



Prototype 4: 2015-2020 Rhode Island Strategic Plan for PK-12 Education

Draft prototype produced by the Ambassador Design Team on May 20, 2015

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**REPORT OF THE FEEDBACK ON
“PROTOTYPE 4:
2015-2020 Rhode Island Strategic Plan
for PK-12 Public Education”**

June 5, 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. The third prototype included revisions to the values, as well as further detail in the priority areas with the inclusion of the description of the priority, the key outcomes, and the strategies.

This fourth and final prototype (found at www.ride.ri.gov/Plan-Feedback) includes revisions to and restructuring of the content from the third prototype. This prototype also includes a draft preamble called **Rhode Islanders' Vision for Student Success**. The components of each priority area are the following:

- **Our Vision of Success in 2020** outlines the scope of the priority, the "what" that will guide the actions and frame the outcomes.
- **The Components of Our Vision** lists the major areas of work within each priority.
- **Key Outcomes** 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" describing what specific high-level actions the key stakeholders named 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.

The six priority areas were updated by the Ambassador Design Team according to public feedback and are now: Early Childhood Education, Globally Competent Graduates, Informed Instructional Decision Making, Investing Our Resources, Personalized Learning Statewide, and Teacher and Leader Support

The feedback window for this prototype lasted from May 22 through June 1, 2015. A total of 146 responses were collected.

The feedback survey included five items requesting high-level and forward-looking feedback on the plan. On the three quantitative items, participants answered using a scale from 1-5 for each component of the item. The fourth question requested participants to list three words to describe the plan. The fifth question was optional and open-ended for any additional comments.

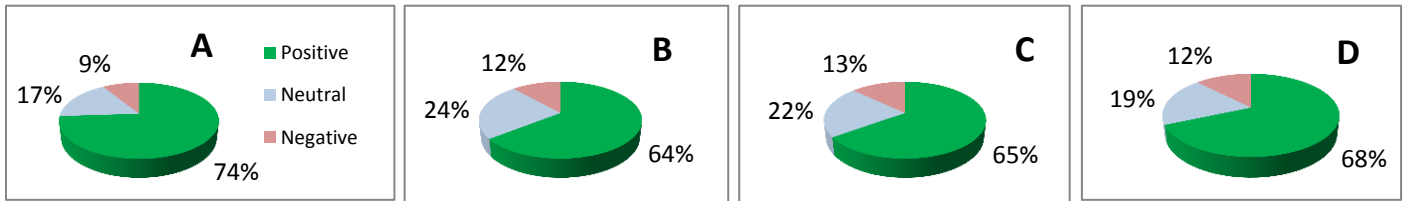
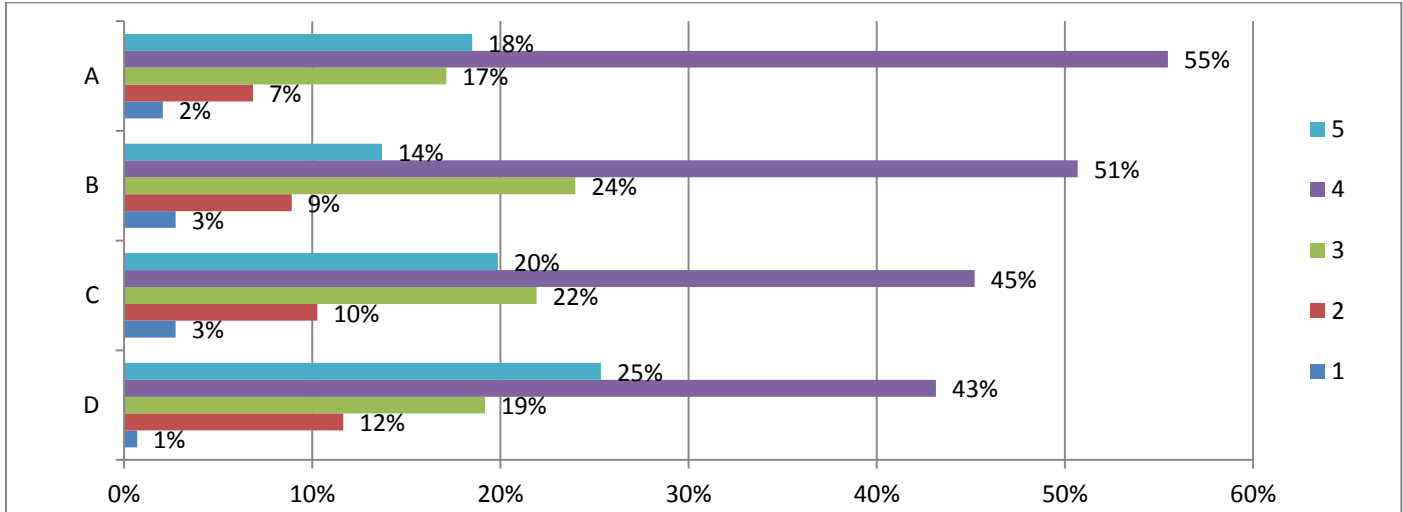
This report will review the responses to the questions and, where applicable, list the comments received. Data are either displayed as percentages for each response option, or as the average of all responses for that question (i.e., respondents could select from 1-5, indicating low/negative-high/positive reactions; the average indicates the overall perception of the content being evaluated).

