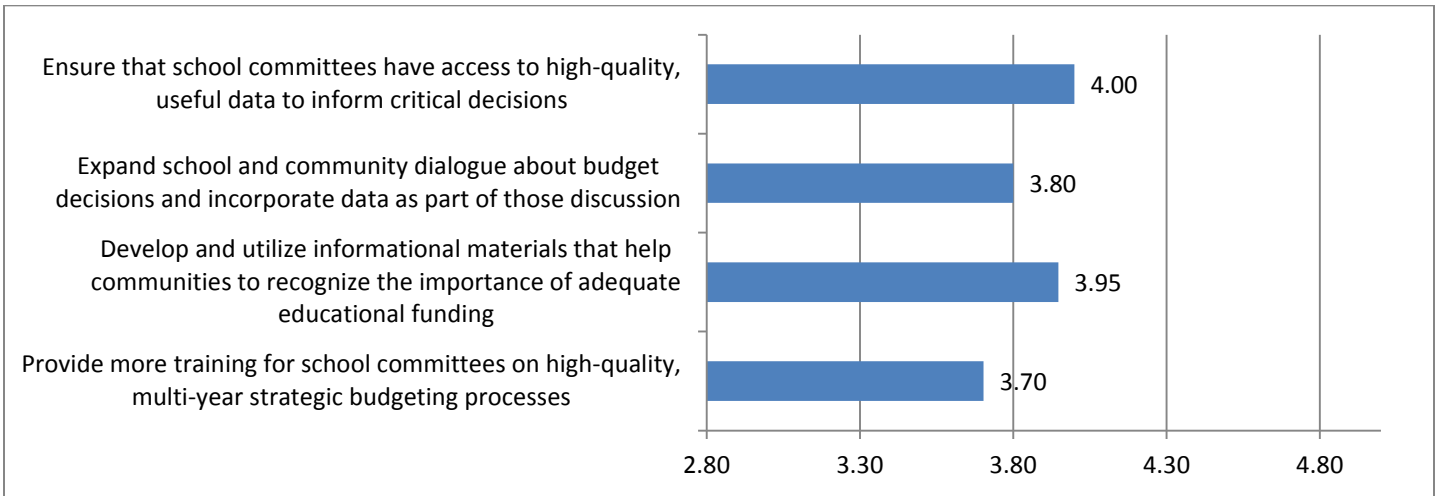
RIDE will...



For LEAs, this means...



For community partners, this means...



For comments, please see Appendix F (part 3).

Appendix A: Comments – Early Childhood Education

PART 1

Please review the set of high-level outcomes for this priority area. If there are any missing, please suggest them here, or leave this blank.

What is meant by high quality? Will young children be subjected to academic skill building and test preparation, or will they have their developmental needs met?
missing for each of the bullet points above is the need to offer (optionally) community chosen world languages classrooms at this age. This will create a pipeline for preK-16 world language and culture literacy that will carry children through college and make them better ready to face a multi cultural world. Please see the Rhode Island Roadmap to Language Excellence. If Equity and excellence are the goals. This language excellence step is key.
Make all day pre-kindergarten universal
Social emotional growth is given a priority to set the foundation for K-12, through adherence to early childhood standards in the arts.
Where does my child with an IEP and Alternate Assessment fit into all of these plans? I haven't read any mention of this part of our school community?
Work with legislators to create regulations for full day Kindergarten for ALL students.
Not sure what "high quality Pre-K seats" means -- are there "low quality seats"? why not say what that is? Universal day care for all RI students? Have you determined what XX percentage will be?
•XX% of third grade students entering at grade-level in reading and math fourth grade and a higher %?
Early childhood should include K-Grade 3 There is nothing about instruction that is aligned to standards and developmentally appropriate We should target getting more programs/classrooms in Bright Stars
It mentions that Rhode Island children enter kindergarten ready for success. The school department should give parents a guidelines such as require materials that would need to be learned or that will help the student so when they enter Kindergarten he or she would be prepare for success.
Children will enter kindergarten being well fed and having mothers who were given sufficient care during pregnancy. It starts before kindergarten. We give too little attention to social, economic and health conditions prior to school entrance. Schools cannot be expected to carry the full load.
define and measure high quality education. Are we merely going to accept the current Pre--K programs and call them High quality, or is there a plan to consolidate the programs, and measure quality?
Improve the quality of the testing modules used to determine a child's level of preparedness
The actual percentage numbers?
"for success" is a fuzzy phrase and adds nothing
Early Childhood Education should not be considered a priority area. Early childhood is a program. The RIDE is not charged with authority for Early Childhood. The DOHealth has this authority. I agree that providing quality EC programming is vital, yet it remains misplaced in this RIDE Strategic Plan!
General document comments: (1) Number the pages. (2) Define "LEAs".
Yes, parent education.
Seeing placeholders makes me think that the crucial preliminary research was not done. This is disappointing.
Perhaps increasing attendance for school-age students grades k-3. This would also address helping students achieve grade level in reading and math in grade 3.
XX% of families contacted by school to let them know how their child is doing (like The Learning Community does/measures) as an important variable in the success of their students
Blending 3rd grade and early childhood is a little risky, I think. Be careful here.
It is important to start from the beginning to expect our students to fully engage in the learning process with respect, persistence, and thoughtfulness. The production of a high quality work product should be the expected norm.
no
What of the needs of English language learners at the elementary level?
Science seems to be absent along with other academic areas giving favor to a decidedly to using the word reading as code for Anglo driven instruction despite the proposed commitment to dual language programs/instruction. English

speakers can learn in more than one language addressing an important college-readiness skill for world class education. Having "native" speakers of alternative languages in our schools is another way to diversify one of the historically least diverse professions.
I think expanding a system that has skewed and broken assessment criteria as well as expanding funding for programs that some cities or towns may not be able to afford is a utopian ideal that can't be practically implemented on such a broad state-wide scale. I think all families need early childhood education and the resources available to needy families is already there, it's reading and math that are crucial to education excellence. The early intervention screening ratings are allowing children with genuine need for intervention to fall through the cracks due to rigid number scales too.
XX% of Rhode Island children from English speaking homes occupy seats in partial or full immersion pre-kindergarten programs.
first bullet: pre-k hopefully doesn't involve "seats" :) maybe use "slots"? second bullet: use same format as other bullets--"100% of kindergarteners have access to full-day programs" [100% = universal] would it be helpful to have a bullet with "XX% of early childhood providers participate in Bright Stars (RI's early childhood QRIS)"
Percentage increase is a poor measure of anything particularly as there are no clearly established baselines from which to measure progress. High quality is not defined - quality will not improve without significant increase in cost of services. What does "ready for success mean?"
Provide additional seats to all, not just neediest. Some families do not have access to affordable pre-K.
You have captured a vision for the availability of pre-k seats, but how many of those seats are being utilized. If you look at the success measures of having children ready for success when entering K should we not be interested in the number of 3 and 4 year old children who are actually enrolled high-quality education and care programs. Have a vision for success that states: XX% of Rhode Island 3 and 4 year old children will be attending high-quality education and care programs. This can also be modified to address equity to be XX% of Rhode Island 3 and 4 year old children will be attending high quality education and care program with a equal proportional distribution across all socioeconomic need levels.
When we say "neediest families and youth", are we strictly speaking of financial need? This needs to be clarified to include both financial need, but also the needs of the child. For example, a family that may not be regarded as in "financial need" on the surface based on their income, may have a child that has deeper needs socially and/or developmentally than that family can actually afford (i.e. the student would benefit from a 5-day program, but the family cannot afford the full cost and can only afford 2 days/week, which will not serve the extent of that child's needs). In fact, if we are expecting children to know so much as they enter Kindergarten, shouldn't preschool be free for ALL???
It is impossible to assess the possible impact of these outcomes (as the survey requested) w/o the percentages in place!
How do you define "neediest"? Is this code for families in poverty? Families of color? I think this should be explicit, otherwise the truly neediest slip through the cracks. How do you define "high quality"? Early childhood is an area where there are very few teacher requirements and support for professional development. Is the state willing/able to put major \$\$ behind these priorities to get early educators to the skill level they need to be? These outcomes do not seem to be new- these are priorities that schools/communities have had. Why are these being singled out?
I think Pre K should be free and universal. Maybe beginning in at risk areas and then move to universal.
change word "seats" to positions delete "and youth"
Revise language to be clearer and to align with existing program design: XX% increase in the number of high-quality pre-kindergarten seats provided to children in Rhode Island's neediest communities Add "quality": XX increase in the number of children who have access to high-quality, all-day kindergarten XX% increase in numbers of children receiving early childhood screening and interventions Add: XX% of pre-k and K teachers who demonstrate high-quality, developmentally-appropriate instructional practices
the visions for success (and this is present within all visions) include strategies and are not at the larger view or vision level; If the governor has declared all will have full day k in the state by SY16 - why include it here? Additionally, all visions are at the "end" of birth-Gr.3 here - we should probably have some reflective of this wide range of students - perhaps at 3 and 5.
I think we need to tie the EC workforce in under Our Vision for Success
It is good to see these very specific benchmarks of success for this priority. In setting the exact figures it will be beneficial to understand what the baseline is for each and be sure that each of them can be measured with existing

data collection systems. I do not see anything major that is missing.
% increase of students who exit from English Language Learner services by XX grade
All students will have access to Pre-K.
Writing all of these performance targets as incremental increases is a mistake. There is no context. What is the goal -- how many in what time period is more powerful than "increase."
I would include specific mention/recognition of Head Start which serves about 2,300 children ages 3 to K entry in a federally funded preschool program. This is 10% of the total population and 34% of poor children. Otherwise it sounds like it is just the State Pre-K program. Districts and RIDE could partner with Head Start and connect with Pre-K. Many of the Head Start agencies already have State Pre-K classrooms. Would mention partnership with Head Start and maybe % of districts partnering with community-based early learning programs. Also consider setting target to address geographic inequities in access to preschool special education. Maybe specify reaching target of 15% statewide based on CDC study that 15% of children have disabilities/delays. We are at 8% statewide and 7% in core cities.
aggressive goals will require outreach to parents using friends/family care to achieve
It will be important to have a clear definition for what "high quality" means for pre-K programs. If done well, this will lead to more seats AND better educational opportunities in pre-K.
Disaggregated data seem more important here than general percentages

PART 2

Can each of these outcomes be clearly linked to at least one strategy? ... If no, you are welcome to suggest a strategy specific to RIDE, LEAs, and/or Community Partners in the comments box below, or leave this blank.

The most important is early childhood screening and appropriate intervention. I don't understand the point of the percentages. The decisions about programs and length of the kindergarten day should be left to the individual families and not mandated. What is meant by "ready for success"?
since social emotional growth is a priority later, the screening must include more than just academic readiness.
Besides expanding after school programs, could there be a strategy embedded in the day--extra classroom supports, with particular emphasis in the areas of reading and math? Funded by RIDE, Implemented by LEAs, and Supported by Community Partners.
I'm not certain that after school programs will have an impact on student learning or any of the vision statements There is nothing that addresses the quality of the expansion of kindergarten programming. I would add that there needs to be high quality, research-based practices in the classrooms.
Before students are passed to the next grade level, the teachers and administrators should make sure the students remember and have learned what was taught during that school year, if the students have not learned what was taught during the school year, possibly teachers could send the students and their parents a small packet for the summer vacation that includes different questions and problems the student can practice and refresh their memory of what he or she has learned during the academic year.
We are too ready to make time a fixed variable. Some students will take more time to achieve the third grade level. Unless there is considerably more support, this is not realistic.
To do this will require changes in laws mandating pre--k and money to support the programs and measure quality
These seem more like goals... How do you plan on informing the communities prior to Pre K & K? Since standardized testing has clearly been failing over the past 30 years with the U.S. Falling behind by almost every indicator used to compare the progress of industrialized nations across the globe. I suggest you find better measures of individual aptitude that account for the fact that every child has individual strengths and weaknesses and use such things to create a better way to focus on helping a child excel while not putting so much weight on areas of knowledge that will not impact their overall growth.
I think an action item should be connected to better communication between pediatricians and community mental health care workers as it relates to the improvement of early childhood screenings and intervention
These are program goals not Strategies for priorities. Misplaced in the Strategic Plan.
What about libraries and other community partners helping with these goals?
I think there could be more done for the entering third grade students attaining grade level for reading and math. Attendance...see question 3.

Educate public using research and data to illustrate the importance of full - day kindergarten. Funding and/or incentives from the state needs to be available to districts in order to ensure that all day kindergarten is an accessible and universal.
Have accountability measures for students not meeting benchmarks.
We need to better engage the families of our students in low income urban areas and those ELL's in the importance of their children getting a good education. At this point, far too many of our families do not value education, as evidenced by chronic absenteeism (even in the very youngest students) and poor student/family engagement. More focus needs to be on our families, not just improving teacher skills and our programming.
XX% of kindergarten students will engage in foreign language instruction
How / who will prepare kindergartners for success - preschool programs?
I strongly disagree in PreK and universal K in the public schools. Let's pour all our resources into improving the failing schools. We are already stretched too thin. Fix the schools first. We need much better teacher training. Teachers coming out of RIC are very low skilled! Require a minimum SAT score of 600 per subject area to start with. Our teachers from RIC are bottom of the curve!!!
% of third grade students entering at grade-level in reading and math- how will this be determined as PARCC begins at grade 3 and is there a group of assessments (hopefully not one) to determine this
Universal all-day K will be met with some cultural confusion in certain communities where child-rearing practices do not include releasing children to "others". Without some assurances that children's home languages will be respected, this will be a persistent cultural hurdle. The result is that increasing the number of seats will mean there are more seats but not necessarily for the target populations.
Parent buy-in is crucial. Many parents do not understand the importance of early intervention. Just telling them that it's important is not enough. We must teach them to invest in this process.
I believe all-day-kindergarten and pre-kindergarten requirements need to be left to the city or town and not made a state-wide mandate. This is a local decision.
The focus is on the neediest families and youth economically and yet these youth are usually at an advantage both culturally and in language ability. We need to bridge this gap for the youth that are neediest as in they lack intercultural experience and dual languages. And also celebrate and build on the skills of those who do "live in a culture" within the US culture and speak more than one language.
Stronger strategy: Universal Access to free high quality PreK programs for all 4 yr. olds.
To improve quality; license facilities, programs, personnel. College degree required for teachers- they will need to be paid professional wages and working conditions. How will this be paid for? In many cases rigid poorly conceived K programs fail the students - better programs will produce better students.
The vision provides seats but there is nothing in the strategies to insure that those seats are utilized. To have greater impact the strategies much encourage utilization of the seats. I have reviewed some of the literature on the early childhood education programs in the united states. The key policy recommendations that come from that review are several. States need to: develop standards for high quality pre-school programs; work to increase salaries and benefits for the teachers working in those programs; develop valid measures for early education quality that incorporate recent research on early literacy, mathematical, scientific, and social-emotional learning; provide continuous training and quality improvement efforts to all preschool teachers and programs; work together at federal, state, and local levels of government to establish a coordinated system of high-quality education and care for all 3- and 4-year-olds. In reviewing the strategies as they relate to the vision statements there is nothing that links the reading and math levels of third grade students to the strategies that are implemented. This may be an opportunity to utilize the recommendation to develop valid measures of early education quality above to add a strategy about developing valid measures to inform instructional practice of early childhood programs. This also would provide a strategy for the XX% of RI children entering K ready for success. You must be able to define and measure success before you set a vision for that success. Make the plan actionable, so it will be very clear what needs to be done to implement.
These are linked to strategies, but this doesn't say much because the strategies are also not clear and too lofty. How is RIDE going to fund all day k? How do you define "neediest"? Is this code for families in poverty? Families of color? I think this should be explicit, otherwise the truly neediest slip through the cracks.
There should be sufficient pre-K seats to accommodate all low SES children either through qualified private programs or district provided programs All day kindergarten is not necessarily needed by all children. Some come from education rich homes which provide more than the traditional kindergarten program. On the other hand, all low SES

children should be provided with all day K in order to level the playing field for these children when competing with the children in the previously mentioned higher SES homes.
There needs to be monitoring of the Pre K programs to ensure they are meeting the needs of students AND providing necessary support to kids before K.
There is no strategy linked to instruction of these students birth to kindergarten or k-3 or preparing educators especially early childhood. All day kindergarten should be changed to high quality all day kindergarten
Improving outcomes of children at K entry and 3rd grade requires strategies directed increasing high-quality, developmentally appropriate instructional practices. RIDE: Design and provide a variety of high-quality professional development opportunities supporting the application of effective teaching practices in early childhood classrooms, beginning with Pre-K and K and then expanding to B-3 and first-third grade. LEA: Create opportunities for district Pre-K and K teachers to participate in ongoing, high-quality professional development with community-based early childhood teachers Community Partners: Work collaboratively with RIDE and LEAs to ensure systems, policies, and supports to the early childhood workforce reflect high-quality, developmentally appropriate instructional practices
We need to ensure that the Vision of success needs to connect to the Approach - I noticed that the approach section did not reflect anything about the instruction of birth-3rd - 3rd graders are mentioned in the vision but not the approach? Also, do we really want to be referring to early childhood programs - when it is more than a program - isn't it opportunities for children in early childhood?
I think the screening link can me tied more specifically
This is the hardest link to make because in some cases the language of what is meant is not clear (e.g., enter kindergarten for success - what are the indicators for this); the strategies listed in this area in some cases are not strategies, but outcomes (e.g., increase number of high-quality Pre-K).
Most important step
Establish minimum standards of learning time in literacy and mathematics Require schools demonstrate evidence-based programming in literacy and mathematics
An additional strategy could be written that would address the reading and math expectation for third graders. I think adding a strategy targeting tardiness and attendance would bring reading and math scores up.
In many cases these are being done already so my comment is more how can we become more efficient at doing them (I don't know how early childhood screening is done, but maybe there should be a mobile state team that travels around).
There is no necessary cause and effect aspect to this priority. In addition, the strategies do not align horizontally.
Add K-3 quality improvement strategies for LEA. Improve climate, instruction, etc. I would reframe this whole section to focus on PK-3 not just "early childhood education and include strategies re: reducing chronic absence, eliminating suspensions at this grade level, and supporting ELLs. This is what would improve proficiency at 3rd grade. Add more strategies for improving access to early learning and development programs. Not just Pre-K. People will read Pre-K and think it is only for four year olds and it is school-based Add specific strategies to improve Child Outreach screening and enrollment of eligible children in inclusive, high-quality early learning programs (school and community based)

PART 3

For each strategy, please rate how much impact you think it has on improving equity and excellence.

RIDE will...