Plan as a Whole

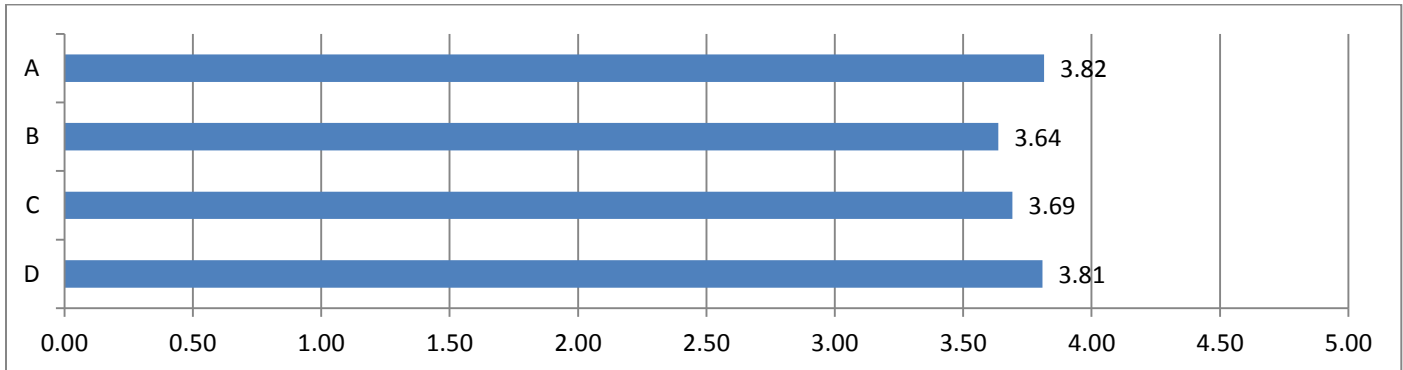
Please consider the plan as a whole, then select your response on a scale of 1 (not at all) to 5 (definitely).

- (A) Is the plan clear and coherent? In other words, do you understand what you are reading and does it make sense?
- (B) Does the plan present a clear picture of what our state will do for public education?
- (C) Do each of the priorities support each other and the overall vision for success for public education?
- (D) Are the values found throughout the plan?

Percentage of Responses:



Overall:

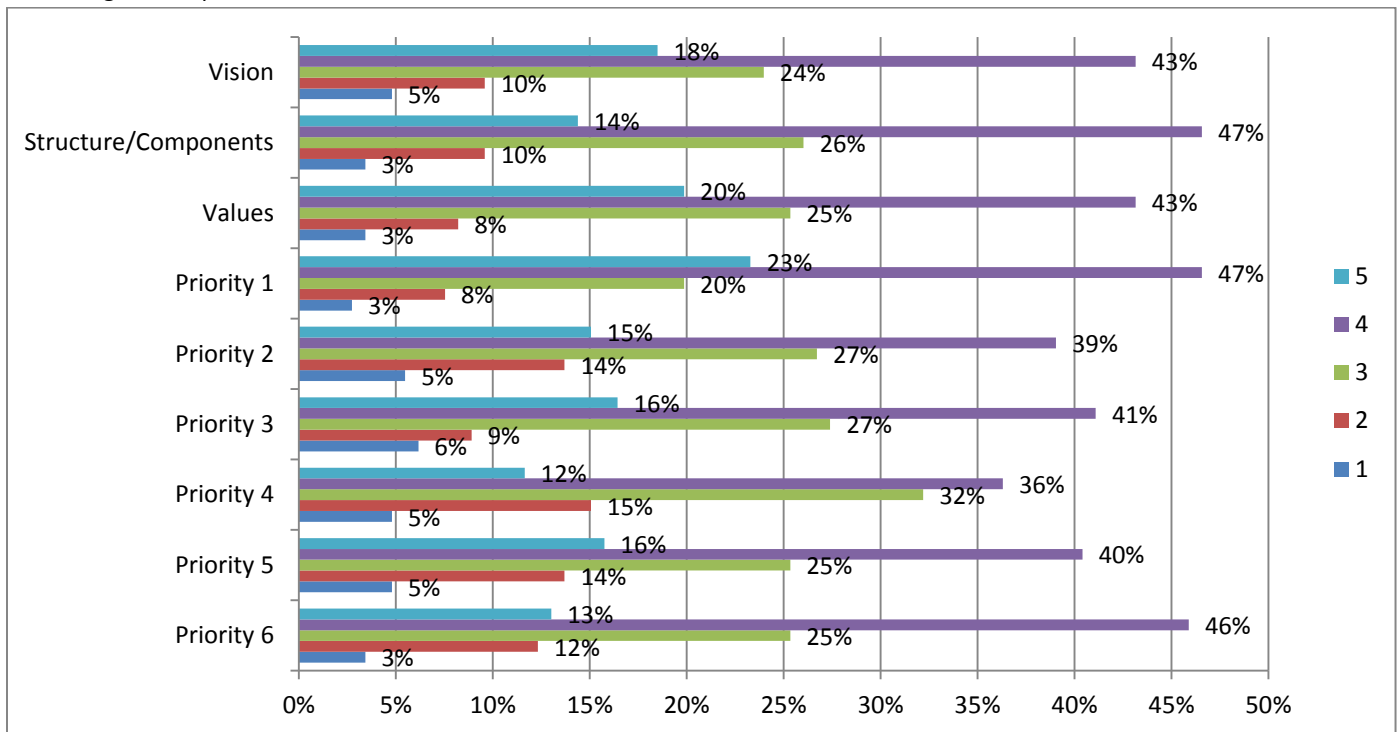


Communicating about the Plan

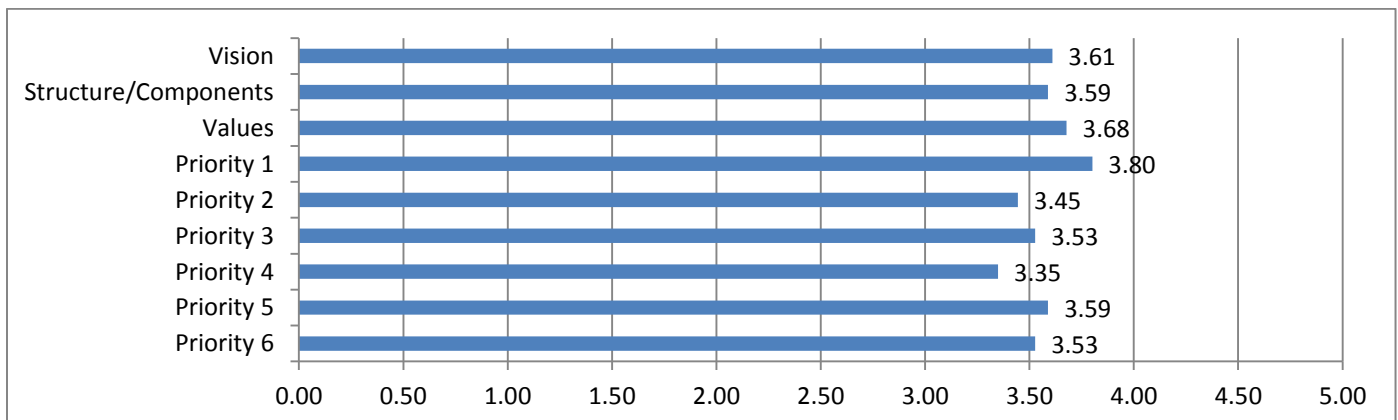
Would you be able to talk about this plan (and its priorities) and clearly explain it to anyone you know?
Please select your response on a scale of 1 (not at all) to 5 (definitely) for each of the below.

- Overall Plan Vision
- Overall Plan Structure and Components
- Values
- Priority 1: Early Childhood Education
- Priority 2: Globally Competent Graduates
- Priority 3: Informed Instructional Decision-Making
- Priority 4: Investing Our Resources
- Priority 5: Personalized Learning Statewide
- Priority 6: Teacher and Leader Support

Percentage of Responses:



Overall:

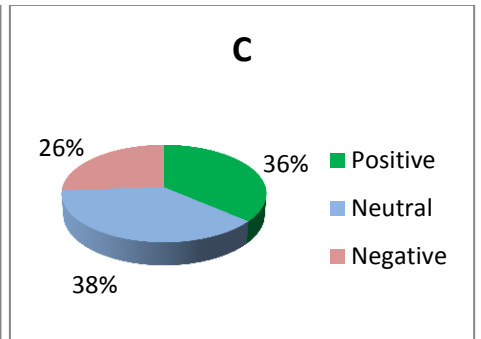
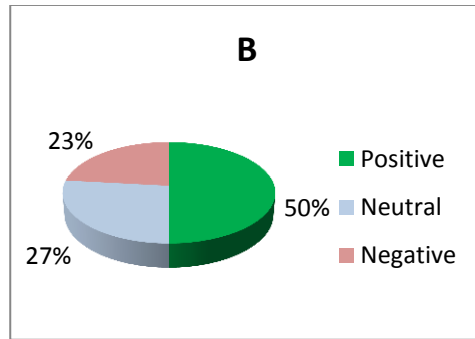
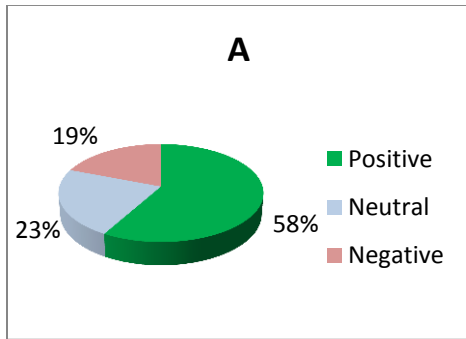
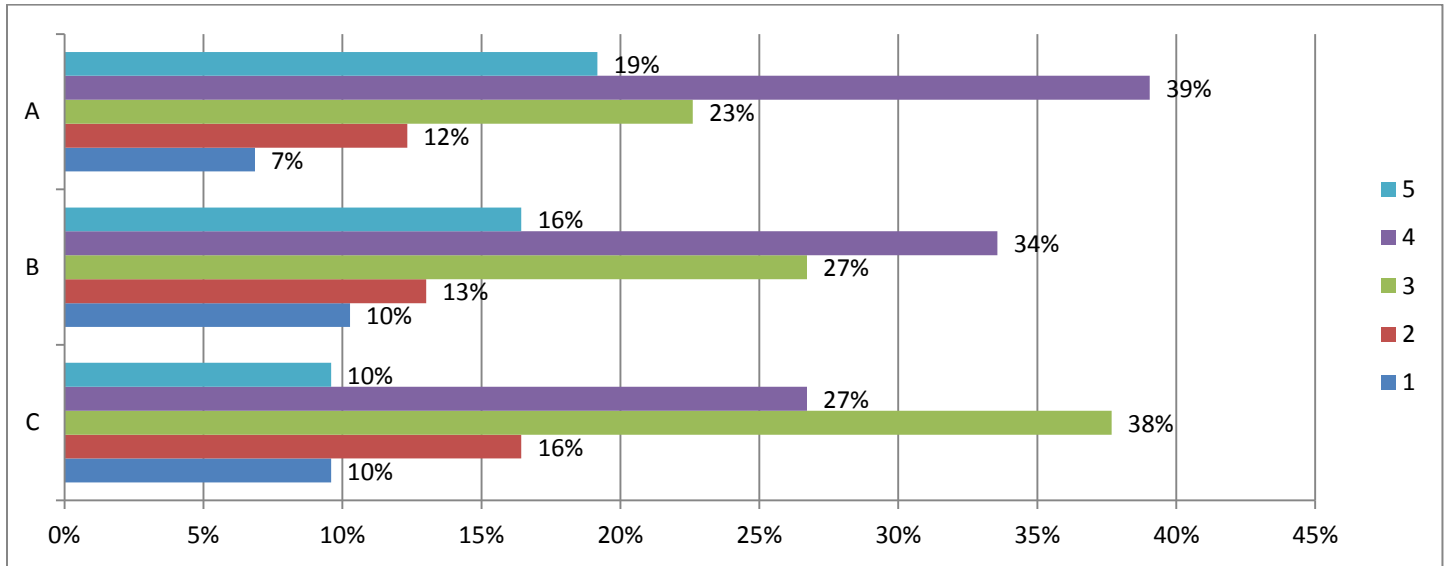


Looking Ahead to Plan Implementation

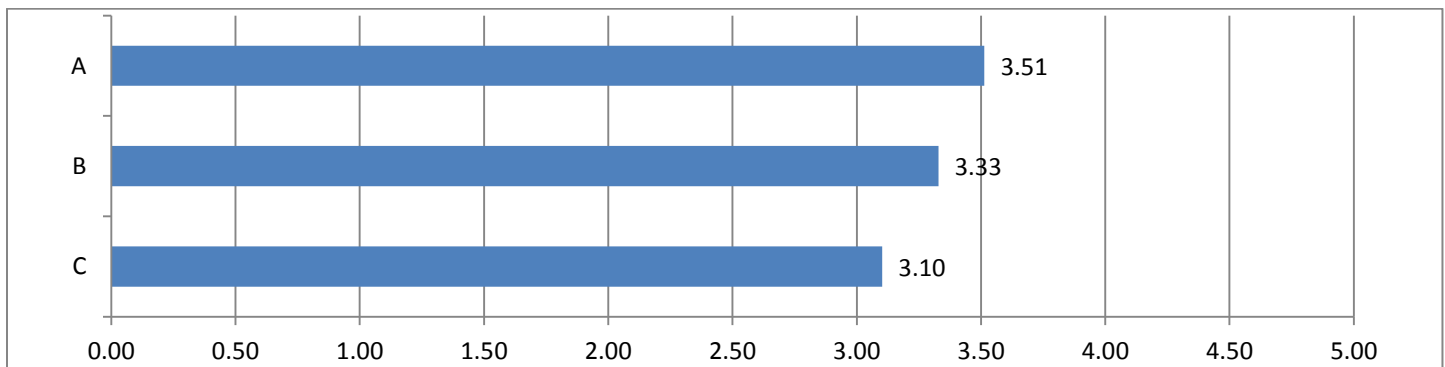
For each question below, please select on a scale of 1 (not at all) to 5 (definitely).

- (A) Is this a plan for public education that you can see yourself standing behind (supporting) or beside (implementing) in the next five years?
- (B) Is this plan bold, aspirational, and transformative?
- (C) Do you think this plan is realistic and can actually be implemented?

Percentage of Responses:



Overall:



Each question included an optional comment box. The list of the comments are below, organized by question.

Is this a plan for public education that you can see yourself standing behind (supporting) or beside (implementing) in the next five years?