I think it will be counterproductive to create a cross-agency early learning data system. Children are already assessed enough.
It's critical that we are attracting in qualified educators for all of our children. I think there also needs to be focus on attracting more minority educators as well.
What defines "greatest need"? Families in rural areas, as well as those in urban areas, have specific needs. early learning data isn't enough, there has to be health and social/emotional data added as well.
Create and manage a cross-agency early learning data system...if we are strapped for cash as we are why not spend money on kids instead?
The excellence piece needs more attention by addressing the curriculum and instruction issues associated with early childhood learning. We need full implementation of the RI Early Childhood AND CCSS K-3 standards.

I believe it would be important to have a career week so that students can start thinking what they would like to be after they graduate high school. I remember when I was in preschool and we had a career week and there were different options to choose from and I chose that I wanted to be a police officer and eighteen years later I am graduating college with a bachelor's degree in criminal justice.
Evaluate early childhood programs for quality
Awesome!
These are all well and good, but we also need to change the attitudes towards learning and education at home, change the parents point of view and increase their participation.
This incorrectly presumes agreement with EC as a Priority. Full day K does fall within the authority of the RIDE.
A preference for families and youth with the greatest need is a continuation of catering to parents who need to take part in parenting programs but don't. Schools are for learning not health care service providers.
Provide funding for programs for parents/guardians to educate them in how to best help their child(ren) succeed
Early Childhood Educators should have mandatory and continuous professional development.
Full-day K is happening almost everywhere. Mandate it and move on.
These are all excellent ideas!
How about additional funding for teachers teaching in high need area such as Math, science, and teaching with ESL endorsement?
I am opposed to data collection that is not limited to the students, teachers, and families. Longitudinal data collection that follows the child from pre-k to post-secondary and beyond is unethical.
Wondering how much infrastructure plays into this- do current schools have ability to add classrooms?
There is little respect for the professionalism of early childhood educators, especially those with Associated degrees, but those with BA/BS degrees are not paid as much as other educators in K-12 with similar education levels and experience. This is also the case for non-formal educators who are paid even less (\$21K v. \$51K). Not sure I see how scholarships alone will entice the "best and the brightest" to do the most important work in our society --- preparing the next generations.
Creating a new data system and team for linking pre-k to K is not a good use of money. These children will already be involved with multiple systems if they are in need and the wide range of abilities/norms for this age group may create an "over identification and labeling" problem.
Outreach to parents in lowest-performing parts of state.
I think the opportunities available to low-income and urban families already exceed the opportunities offered to middle-class families: meaning middle-class families, who don't qualify for assistance for these types of programs, yet can't afford the programs without assistance, are forced to choose between jobs/income and early childhood education. It seems we can't have both and still make ends meet. I don't see where equity comes into play when improving education at all. It's a fancy word that really does nothing.
Although I think these are great statements - a lot of teachers need scholarships and loan-forgiveness programs. In rural districts, parents can be "too" demanding and we need relief.
research indicates that full day k has a much greater impact on low income children than more affluent students-- doesn't seem like a good use of money to fund full day k in higher income communities when that money would have a much bigger impact on both equity and excellence if used to further increase pre-k access in low income communities
Fully fund PreK programs 4 year olds in all LEAs with a focus on all those students with greatest need.
Most early childhood educators serve in private, largely unregulated agencies. Pay professional wages and benefits, provide professional facilities and working conditions, including supportive services for children and families. People will prepare for these career if they see success and satisfaction for themselves. Would you like to work in a school today? Would you advise your child to prepare for a career in teaching at any level PK-12?
It will be critical to clearly define "high-quality" and then provide adequate resources and support to create "high-quality" in pre-k.
I believe that this should be available to all students in our state Yes we need to make sure those that are in greatest need are addressed but do not leave out others sometimes they are in need as well but are overlooked We need to have the health screenings and support and that can occur with assistance from outside agency This assists us to look at the WHOLE CHILD right from the beginning Just as we need learning data systems to ensure transitions from all levels this should be a must at the beginning so that we can see the growth or any other issues that should be

addressed
Increase literacy programs for pre-K and parents, books available and focus on parents reading and communicating to children ages 0-5
In reviewing these strategies they do not seem to be very transforming. This looks like status-quo bureaucracy. What needs to be done to transform early childhood education. Common standards, state accreditation for all early childcare programs, research based assessment systems are things that are going to improve the quality of early education programs. Increasing teacher and staff salaries and benefits as well as supporting professional development programs also has an impact on quality. Once high quality programs are in place then utilization of early childcare must be increased. So it is more than just access. The seats must be available in high quality programs but we must also get students to take those seats and be enrolled in those programs.
I have a hard time taking these strategies seriously because I do not think most of them are attainable or reflective of reality. For example: How is RIDE going to increase funding for prek seats? How are these prek seats going to be distributed through the state? If they go to the neediest communities, along with major early ed teacher trainings and health screenings and family support, then great. This will be fabulous. If the number of seats is evenly distributed among communities throughout the state and East Greenwich receives a similar percentage as Providence (example communities), then there is a major problem. We need to be explicit as to who our neediest students are, what supports they need, and where they live. I do not think every town in RI should get the same supports/funding (or equal supports/funding) because they do not all need the same things. In fact, some towns are probably fine (fiscally), especially in comparison with our neediest areas. One other point: the last strategy about incentives. We need early childhood educators who have received relevant and specific training on families and students and development. Why aren't early childhood educators held to the same standards as other educators? Early childhood educators do not receive enough pay to afford the training that they should be required to have. Furthermore, many do not have the basic skill level to get into early childhood programs, as is evidenced by the failure of the T.E.A.C.H program (most early childhood educators did not qualify for the URI early ed program).
I think the statement about create and manage cross agency learning data to ensure seamless transition needs to include monitoring of programs and meeting needs of students. Not just transition.
RIDE cannot fund. Funding is contingent upon budget from state.
High quality birth - 3 programs commitment from state for solid funding for birth to K
High-quality pre-k is a proven effective strategy which is why it gets a 5. Full day K is important but doesn't get a 5 because the words "high-quality" are missing. The focus needs to be on quality instruction, not just more hours. Interagency agreements won't improve access to screening and "health" screenings are not comprehensive enough. Developmental screening is a more comprehensive descriptor and is clearly aligned with learning goals. Revise to say: Oversee the continuous quality improvement of the Child Outreach Developmental Screening programs focusing on fidelity to screening guidelines and increased screening rates. Create and manage data system - the focus is too narrow. Revise to say: Create and manage a cross-agency early learning data system to provide information on children's access to programs and services prior to kindergarten entry for the purpose of the continuous improvement of early childhood systems and policies. Improving children's outcomes requires a focus on high-quality instruction, not access to credentials via scholarships, loans. Revise to say; Design and provide a variety of high-quality professional development opportunities supporting the application of effective teaching practices in early childhood classrooms, beginning with Pre-K and K and then expanding to B-3 and first-third grade.
This section should be retitled as it is not RIDE will - but rather the State of Rhode Island will... You have strategies within that include other state agencies and also RIDE cannot "fund" things - rather the state legislature can.
In some cases, it is not clear that these are strategies that RIDE can do; for example, "fund full-day kindergarten" is not RIDE, but is the Governor/General Assembly that funds education; the Board of Education recommends a budget that could do this but it is really beyond RIDE.
what about curriculum
Establish requirements for schools to include evidence-based programming for young learners who require English-language learning services
Funding full-day K does not seem progressive enough, this is happening in most districts, but not all How about all students having access to PreK?
Increase attendance in k -3. Change public law to make k mandatory at age 5 so attendance could be enforced. Assessment of current facilities for all day K and increase in pre-k space and funding if needed for additional space.

I only give Full day K a medium impact because FDK exists already in most of the "poorer" districts and even the Title 1 schools in the "wealthier" communities that do not have FDK. I believe Providence / CF/ Pawtucket have FDK.
If these things happen -- what will be the impact on the number and percentage of children, especially children in poverty, that will have access to high quality early learning experiences. Seems impossible to say.
Collaborate with Head Start and other community-based early learning programs (birth to K entry). Support efforts to improve and sustain access to high-quality early learning programs. Not sure what you mean by health screenings???
Do you mean developmental screenings offered by Child Outreach or the developmental screenings done by pediatricians? Do you want to hold districts accountable for increasing access to preschool special education services? Partnering with EI (Part C of IDEA)?

For LEAs, this means...

Start & fund enrichment and after school programs at KG or G1 level not G3 for students who need it
In addition to full day Kindergarten, I hope that we'll be able to offer full days of pre-school as well. 2.5 hours a day is not enough for kids to be prepared entering into Kindergarten.
Provide continuous PD and coordination among K- 3 educators Provide continuous articulation among all grade levels.
How can the LEAs "provide full-day K statewide" as stated in the second line?
I believe that there needs to be an expand of after school programs not only from K-3, there should also be an expand of after school programs from K to 12th grade. Especially in the urban areas where parents are busy working and trying to provide for their family, the parents may not have time to watch their children and may have to leave them at home or with a babysitter. After school programs would help these students, and they would be able to get their homework done and also enjoy being in an environment with other students.
Promote inter-agency communication to meet the needs of students placed in all state programs such as charter schools or alternative programs (Bradley/Providence Center, etc)
A preference for families and youth with the greatest need is a continuation of catering to parents who need to take part in parenting programs but don't. Schools are foe learning not health care service providers. Training BEFORE implementation is vital.
Provide programs for parents/guardians to educate them in how to best help their child(ren) succeed
On-going professional development is essential in the continued growth of teachers. Professional development should be tracked so that new teachers as well as teaching assistants are prepared and held accountable to excellence in their field.
expanding after-school could be code for longer day. Just adopt a longer day. Missing? Summer learning loss. Summer programming. Break programming. Read at home initiatives. Homework expectations.
Again, these are all excellent ideas. However, in those districts with the most need and where students would most benefit, I think that the necessary funding for these programs is not available. Mandates cannot be made without providing districts the proper funding to support them. As it is, many districts have cut their budgets to the bone by eliminating some critical student supports.
Environments for education include physical spaces -- inside and outside. School buildings in RI are older than I am and I remember nuclear cold war drills in 3rd grade! If school were people they would be retired by now. Where is the funding strategic plan?
Define "after school programs", some kids need more play in their day, others need educational assistance, others a meal or caring adult. This needs to be specific.
Involve parents in learning to read and reading to their children. Research shows that their involvement is more important than even a teacher who reads to a young child.
I distrust the Early Learning Standards. If the school day is developmentally appropriate and enriching, there is no need for academic after school programs. There is a place for after school programs that emphasize creative outlets, such as dance, music, art, and drama.
I think the Dept. of Education is overstepping its bounds by considering testing children younger than 5 / in pre-K programs. The children in full day Kindergarten classes would not benefit from after school programs outside of regular day care.
These strategies simply duplicate those assigned to RIDE. All would require collaboration between RIDE and LEAs.
Quality, ie no less than what you demand for your own children and grandchildren costs more that what public schools

and agencies spend on programs.
Yes, RIDE needs to be involved but the LEAs also need to make sure that they can address this at their level and found the resources or ask for them from RIDE LEAs know what is needed in their communities and need to advocate for them in many ways -- through community partners and RIDE
Why expand after-school programs for K-3 only? Is this addressed elsewhere?
Emphasis on after school programs to assist with homework and reading skills
More community partner interaction, i.e. get the students more experiences in their community...get them out of the school institutional setting and into the community as students who exhibit excellence are able to do thanks to their demographic.
How do we get beyond just access. Increase the proportion of 3 and 4 year old children in the district participating in high-quality Pre-K programs, Increase the proportion of Pre-K to 3 children receiving critical health screenings and supports
I have a hard time taking these strategies seriously because I do not think most of them are attainable or reflective of reality. How do you define "neediest"? Is this code for families in poverty? Families of color? I think this should be explicit, otherwise the truly neediest slip through the cracks.
I think expanding after school programs is admirable, but it will be difficult to fund the other strategies listed- this one adds much more to the strategy.
Pre K needs to be universal or many families won't seek it out or look for it, mainly the students we are looking to target. Also, not only do after school programs need to be expanded but before as well. I know many working families make decisions about before/after school care based on times and schedules. Flexibility and more choice here would be a big impact.
Expand after school programs will only have an effect if they are quality programs
High-quality pre-k is a proven effective strategy which is why it gets a 5. Full day K is important but doesn't get a 5 because the words "high-quality" are missing. The focus needs to be on quality instruction, not just more hours. "Health" screenings are not comprehensive enough. Developmental screening is a more comprehensive descriptor and is clearly aligned with learning goals. Revise to say: Oversee the continuous quality improvement of the district Child Outreach Developmental Screening program focusing on fidelity to screening guidelines and increased screening rates. Improving children's outcomes requires a focus on high-quality instruction, not just RIELDS training. Revise to say: Create opportunities for district Pre-K and K teachers to participate in ongoing, high-quality professional development with community-based early childhood teachers. Expanded access to after school is not a proven strategy to support children's outcomes. Recommend deleting this. Add strategy related to connecting with B-5 early learning system. Proposed: Use early learning data system and Kindergarten Entry Profile data to create profiles of incoming cohorts of kindergarten children for the purpose of targeting district resource allocation to both positively impact the B-5 system (e.g. provide professional development) and ensure children have necessary supports in K-3 grades. Add: Prioritize district funding for programs, services, and supports which increase effective, high-quality instruction in PK- Grade 3 classrooms
these impacts are only of value if the education students are receiving is of high quality - full-day k is only valuable if the student is receiving high quality full day k and that the "extra time" isn't wasted; rather it is utilized fully to maximize opportunities for student growth.
The expansion of summer school isn't clear to me, are we talking extended day, transition etc. because that seems more directly connected. I also think leaders at schools, principles, need to engage in professional learning around early childhood as well. This is very important! Schools should also continue to support ongoing quality improvement efforts in EC classrooms
Likewise, in this area, it is unclear whether LEAs can do these strategies and if the strategies will have an impact. In some cases, it is hard to rate because one does not know the baseline (e.g., expand access to critical health screenings and support) and if the current baseline is low than this might have a great impact. Another example is full-day kindergarten statewide -- how do LEAs do that - one by one, as a pledge and what is the current baseline.
There are already trainings offered in RIELDS Unsure as to how after school programs for K-3 connects to early childhood?
Increase attendance in k -3. Change public law to make k mandatory at age 5 so attendance could be enforced. Assessment of current facilities for all day K and increase in pre-k space and funding if needed for additional space.
Why do LEAs have to offer Pre-K? Why can't this be outsourced to 3rd party providers in the community as opposed to

having to build more capacity in LEAs? Why not RFP it and see who can do it most effectively? Same with screenings. The *mandate* of a Nurse-Teacher is not the most cost effective way to provide that capability in schools. Why not have a state wide contract for health screenings from a private provider and let LEAs buy into it if they want (like statewide transportation).
Biggest question here is whether SEA strategies support LEAs in executing their strategies.
Districts should also be encouraged to partner with community-based early learning programs to increase access to high-quality early education. Not sure about this health screening? Aren't they already supposed to be screening every child every year with Child Outreach and there is already basically "universal access". Do you want them to complete screenings on higher % of children. Increase enrollment in preschool special ed? Need to add strategies to actually improve the quality of K-3 school instruction and climate. Not just after school. How about summer? How about reducing chronic absence in K-3, More work with ELLs, etc.
If pre-K teachers work with elementary schools and are considered part of their instructional programs, these seamless transitions from pre-k to Kinder could also improve the quality of pre-K experiences.

For community partners, this means...

See above.
For grades 2 -,4 after school programs may be of some benefit
There are so many disconnects in this area. While these community agencies are available, either school districts aren't aware of them or their not sharing this information with parents. We have way too much technology available for there still to be so many missing links in the chain. I would like to see community agencies working a lot more closely with school districts, especially for those who have the highest needs. We've got to be more proactive in our approach rather than reactive.
What other strategies will be used to ensure "XX% of third grade students entering at grade-level in reading and math", besides after school programs?
We are still missing the investment of meaningful family engagement
I believe that it is important to have transitions from preschool to kindergarten, but students need transition from elementary school to middle school and a transitions from middle school to high school. I also believe that students should also get tested before they are passed on to the next grade level.
Parental involvement is a necessary component, and I have seen nothing in these strategies to address this issue.
Parenting training???
Provide programs for parents/guardians to educate them in how to best help their child(ren) succeed
Lots of community organizations could benefit from forging new relationships (that could be funded) assisting in outcomes related to the strategies mentioned above.
Incentives for accreditation and continued accountability for all community pre-school programs is important. The gap and differences of private pre-school programs is evident and once again, on-going and mandatory professional development for ECE in the RI Early Learning Standards is greatly important. Building a collaborative learning community of early childhood teachers that discuss and learn about the ever changing world of education will allow pre-k programs to prepare our students for success.
Missing? Summer learning loss. Summer programming. Break programming. Read at home initiatives. Homework expectations.
Community partners need to become more involved in the success of our students, who are their future consumers and work force. Since many large entities are exempt from taxes in urban areas, they should be required to support their local school districts with funding, technology and personnel.
The language of training of RI Learning Standards may have been intended to read of RI Early Childhood educators capable of implementing RI Learning Standards.
Same definition issues
What about legislation? Providing a longer maternity leave, providing reading materials for families in need and other home services so that perhaps children can be raised by a parent after school or for a bit before they go off to Pre-k? Providing job training/job creation so that both parents don't have to go to work but one could work from home and be there when the child gets home from school?
There is a need to have a more seamless transition from RI Early Learning Standards to the Common Core Standards.

These simply duplicate RIDE strategies. See above.
If you can't educate a child effectively in a six hour, five days a week program, why do you think extra time will solve the problem. Day care is a valuable service to families that need it, but do not confuse day care with education. If desired results not being achieved, look at how time is being spent during the full 30/hours/week program. This is where the change needs to be made.
I have a hard time taking these strategies seriously because I do not think most of them are attainable or reflective of reality. How do you define "neediest"? Is this code for families in poverty? Families of color? I think this should be explicit, otherwise the truly neediest slip through the cracks.
Community partners, such as COZs, Boys and Girls Clubs, the Y, need to complement and supplement the offerings of public schools - especially for low SES children, and there efforts should be a coordinated effort in which specific outcomes are anticipated as children prepare for or participate in public school programs
I think it will be difficult to get community partners to fund after school programs for k-3- it sounds like day care.
Again before and after school programs need to be connected.
Again, expanding after school is only effective if the programs are quality
Pre-K seat (via state funding) will not be provided in family child care programs. Delete that part of the strategy Replace "RIELDS training" strategy with: Work collaboratively with RIDE and LEAs to ensure systems, policies, and supports to the early childhood workforce reflect high-quality, developmentally appropriate instructional practices Add: Prioritize funding for programs, services, and initiatives with evidence of effectiveness
We need to ensure that the community understands the value of early childhood initiatives - we have communities where folks believe that by offering Full Day K we are subsidizing families day care for them. We need folks to understand what high quality early childhood opportunities look like - that our youngest learners truly are learners at every stage from birth to 3rd grade.
Same comment as above related to after school unless we are talking extended full day I think a big role of community orgs. is related to advocacy and cultivating EC champions too. Community EC programs need to continue to support ongoing quality improvement efforts
The comments made above apply here as well -- it seems like the differentiation of strategies across these three entities is not distinctive. It is helpful to have a baseline so that one would know better the level of coordination, understanding of standards that currently exists.
Are these more expectations than requirements for community partners?
Increase attendance in k -3. Change public law to make k mandatory at age 5 so attendance could be enforced. Assessment of current facilities for all day K and increase in pre-k space and funding if needed for additional space.
Cant be done alone. Are community partners here providers or advocates?
Not sure you want to include family based providers on here specifically. Not very feasible as they can only serve 6 to 8 children so would be very high cost model for state pre-k. Unless you mean expand access to high-quality early learning and then I am totally in favor. Specifically mention need to improve quality of community-based programs through BrightStars.