I believe that this plan is missing a huge component; students need to learn how to learn. Those with dyslexia (20%), ADD (11%) and those with autism spectrum disorders (1 of 68) are visual learners in language based learning environments. Without addressing "all kinds of minds" (Mel Levine), students will still be entering an unwelcoming, unsafe environment that is detrimental to their learning. I recommend educational staff instruction...from administration to psychological staff to all teachers, awareness of all emotional and learning disabilities, what they are, how they affect learning, what evidence based treatment for skill development and what compensations to be made. In schools, these diagnoses are often shame filled, ignored and treatment is limited. Teachers are not aware of the diagnosis of their students nor aware of the diagnosis. Many teachers believe that dyslexia is letter reversals. How can they be expected to respect and respond with intelligence if they are not given the support and opportunity? The testing that is in place is only testing the symptoms being tested for. A diagnosis of dyslexia for example affects much more than decoding. Basic skill development goes way beyond 8 years old. The change in learning to read and the using reading to learn is in older students. Technology can be a saving grace for those with differences in learning. Teachers need to know about what software and web locations that would be helpful and why. The components stated are good. Without knowledge and celebration of the brain based differences in learning, this plan is not forward thinking.

It still isn't 100% clear. I don't see how some of our more vulnerable population will be supported, or how their parents will be informed to ensure they benefit

Yes! An emphasis on students' needs and development through emphasis on all day kindergarten, culturally competent educators and students, college and career ready students, effective use of personalization and assessment, professional development, involvement of parents, school districts and community resources are all excellent!

The plan is too data-driven, standards-based and common.

Problem areas for me are "global competence," (measuring social and emotional skills? What kind of knowledge or experience is required for cultural competency?) though I like the emphasis on bilingual education and languages. Let's just make sure public school graduates are well informed AMERICAN citizens. Vague statements about assessment that assume that if parents understand assessment they will approve of it. Doesn't reflect the strong differences of opinion on standardized testing that exist--among parents, teachers, and scholars. There are good intellectual reasons for rejecting data-driven educational practices. In 4, Investing Our Resources, I am opposed to pursuing "competitive and philanthropic funding." Principals shouldn't have to be fund-raisers. Most philanthropists want to pay for their pet theories or pet projects, which leads us to education according to the values of Eli Broad or Bill Gates. Public Education should be funded by tax-payers. I'm all for autonomy for school districts and schools but the concept of EARNED AUTONOMY is peculiar--you can do it your way as long as RIDE approves. There are many ambiguities about "personalized learnings" and how it does and does not correspond to computerized instruction. Of course, we need to incorporate electronics into K12 teaching but let's be careful about how we do it. It does seem like a good idea to work with RI colleges and educational organizations on teacher training. We should immediately drop ties with TFA on the grounds of inadequate teacher training.

I have great concerns about the focus on blended models that while innovative, are not research based. Pushed for more personalization is noble, but a state department of education should be careful when yielding its political power in a direction that may not produce results--it's irresponsible. Stick to pedagogy, data use, aspects with firm research base and provide enough autonomy for innovation to be tried in pockets.

This is a super ambitious plan. IF RIDE utilizes implementation science, starts small, and most critically builds upon what already exists (rather than creating as if we haven't already done tons of work in past five years in an area), then maybe we could be successful. This alignment needs to start at RIDE where various departments often contradict one another and confuse the field practitioners.

Funding concerns

I am opposed to standards-based learning for ages 3 to 8. I am opposed to "data" driven instruction if by data you mean numbers generated from standardized testing. I am opposed to "personalized--digital" learning that factors out human teacher input and relationships between teachers and students. I am in favor of social and emotional supports, but I am very concerned that the data collected from these supports will be shared beyond the school and family with the Dept. of Health, Dept. of Corrections, Dept. of Labor, and the federal DoE. I am suspicious of