PART 4

Are there any strategies listed above that do not support at least one outcome within the Vision of Success?

If so, please list the actor (RIDE, LEAs, Community Partners) and the strategy. You may also suggest a possible high-level outcome that this strategy would support.

I believe that teachers and administrations should make sure that students have learned the material and not remembering the material. If students have not learned the material that have been taught throughout the academic year, it would be difficult for the student to become successful when they reach the next grade level. Teachers also have to be evaluated and made sure they are fit to teach students the right materials and that the students understand and have learned the material that is being taught throughout the academic year.
I think all these strategies need to be implemented keeping in mind the need for cross-cultural skills in assessment and delivery of the programs.
Expanding after school programs for Gr. K-3 alone will not have much of an impact on ensuring that third grade students are entering at grade-level in reading and math. There need to be more supports embedded into the school day.
Please review wording of the approach for this section ...what does "expanding families" mean?

They all match, but I am not sure they are worthwhile strategies or goals.
A glaring omission in the above is the Rhode Island legislature and Governor's office. It is from that level that other equity issues need to be addressed if low SES children are to successfully compete in schools. The children need appropriate nutrition, health care, stable housing, medical/dental/psychological services, safe neighborhoods, activities such as those afforded to upper SES children which enhances their educational experiences. Parents need day care services, jobs, affordable transportation to jobs, parenting skills training, ESL/GED/literacy programs, jobs skills training, appropriate minimum wage rates, and the like.
No but I think legislature needs to be called out to fund and require families to take more action with Pre K or offer financial assistance to get more people involved.
Young children are already being stressed out by developmentally inappropriate academic demands. Please do not foist these demands on younger and younger children.
General note: I wonder if there can be greater differentiation in strategies for each of the three actors.
Delete - Expand after school programs for K-3
*It is unclear of the evidence that supports after school programs for K-3? *Providing full day K should be removed since the Gov has declared that all LEAs will have full day K by SY 16 *We also need to include under the RIDE/State actor we need to ensure that we have informed leadership across RI state agencies that are slated to work together on this work. *We need to have a strategy had has RIDE/State commit to early childhood. Our role here at RIDE has historically not supported these efforts with staff or resources (state). R2T has provided funding to help begin this work and build many of these structures - however their future is unclear as funding is not yet appropriated to support this Vision at this time.
Overall, I wonder whether the lack of specific strategies for community partners is reflective of the limitations of the drafting work itself at this point in time. My own lack of deep knowledge on the baseline for many of the suggested strategies makes offering another strategy not useful to the design team.
To me it isn't a question of "supporting" the desired outcomes. it is a question of causation. If these strategies are successful, will that result in the desired outcomes? I think the answer would have to be maybe, maybe not.

Appendix B: Comments – Global Competency and Competitiveness

PART 1

Please review the set of high-level outcomes for this priority area. If there are any missing, please suggest them here, or leave this blank.

In bullets 1 and 2, the certificates and seals are confusing and unless the general public understands what the verbiage means they cannot provide appropriate input.
21st century career , life and social-emotional skills should not be lumped together, or the linkage should be clearer. 21st century can be anything from technology to teamwork.
Cultural competence and awareness This could be linked to community service learning and civic involvement
The third bullet is a strategy not an outcome. Not sure that you can say that dual language programs is what every EL needs. Who is the global competency assessment for? Teachers? Students? This contradicts a later statement about reducing the amount of testing in our schools. Overall this is a pretty narrow vision for global competency.
The third outcome is somewhat confusing... by "ELs will develop English skills more rapidly and will experience greater academic success after exit from program", are you referring to the dual language program or after exiting an ESL program? If you are referring to the dual language program will that statement not be true for any student? Not sure why you chose to make that statement about ELs only. I am assuming that ELs will be in a program that will develop English plus their native language. If so, what about those ELs whose native language will not be served because it will not be one of the target language in the dual language programs? Will these students then be learning two new languages simultaneously? What does the research say about that?
I believe that schools like Vo tech that teach students skills in a specific career field would help students to become successful once they graduate high school. I also believe that students should also be taught through an Afrocentric perspective. Especially in urban areas, where students are developing their identity of who they are. These students should be learning about their ancestors and not just about Martin Luther King Jr. and Rosa Parks which are both inspiration and important people in history. Students should learn about important African American leaders, and the history of Africa.
What is 'global competency'?
Social Emotional skills should be it's own bullet point, separate from 21st century career and life.
XX% of Rhode Island graduates will earn a credential certifying digital literacy skills
XX% of Rhode Island graduates who have been certified as having workplace/career internships (prior to graduating)
For global competency there should be a focus on economics, engineering, and math.
Global does not embrace all words. Biliteracy and social/emotional ready to learn strategies may be instructed but they are different categories.
XX% increase in high quality foreign language program seats provided to Rhode Island's least diverse and most mono-lingual communities which are the neediest for developing second language skills.
Does this mean that students that speak another language at home will be exempt from this? It would be ridiculous to require students who are already bilingual to learn another language through school, unless they want to do so. How will RIDE ensure that the culture is changed around this? Meaning- schools usually do not value or respect other cultures in meaningful ways, policies and processes alienate these families and students. Does this priority area mean that RIDE and our culture around school will become more globally competent? Who is the priority area for? Students living in the areas of RI that are the most challenged by schools and our institutions are sometimes living in the most culturally diverse areas- how will this be valued in this priority? This priority area seems to be more for students living in privileged areas (East Greenwich etc.)- these students do not need these special requirements- they already understand school and how to fit in our system. We need priority areas that focus on our most struggling students, the strengths they bring to schools, and how to value that.
You will need to expand the number of educators who are bilingual.
I think that this should be integrated with the other priorities and that we are expecting WAY too much to create, assess and see improvement in a global competency assessment within 5 years. These goals need to be attainable. Also, do we have enough info to know what an assessment on global competency would look like? If anything this should be focusing on whole child and how we can get students to work with, get along and understand the diversity of people in

<p>this world. How will the credentials be created and assessed for 21st century skills, again within 5 years.</p>
<p>Please refer to document "Educating for Global Competence: Preparing Our Youth to Engage in the World" at https://asiasociety.org/files/book-globalcompetence.pdf for definition (pg. 11) and explanation of what is meant by global competence. The list of high-level outcomes is not aligned with the definition of global competence.</p>
<p>In general, these values and priorities asserts that the aim of schools is to prepare students for postsecondary education or the workforce. This is one part of what schools do. But schools also prepare students to be active participants in a democratic society; to realize their potential and lead lives of value and fulfillment; to be engaged in our diverse and changing world; and so on.</p>
<p>21st century skills is a bit of a catch all for a broad set of skills - consider defining. Similarly, career and life are broad. Will/Can these be flushed out - particularly it seems these should include civic/democratic skills/understanding.</p>
<p>What type of credential exists for socio-emotional skills?</p>
<p>X% decrease in the number of school suspensions development of a school social emotional composite indicator X% decrease in student absenteeism x% decrease in staff absenteeism</p>
<p>I'm not certain that there needs to be a new 'credential' or 'seal' in order to show success in this area or 'global competency assessment'.</p>
<p>Biliteracy and dual language programs are not a measure of global competency and competitiveness. global competency is more than just knowing another language - global competitiveness, to me, has to do with students being proficient in major content areas</p>
<p>Some of these visions are really strategies and one might add dependent upon the age of the student (dual language program success for ELs). Additionally the global competency assessment - is this for students? What are measuring here? The strategies seem to be more for teachers yet it fuses back to students - it is unclear if the standards/assessment for global competency is for educators or students?</p>
<p>The statement on dual language accelerating English skills more rapidly is a belief statement but NOT an outcome for success. This needs substantial reworking. These measures of success also need baseline information to help build understanding whether these are aspirational and realistic.</p>
<p>· Information from the Federal Regulations regarding ELL programs: English as a Second Language (ESL), also known as English Language Development (ELD), is a program of techniques, methodology, and special curriculum designed to teach EL students explicitly about the English language, including the academic vocabulary needed to access content instruction, and to develop their English language proficiency in all four language domains (i.e., speaking, listening, reading, and writing). ESL instruction is usually in English with little use of the EL students' primary language(s). · Structured English Immersion (SEI) is a program designed to impart English language skills so that the EL student can transition and succeed in an English-only mainstream classroom once proficient. All instruction in an immersion strategy program is in English. Teachers have specialized training in meeting the needs of EL students (e.g., an ESL teaching credential and/or SEI training), and have demonstrated strong skills in promoting ELD and SEI strategies for ensuring EL students' access to content. · Transitional Bilingual Education (TBE), also known as early-exit bilingual education, is a program that utilizes a student's primary language in instruction. The program maintains and develops skills in the primary language while introducing, maintaining, and developing skills in English. The primary purpose of a TBE program is to facilitate the EL student's transition to an all-English instructional program, while the student receives academic subject instruction in the primary language to the extent necessary. · Dual Language Program, also known as two-way or developmental, is a bilingual program where the goal is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half primary-English speakers and half primary speakers of the other language. In school districts or schools where the number of EL students is small, EL students still must receive language assistance services; however, the EL program may be less formal. Additional EL programs not mentioned above may also meet civil rights requirements.</p>
<p>What is a seal of biliteracy?? How are you going to provide credential certifying 21st skills? Is foreign language instruction going to be addressed?</p>
<p>I don't believe that these elements add to global competency and competitiveness. I would suggest that the gap closing outcome under assessment is more appropriately place here. I also wonder what a global competency assessment includes. And doesn't adding another assessment contradict the other priority of reducing assessments? Global competency and competitiveness should include higher levels of achievement in STEM areas, more post-secondary completions, etc..</p>
<p>There seems to be a critical disconnect here. What i would expect to see is something along the lines of "global</p>

citizenship." A second outcome would be competitiveness in a global economy -- an economy that changes rapidly, meaning that our students need to be nimble in order to remain competitive. Shouldn't that be our expectation? In addition, the language is jargon-y and therefore vague. What constitutes a credential, a "seal?" What do "more rapidly" and "greater success" mean in context? It doesn't read as if this team had internal agreement on the gestalt of the topic.

I wonder if the credential or recognition of career readiness, college readiness, and other skills should be wrapped into one reported measure or if these different but related measures should be reported separately. That might be important in case you notice a shift towards focusing on college OR career in an unbalanced way. I'm not sure how you'll measure this.

PART 2

Can each of these outcomes be clearly linked to at least one strategy? ... If no, you are welcome to suggest a strategy specific to RIDE, LEAs, and/or Community Partners in the comments box below, or leave this blank.

The idea of earning a credential for social emotional skills smacks of another testing movement instead of a developmental process that teaches someone how to be empathetic. For a seal of bi-literacy who is writing this???

This is embarrassing! For global competency, less testing and note appropriate teaching will garner successful global assessment achievement. Look at the Finns!

How does one earn a credential in life and social/emotional skills? This sounds like indoctrination. Speakers of languages other than English should be applauded for their dual language skills, and not made to feel second class because their English literacy is not progressing fast enough. I oppose comparing RI students to students in other countries via standardized testing.

I can't envision how one would earn a credential that certifies social and emotional skills - and if such a credential can be accurately measured. I agree that it is important to teach such skills, But I do not see the value of grading them. Also, I have never heard the term biliteracy.

One of the best ways to get at social emotional skills, integrated with cognitive skills, is to ensure that students have a sequential K-12 arts education.

What global competence assessment?

Dual Language programs, or at the very least FLES (Foreign Language in the Elementary Schools) is an extremely important component of Global Competence

Is the seal of biliteracy only intended for ELLs? Will there be a focus on second language learning for native English speakers as well?

ELL programs and 2nd language programs for english speakers are important and sorely underfunded. Credential types? Industry? Scouts? Digital Badges? etc. etc. How will RIDE ensure equity in this area?

Is the % of RI graduates earning the seal of biliteracy the % of students learning English? Or, is the intent of the vision for any RI graduate? I don't understand this vision statement. What is a "seal of biliteracy"?

The strategy of developing standards and curriculum for social and emotional learning seems compartmentalized and fairly out of date. There are some clear standards for early childhood in this area and later on the more current perspective is that the attention to these areas is best done through strong instructional practices within other content areas. We don't need social and emotional wellness classes! I would have like to have seen a school or program being developed for newly arrived EL students at the secondary level. Could we introduce a more nuanced version of programmatic decisions for ELs based on their age and level of academic achievement in their first language. Dual language is great but not always the best approach.

How will career, life, social, emotional and global competency skills be measured?

I'm interested how career life, social emotional and global competency skills will be measured.

This 21st century credential is not explained, nor is it clear--and social/emotional skill is not an area on which there is widespread agreement, so it seems unlikely that an appropriate, culturally-sensitive, disability-sensitive credential could be developed.

Dual language programs are impossible to implement in a low incidence district as there aren't enough students. Federal regulations do not require this. We will often have 10 students, each one speaking a different language. You cannot have 10 dual language programs running for 1 student. This is not realistic.

How will English learners skills - more rapidly and with greater academic success - be measured?

By simply developing standards and curriculum for social/emotional learning, you are only addressing half of the needs.

<p>Teachers will need to be provided high quality training to implement them, and there needs to be a plan to implement them in the already highly structured secondary school day. Additionally, our support staff (counselors, social workers and psychologists) has been drastically cut, to the point that most schools only have part time support staff. Unless every school has full time staff to address the increasing social/emotional needs of our students, this plan will most likely be unsuccessful.</p>
<p>Pushing hard for increases in performance is great for administrators but not so much for the actual students and teachers. Of course, everyone wants to see improvement, but don't ruin a good thing with a numbers game.</p>
<p>I'm having a difficult time understanding the specific meaning of global and cultural competency. Where does it state what that even means, and why this is crucial to improving education in Rhode Island? Education basics: reading comprehension and math skills should be the priority - everything your need for education excellence can be achieved by reaching competency in these two areas. I don't understand the importance of this global competency item at all.</p>
<p>I think it is important to remember that neediness and equity never take on only one form. Whether it be monetary, minority, disability, etc.</p>
<p>I have to say that I don't find these outcomes very inspiring--credentials and seals seem like pieces of paper rather than actual language ability--maybe clarify language to indicate what it means to have earned these things?</p>
<p>What percentage of graduates need to earn seal of biliteracy???? Instead of an assessment can we look at a sliding continuum scale; pass/fail??? Could this be put in all -- this should be addressed in our studies and lessons for all -- it shouldn't be its own We should be address the WHOLE CHILD and be looking at their "soft skills" as someone said but we need to make sure we are looking at 21st Century skills, life skills, and social/emotional skills when we are teaching our students at all times PD should be given to our teachers and administrators on how we can include these skills in all of our classes from PreK through 14</p>
<p>Global competency assessment? I don't know enough about this possibility and am skeptical that there would be an exam to address this. I know other countries have exams where students have to memorize statistics like the populations of different countries, their main export, etc...but, these "competencies" are very subjective. Who decides what makes a student globally competent?</p>
<p>We need to change our system to be more inclusive and not alienate students from other cultures. I see this as being the first step in creating globally competent students. Our students already are globally competent, it is the system that is behind the times. Educators in the US have been talking about making students globally competent for years- I don't see how this priority area is offering anything new.</p>
<p>Biliteracy and global competence are not synonymous. Conjugating irregular French verbs tell nothing of French culture and history. There is an irony in that English speakers taking foreign language courses, which rarely leads to fluency, is applauded while those speaking other languages and learning English are often discriminated against. The vast majority of truly bilingual speakers in the state are those who started with a language other than English. Rhode Island should be looking for ways to capitalize on this asset.</p>
<p>I believe we are very much off the mark on this priority area. Global competence is best seen as "an integrated view of the world- not a collection of independent skills. Suggest you work with experts in this area to develop priority statement and not rely only on what we think global competency is.</p>
<p>In general, these values and priorities asserts that the aim of schools is to prepare students for postsecondary education or the workforce. This is one part of what schools do. But schools also prepare students to be active participants in a democratic society; to realize their potential and lead lives of value and fulfillment; to be engaged in our diverse and changing world; and so on.</p>
<p>Certificates and assessments do not seem to be the right approach. Rather, social/emotional and cultural competency skills (of adults and children) need to be part of the school culture from the start, and follow children throughout their educational careers. It seems as if a focus on social and emotional skills and competencies, which go hand in hand with equity and diversity would be a better focus of this section. Rather than certificates skills earn, these strategies should look at adult behaviors, skills, resources (e.g standards) and workplace supports needed for working with children, and supporting children as strong learners.</p>
<p>There may be other outcomes - e.g. social and emotional learning - reduced suspension rates, office referrals, increased attendance. Cultural competency could result in less racial/ethnic disproportionality in various areas.</p>
<p>I think this needs to be better defined. It's not clear what the credential would be. Would it be recognized by others as a symbol of excellence? The strategies seem to focus on dual language, but as currently defined this priority is much broader. Consider narrowing the scope or revising the outcomes. There also seems to be less of a focus here on equity</p>

than in other areas.
Dual language programs are not focused on ELL student but all students - Dual language is only one strategy that can be used to develop English skills more rapidly - that development really does not have to do with global competency - there is confusion here about what global competency and competitiveness really is
I am not clear who bi-literacy is a skill for, all students, non-native English speakers?
Is it appropriate to set a measurable outcome for an increase in performance on an assessment (global competency) that hasn't been developed yet? What if that particular strategy isn't embraced, is delayed in development, etc.? It would make the fourth priority outcome essentially "N/A."
The remarks made above apply here.
21 centuryLiberal arts education increase #of students from underrepresented groups accepted into college. pursuing STEM disciplines what is Global competency assessment???
It would be nearly impossible for a low incidence district to have dual language programs. Some of these districts have children that each speak a different language. That would mean hiring a teacher for each child. ELL programs are designed to engage and teach these students in successful ways. ELL teachers are trained in specific protocols to meet the needs of their students. Helpful Information: HIGH-INCIDENCE DISTRICT – a school district with a total of 150 or more English Language Learners is a High-incidence District. LOW INCIDENCE DISTRICT – a district with fewer than 150 English Language Learners is a Low-incidence District. From the RI Regulations for ELLS: Districts may choose one or more of the following models, or components from these models, as defined in these regulations in section L-4-2, to provide the most appropriate program for each English Language Learner: 1. English as a Second Language 2. Sheltered Content Instruction 3. Collaborative ESL & General Education 4. Bilingual Education 5. Two-Way/Dual Language 6. Newcomer Program
The third outcome is really more of a strategy. Is the outcome that we want more students academically and socially fluent in more than one language? What is a seal of biliteracy? Again, do we want students fluent in more than one language? I have no idea what 21st century social and emotional skills include.
General lack of cohesion -- which all stems from soft and vague expectations. For example, what would a "global competency assessment" assess?
lots of questions about credential

PART 3

For each strategy, please rate how much impact you think it has on improving equity and excellence.

RIDE will...

As an educator who believes that social and emotional intelligence is the foundation from which our students AND teachers gain the skills needed to succeed in school, work and life, I am thrilled to see it specified in the strategic plan. SEL core competencies are broad and not all are suited to teach them. Will there be some certifying body for qualified programs or those that align with the state's standards? Also wondering if any research is planned to learn of the impact of this sweeping change?
Standards for social/emotional learning is inappropriate. The goal should be nurturing emotionally healthy and resilient individuals, but this cannot be shrunk to a measurement. Students can achieve post-secondary success with the proper supports even if their standardized test scores are low. This is the rationale of the URI Talent Development Program. This is the reason that many people opposed the use of the NECAP as a graduation requirement. Use of the PARCC will further disadvantage students who could do very well in college but may not score proficient enough on a flawed test.
The above skills are taught (or were being taught until recently) in health, social studies, civics, ethics, and foreign language classes. Teachers who teach these subjects should be supported, and these subjects should not lose time to math and ELA. Everything cannot and should not be rolled into math and ELA.
Again, one of the best ways to develop a social emotional curriculum is to ensure that students have a rich and varied, full-time arts education with a choice of arts forms. Research is clear that social-emotional growth is an outcome of a strong arts education. Why create another curriculum in a school day that is already way overcrowded ? Other subject areas do not lead to this outcome. The arts are unique in this regard. That is one of the reasons advocates are so passionate about the arts in education. They address the whole child--cognitive, social, and emotional, and with dance and theatre, physical development as well.
A CREDENTIAL for social/emotional learning???? This should be a way of teaching and learning that is not "data

<p>driven" but child development driven, with a whole child curriculum in each school that treats children as living beings. It should be against regulations to deny a child recess for any reason, for example. They are not brains with bodies needing a meaningless credential. This is about having time in the school day to explore and question, and work with students different from themselves, not prepare for tests. A credential will just lead to more overworked teachers trying to meet another requirement.</p>
<p>Why are LEA's not developing the standards and curriculum for SEL? Why RIDE?</p>
<p>Are the cultural competency standards for educators or students?</p>
<p>social and emotional is learned starting at birth. Starting at K is way too late, We need parental involvement starting from birth.</p>
<p>To function in a global society all students should be encouraged to be at least bi-literate not just students who are learning English. Dual language programs should be a goal for ALL students.</p>
<p>How do you plan to standardize culture? How do you define global competency?</p>
<p>Again, dual language programs are impossible to implement in a low incidence district as there aren't enough students. Federal regulations do not require this. We will often have 10 students, each one speaking a different language. You cannot have 10 dual language programs running for 1 student. This is not realistic.</p>
<p>This initiative should be about quality: teacher quality and school quality. I'd like to see more goals or strategies attempting to hold teachers accountable for professional development and high-quality student outcomes. Additionally, there is no mention of funding for or partnering with innovative schools like charter organizations to better explore and share best practices of successfully innovative schools. This should be included.</p>
<p>Developing a global competency assessment becomes interesting as you interpret what that means. I imagine it would also be somewhat of an evolving definition and tool. Cannot be written in stone.</p>
<p>Adopting new standards and adding another assessment must be done with an integrated model. I believe that all teachers should be teaching social emotional health and global citizenship. This can be done through integration of ELA, Social Studies, and Science. Adding dual language programming sounds great if it is done thoughtfully and based in research. New programming should be have continued support and reflection tools built in while collecting data on the success and challenges of the programs. Funding and opportunities for teacher professional development and continued learning should be a part of the development process. I am worried that adding another assessment goes against the streamline of assessments as well as the goal of social-emotional health as the high stakes standardized tests that are in use at this time are instilling anxiety and competition in many of our students.</p>
<p>global competency assessment sounds like SAT or PARCC...which isn't a bad thing.</p>
<p>In our low income urban schools, our students are being told that all students need to go to college. Our students feel like failures if they do not get into college, or if they drop out within their first year. NOT EVERYONE SHOULD ATTEND COLLEGE! We must provide our students with options. We need apprenticeships and certification programs for skilled labor. There are jobs in construction, plumbing, electricity, welding, healthcare, etc. that are just waiting to be filled. Sadly, our students do not have the skills and knowledge needed to do them. PLEASE reconsider this notion that everyone needs to go to college, and help our students by providing training that better suits their interests and skills, so that they can be productive members of society.</p>
<p>Children in this state are already being tested more than necessary and adding another test or assessment is not going affect education improvements. Simply teaching students and making sure they are learning, as much as possible, while in the classroom is the utmost importance.</p>
<p>Which underserved learners? With the focus on English learners is discriminatory! I'm a foreign language teacher and had ELLs in my classroom. It is much easier to learn the target language while living among the target language! Their reading and writing will come with time but trying to learn a foreign language while surrounded by your mother tongue is almost impossible! I think the statement should be the opposite - "with a focus on dual language programs for second language learners."</p>
<p>Last two strategies seem to beyond the "achievable" standard in a 5 year plan given the number of priority areas. If such already exist outside RI, perhaps the development of curriculum or cross-curricular resources would provide an opportunity for exploration this priority on the part of LEAs or be included in Strategy #1</p>
<p>We need to make sure we addressing the Whole Child The assessment piece can be done in partnerships/internships How do we determine who our underserved learners are Do we need standards or can they be involved in all standards and address the necessity for social/emotional skills</p>
<p>Underserved learners? This should be for ALL students. Dual language is impossible as we have hundreds of languages</p>

<p>to contend with. This is not practical, nor do I know of data suggesting that dual language programs help ELL to learn host country's language. If there is a target language to be learned, it is best to teach this in the elementary years. State cultural standards should be part of our curriculum in Social Studies already. Global competency ? Buzz words. There is no way to isolate Global Competency from day-to-day curriculum which spans all subjects. Perhaps a component of all subjects would be to include a global awareness aspect. For instance, in ELA, identify different modes of learning from other countries, for instance, little books from Norway (this country had the highest literacy rate for their young students than any other country in the world), or Music teaching from Japan (Yamasaki), etc. Also, to be globally competitive, we have to be super smart with current events, math and technology as well as innovation and initiative...but these qualities cannot be extracted and looked at outside of the regular curriculum.</p>
<p>This whole thing may need to be condensed. Can we first define what a 21st century student is, and what they should know. THEN, we need to make sure the teacher PD matches what we want the 21st century student to be.</p>
<p>Cultural competency according to whose standards? The white, middle class cultural majority? This will continue to alienate and not value the experience of students who are often deemed as struggling. This is interesting, considering that these students are often students who come from different cultures and languages, who might actually shine with this type of priority area if it were truly set up to value this. As this priority area stands now, it values students who are in the cultural majority and who have taken on superficial and surface forms of cultural competency.</p>
<p>The focus should not be on postsecondary success but rather life success of which a postsecondary education may or may not be a part. Creating more college drop-outs (roughly one in three college students never make it to the second year and fewer than half achieve degrees within six years of starting) is not a prudent step.</p>
<p>The idea of bilingual students seems worth striving for. I don't think there is a means to measure if students are socially and emotionally ready for learning. Not sure what state cultural competency is. This sounds too touchy feely.</p>
<p>See comments as I don't see the relationship between the strategy and the real definition of global competence.</p>
<p>In general, these values and priorities asserts that the aim of schools is to prepare students for postsecondary education or the workforce. This is one part of what schools do. But schools also prepare students to be active participants in a democratic society; to realize their potential and lead lives of value and fulfillment; to be engaged in our diverse and changing world; and so on.</p>
<p>Cultural competency standards should be embedded with social and emotional standards, as the two sets of skills are essential to one another. RIDE should save LEAs time by identifying resources and best practices. RIDE should run communities of practices for LEAs RIDE should organize training around any new standards</p>
<p>I really worry about RIDE developing standards and curricula for social/emotional skills - is that the job for RIDE and lea's Investing in dual language programs: expensive - difficult to find staff - must start small with pilot classrooms or school - end result does not support this priority standards are for cultural competency - very different from global competency-disconnect between standards and assessment. competency assessment - state mandated? based on what standards? worrisome</p>
<p>Please clarify who the state cultural competency standards are for - educators or students? If students, we need to ensure that this assessment/standard development is connected to the Comprehensive Assessment System sections which has declared a reduction in assessments? We also are developing standards/curriculum for social and emotional - how will this be assessed? It is not clear how these parts work together as the whole?</p>
<p>Impact of global competency assessment will depend on how the assessment defines "global competency," what knowledge/skills it will measure, how well it measure them, and how that information is then ultimately used (or isn't). At this point it's too early to garner a guess at the potential impact.</p>
<p>These strategies feel like a hodge-podge of diverse attempts to address "hopes" what might increase global understanding and cultural awareness. It is hard to know whether they will have an impact on equity and excellence and in some cases (e.g., creating a global competency assessment) why this needs to happen is very unclear.</p>
<p>Why create all new assessments and curricula? 21st century skills and global competency can be embedded within current curricula and assessments.</p>
<p>See other comments on ELL. Please take a look at the following documents: http://www.colorincolorado.org/pdfs/english-learners-dcl.pdf http://www.ride.ri.gov/Portals/0/Uploads/Documents/inside-ride/Laws-Regulations/English-Language-Learners-Regulations.pdf</p>
<p>foreign language proficiency is part of what global competency is according to NEA</p>
<p>The last thing we need is a course in social/emotional skills. Great instruction should include these skills within our</p>

current content and course offerings. Are the cultural competency standards for educators or students?
RIDE has a long history of developing policies, programs and standards that are ultimately ignored or not implemented with fidelity. The first strategy should be something in the advocacy vein to foster a desire for state level inputs.
impact depends greatly on quality of credential, nature of SEL curriculum, and quality of implementation--could be great or waste of time

For LEAs, this means...

If implemented with a credential, this will have a low impact and be almost meaningless. Consider other strategies, like arts education that is global in its scope. One of the best ways to build respect and understanding across cultures is to study art forms of different cultures--per the arts grade span expectations.
Which languages will dual language programs be available for? Spanish, Portuguese and other high incidence languages or all? This would go hand-in-hand with teacher preparation programs (priority #5) and training teachers in those hard-to-fill positions (i.e. bilingual education).
Why not have LEA's require world language study for HS graduation?
Students as I mentioned in a previous comments, should not just learn through a European perspective, students should also learn through Afrocentric perspective, and students should also learned about Latin America and Asia.
Some focus has to be placed on personnel needs at the front line needed to implement and deliver all of these goals.
SEL is so needed to be a 21st century learner. This should be #1 in your list of priorities. Nothing that follows can happen without a strong SEL core - from home, the community or the school setting!!!
Social/Emotional Learning has been the least understood and most overlooked educational area. I applaud RIDE for addressing it in this plan and have hope the implementation will effectively support a wide range of students that struggle with social/emotional learning.
2nd LEA strategy: Remove the comma after "century".
Again, dual language programs are impossible to implement in a low incidence district as there aren't enough students. Federal regulations do not require this. We will often have 10 students, each one speaking a different language. You cannot have 10 dual language programs running for 1 student. This is not realistic, impossible!
Same as above: there should be more of an emphasis on training and holding teachers accountable for results, in content and instructional practices, not just cultural competency. Additionally, there should be an explicit mandate to partner with schools of choice, including charters, to share best practices.
ON-GOING professional development for new teachers as well as teachers changing grade levels and partnerships built to ensure that all teachers receive the support necessary to make an impact on students.
All excellent ideas. However, low income, urban districts will need funding and supports to implement these.
Again, I'm extremely confused on how the term cultural competency influences education excellence. Reading competency and math skills are the most important factors to a good education, and with reading comprehension anything can be learned with books, media, etc. please specify what cultural competency means and why this is a term that supposedly can influence a better education.
Again the assessment piece should be incorporated in all of our classes -- how it relates to each content LEA needs to make sure their teachers and students have what they need and they are the ones that need to find the resources or let RIDE and community partners know what is needed and advocate for their students ELLs need the dual language programs -- they do improve from them
Dual language programs do not foster ELL. English language programs foster learning English. I am a certified French teacher and I did not teach in English. We cannot have dual language programs for every different language spoken in the US. This is impractical. Take "Dual language" out of the equation. Foster a second language in the elementary years...add that.
Educators need major training in how to value other cultures and in being culturally sensitive. We are doing a major disservice to most of our students.
Learning another language is beneficial. Learning a computer language is beneficial too. Training educators in career skills seems advantageous but I am not sure how training educators for social emotional skills will be beneficial. There time could be better spent in other areas.
In general, these values and priorities asserts that the aim of schools is to prepare students for postsecondary education or the workforce. This is one part of what schools do. But schools also prepare students to be active

participants in a democratic society; to realize their potential and lead lives of value and fulfillment; to be engaged in our diverse and changing world; and so on.
While dual languages programs are important, they do not seem like a good fit here. That said, I do not know where else they would go.
I'm not certain this area needs new credentials or "global competency assessment". Perhaps data collection(s) or assessment(s) in specific areas?
21st century skills are more than just global competency and biliteracy. Proficiency of major content is important for competitiveness which is never really addressed in the strategies
I think the second strategy is missing "support". Attending an episodic training wont help, there needs to be ongoing support
Hard to know whether any of these strategies will have the impact desired.
How will we fund this?
RIDE's definition: TWO-WAY/DUAL LANGUAGE — a method of instruction that promotes a student’s full proficiency in all aspects of English and another language. These programs educate English Language Learners using both English and a target language for academic instruction, usually dividing the day or week by language of instruction. Two-way bilingual programs teach students who are learning English alongside students who are native English-speakers who are learning the target language. LEA's cannot afford this and low incidence districts could never implement. ELL teachers are trained to support students in other programs.
This is probably the strongest aspect of the strategies, which suggests that the clearest and weightiest lift is at the LEA level. It might be helpful to start here and work backwards to decide what the SEA needs to do to enable the LEA to do this important work.
I notice that performance based assessment is mentioned here. It seems that a tighter and clearer connection could be made between the goals for global competency and how these competencies will be assessed. Performance-based competency assessments could be seen as both an opportunity for learning and a demonstration of this learning.

For community partners, this means...

Teacher preparation also needs to include social and emotional learning. Can partners also provide SEL in the context of global awareness and cultural competencies? How will community partners learn of these priorities and core values?
Teachers should already be trained in multicultural and cultural competency. why re-train?
Internships come with legal issues for minors that get complicated....
Connecting students to international communities seems pretty specific. This could be one strategy among many that would help expand students connections to cultures outside their own.
Students should have the sense of what is occurring in other countries. Teachers and administration should let students communicate with other students around the country via e-mail or sending letters to one another. The students would be able to learn about a different culture, which may lead the student to want to learn more about other cultures and their history.
This seems too focused on minority cultures. While integration, knowledge of roots, communal belonging and cultural awareness is important, what is more important is that we do not sacrifice competency in any area for the sake of being culturally correct. No standard was ever achieved by the lowering of the knowledge quotient.
Service deliverers also need to expand staff education on social emotional learning.
How?
Where is adult education? ride oversees adult education.
Support the use of technology to provide access to information for dyslexic students
Again, teacher preparation and professional education programs need to be improved in areas beyond multicultural studies and cultural competency.
Make more connections with state's post-secondary institutions. Connect with college/university global initiative programs.
see answer from previous section. the support of community partners is vital.
Please look up multicultural vs interculturality. I've heard a webinar about it and interculturality promotes inclusion whereas multicultural tends to mean that many cultures live among one another without influencing each other which is not what is globally competent. We want to be competent on the global stage and have the same for our students

and so they must not just point out, there's an Indian restaurant, a Mexican, abut know the busboy, the chef and have great relationships with them because they are their connections to those countries, etc. To be competent, you have to adopt the culture - "When in Rome..."
How do we determine who is underserved learners in our communities Our educators need to understand how to address the needs of our students and how it is so important to understand the WHOLE CHILD
"underserved learners" should read ALL learners.
RIDE will provide financial support to community programs taking place outside of the school day that provide opportunities for students to pursue credentials in the tech, art, etc fields. With community partners providing coursework and internship, high schools can begin developing "majors" like colleges do.
Rhode Island is a rich source of international communities - well worth recognizing and celebrating.
Global competency skills should be included instruction in all content areas, music, art, social studies, etc.
In general, these values and priorities asserts that the aim of schools is to prepare students for postsecondary education or the workforce. This is one part of what schools do. But schools also prepare students to be active participants in a democratic society; to realize their potential and lead lives of value and fulfillment; to be engaged in our diverse and changing world; and so on.
expansion of out of classroom learning opportunities will not necessarily increase global competency - in and of itself it is great - but does not seem to fall under this priority
Again it is hard to determine whether this will have the impact desired.
Rhode Island College has a graduate program in Urban Multicultural Special Education!
Out of classroom learning experiences vary greatly. I wouldn't want expansion to outpace high quality and meaningful placements. Having lots of kids sitting around work places watching adults work would not be helpful. Our new preparation program regulations include a stronger focus on multicultural competency. I don't know what it means to connect students to international communities? This seems very vague. What are we trying to accomplish?
It is hard to critique this section without knowing who the community partners are. Apparently higher ed is a community partner. That is not clear. Each of the four strategies seems aimed at a different type of community partner.

PART 4

Are there any strategies listed above that do not support at least one outcome within the Vision of Success?

If so, please list the actor (RIDE, LEAs, Community Partners) and the strategy. You may also suggest a possible high-level outcome that this strategy would support.