depending on philanthropic giving for school funding when many "philanthropists" have been pushing a corporate type of reform that is antithetical to authentic teaching and learning. I am in favor of bilingual education, and would like to see students whose home language is not English being praised for their ability to add English to their repertoire.
It sounds good on paper, but I feel that implementing this plan is going to need a lot of collaboration, cooperation, transparency for all involved (including parents and community members) and communication. Listening to teachers, parents and administrators is a must, whether they are in agreement with items in the plan or not. This is something that has been lacking in education in the last several years.
there are large portions with which I disagree, f.e. the increased push of academic standards, assessment, and screening into preschool learning, the particular focus on world language learning, and the continued emphasis on assessments and data
There are still too many areas that need further definition and explanation. Some areas are vague in their description and leave too much room for interpretation that may have an unintended consequence.
it's empty of real content
I agree with many aspects of the program but do not find my values in alignment with each of the components of the prototype. For example I feel play based early childhood education is more valuable than the plan discussed in the document
What is the purpose of this whole "thing"?? How much was spent paying the "experts" to come up with a vague plan. I don't understand. Is this replacing something else that the state developed and what is it replacing. It is too vague to mean anything or hold anyone accountable.
so...this prototype just establishes a framework for goals.. there is a lot of "will establish" or promote or other generalizations... how is that a plan??
This plan does not address parental nor socio-economic factors both of which influence students' learning greatly.
This plan still lacks clarity around what appropriate supports and development are given to teachers, particularly beginning teachers entering the profession. If we want to increase retention and improve outcomes long-term, we have to be supporting our newest teachers through ongoing coaching and feedback supports. #1 reason teachers leave the profession... lack of support, and it isn't addressed clearly in this document.
There are some missing components to get fully behind this.
This plan is an explanation of the common core model. In no way do I support this learning model. It is an experiment with our children's learning future. I have tried to embrace the program however, it is confusing and puts so much pressure on children that they turn off the desire to learn. It is education determined by political dollars. That is recipe for failure.
Strong connection to community and rooted in values of equity and access. More balanced approach to educating the whole child.
There are multiple areas within the plan that are vague and/or undefined, as in, there is not statewide common language and understanding of certain pieces of the plan. For example, personalized learning is defined in a number of ways by educators. More and more, it is being confined to the use of technology and/or "platforms". I am concerned that in personalizing we might actually be removing the personal. Equity in education, beyond resource allocation is somewhat lacking. I am looking for specifics regarding how this plan addresses some significant achievement gaps in our state.
There are no actual figures in the plan, so it is hard to tell what is actually being pledged. Also, the personalized learning ideas remain unclear, and thus potentially quite problematic--especially the idea of replacing in-person instructional time with (substandard) online education.
I can certainly stand behind it...However, if we are not trained as is stated in the plan, and if we cannot individualize our instruction and use informative assessments that do not take up too much of our instructional time, as is stated, then, I cannot stand behind it or implement it well.
The children need to be taught when is needed in real life and college, not prepping for testing
Still missing so many things.
Lose the data portion of the plan....let's stop trying to say we are going to have a certain % of kids improve....just improve education, the success will follow
Two areas need critical additions: emphasis on whole child in early childhood education and assessment systems meeting standards of reliability, validity, and being used for the purposes for which they were designed.

The piece on proficiency-based, individualized learning gives me hope as a parent that we might finally create a system that meets each child where they are and continually challenges them to improve instead of always teaching to the "middle" (equally disadvantaging those learners who need more help and those excelling but currently being bored to death in school).
This plan for public education places emphasis in several important areas, such as early childhood education, and teacher and leader support. Nonetheless, I am very disappointed to see a Priority (#3) on Informed Instructional Decision Making that says next to nothing about schools and teachers being responsible for providing effective, high-quality instruction. This priority section over-emphasizes assessment and is very weak and relatively silent in specifics of how assessment and instruction should be linked. Further, the emphasis on Priority 5, while interesting, is a diversion from the very real, and critical tasks of day-to-day learning in the schools, based on student-teacher instructional interactions and other forms of student support. In addition, the emphasis on social-emotional learning in the section on Globally Competent Graduates seems misplaced. Social emotional learning is a requisite skill for all students to be competent citizens in general, to be able to self-regulate their own emotions/behavior, and to regulate their relationships with other children and adults--it fits better as a component of grade level expectations, than as a major component of global citizenry. Final, the introductory section of the document is confusing to me in the statement that "A Rhode Island graduate...". Just what is a Rhode Island graduate? A graduate of URI? A graduate of a Rhode Island high school? A graduate of Rhode Island public schools? This needs to be clarified.
Not enough specifics to make a determination.
Adult education should be highlighted. We need to educate our adults in RI, not just our children.
Appears to be systematic and linked in logical manner with values
This plan does not address the fact that Common Core is developmentally inappropriate for elementary school.
Until students enter grade 3 AT grade level in reading and math, this plan is null and void. Decisions to retain students have not been made traditionally, and I am skeptical that that will change based on this document. Educational rhetoric is loud in RI, but if we continue to teach to a test, we do our students a great disservice as they are not prepared for college . Until this is addressed, it will continue to be business as usual.
No
Big plans small details: the small details won't change much.
Once again a plan is being developed that has pretty good ideals. The problem comes in the implementation. This is going to be another drain on local budgets. Mention career training and exposure as a value, yet we as a state continue to cut funding to the career tech programs. There are a lot of requirements without clear funding sources. The balance between instructional time and assessment time was mentioned, yet we continue to torture our students with hours upon hours of tests that give no valuable information back to teachers while the students are with us. The whole testing regime is another economic drain on schools that isn't needed. The NAEP test is administered each year, and our students take it. This gives information about how we rank nationally, and internationally. We also give periodic assessments (NWEA, Star360, or something similar) where we can measure growth against a norm. Why do we even need PARCC or NECAP or something else. The drain on technological resources, teaching time, and funding is just wrong. The plan has nice ideas, and ideals, I just don't trust the outgoing commissioner to implement them without twisting the true will of educators, parents, or students.
needs to be clarified
I am a little bit dis-content with how things are going in our district, not sure if I can get behind or support anything that doesn't ever come to fruition...our kids are suffering because of our actions.
The priorities are admirable and I would strongly support much of the plan, but the word "choice" does not appear anywhere in the document. As a parent of three children who attend traditional public schools and public charter schools, I am deeply concerned about the push against choice. To leave it out of the five year plan altogether is problematic for me.
I appreciate the vision for education, so this would be something to stand behind.
I do not know anything about this plan
Sounds very expensive
No real examples of what this will look like in action, no plan shown for assuring equity- reverse discrimination exists! In our efforts to help those in need, we hurt those in the middle.
I am a retired teacher and am presently a School Committee member. Therefore I can relate to the plan's goals and objectives and certainly hope to help implement it.