State supported bi- lingual programs as mandatory in all schools starting in K - 12.
Because the language in the prototype is so potentially full of multiple interpretations, it is unclear to me what the agenda is in this section and the personalized learning, comprehensive assessment system and resource investment sections. Also, this is the most awkward survey I have ever attempted to complete. For example, listing the values in the way requested is ridiculous. I, in no way consider my values as potentially optional or "without value". They each represent differing and very important concepts that need to be incorporated as a system. Secondly, the wording of these questions... make me want to cry. The questions are impenetrable, and who has the time to unpack whatever it is you are trying to ask?
Students need to learn history through a European perspective and a Afrocentric perspective, if they are not taught through Afrocentric perspective they would not value and learned the importance of African American history and the injustice they continue to receive.
Parental involvement
Whilst it is good to focus on purported needs for the coming years ahead, let us not forget that we also have a heritage to look after for the next generation and the ones after that. Not everyone will become a college graduate, and there is not enough focus on training young people in the skilled trades necessary for our heritage to be preserved. If you place more emphasis on Vocational training, as well as college bound training, there may be more youngsters drawn to working with their hands, than there are now. In some areas of expertise, trained artisans can earn much more than a college degree trained person.
High level outcome: RIDE personnel, LEAs personnel and Community Partners personnel will model competence in these areas (SEL, biliteracy, cross-cultural competency/global awareness, best practices across platforms) because

lasting change begins with the adult community.
Reading comprehension, less testing and more actual learning time in the classroom is the most important.
Please clarify definitions of cultural and global competency! Quite vague....
Foreign language courses are often taken but seldom lead to any type of fluency nor, for most people, be of significant use and, should someone become fluent but not have the opportunity to use that fluency the skill be be soon lost. Making the assumption everyone should go to college if wasteful. Roughly seventy percent of jobs do not require college degrees - which is evidenced by merely looking around one's neighborhood and seeing the truck drivers, salespeople, food service workers, maintenance crews, constructions workers, firefighters, and myriad others.
In general, these values and priorities asserts that the aim of schools is to prepare students for postsecondary education or the workforce. This is one part of what schools do. But schools also prepare students to be active participants in a democratic society; to realize their potential and lead lives of value and fulfillment; to be engaged in our diverse and changing world; and so on.
dual language programs cultural competency standards will not support global competencies - two very different things
I find that there is a lot of "potential" in these, but the strategies across all three actors seem like your favorite "junk drawer" in which you have placed a lot of precious items and you pick up one and say "oh, this would help me", but you are not quite sure.
The overall outcomes are not coherent enough to know. I guess the strategies might lead to those "outcomes," but you would never be able to determine causation.

Appendix C: Comments – Expanding Personalized Learning Statewide

PART 1

Please review the set of high-level outcomes for this priority area. If there are any missing, please suggest them here, or leave this blank.

An operational explanation of what "personalized learning pathways" are would lend additional clarity to this issue.
increase in public schools with ACCESS to AP courses for students to enroll in
Students that are interested and not interested in college should have a field trip to different college classroom for at least a week. It would help students to have an understanding what is like to be in college.
Develop true Individual Learning Plans, not the current ILP, for each learner. Additionally, if competency based learning means "passing" a high stakes test, then this is misguided.
Remove the word "increases" at the end of the 2nd and 3rd outcomes.
Address personalization at the middle school and elementary level
Please define personalized learning pathways clearly as the interpretation can be quite diverse.
SAT participation. Simpler and more broad than % in AP...and dismally low statewide (~65%?)
Computers are a tool and should never be used to displace teaching by teachers, especially in the younger grades. This must be emphasized.
How is RIDE going to change the culture around alternative ways of getting to graduating? The term "personalized learning pathways" indicates that there will be many options- our culture traditionally does not value anything other than mainstream. In order for this to be meaningful, you will have to figure out how to get buy-in.
Each of these outcomes states a post high school education. Is it possible to also state that a certain increase in RI students will enter the work force with positions that are connected to their learning pathways?
What does dual enrollment mean? Does it mean students take college level courses at local colleges or online? If so, say this in the document.
In general, these values and priorities asserts that the aim of schools is to prepare students for postsecondary education or the workforce. This is one part of what schools do. But schools also prepare students to be active participants in a democratic society; to realize their potential and lead lives of value and fulfillment; to be engaged in our diverse and changing world; and so on.
Invest in the technology to create an infrastructure to support collection and use of data across all districts and at all levels (e.g., students, teachers, administrators).
consider adding "especially in high needs schools" to some of these.
what about increase teacher preparation, and professional development in these areas
% increase in school options made available to students and families.
xx% increase in students graduating from college
Where is technology/digital learning in this?
I feel that the kid that is just graduating and going into the workforce is not noticed here. What about special needs kids? Inclusion programs? Alternative learning programs?
Terrific, especially if state mandates are removed or changed to competencies.

PART 2

Can each of these outcomes be clearly linked to at least one strategy? ... If no, you are welcome to suggest a strategy specific to RIDE, LEAs, and/or Community Partners in the comments box below, or leave this blank.

Personalized learning to me means that teachers know their students well and shape their curriculum to meet their students' interests and needs. It does NOT mean putting the student in front of a computer screen to passively receive learning programs adjusted by algorithms. I have little faith in the flexibility and creative potential of AP programs. Well trained and experienced teachers can provide challenging curricular content that is not canned and in preparation for a standardized test.
Articulation of the pathways to achieve the strategy would be helpful...computer based learning where competency is demonstrated by successful completion of a module? The issuance of a Society of Automotive Engineer credential or something similar for other trades?

It's not clear to me if the competency-based advancement is also how RI will increase graduation rates? Also, RIDE and LEAs are developing leaders/teachers for personalized pathways, but is not clear how that will increase the % of students in them. How will they be implemented for that purpose?
I put no for the increase in the statewide graduation rate increases, because we do want graduation rate to increase but we have to make sure these students have learned the basic skill they are taught in high school and are prepared to enter the real world successfully.
These are very very good outcomes for this priority area.
Students need to understand that they can go either in career and/or college ready If we put "every student graduates career- and/or college- ready" Students feel as though they are not necessarily required to go to college -- they can go into a tech program and/or career They need to know that it is their decision and how they need to work towards their goals We should have partnerships so that students can work in internships and get the feel of what they want and need to do to be successful for themselves Again looking at the WHOLE CHILD
Love the part on credentials!
They are connected, but I have serious reservations as to their merit.
Excellent visions for success
I can see how the graduation rate will increase because of the individual pathways but it does not specifically connect the two. Maybe you can restate the word graduate in one of the strategies. Example " Create mastery-based (or competency-based) credit attainment standards and systems to meet high school graduation requirements." Just a thought.
Will the industry-recognized credentials earned qualify someone for a career right out of high school or include some of the requirements so post-secondary ed required is not so extensive? Is doing this K-12 more cost-effective than community college that Obama has proposed?
In general, these values and priorities asserts that the aim of schools is to prepare students for postsecondary education or the workforce. This is one part of what schools do. But schools also prepare students to be active participants in a democratic society; to realize their potential and lead lives of value and fulfillment; to be engaged in our diverse and changing world; and so on.
Currently industry-recognized credentials are very limited in measuring some of the skills (21st century career and life) that we are prioritizing in other areas of this plan. Part of the challenge is identifying and measuring skills that resist measurement - including critical thinking, problem solving, communication, teamwork, innovation, etc.
There is a better link between the vision, the strategies, and the division across actors in this priority area than the previous two priority areas. I suggest removing the work "expand" that is in front of this priority area since all others do not have the action verb in front of it. Again, it will help in the next development to understand what the baseline is in order to determine how the strategies will impact the vision of success.
All of these are tied to secondary education. What about the preK-8 system will change and be measured in terms of outcomes?
I feel that the kid that is just graduating and going into the workforce is not noticed here. What about special needs kids? Inclusion programs? Alternative learning programs? Not everyone is college or career bound. How are we helping those students who are going to be working at Walmart or McDonald's? Not that there's anything wrong with that.
Graduation rate outcome may make more sense as an overall goal for this strategic plan -- related to multiple priorities.

PART 3

For each strategy, please rate how much impact you think it has on improving equity and excellence.

RIDE will..

The system of credit attainment standards and systems will need to be more than just a checklist. The issue of students in dual programs or technical programs will help the motivated student, not the unmotivated.
Developing a CoPractice for educators learn how to develop personalized learning will be key if this priority moves forward.
No mention of school choice in a personalized learning initiative? School choice is at the heart of personalized learning.
a statewide community of practice for all teachers is a huge lift. maybe develop resources and supports to help teachers engage in cross-district communities of practice arranged by districts? I LOVE competency based credit

systems--seat time is SO outdated! also love the outside the school day, year and building language! is there room/desire to explore re-envisioning career and tech? is that needed?
RIDE needs to make sure that these are available for the different communities that see the need for their students -- the LEA are the ones that truly understand their own communities and students Educators need to have the correct training -- RIDE should make sure that this is met by having the resources to offer the districts
Educator skills need to match the description of the 21st century student.
Where will these funds come from? Whose mastery/competency? Are we truly valuing work done in many different ways or still holding students to norms set by the white middle class cultural majority?
Add wording to include "allow and support educators" to lead and teach personalized pathways. I think dual and concurrent enrollment programs is something many people will not understand.
In general, these values and priorities asserts that the aim of schools is to prepare students for postsecondary education or the workforce. This is one part of what schools do. But schools also prepare students to be active participants in a democratic society; to realize their potential and lead lives of value and fulfillment; to be engaged in our diverse and changing world; and so on.
Exciting idea of working with post-secondary, business, and community orgs. to partner to create connected learning experiences outside school, but not clear what funding mechanism will support this endeavor.
RIDE cannot fund this work. Funding is contingent upon the budget from the state.
These strategies have a more cohesive feel to them which makes impact on equity and excellence more likely.
Again, mostly focused on secondary ed. The framework of competency/mastery based learning needs to start earlier. How about multiple measures, moving students along based on demonstration of knowledge, etc.
* Promote and support high-quality ILP supports that helps students identify their relative strengths and weaknesses and related academic and work demands
Blended learning?
I feel that the kid that is just graduating and going into the workforce is not noticed here. What about special needs kids? Inclusion programs? Alternative learning programs?
Item 2 should be left to the LEAs with RIDE only providing overarching criteria. Homeschool children?
If well designed, a CBE system could be transformative (and a national model). Online learning and internships could be high value but also depend on design and implementation. Not sure why focus is on outside school day options; should also focus on portability and online/blended options for high school students

For LEAs, this means...

Add a vocational assessment process to this mix
K-12 School Counseling Programs are mandated yet few RI systems have elementary counselors...Why?
See above note
School choice, particularly schools focusing on the arts, schools providing an intentionally diverse environment, and schools offering longer days/years and college preparatory programs, particularly in under-resourced communities.
Our district level training is mediocre, which results in low teacher but-in and participation. PLEASE have state level people implement the community of practice.
An additional important aspect of personalized learning is the development of educator skills in providing personalized learning within the classroom for students at varying levels of academic proficiency. This is important across pre-k to 12th grade.
Students need to see their ILP -- this needs to begin in elementary/Pre-K not just beginning in the Middle and High School Students need to know where they are going or some ideas of where they can go and what they need to accomplish it LEA and RIDE need to make sure resources are there and if they cannot be there -- how can we make sure that ALL students have an understanding of what they can use to learn what they need -- if we do not have the technology then we need to create lessons/units that still prepare our students
How will RIDE ensure that schools across RI will have the funds to offer dual enrollment? It is not fair to give the same funding to wealthier communities where students already have access and to not give a larger percentage to struggling communities.
I think the last one should be moved down to middle school/junior high not just focused at high school level.
In general, these values and priorities asserts that the aim of schools is to prepare students for postsecondary

education or the workforce. This is one part of what schools do. But schools also prepare students to be active participants in a democratic society; to realize their potential and lead lives of value and fulfillment; to be engaged in our diverse and changing world; and so on.
I am totally opposed to programmed online learning. I think technology has fantastic possibilities for learning, but canned and scripted programs with bells and whistles are antithetical to meaningful, lasting learning. I am also very concerned about the exposure of children to wifi radiation from the proliferation of wireless devices in every classroom. Please read the research literature on the mutagenic and carcinogenic dangers of the exposure to chrome books, cell phones, etc. We could be facing a public health nightmare in the near future.
These strategies mirror the RIDE strategies and not sure why that is being done -- that seems to be an approach done earlier as well; while some strategies should happen at the state and the local level, in other cases they need to be differentiated.. For example "develop an approval process and manage a list of state-approved credit bearing learning opportunities", could be altered to indicate that the LEA is doing this at the local level that meets the state-approved standards.
This is all high school measures. We should add things like : Individualized Learning Plans for all students, narrative-based assessment in lower grades, demonstration of knowledge, project-based learning, etc.
* Promote and support high-quality ILP supports that helps students identify their relative strengths and weaknesses and related academic and work demands
Last item - sorry, but you have "waytogoRI" and similar functions right now at the state level - how are they working? need to look at that spending and see if it can be better served through other methods or overhauled to accomplish the last item better..

For community partners, this means...

Some years ago I was told about a student who dropped out to be a roofer to provide for his family. Can we come up with creative approaches for such a student to still finish high school and earn money as a roofer as well without the imposing our elitist definition of "College and Career Ready" on everybody?
Last strategy: Change 1st word to "Increase".
Will transportation be available to help with students in areas will few willing or able businesses or community organizations so they can receive the same opportunities.
In general, these values and priorities asserts that the aim of schools is to prepare students for postsecondary education or the workforce. This is one part of what schools do. But schools also prepare students to be active participants in a democratic society; to realize their potential and lead lives of value and fulfillment; to be engaged in our diverse and changing world; and so on.
Is there talk of paying community partners for these meaningful, long-term learning experiences? Also: change extended to expanded learning- which is an incredible, but currently unsustainable, solution.
yes - except right now you have the flagship school (URI) that is incredibly resistant, unwilling, or unable (not sure, maybe all 3) to support dual enrollment. CCRI and RIC are better, but you may be better incentivizing the private universities to participate.

PART 4

Are there any strategies listed above that do not support at least one outcome within the Vision of Success?

If so, please list the actor (RIDE, LEAs, Community Partners) and the strategy. You may also suggest a possible high-level outcome that this strategy would support.

Improving placement to ensure that students from disadvantages backgrounds have equal access to AP and college-preparatory work as well as to ensure that they are not disproportionately shunted into vocational tracks.
In general, these values and priorities asserts that the aim of schools is to prepare students for postsecondary education or the workforce. This is one part of what schools do. But schools also prepare students to be active participants in a democratic society; to realize their potential and lead lives of value and fulfillment; to be engaged in our diverse and changing world; and so on.

Appendix D: Comments – Comprehensive Assessment Systems with Multiple Measures

PART 1

Please review the set of high-level outcomes for this priority area. If there are any missing, please suggest them here, or leave this blank.

Need to better communicate "why" we assess, both formative and summative. Arguments about the "number of day" miss the point and larger more meaning solutions. If more people had an understanding of the "why" they would be able to use the results to the greater benefit of all youth. It is a problem when even educators and school leaders aren't effectively communicating the "why" and undermining the work re: assessments.
Need to include assessment of teachers and teaching quality as well as administrators
Implement grade span assessments and eliminate yearly testing
Measures that are NOT actionable to teaching and learning specific students (as in results not presented timely nor differentiated) must be de-emphasized in favor of actual, relevant and comprehensive measures.
Assessment must be seem by students as a reflective process that supports the learning process. it is therefore important that they be involved in the assessment process as more than just test takers, they must be able to reflect on their learning and understand where they are in the learning process. "Engaging students in discussions about standards and in reflecting on their own work can increase students' responsibility for their own learning and redistribute power, making the relationship between teacher and student more collaborative." Shepard, L.A., 2000 The Role of Classroom Assessment in Teaching and Learning, CSE Technical Report 517 Student self-assessments will be an important element of the overall student assessment system.
Defining "gaps," and reducing them is a serious problem. Gaps are a fact of life, given natural diversity. We can make every effort to reduce them, but the most effective method (one that actually will eliminate them), is to reduce the standards to the lowest level. If you're succeeding with your most capable students and are allowing them to progress as best they can, you increase "gaps," so this conflicts with "excellence," reducing it in favor of "equity," but this is a poor definition of "equity."
This is missing the piece that identifies the assessments that we use as not representative of many of our neediest students- students from other cultures, students living in poverty, students from minoritized populations. This important fact will slip by the wayside if we are not explicit about it. And our most struggling students will continue to struggle.
How will you be making groups? Grade level cohorts? You have to ensure that you are always measuring the same group. And when many kids move out/in then new baselines need to be created. Districts with HIGH levels of transient students will be negatively viewed because you will not be looking at the same groups of students. Many will not even be products of the districts/programs.
a. Annual Testing (for certain grades and subject areas) Do not use test scores as a basis for decision making regarding school performance and teacher performance. However, the mandate of annual testing continues to drain schools of financial resources, instructional time, and motivation for learning that could otherwise be used for real teaching and learning. For the reasons outlined below, we should not include annual testing. b. Assessment of Student Learning. Ample research evidence exists that standardized tests should not drive decision-making about student learning and progress. Furthermore, allowing the state to determine their own systems for student assessment does not prohibit them from continuing to use narrow assessment instruments for decision making about student placement, progress, and the like. I recommend that, rather than allowing the state to determine how they will use the annual test scores, we should push the state to use authentic performance assessments, and should prohibit the state from overly relying on narrow assessment instruments for high-stakes decisions.
Change the first bullet to reflect that all LEAs should have a comprehensive assessment system (CAS). By definition, a CAS must have multiple measures so that part can be left out.
Gaps in student performance is a great priority - perhaps should be one in and of itself - It does not fit under this priority at all - comprehensive assessment system may help determine gaps - it is not the means to fill the gap Reduction in days dedicated to assessment - there may be LEAs that don't assess enough - reduction should not be a goal - appropriate number of days dedicated to assessment
Support the use of high-quality, formative assessment practices to differentiate instruction
This entire section is confused due to misunderstandings of a Comprehensive Assessment System as evidenced by the

title of the section: Comprehensive Assessment Systems by definition include Multiple Measures - if it doesn't then it is not a Comprehensive Assessment System. The first bullet in will ensure that we have evidence of student learning/success only in 12th grade?? Is that what we really want? The third bullet - if folks are completing the assessment audits as proposed within the strategies some LEAs may find that they are increasing their assessments across the year - and that is not a bad thing - rather they are replacing assessments that do not provide valuable data with ones that do! Additionally, within the Approach - it is odd to note that we single out "state mandated testing" and then say it needs to be complimented with formative and summative assessments. All state mandated tests (really federally mandated testing to be exact) are summative. A comprehensive assessment system requires one to have a formative, interim and summative assessments. It also should be noted that the Approach does not include curriculum or standards within the Comprehensive Assessment System as assessments do not stand alone. They are based upon and reflective of the standard and curriculum of the classroom. They all work together.

I think we really need to emphasize multi-methods of assessment here (authentic) through observations, portfolios and work sampling etc. Assessment should be ongoing and for the purposes of tailoring instruction, it should be meaningful and go beyond the notion of a state mandated test. I would also add auditing for unnecessary duplication

This vision of success seems real weak. However I have no suggestions because I am not sure this should be a priority area.

The title of this section should be changed. Adding "with multiple measures" is redundant. There is nothing in this section about curriculum and instruction. Assessment is meaningless until connected with these two areas. I don't think it is visionary or audacious to have an outcome directed at reducing days of testing. What about saying no assessment is given unless it is purposeful, valid, and reliable and given only when considered against all other assessments being given to a child.

This section needs details for clarity. Suggest disaggregating assessment needs (ie, instruction, matriculation, evaluation, accountability) and developing plan for each. Plan should make guide better use of formative, combining multiple sources for comparable proficiency and growth measures.

What are these multiple measures? They are described below (authentic performance tasks, group collaboration rubrics, problem solving tasks, student designed tasks). Would you want to be clear in encouraging the use of all or a wide selection of these approaches? What would make the system comprehensive? Do these multiple measures serve to measure the multiple competencies for student success as global citizens?

Seems like you'd want an assessment system that helps students, teachers, administrators, and parents understand if students are demonstrating desired knowledge and skills on a regular basis, with the time interval/regularity depending on what will be done with the information. Students and teachers need more frequent feedback (daily, weekly, monthly, etc) at a detailed level so that they can make adjustments in teaching and learning and others need less frequent and less detailed information.

PART 2

Can each of these outcomes be clearly linked to at least one strategy? ... If no, you are welcome to suggest a strategy specific to RIDE, LEAs, and/or Community Partners in the comments box below, or leave this blank.

Must multiple measures be confined to paper and pencil? How about portfolios? Work product from performance in the trades such as rebuilt engines or properly prepared meals in a culinary arts program?

student performance gaps measured on standardized assessments seems in opposition with the values and strategies of Personalization and Pathways to Meet the Individual Needs of All Students.

Students should be prepare and ready for assessment. Students should prep for the state test but they should be able to take a pretest of the state test so students can be prepared and ready for the test.

Encouraging more assessment will inevitably increase time devoted to assessment, but time devoted to assessment is already way too much.

The multiple measures assessment systems is great!

I don't see how reducing assessment days "across Rhode Island" will achieve this goal. Different schools, districts and teachers provide very different levels of assessment so a statewide reduction doesn't seem appropriate. Rather, guidelines for the appropriate amount of assessments, differentiated by grade and type (e.g., formative vs. summative, statewide vs. district created) would be better.

Reduction in days of assessment seems knee-jerk to PARCC. Some of the most personalized learning platforms out

there have DAILY assessments...this seems political....
I love the fact that reducing the days dedicated to assessment (I.e. Testing) is being considered. I truly feel that so much time is wasted both preparing students to take these tests and then also taking the tests and that if we just focused on teaching our children and learning while in the classroom, education will improve. I'm so happy this is part of the discussion. I have children in public schools and I don't like the testing testing testing they always have to do and see it as more disruptive and hurtful to their learning experience than it is helpful. I have candidly asked their teachers how they feel about the testing they have to do and also about the common core standards they are now using and I can truthfully say that candidly - these great teachers feel both are more harmful than helpful, both are too rigid, and this is coming from veteran teaches as well as new, first-year-with-their-own-classroom teachers alike.
The vision and outcomes for the assessment priority are a list of things that are plus from the current assessment practices and not a future looking vision for assessment in the state. A true vision for assessment that is forward thinking should be focusing on student learning. In the classroom assessment article reference above Shepard, 2000 a conclusion is made that in the ideal world assessment and instructional methodology should be interchangeable. Assessment should be instructional and instruction should be providing feedback to learners. We must work to change the culture of assessment from one of accountability to one of feedback. If we can design a system for providing the feedback to students and teachers in a systematic manner then the accountability issue will take care of itself. Focus on student tasks and understanding from a performance perspective. How do we develop assessment systems that collect information as students are learning. Students should not have the stress of "testing" but it should all be viewed as learning time. Capture the data during the learning process, there are many opportunities to do this given the curriculum that is being used.
We need to make sure that all educators know all types of assessments and how to measure and read the data that is given to them as a result of these assessments Formative Assessments should be occurring in all classrooms ALL the time and we need to make sure that our educators know and understand how to accomplish them in order to have our students be successful
The PARCC is a flawed assessment system. It has not been validated or normed. The PARCC and its exorbitant consumption of time, money, and resources must be abandoned. Please consult FairTest for valid and meaningful alternatives to mass administered standardized testing. If you are serious about personalization, then standardized tests are illogical.
I do agree we need a reduction of testing days, but it seems odd to place that in this sort of plan. Perhaps re-phrase as "increased student learning time" or something.
They are linked, but this priority area is not anything new. Students have always been assessed- how is this priority area different/new/interesting?
The last one sounds like "reduce PAARC days." If that is what it is, fine. But educators need to learn other means to assess & that does not necessarily need to be reduced. Coming to school, taking part of discussions- those are assessments, they should not be reduced. This is not a good vision.
Reduction in days of assessment should be removed. If a CAS is thoughtfully developed, then the number of days won't be an issue because the LEA will have all the necessary data it needs to make sound determinations about student readiness. Reduction in days is artificial and could potentially have negative effects in that districts may not select the right tool to measure student learning because they feel pressure to "reduce days".
see comments above
Performance gaps will not be reduced by assessment strategies. The strategies for this outcome need to be on effective instruction guided by assessment data.
Our vision is gaps? Is this appropriate here or should this be within another section (personalized learning)? Also the reduction of days for assessment while it is understood in including within the section - we need to be smart about what assessments provide the appropriate data for our students and which assessments might serve multiple purposes (e.g., State summative data (NECAP/PARCC) used for curriculum and instructional evaluation along as a screening measure for PLP or Interim Assessment data used as progress monitoring data and measuring end of unit understanding.
I think we are missing a key piece in that teacher instruction will be tailored and informed by assessment results
The link between the strategies and the vision of success are just not there.
Reduction in gaps in student performance may make more sense as an overall goal for this strategic plan -- will be a results of success across multiple priorities.

I would move the gap closing outcome to the global competency area. I would develop an outcome that says student grading systems would be calibrated within alike grades/courses in an LEA.
Wish link between personalized learning and better assessment was better made (eg more high quality PBL with quality prompts/rubrics, more game-based adaptive learning)
I wonder if the focus should be on reducing the number of days spent on assessment or making the assessments more authentic opportunities for demonstrating competency, including the global competencies that have been named as priorities.
On the multiple measures outcome, there are a variety of strategies which seem to address this issue, but some that also seem to possibly go beyond "college and career readiness" (e.g. whole child assessment). In addition, the outcome focuses on LEAs but it seems like the actors in assessment can vary (teachers assess, schools may do their own assessments) and so the focus of the strategies may need to be more closely aligned to the question of WHO does assessment and for what purpose. There's no clear strategy tied to the outcome around reducing performance gaps. The strategies that discuss a vision for assessment and audits of assessment practices are certainly linked to outcome on reducing days of assessment, but what if the audit showed that what is really needed is more effective assessment at the classroom level, not a reduction in days? It seems like there are a lot of assumptions built in here about what kind of assessment we mean and how much time they take that are not directly evident in the strategies. Seems like in general a more thorough discussion of a theory of action could be beneficial - i.e. if a particular group does a and b, then c will happen, which will cause d to happen, which will lead to outcome e.

PART 3

For each strategy, please rate how much impact you think it has on improving equity and excellence.

RIDE will...

Accountability and assessment of teacher and administrator performance on district levels (this is different than teacher and leader support....needs to be monitored and people held accountable if any changes will really be made) And keep in mind barriers that are already in place with unions and professional development
I see this as being more time devoted to "ivory tower" activities and less time for educators to actually plan how to teach the students in their class room.
How about focusing on education and learning FIRST? Assessment should not be the tail wagging the dog.
Develop a consistent "Opt-Out" policy for any state assessments that allows parents to refuse to have their child participate in PARCC/Smarter Balance
Provide clear guidance and policy on not allowing students to "opt out" of assessments in public schools.
Define highly-trained educators...I have worked with many highly-trained educators who are amazing teachers but that does not mean they are qualified to develop assessment systems. These teams should be built with great thoughtfulness and include an interview process, not on a volunteer basis.
this "whole child" stuff seems like the HS PBGR stuff from McWalters that promulgated that did nothing to raise achievement, especially for our urbans.
Great ideas that need state level funding and true district (ie. teacher) collaboration to implement.
Since when did the word 'vet' become a verb? What does it mean? Examined? Investigated? Culled out? Intensely scrutinized? Teach students that this new word seems to have too many meanings and is already grossly overused.
These are a good start on the strategies that could support a whole child type assessment system. It will require a lot of hard work and collaboration.
I firmly believe that Rhode Island should participate in only one state-wide exam that will fulfill ESEA requirements AND is linked to the Common Core AND is used in multiple states so that we can judge our performance in specific ways against other states and know where we should go to either share our best practices, or learn from others.
RIDE along with LEAs need to make sure that they have the resources not only for our students but for the educators in our students' classrooms If we work together to get these resources it will work out
Incentivize? I think I know what you mean, but a poor term. How will the cadres (poor word choice) of highly trained educators improve assessment practices/literacy? Will there be pd? Will they be employed by RIDE? Strategies are out of order - Perhaps ordering will make them more easily understood.
I do not think any of these strategies are meaningful without explicit information on how they will be implemented. I suspect that these strategies will be implemented in the same way that most of our education system is: with

resources and support given equally across the board (in percentages or numbers). This is interesting, because we know that this is not truly equal. Some students/communities have advantages that others do not. Without this being addressed, I have serious concerns about this priority area and strategies.
Whereas there is no doubt student learning should be assessed, assessment is not the be all and end all of education. This country is by most measures very successfully functioning through the services of citizens who never were exposed to standardized testing - just look at all of the contributors to the strategic planning process. As much education moves to standards based learning, it is worth understanding standardized testing is not compatible with standards based learning. Standards based learning holds learning as the constant and time as the variable. Standardized testing, based on its schedule, holds the learning to be variable and the time to be constant (as is the case with most letter grades). A contradiction. Testing is best when it is flexible and worst when rigid. With all of the talk of learning as something that can be achieved anywhere at any time, rigid testing schedules will be an impediment. Testing should not require its own curriculum to prepare students for taking assessments. In the larger scheme, that's a waste of time.
The last 3 items seems to be a rewording of earlier strategies.
All of these can be combined into aspects of one system/process: evaluating and developing a Comprehensive Assessment System. The one thing that is missing is curriculum development and attention to student with special needs. Special education students are not actually "called out" in any part of the document.
RIDE should not be identifying or vetting anything - but supporting the LEAs in their understanding of what is or is not a "good" assessment What is meant by whole child?
Diagnostic testing is directly useful. Standardized testing is not. Please abandon the obsession with DATA and focus on children by using teacher-made assessments.
There is no mention of the key purpose of assessment, e.g. to guide instruction. This should be incorporated into the strategies
LEAs need to determine what the needs are of their district - what an urban district needs vs highly affluent suburban district needs is different; therefore, they need different assessments to obtain the appropriate data to inform, instruction, curriculum, student learning and also community. It is missing within the "state" will... is how the state will inform/develop assessment literacy for families and community of Rhode Island. The NECAP retest and the PARCC opt-out has shown that there is misunderstandings for purposes of assessment data and what each data point tells us, informs us, and how it is used.
Not sure these strategies will have the desired impact.
Provide opportunities for training in the collaborative design and analysis of common assessment
RIDE should not identify assessment or tools. Rather we should be teaching educators HOW to review and select assessments and tools.
Promising but easy to do all of these poorly. The value of the "network of support" is highly dependent on system design--and it's not clear that you have that right
Here you clarify that you are not just looking to minimize the days spent on assessment but to streamline the approaches to focus on more meaningful and "broader" assessments that focus on the whole-child.
In some cases, low impact ratings were assigned because the strategies aren't clear, so it's hard to say what impact they might have. For example, it isn't clear what the need is for screening and progress monitoring tools or what those even mean. A missing piece here is a focus or more specificity on content/standards and instruction. Effective assessment must be deeply embedded in the content/skills that we are trying to assess. Seems important to tie strategies or efforts around improving assessment or assessment literacy to specific content areas, and thinking about them in terms of the instruction being provided, rather than as a separate and general activity. An additional strategy might be related to educator preparation and building consideration of excellent assessment practice into prep programs. Another might be to consider what other states or districts have done in these areas; however, the underlying thing that seems to me to be missing in all of this is a consideration of the purpose of assessment, which is to inform students and others about whether or not they are making progress based on the instruction they receive or the activities in which they engage. There are other purposes for assessment, also - e.g. accountability - being explicit about the purposes for assessment and then designing outcomes and strategies around each purpose should result in clearer plans. Some of the strategies are rather vague - "develop systems that incentivize...". Should the strategy here be simply to structure time in the school day for teacher discussion? A key

For LEAs, this means...

Assessment of district administrators and their skills/performance.....where are the tools and strategies for this?
Again, I have little confidence that anything from the top down will be based in the reality of teaching 28 students in a class room. My experience with state mandates has meant a tripling of my paperwork and stress level while taking away from the day to day planning needed to actually teach students. Most of the state mandates, such as the evaluation system, look good on paper but lack the ability to do more than make administrators look like they are doing something.
How about focusing on education and learning FIRST? Assessment should not be the tail wagging the dog.
Provide alternate environment for students who are not participating in state assessments like PARCC/Smarter Balance
Test prep for students should not be allowed and teachers should not be asked by the administration to do test preparation. If teachers are using best practices and have support through on-going professional development in all areas, students should be prepared to take a standardized assessment. In the district where my own children are enrolled, teachers were asked to do test prep for 2 hours per day for 5 weeks which included worksheets upon worksheets. Instruction time in the schools was diminished due to preparing students to take the test which in turn hurt the all students but especially the neediest students who lost so much instruction during the weeks leading up to the PARCC test. We have to make a change in how we address, view, and use assessments. Standardized assessments are meant to give us a clear picture of our strengths and needs and growth over time. Formative assessment is an area where teachers need more professional development. We need to have more conversation about how assessment can be used to help not hurt our students. We need to be aware of the negative impact of high stakes assessments. We need to be accountable to our students and not allow this to be a stressful and anxiety producing event. Our students as young as age 5 are worried about getting the "right" answer. We have great standards that are deepening the skills of students but assessments that are not linked to the skills being taught. This change is needed and felt by all stakeholders.
District level teams, at least in our district, are oftentimes created based on personal relationships as opposed to actual qualifications. Until that changes, we will be minimally successful with any initiatives.
Ask teachers if the assessments they are required to give, such as the STAR, actually provide them with meaningful and useful information on their students. The answer will be NO. This is a misguided approach. Trust teachers. Make sure that administrators have actual teaching experience so that they can evaluate the quality of the teachers' expectations without having to resort to assessments produced by computer algorithms.
We need to evaluate the diagnostic screening -- it is up to us, the educators, to make sure our students have the knowledge of what they need to go on and be successful
See 25
Utilize whole-child assessment practices that include social and emotional learning, non-cognitive traits, and academic performance- what does that mean?? There needs to be a lot more parent education done at the LEA AND RIDE level. Since the time that NECAP was made a graduation requirement- RIDE has not communicated well with parents about the purpose of assessment & how it is (or is not) different from the parent's time in schools.
There is a lot of wording here that needs to be defined - whole child assessment, non-cog traits before we can be sure we can assess them and if it is appropriate Develop and maintain - maintain is the key here - how can we ensure that it is maintained statewide vision for assessment - again a big order
What are non-cognitive traits?? Once a state vision for assessment is development, then LEAs can work to tailor it to meet the needs of their individual community and local control issues.
Why do we call out specific domains of learning when we also mention whole child. If the goal is whole child then we should address the breadth of all domains.
Not sure these will have any desired impact on closing gaps.
* Use assessments in combination with ILPs for reflection and goal-setting
We are over-testing students who do not need diagnostic screening and progress monitoring. I don't know what whole child assessments are other than looking at developmental skills in early childhood classrooms (e.g. ability to self-monitor).

For community partners, this means...

Community partners should be used creatively to engage parents in schools, not just share info with them
--

I believe that parents should be involved when students are preparing for the assessment. The teachers should send home packets so that parents and students can work together.
Include parents in the conversation. Listen to the stories of how high stakes assessments have impacted children at home. I believe that assessments are important to our schools, our teachers, and our students. How will we implement them in a way that gives us the data needed to enhance student outcome. Must be honest with parents about what preparation is being put into the test etc.
The more the stakeholders know and have a voice in assessment, the better.
Include parents in assessment creation.
I think it is a mistake to leave communication around the importance of testing to community partners alone. History tells us that the best chance of success for programs requires a coordinated educational campaign; RIDE needs to take the lead on this and the LEAs need to be involved.
This is actually a propaganda mechanism. Do not insult parents by parroting talking points about how the PARCC is a high quality assessment that will tell them if their child is college ready or not. This is absurd!
See 25.
Unless communication is improved, more parents will ask to opt out of testing. Communication must be improved.
RIDE and LEAs need to have a bullet about this in their categories as well. The materials and the explanations need to come from somewhere.
I would add that we should also share what other states are doing and what decisions are guided by research
Not sure this will have an impact.
Involve community and family in preparation of students by providing instruction / support on activities that improve understanding of assessments.
I do think parents need to be supported in their understanding of the role of assessment.

PART 4

Are there any strategies listed above that do not support at least one outcome within the Vision of Success?

If so, please list the actor (RIDE, LEAs, Community Partners) and the strategy. You may also suggest a possible high-level outcome that this strategy would support.

Promote SAT for all.
More parent involvement. Just informing parents of the assessments is not enough input from parents to establish the assessments.
Please review subheading for this section, as I think it should be ordered differently. Assessment should work for students (first), then school communities (second), then teachers.
This priority does not have the values ingrained in it. It seems to be a lot to expect creation of these systems, put it into place and have time to record growth.
Communication needs to be broadened; curriculum development needs to be included; and special education teachers and students need to be included. This group of teachers and students has never been adequately served by RIDE in terms of instructional or curricular resources that strengthen their understanding or participation in either the general or alternate education settings. We have too many students receiving special education services for them to be ignored and we will never be able to move educational benchmarks in RI unless this addressed specifically and not lumped in with general education.
It is critical that the state develop structures to support and aid LEAs to drive their own assessment systems. Since RI is a local control state, it is imperative that tools are created to help support LEAs to make informed decisions for their communities. Providing a list of assessments will not ensure misuse or over use of assessments within an LEA.
These strategies seems poorly linked to outcomes: Identify highly valid and reliable screening and progress-monitoring tools (RIDE) Review, vet, and promote the use of assessment tools that focus on the whole child Develop systems that incentivize and support LEAs to structure time within the school day for professional learning around assessment (examining student work, calibration practices, creating "broader" assessments)

Appendix E: Comments – Teacher and Leader Support

PART 1

Please review the set of high-level outcomes for this priority area. If there are any missing, please suggest them here, or leave this blank.