As a retired teacher who still has many friends in public education today, I find making all education individualized an impossibility. Teacher are human beings and you are REQUIRING them to do the impossible. As a teacher with more than 30 years' experience I can say that experienced educators KNOW their students; know what each one needs and see to those needs within real time in the classroom. All the newly required written plans, procedures, results for each student is a time consuming bit a nonsense that no one will, can ever even read! Give teachers a curriculum, let them teach.
The plan is not bold. It's more of the same. It doesn't reward excellence and doesn't speak to the need to hold students accountable. Students are treated as passive recipients with no responsibility for the quality of products that they produce and no responsibility for the manner in which they interact. The important issue of school governance is ignored. No attention is paid to legislative and regulatory reform.
The educational system in RI is in dire straights and this plan is not concrete enough to address the real problems of severe poverty, lack of resources in our schools, crumbling school buildings, multiple languages spoken in the schools, and very poorly trained teachers coming out of Rhode Island College.
There's some good stuff in it, but it looks to cost more money -- incentives, new teacher support, early childhood -- without dealing with the cost-drivers built into the labor contracts. If RI has the highest teacher chronic absenteeism in the nation, doesn't the plan just increase the size of sieve of money and resources -- good though initiatives are in principal.
Definitely a plan for 21st century learners
I think this is the strongest vision I have seen to date, but am missing the role of families in the plan as partners in the work. RIDE and schools should be actively working with families and their children, as families are the third leg of the stool.
There are critical elements not explicitly laid out in the plan - such as responding to current areas of poor performance. Further, there is no mention of how, if aspirational elements of the plan are not met, what the philosophical and practical approaches to course-correcting will be. Overall though, I don't disagree with anything explicitly stated in the content of the plan. Taken together, these two factors leave me neutral.
I cannot stand behind early childhood as a stand out component
I generally support the contents of the plan, but have a difficult time understanding how the priorities are linked together toward a common vision. They get me part but not all of the way there.
I don't understand the plan enough at the moment to be able to support to implement it at the moment.
This plan if implemented properly will change the way education works in RI and will be a model for other states.
I think that the key priorities make sense; there are some areas that are not really bold yet.
There are some vague portions. At places it seems to border an attempt to be too specific and others too general. At the high level, it is supportable. Things like "The funding formula" as a component seem too facile.
I would have chosen definitely but a few areas are still a bit ambiguous to me. For example: 6 Teacher and Leader support..."in ways that build collegiality and collaborative decision-making." According to whom? I still think that there is a problem with teachers who have been around accepting those out of school and their latest ideas which are THE LATEST RESEARCH BASED BEST PRACTICES. It's, how should I put it...the "old guard" there is not a support system in place for young educators to figure out what to do if they are not heard. I know that teacher retention is an issue and I think that the current culture of teachers has a lot to do with why teachers stay or don't.
Agree strongly with Vision and Values
I could stand behind this plan because the values are visible to me in every part of the plan. I do wish the document was cleaner and summarized-too much text and reads like a typical ed document starting with the "RI Department of Education will..." section. The components of the vision should be summarized much more so readers outside of this working group WILL read the document
Teachers seem to be subject to dictates of non-teachers. Teachers need to be depicted as the experts they are, well equipped to do their jobs. They need a strong voice in decision making.
Where is the state legislative contribution?
It allows us to meet the needs of our students beginning right where they begin and going forward All stakeholders are involved and have had opportunity to give feedback
I'll support the pursuit of high-quality public education for all students in Rhode Island regardless of plan or execution. That said, I see plenty to get bend in this plan.
My concerns are with the size and scope of the plan and what I believe the limited capacity of RIDE. Having said that,