In order for teachers and other professionals to feel respected, are we offering them the forum to say what's working and what's not? They are our front line of defense. They are in the battle field with our kids and their voices need to be heard. But they need to be heard without fear of repercussions.
"
Professional development will be an ongoing model that will allow teachers to learn and grow in a specific area of their practice. (multiple opportunities to develop, practice, and reflect on questioning--rather than a "one and done" type of session about questioning)
The admin/teacher/parent relationship needs strengthening.
Language around supporting and recruiting high quality administrators or principals as effective educational leaders
Where does the principal of each school have input? Why do we refer to them as leader support and not Principals?
Provide avenues for advancement (teacher leaders, master teachers, etc...)
Teachers should be evaluated and tested every year as students are to make sure that they know the material they are going to teach their students and that they are mentally, and emotionally capable of teaching students in a school. Teachers should be taught how to take care of children that are disrespectful and not following the rules. So that it would not distract other students and the teacher from teaching materials in class.
Provide professional development that focuses on solving real world problems rather than simply memorizing information. Move away from scripted teacher to one in which teachers are educated to adjust to the needs of students rather than use pacing guides.
This seems to be the only section that doesn't include specific (although, currently ##) benchmarks.
Changing the perception fostered by politicians and the media that educators are subpar employees who are a drain on the taxpayers. The Providence Journal and Fox news are just two examples of the vehicles used to portray education in a negative way. If society is being told that teachers are useless, then why bother becoming an educator?
Work with higher education to make teacher preparedness programs more selective, taking only the best and brightest at the Institution of Higher Learning.
In 2nd outcome, what does this mean: "Professional development will be closely connected to the most important aspects of the everyday work of ... student learning needs."
What about those teachers who have been teaching mid to lengthy terms. PD for us?
ON-GOING professional development for teachers of all levels but especially for teachers who change grade levels.
DIVERSE teacher pipeline.
Provide compensation based upon performance. Develop a differentiated compensation system. (e.g., teachers of English should be compensated at a higher level than teachers of physical education) Conduct a comprehensive study of Title 16.
For secondary education, the requirement of a masters degree after XX years of teaching should be reinstated. The elimination of this requirement has done much to devalue the profession.
Pay teachers at a level commensurate with the professionalism of the job and the importance of the task to society.
Permit teachers to practice their profession. This means participating in the decision making process governing all aspects of educational practice in schools. Curriculum development, materials selection, timing, pacing, instructional methodology, class size and composition, standards of behavior, and support services needed to assist students with development or correction of behaviors that contribute to positive social and academic functioning.
Please make sure to address the teachers in the field. Ask them what they need and what they want to do for the upcoming year. I like even when I purchase something and not give it back.
Increase time teachers can observe master teachers by a LOT. Data shows that teachers perform far better when given the time to observe other teachers to gain confidence and strategies in their own teaching.
This is a key priority!!!
How is RIDE going to combat the perception of teachers as not true professionals to be respected? Some students, families, administrators make it very clear that teachers are not the caring and competent professionals that most are.

We need RIDE to support teachers in changing public perception.

Improve the image of teachers. Federal government intervention into public education (a role the federal government was specifically excluded from in the writing of the Constitution) has seriously damaged the image of teachers. When the USDOE introduced standardized test requirements, introduced the concept that all children were to perform to a specified level (NCLB), and determined that schools with scores below certain levels would be categorized as "failing" or "low performing," the government, very likely purposely, created a system with goals which could never be achieved without considerable resources directed to certain sub-groups of students, did not provide those resources, and, subsequently, used the results as justification for suggesting alternative schools could be created to replace the "failing" schools. In the case of children living in poverty, these children even with considerable supports will not achieve to the same level as more well off children. Finland, with its outstanding student outcomes, has learning gaps for children in poverty (although Finland only has 5% of its children so designated whereas in the U.S. that number exceeds 20%). The travesty created by the USDOE was to label schools in high poverty areas, based on their test scores, as failing and low performing. In fact, the schools were schools with high populations of children in poverty who everyone knew would not test as well as middle and upper class students. But the federal labels put the blame on the schools rather than on the conditions surrounding poverty. Teachers and principals in those schools could be fired or reassigned because they were, by extension, "failing" or "low performing." The image this created of our public schools, an image contrived by the federal government, has dissuaded untold numbers of young people from looking to education as a career. Countries with exemplary education systems have teachers who are respected, well compensated, and well supported. Those with less stellar learning outcomes, such as the U.S., do not. This priority is entitled, Teacher and Leader Support. It is heavy on teacher and much less so on leaders. A Wallace Foundation funded study (2004) suggested 25% of the variations in student learning are attributable to principals. Principals play a key role in teacher effectiveness and student outcomes. Principals should be given the same consideration as teachers as far as recruitment, professional development (both pre and post placement), and retention. In "The Approach" description, the focus is on students in the classroom, this is where principals play a key role curriculum content, curriculum delivery, and assessment. The Strategic Plan should specifically include the title, "principal," rather than the nebulous "leader."

This whole section appears to focus on recruiting and pre-service experience. Some of this is good. However, much is missing. Where is the ON GOING support for teachers? HOW are we going to have teachers feel more respected? Also you are assuming that poverty areas have the worst teachers. This is most definitely not true. ALL teachers need to have great training programs. All teachers need to have specific training in their field or area- in higher ed you don't know where you will end up teaching. Those supports for poverty areas should be in place for current teachers. ALSO they need to put in place proven methods to support these students and teachers- like smaller class size, not larger, which is very common in poverty schools. MORE time for teacher and student education. MORE resources (money and people) to support most at risk students and populations.

a. Assessment of Teacher Performance. Concern with the narrow definition of the highly qualified teacher. Also, in other ways, mandating that teacher assessments include value-added modeling that is based on student test scores (as is the case in the proposed federal teacher preparation regulations), despite that such methods of analysis have been discredited by the scientific community. Furthermore, using VAMs to evaluate teachers, and then attaching high stakes to this evaluation (as with merit pay), is the norm in this country, with a majority of states either implementing or considering legislation to do so. I recommend that, rather than allowing our state to determine how they will use tests in the evaluation of teachers, the legislation should push the state to use authentic performance assessments, and should prohibit the state from using scientifically discredited methods of analysis to evaluate and punish teachers. b. Assessment of School Performance. Low test scores have been the "evidence" put forth by reformers who seek to dismantle the public school systems through closures and privatization. I recommend that, rather than allowing states to determine how they will use tests in the evaluation of schools, we should push the state to use a more robust framework for evaluating schools (see, for example, frameworks put forth by the National Education Policy Center and by the Annenberg Institute for School Reform). c. Assessment as Formative and Summative. Assessment is not only a process for providing a final summary for outsiders to make high-stakes decisions; assessment can also be a process that provides feedback to insiders for self-improvement along the way. Furthermore, where education is seen as a collective effort, assessment can be a collaborative process, not a punitive one. I recommend that the legislation push states to place value on assessment as both formative and summative, and as both collaborative and self-reflective.

The second outcome is difficult to measure. Consider revising. Consider revising "Teachers will feel more respected

as professions" to "Increase in the recognition and leadership opportunities available to teachers" I'm not sure that attrition from the profession is as important as decreasing attrition/transfers from high needs schools. I think that turnover in RI overall tends to be low. Outcomes focus too narrowly on teachers. What about support professionals, school leaders, and district leaders?
increased compensation for highly qualified, talented and effective educators
Professional development needs to be provided in a variety of ways and should reflect what research tells us about supporting effective teaching.
I think all priority areas need to focus on RIDE's age purview- PreK to graduation and I see overlap and connections in the early childhood workforce in all areas, particularly this one.
What about veteran teachers-those working over 15 years? Ways to address burn out? PD for us? How about ways to promote teachers to leadership roles without leaving their teaching jobs? What about paraprofessionals and other school staff?
Again, wish there was connection to personalized learning. See OpportunityCulture.org for examples of using tech to leverage great teaching. Could also support consistent strategies for identifying and developing teacher leaders and providing developmental roles and learning experiences instead of the less effective degree based leadership development system

PART 2

Can each of these outcomes be clearly linked to at least one strategy? ... If no, you are welcome to suggest a strategy specific to RIDE, LEAs, and/or Community Partners in the comments box below, or leave this blank.

Do not rely on TFA novices to teach struggling students, or any students for that matter. Teaching is a calling and a life-long profession, not a stepping stone to a leadership position.
What are we doing on a continuing basis to support and show our teachers that their hard work is appreciated? And what are we doing to remove those who don't have our kids best interests at heart? Are we partnering more seasoned staff with those who are just graduating and new to the field?
How does one measure "Teachers will feel more respected..."
There is a lot of support for teachers "entering" or that are "new". RIDE: Provide incentives for teachers that stay in hard to hire content areas, or high needs, or challenging schools.
Form strategic partnerships between schools and colleges Should the last statement read that "Teachers will feel..." Better "Administrators and teachers will be respected as professionals and supported as continuous learners."
The school department should recruit more teachers that live in the area of the school g. It will help teachers to understand where their students come from and how to connect with them, it helps the students to have an adult figure that understand what he or she is going through in their lives, and it gives the teacher a better understanding of the environment the student comes from.
Improvements in the above areas are related to the assessment system used in schools. As long as standardized testing with high stakes is predominate, it will negate many of the proposed changes. As for teacher attrition, improving pre-service education will be of limited value unless teachers are allowed to use what they have learned. in their classrooms. What's the point of asking teachers to be good decision makers when they are confined by rigid curriculum that focuses on coverage, memorization and scripts. That's not why individuals entered teaching.
Veteran teachers?
Provide better training for principals in supporting educators & identifying areas in need of improvement and how to support that improvement and/or counsel out of the profession
RIDE should assess the PD needs statewide and then solicit course offerings and bids that address these needs from Universities and colleges throughout NEW ENGLAND. RIDE should offer cost free statewide online PD courses from high quality universities(NOT RIC!!) to teachers.....MASS has done this for SPED teachers for many years! Call them!!! Our teachers are low information!
Encourage the development of 5-6 year BA/MAT teacher prep programs. That could help most of these.
There is not a strategy about teacher to teacher relations. It is not always about the new teacher. Many times it is about the teachers that have been there for a while who are not that "open" to the latest educational idea. Just as students get reputations, so do teachers and some new teachers are "stuck" with someone who is not supportive.
Assume that teachers are well trained, well prepared, and professionally competent -- they do have certificates.

Support teachers in the practice of their profession and decision making about all educational matters. Raise the pay and benefits commensurate with other highly trained professional groups. Provide professional working conditions.
Strong having the organizations in side door and Calabro
I understand the need for support of teachers in high poverty/high minority schools. However, do not forget society's challenges are everywhere!
Hard to decrease teacher attrition...we are not in charge of this. Instead, encourage beginning teachers by giving them lots of time observing master teachers...more time observing than teaching in the beginning. Teachers cannot be made to "feel" anything...give this last phrase teeth by offering paid professional Development with grad. credit so teachers can raise on the pay scale.
They are linked, but again not cutting edge or anything new.
Not sure how you will recruit teachers in hard to staff fields. Is it by loan forgiveness? Respect needs to somehow be incorporated. Respect is nowhere to be found in this section even though it's in the approach/vision.
one usual indicator of respect or status of a professional is the salary/compensation received to those who succeed in the profession
The above "visions of success" need refinement. Teachers will feel more respected is a "feeling" not really an outcome of success by doing these strategies. It will be good to know the baseline for some of these so that they like the previous priorities can have quantifiable measures where appropriate.
What about veteran teachers-those working over 15 years? Ways to address burn out? PD for us? How about ways to promote teachers to leadership roles without leaving their teaching jobs? What about paraprofessionals and other school staff?
Could use full plan for blended, personalized, competency-based prep & dev. see paper http://gettingsmart.com/publication/preparing-teachers-deeper-learning/ See blog on longer paid pre-service http://gettingsmart.com/2014/12/new-staffing-structures-piloted-nashville-schools/

PART 3

For each strategy, please rate how much impact you think it has on improving equity and excellence.

RIDE will...

What are the proven strategies?
The second strategy is vague...what is meant by "resources" to promote strategies... There is already resource and support for induction coaching...this needs to be extended to a 3 year period for new teachers. Consider model used by Segue-very intense training provided to new staff that has significant impact on teaching performance in a very new teachers. The last strategy...rigorous criteria YES...be cautious about "incentives" What does that mean...there is no real evidence that financial incentives has any real long lasting impact. I think criteria and incentives should be stated in separate strategies. RIDE will regularly seek input from teachers and administrators to improve training programs...promote strategies for recruitment...
I believe what the school department lacks is having teachers that care and want to help students become successful. The teachers that are hired should have a strive in what they do and care for the children and not go to their job because of the money.
The lack of teaching is being noticed in the lower enrollment rates for education at the colleges. Teaching is not seen as a valued job by more and more people thanks to the media. Even if a person enrolls in education and makes it through the process, there is little to motivate them to stay in the profession. Pay, while decent, does not match well with other majors. The benefits keep being reduced and the pension system has been changed so much that no one trusts what it will be once they work 30 some years in order to collect the pension, or even if one will exist. There is little to attract anyone to the profession, and the younger teachers still have the option of changing careers before it is too late.
Veteran teachers?
Induction coaches had limited impact. Their skills were not specific enough to support many of the content areas or grade levels that they were assigned to. Support needs to be at the school/grade level. Support needs to be embedded.
Pre-service teachers should be placed in classrooms with highly effective teachers.
Diverse teacher recruitment program/funding. Blow up teacher certification in major ways...current certification

programs are barriers to quality, not supporters of or ensurers of quality. EVALUATION matters. We have botched evaluation at the state level, but need something.
I worry that the criteria and incentives for mentor teachers and administrators will be highly subjective, ie. ineffective, unless it is closely monitored. For example, as in the current teacher evaluation system.
Provide support for LEA-based teacher evaluation systems.
Do this ASAP!
Missing: Reinstigate requirement that teachers earn a masters degree within XX years. One way to do that: encourage 5-6 year BA/MAT teacher prep programs.
It all comes down to the teachers. Why aren't teachers lifted up and given so much support, regardless of the area they serve?
Too many mentors, coaches, administrators, have a vision of what good teaching is and try to mold others to fit their image. This practice destroys enthusiastic teachers who are willing to work and learn. the effective coach or mentor acts to help bring out the best in the new teachers, to find what works best for them. Stop trying to produce clones -- instead recognize and nurture individuality.
This should be the central piece of the strategic plan. Research proves that the driving factor in an excellent and equitable education is a strong teacher - if RI could be the state of choice for teachers to work in because they provided the best educator training programs, recruitment, induction, mentoring, personalized professional development, respect in the school, classroom and community, etc. - then all of the other priorities would fall in line. We should think of these efforts as 'investments' rather than costs. RI needs to do what is best for the students - and that is what is best for the development of excellent teachers - great teachers will have high expectations, provide engaging and personalized learning, etc. What is contained here is very limited - it needs to view the entire development path of a teacher from middle school awareness of teaching as a career to university education courses to mentoring and professional development as an early, mid and late career teacher ...and every step in between.
I feel that if students can teach and know strategies for high poverty ALL will benefit from them so that should be a given when we are preparing those that want to become teachers. BEST PRACTICES is what makes any teacher in any environment successful
I have been an educator for 20 years. I have an undergraduate degree and 2 masters in education. Currently working on my PhD. The strategies listed above are strategies that are already in place and have been for years. By including them here, are you implying that they are new? Or are you implying that they were not working before and now they will work because RIDE is going to do something different (although that is not indicated here)?
Higher education is but one source of specific training programs regardless of the topic. RIDE will do all these things for teachers. What will it do for principals?
Working with higher education to develop training programs for CURRENT teachers in these areas. j
RIDE cannot fund incentives. However, community partners might be able to. Note that research findings are mixed related to the effectiveness of financial incentives. RIDE already does a lot to share best practices related to teacher recruitment, hiring, placement, and retention--but districts don't adopt such practices, either because of mindset, restrictive contracts, limited capacity, or obstacles from unions.
Need to develop better training programs for all teachers not just those teaching in high poverty and minority schools. mentor teachers need to be trained and assessed before being allowed to have a student teacher - need to include some type of course etc
increased compensation and professional recognition within the broader community-beyond educational community increased job security and retirement benefits to offset disparities in salaries with other talented professionals
Add focus on high-quality, job-embedded professional development provided via a variety of research-based strategies differentiated to meet teacher's needs.
I hope "incentives" listed above also means TEACH scholarships
remove the concept of minority schools
Provide funding that allows for time during the school day for peer observation, practice, and direct feedback as well as building-wide learning walks
What about veteran teachers-those working over 15 years? Ways to address burn out? PD for us? How about ways to promote teachers to leadership roles without leaving their teaching jobs? What about paraprofessionals and other school staff?
Presumes continued reliance on ineffective degree based programs. Doesn't seem to start with updated teacher

competency profile. These don't appear to be SEA roles

For LEAs, this means...

Please do not refer to human beings as human capital.

What are "best practice human capital practices" and how are they linked to public education

practice human capital practices you need a new phrase rigorous criteria and incentives for mentor teachers and administrators incentives? that will break down at some point, sooner than you think

Strategy 3 see previous comments Strategy 5 see previous comments

I believe that teachers that are new or teachers in general should go to another school and observe how other teacher teach their students and take notes on how it would helped them to become successful teachers. It would also be important to have teacher teach in a urban area to have a sense of the difference between their school and a school in a urban area.

Again, until the public perception of teachers changes, little change will be affected. Focussing on the high poverty schools, while it might be good for those communities, will only attract the truly dedicated missionary type teachers, and could lead to increasing the lack of teachers.

In 4th strategy, what does this mean: "Make teachers' first year in the classroom a ... partial ... year to support the development of critical skill sets."

Veteran teachers?

Professional development should be tracked in order to assure that all teachers are getting continued support. Building Administrators should also be part of the professional development so that they can support the teachers at a building level and know what the expectations are in order to ensure quality education to all students.

EVALUATION matters. We have botched evaluation at the state level, but need something.

The mentoring year is a good concept, but in the short term it may not be feasible.

See above

ASAP

Write policies for employee conduct, conflict resolution, procedures without a resolve etc. Write policies for employees who are treated poorly by parents or others.

Again, assume teachers are well trained and prepared to do their jobs -- let them practice their profession which does include group or teamwork, cross disciplinary activities, and good social and communication skills. Give teachers the opportunity to ask for specific training they fel they need instead of inflicting administrative agendas on teachers who often times don't need or want the training that is required for them. Teachers are very capable of making their needs known and asking for training and support that they need -- so long as they are not punished for voicing their opinions - - much of the administratively imposed training has minimal value to recipients.

Again LEAs understand their students best so they should be available to assist us I have given a lot of work in the past to colleagues we need to share and give others what works and why/why not

Don't we already use bast practices in hiring teachers?

see 32

Collaborative teaching opportunities, according to the research, is one of the most effective strategies for improving student outcomes. Unfortunately, the current teacher evaluation protocol is so time consuming principals have little time to work collaboratively with teachers. LEA's will do all these things for teachers, what will they do for principals?

Best practice for human capital practices cannot be determined by assessments. The hard to staff areas, (ex special needs) are not going to show growth as other areas on standardized testing. There needs to be other ways to assess skills of these teachers. Otherwise who would go to these positions and who would stay?

Make varied career paths and differentiated compensation systems/tracks available to educators

increased compensation and job security to offset financial rewards available to those entering other fields, e.g. finance, business, medicine, law...

Professional development should be ongoing and integrated in current work context

These strategies are stronger at the LEA level.

remove language re: high poverty and minority schools. replace with under or low performing schools

What about veteran teachers-those working over 15 years? Ways to address burn out? PD for us? How about ways to promote teachers to leadership roles without leaving their teaching jobs? What about paraprofessionals and other

school staff?
Could use more comprehensive talent development strategy that identified promising teachers, provided developmental roles with linked learning. RI could be first state to develop real leadership development progression

For community partners, this means...

Please do not refer to human development as a pipeline.
Adding a full year of internship teaching to the current curriculum in teacher education could make a big difference. This would require support in terms of a minimum salary. The current four year program has sufficient field experiences.
see above notes...
Teachers need more intensive coursework and knowledge!!!! RIC is admitting students with very low SAT scores and graduating them with very little knowledge. Some can barely read and write. Shameful!
Legislation will be passed that will set guidelines for school climate to decrease potential bullying of teachers and assistant teachers.
Stop telling partners what they should do for schools and children and start asking them how they can contribute. They are willing and expect to offer services, information, demonstration, visitations to the business and perhaps collaborate with the school in designing or helping to implement units of instruction. Partners walk away frustrated that instead of the school listening to what they suggest can be offered the school imposes its ideas. Also, schools too often are looking for handouts of cash or equipment as opposed to talent the business probably would prefer to share. If business and agencies are your partners then treat them as such. Describe school and student needs, ask how they can help, listen carefully to their answers.
Again specific programs are needed and should be shared
The pipeline should go from Pre-K through college and include business.
see 32
ALL pre service teacher should be required to be trained for high poverty/minority schools. This is a way to ensure global competency and to ensure best practices for ALL students not just in certain areas.
dramatically improve the school and field-based training experiences - increasing it alone will not be enough
Why is the above a pipeline from high school through college, what about the other important ages?
remove high poverty and minority schools. replace with under or low performing schools

PART 4

Are there any strategies listed above that do not support at least one outcome within the Vision of Success?

If so, please list the actor (RIDE, LEAs, Community Partners) and the strategy. You may also suggest a possible high-level outcome that this strategy would support.

There needs to be something about focusing on how we will show RESPECT to the educators. Also where to principals fit into this???
I believe these strategies and differentiation need further refinement by those with expertise in this area and have a deeper understanding of the baseline from where we are starting.

Appendix F: Comments – Resource Investment

PART 1

Please review the set of high-level outcomes for this priority area. If there are any missing, please suggest them here, or leave this blank.

We need a strategy for meaningful family engagement
Teachers and administration should also focus on Students that are in special ed or that need extra assistance but do not to be placed in special ed. There should be after school programs for these students and extra support for them to become successful once they graduate from high school.
Less spending on teacher evaluations and more spending on students and teacher requested trainings.
Commitment to fair funding of alternative public educational choices like charter schools to provide high-quality, equitable educational options for all students.
Build a strategy for how state-run schools, technical schools, and charter schools and mayoral academies cooperate as a strategic tool. Address special education and ELL funding gaps. Address local funding differences.
Adjust the Fair Funding Formula so that all entities (traditional and charter) are treated equitably. Provide some funding to LEAs based upon performance.
These outcomes do not go far enough. We have many, many people who run for School Committee simply so they can control their taxes. They do not have a real interest in improving education. As long as local property taxes are used to fund education, you will have this. These people will not take part in most of the training activities recommended in other areas of this plan. All educational funding should come from the state, with all transportation paid by the state, all building construction and maintenance, and with those costs extracted, all educational costs, on a per-pupil basis that is the same across the state. (Ideally, there would be differing amounts based on individual student needs, but this could lead to over-identification, simply to boost funds available.) With this in-place, all decisions for how to spend the per-pupil money should be made at the local level. This will allow everyone to see which decisions are the most effective, and allow others to model those patterns, increasing effectiveness across the state. Another effect will be that since no School Committee will make any decisions that will affect local property taxes, those people who do not have any interest in education, will have no incentive to run. With School Committees that are populated with individuals having a strong interest in improving education, then it will be possible to achieve the participation necessary to fulfill some of the other aspects of this plan. All decisions will be made based on what will be most effective, not on what impact it will have on local taxes. There still will be decisions of how to allocate money, of course, but those decisions will be based on an equitable distribution of funds—all districts will be at the same level of funding. This will demonstrate what other factors have a strong impact on effectiveness. "Poorer" districts will receive more money than they would have in the past, and "richer" districts may receive a little bit less. (Ideally, everyone would be brought to the highest level, but this likely is not possible.) Nevertheless even those districts receiving less, will be working with the same financial resources as everyone else. It will be up to them to demonstrate that they can retain whatever good performance they may have. One of the guidelines for this project was to think of "BIG" changes; ones that will disrupt the status quo. Too many participants are restricting themselves to what they believe might be "acceptable" to RIDE or the legislature, and eliminating those things that they believe might not be possible to implement fully within five years. That attitude defeats the purpose of this process, and will not result in any substantially effective change.
Spend the money letting new teachers observe other classrooms as they begin teaching. Spend the money on providing PD for teachers with grad credit so teachers can rise on the pay scale. Get the community involved by spending the money on busses to transport students into the community and spend the money on field trips for students.
The piece that is missing from this priority area is the explicit statement of who the neediest students are and how funding will be reallocated to support these students. How will RIDE manage public perception of changing the funding strategy? Wealthier communities are not going to want their funding to be cut or diminished.
Specifically address the needs of children living in poverty. These children suffer from two handicapping conditions. On the one hand, they live in impoverished environments with little or none of the supports provided to middle and upper class children. As recently as this week (4-22-2015), Education Week reported children in poverty hear 30M fewer words by age three than their higher SES peers and there is a direct correlation between words heard and IQ scores.

Inadequate nutrition, health care, and housing instability are among many impediments to learning. In addition, such children are exposed to constant stresses (food uncertainty, violence in the home and neighborhood, parents with inadequate parenting skills, etc.) which produce an unabated flow of cortisol in their systems which, while cortisol is good in limited stress situations, becomes toxic with constant stress leading to impaired brain development (behavior disorders, lack of concentration, and limited short term memory) - three key components required for learning. This is an issue that goes well beyond the school house walls and requires a societal role if these children are to compete with middle class children when taking exams designed for middle class student with the supports middle class children are accustomed to (The Wallace Foundation research reference elsewhere suggests over 40% of student learning variables come from outside the school - primarily the home).
Not xx% of schools will be renovated. How about ALL that are below standard are to be renovated. Because areas with more funding are more likely to get renovated first... which is usually not the GREATEST need. Better schools (health and safety) may have one problem or fewer problems to be brought to code. Poor schools (according to health and safety) have MANY problems which will take more to get them to code. Those should be mandated to be fixed first.
Provide every student the opportunity to attend, safe, warm, dry, clean, and appropriate educational facilities.
I also see that this focus area can be about supporting districts in thinking thoughtfully about evidence based strategy funding within their funding formula. Ex. historic spending doesn't always mean smart funding and schools may need to re-allocate dollars and positions to achieve the student outcomes desired.
Wish there was greater clarity on (or focus on) weighted funding-matching resources and needs. Would also like to see more portability for high school students. High performing should have more resource autonomy

PART 2

Can each of these outcomes be clearly linked to at least one strategy? ... If no, you are welcome to suggest a strategy specific to RIDE, LEAs, and/or Community Partners in the comments box below, or leave this blank.

Fully funding districts according to the needs of their students is a priority. ALL schools should be at minimum safe and healthy environments. They should be aesthetically pleasing and welcoming.
Preliminary research would have provided numbers instead of variables.
Fairly fund charters and state-run schools.
The state can only do so much with allocation of funds. the municipalities may consider consolidation of districts to better serve all children. There are 4 regional districts now and 32 other districts that could benefit from consolidation of funding.
As things are written, they do not go far enough.
RIDE should support school systems Our administrators need to make sure they have what they need -- if no-- then they need to address each group individually -- that is because of the program
They are linked, but these strategies are seriously lacking in content.
There does not seem to be any clear strategies to show how this will be done. It's more about culture and training. Not expectations or requirements.
Provide all public students with the genuine opportunity to attend, safe, warm, dry, clean and educationally appropriate schools.
I don't see the school facility adequacy standard reflected in any of the strategies.
I am assuming that as further drafts are made these visions of success will get more precise.
No on "eliminate gaps" in per pupil spending because (1) some of the highest performing districts have the lowest per pupil spending and (2) there is no correlation that equal spending leads to equal outcomes. No on "renovation" -- simply say 100% of schools will meet minimum standards for adequacy. Some schools need to be closed/consolidated, not renovated. We have a capacity - demand problem in many part of the state. I know regionalization has no traction but there should be a goal about ensuring efficient space utilization. Why are building *more* charter schools when we have schools with less than 70/80% usage in the same areas?

PART 3

For each strategy, please rate how much impact you think it has on improving equity and excellence.

RIDE will...

Return on investment is a phrase that belongs in a corporate boardroom not a learning environment. Unless you are talking about supplies and materials, this is not an appropriate way to talk about education and human beings. This kind of mentality leads to very limited thinking and seeing humans and learning as numbers.
On April 30, an article appeared in the Providence Journal describing conditions in schools that are clearly unacceptable. This must be addressed though a comprehensive statewide capital improvement plan supported by the state to ensure equitable facility maintenance throughout all Rhode Island communities.
Building level administrators have very little budget authority in reality.
Sounds good on paper, how will it be accomplished?
Shift thinking of resources from capital meaning facility upkeep to technology. Shift thinking from brick and mortar to broadband etc...
Great!
Fair funding for all public school students, including charter school students.
Building level administrators already have enough on their plates, and their background is teaching, not finance. District level finance people know nothing about education, and therefore often cut programming and resources vital to our students' success. Why don't more schools/districts have School Business Administrators? You have a certification for this position, but are there really any currently in the state? Someone with certification in both business and teaching would help schools and districts operate more efficiently while providing the necessary programs and resources for student success.
Streamline the process by which capital projects are approved.
Education funding and resources decisions and authority need to remain a primarily local city and/or town not state-wide function.
streamline? use more clear language. Give power to LEA'S to make these decisions.
The last item should be "eliminate all state requirements that limit LEA decision-making authority related to resource investment decisions."
A review of the funding formula is essential to addressing issues of equity.
Return on investment does not belong in education. Students are not commodities.
RIDE shall support LEA's to assure that LEAs provide all public students with the genuine opportunity to attend, safe, warm, dry, clean and educationally appropriate schools.
We should better define how the statewide strategic capital plan for school facilities can be used to improve equity and excellence - further work must follow this to ensure that LEAs prioritize the work and have the fiscal capacity to address the identified needs.
Develop statewide adequacy standards. Conduct a statewide school facility assessment and track building costs to help prioritize limited resources.
"Foster a culture of return on investment-based decision-making" sounds like jargon, not substantive.
Just not sure how impactful any of these strategies will be but them seem key to get done; collectively they may make a difference.
Yes on the last one. Review every state mandate that forces LEAs to spend money or time and ask (1) the *outcome* can be left up to the LEA to decide how to achieve. Missing - Create a statewide clearinghouse for Best Practices / Innovative initiatives that is prominent on RIDE's webpage and encourage LEAs and partners (RISSA/RIASP/RIASBO/RIASC) to contribute as well. RIDE will streamline burdensome accounting/reporting requirements to ensure the most meaningful data is collected, analyzed, and disseminated in a timely manner and translates into actionable findings that LEAs/schools can implement.
Probably good ideas but details would help. ROI thinking is great, simpler budgets and more autonomy are the place to start.
Most roi approaches ignore or exclude the highest roi opportunities in k12 today by focusing on program evaluations. We must consider a full range of options for roi to work, including ideas that are not easily included in program evaluations.

For LEAs, this means...

Communities have these discussions already...simple differences of opinion make multi-year planning difficult if not impossible in many places.

We are juts too far behind other states in the area of technology.
See above
create a fundraising team, school site based
This will work only if you can have a School Committee comprised of people who are interested in improving education, instead of those interested in reducing their taxes.
There should be a requirement that existing investments be protected which includes requiring maintenance on buildings to be up to date.
In what way would technology use improve the function, efficiency, and use of facilities? Please use utmost caution in going all wifi in schools. As I mentioned in another part of the survey, there is valid scientific reason to hold off on exposing children day in and day out to wifi radiation. There could well be a very heavy price to pay in the future with illnesses and genetic damage.
Dividend investments? The money is invested in the students....this is not quantifiable.
School committees need to be held to expectations if they are making decisions. Examples, they must have some sort of education requirements if they are elected. For example, must be given training on budgeting, school policies, CCSS, expectations. They should be required to spend time in the classrooms and buildings to see what is going on.... and what is needed.
Provide all public students with the genuine opportunity to attend, safe, warm, dry, clean and educationally appropriate schools.
RIDE/LEA partnership on statewide efficiencies must be further defined to identify processes and outcomes. Currently unclear how this would work or what efficiencies might be found? Unclear about language of high cost/low dividend.
Create RIDE/LEA partnership to assure opportunities for all students to attend warm, safe, dry, clean and appropriate facilities.
Again, I am unsure how impactful these will be.
Identifying some best practices across agencies (ie. Commerce Dept has an energy expert so does RIDE ever collaborate on methods to save energy costs at schools) could have impacts.

For community partners, this means...

This all goes back to the state wide funding formula
How do you take the politics out of budgeting and keep the school committees focused on what's best for the students rather than what's best for their own political campaigns?
I'm just unsure about who the community partners are to answer 14.
Again, consolidation would be most helpful. Regional and county districts in other states have more funding and better facilities based on a tighter infrastructure managing the funds for a wider base.
See above
provide incentive for local business investing in schools? tax more
Again, I think it is a mistake to task Community Partners with the primary responsibility for communication around this priority -- RIDE needs to be involved, as well as the LEAs
The biggest "community partner" in this priority should be the Legislature. As noted, many unacceptable student outcomes are the result of factors schools have little ability to impact. The Legislature can act to assure appropriate nutrition for children living in poverty; stable housing; address minimum wages for parents that, even when both parents are working, provide poverty level incomes; medical and dental care; and other programs to help parents and children such that the children attain education levels that will bring them out of poverty. This priority suggests LEA's are not spending their resources wisely. Education budgets. being controlled at the local level, are the most scrutinized outlays of monies anywhere. Education has the highest ratio of supervised to supervisors of any industry - notwithstanding the constant call to reduce education administrators. Once staffing, health benefits, special education outlays, and utilities are factored out, there is precious little money left to control. Spending a lot of time on so little money doesn't seem worth the effort. One area that could produce better outcomes is building maintenance. LEA's, with little help from RIDE or the Legislature and because they function with such barebones budgets, often leave small maintenance issues unaddressed until they become big, expensive, maintenance issues.
Provide the resources so that LEAs can provide for all public students with the genuine opportunity to attend, safe, warm, dry, clean and educationally appropriate schools.

Facilities piece is missing here. How can we involve the community in this discussion beyond the focus on funding? As evidenced by PVD, this is not just a funding issue.

Engage broad based stakeholder inputs through a participatory educational facility planning process.

Concerned that the issue here isn't a lack of data, but more of a lack of interest in accessing the data.

In some cases, you can't control that voters ultimately elect incompetent or agenda driven officials. There is already a state requirement for school board officials to get training (does any ensure they do it?). Item 1 only works well if the municipal side is also doing strategic budgeting. People get hung up on the word 'adequate'. There is a balance between funding education and controlling tax impacts on citizens, especially in a world where property taxes fund many communities and some communities subsidize others in terms of state aid for education.

PART 4

Are there any strategies listed above that do not support at least one outcome within the Vision of Success?

If so, please list the actor (RIDE, LEAs, Community Partners) and the strategy. You may also suggest a possible high-level outcome that this strategy would support.

Equity and excellence need defining. They are the "north stars" of the plan, yet have not been identified. Each person responding to this survey might have a different definition of those concepts and ideals.

I could not find space for general comments, so I am leaving my general comment in this last section. My concern after reading the entire Prototype 3, is that it states 'preparing every student for...' but while there are areas that specifically address AP students and ELL students. I could find nowhere in the document where students with disabilities or students receiving special education are identified. This is a large population that tends to be overlooked, understaffed and misunderstood when it comes to equity and excellence. I also question the statement 'with a preference for families and youth with the greatest need', as I wonder who and how that determination will be made and the potential inconsistency between districts and schools, that is so apparent at present.

Comment: While I support the goal of providing equal educational/learning opportunities for all students across Rhode Island, I've been following what happened in New Hampshire after the City of Claremont School District US District Court decision in 1993 that found the State had a duty to ensure equal educational opportunities for all of its students and that the inability of a school district to afford these opportunities shifted the responsibility to the State to provide the additional funding. In the present, twenty plus years later, the state legislature is still struggling to determine how to force well-to-do districts to contribute to poorer school districts. I hope Rhode island has better luck with this effort.

Most of the strategies related to educational materials will have little real impact on issues that matter.

See above.

Again the people making decisions regarding funding must be held accountable to be actively involved in the places they are making decisions about. School committee members, RIDE members, etc need to have ongoing education or professional development about schools, expectations, global competency, multi-year budgeting.

Provide every student the opportunity to attend, safe, warm, dry, clean, and appropriate educational facilities.

I feel like we've been down the "strategic budget" road before. Do we expect it will have more of an impact this time around?

Develop ways that multiple communities and partners can achieve economies of scale and efficiencies(without regionalization) in certain functions. For example, "regionalizing" schools in Aquidneck Island may be a bridge too far, but what about special education or talented/gifted students?