the details, including expected outcomes, may address that concern.
Yes, This prototype represents a considerable improvement over the previous version. The elements of the plan are much more clearly described and provide a road map for action that all stakeholders should be able to follow. There are still some areas where jargon is used, but it is much less than in past versions. Fantastic work. I look forward to the final plan
The language is so vague in key places that it can mean one thing and also the inverse of that thing. Very unsettling. Also, the emphasis placed on assessment much more than instruction is scary. Finally, nowhere in this document does it show what students would be doing to embody the values and priorities.
This plan includes both a bold vision and clear, pragmatic steps for achieving this vision. It includes most (if not all) of the key components I'd like to see, especially a focus on early childhood education, equity, personalization, and academic preparation.
Yes, however, there are some sections that indicate that the state will develop standards for... and I am concerned when those standards will be developed and what is the level of accountability to districts/schools/teachers for the stated expectations without completed standards.
Mostly. The idea teaching English language speakers other languages under the assumption this will develop global competence is ill conceived. On the other hand, making English language learners more competent in their native languages as well as English does offer promise in making the state more globally competitive.
Yes- but I am unsure what the X% mean- are you putting values in there & if not, it is confusing.
I can absolutely support Priorities: 1, 3, and 5. I would need to learn more about Priority 4 to fully support. Also, for Priorities 2 and 6, while I can support these, I am unsure if there is a need for additional standards. It also seems as if the plan puts a large emphasis on professional development. Having stated this, I can fully support the plan because I know that the feedback of the community was greatly considered.
I believe in this plan. I answered 4 instead of 5 solely based on the skill areas of the plan that is not my expertise, however, I like what I believe it to be.
The plan is well organized and verbalized. It has been quite a process creating and gathering information for this strategic plan. Truly a remarkable accomplishment!
YES, because a sincere effort was made to include the general public; and much of the plan is grounded in the literature as well as the pragmatic expertise of stakeholders in the field.
The values and strategies that have been created reflect my views on education. I stand behind this plan because it reflects what I want for Rhode Island's education.
In the best interest of students when all is said and done.
I think there are still a few kinks that need to be worked out. This includes making it easier for the public to understand, clearing out the educational jargon and buzz words, and getting the clarity that RI's students are the most important in the plan.
I believe RI must have a clear, coherent plan for its educational system--and this is the result of a collaborative, thoughtful process.

Is this plan bold, aspirational, and transformative?

Much research and teaching development has been developed to meet the needs of all kinds of brain based differences in learning. Parents want to take their students out of public schools for this reason (as I have heard at the state legislation). To raise test scores, this needs to be addressed.
It is impressive, but not sure how this will translate into the classroom- smooth and steady or 180 turn right away.
It is bold, aspirational and hopefully transformative. More importantly it is the right thing to do so that all students have access and equity in accessing a successful future.
It is not moving education in the right direction.
Demonstrated commitment toward 21st century learning and the changing world through diversity.
It pretty much takes the form that Gist-led RIDE would like it to take.
Probably too bold-see above. I support technology and blended models, but only so much as they are designed and built upon sound pedagogy and even then, these models won't be right for all. I fear this push for blended models

could actually make our outcomes worse, if we are not careful (particularly struggling learners)
Maybe too much-implementation science/research of change would dictate that each school or district could only achieve pockets of this and do it right. This, to me, isn't focused enough. I would narrow it to data use as #1 priority then no matter how schools/districts chose to go, they will know their impact.
There are items in the plan that are not happening now, and I do not expect they will change. For example, in #3 Informed Instructional Decision Making: Students, teacher and families will understand the purpose of assessments and how they align with what they are teaching and learning every day. My children use Pearson's Reading Street Program every day, and take weekly and unit assessments that DO NOT come home. I can log in to see their score, and it will tell me what area they need to work on (like main idea) but I cannot see the test! I must make an appointment with the teacher to view it and go over it with my child. The same is true with I-Ready. It is an adaptive test 3 times a year as well as weekly and I have not seen a thing. This is unacceptable, and these digital online diagnostic learning tools need to be better communicated with the parents. The amount of time they spend doing them in elementary school is inappropriate as well. This is a time for them to get a solid foundation, to learn and use online resources as a complement to instruction, not the main focus, I think schools have lost sight of this, especially with the 1:1 initiatives in many schools. I personally do not see the need for this before 7th grade. Is the social emotional piece realistic? I feel that expecting RI graduates to persevere through challenging circumstances, collaborate with others and possess a growth mindset is definitely bold and transformative, but there are so many challenges facing kids today that were not in place years ago, Social media and technology in general have contributed to so many issues, and in education we have given students more of it. The growth mindset is a psychological belief system that is a great concept, but how do you expect to achieve a growth mindset in every student?
while there are a few exceptions, overall this plan reads as a continuation of support for a series of misguided trends and strategies, f.e. increased reliance on data, increased emphasis on assessment, increased intrusion of standards into pre-k learning, abandonment of sensory, whole-child learning in favor of technology. To be truly transformative the plan would need to step away from trendy strategies and create something NEW.
Some areas are aspirational while other areas look to be the same old with new titles. There are still too many areas that use terminology that can be misinterpreted or interpreted in a way that could "harm" the student's future.
it's just more edubabble by paper pushers. "learning" in itself is not an worthy goal, "thinking" is and "thinking" is never mentioned. interesting.
Short of encouraging 1:1 technology, I don't find this plan to be transformative beyond that which corporate education reformers have touted for the past 5-8 years. Data, funding, and making prek more academic is not new.
See above. I have been teaching for over 27 years and have seen so many nonsense "ideas" from the state that are ALWAYS backed by "studies". You can always find a study to go along with what you want. Again, what is the purpose of this whole thing?
a plan set a goal, establishes the specific and necessary actions needed to attain that goal and the mobilizes exact resources and mechanisms that will produce the desired outcome, how does just saying collaboration will occur or promotion of policies effectuate the intended action?? leaving that open ended or assuming that collaboration is even possible allows for randomness to creep in...
Investing in supporting and developing teachers and leaders is critical... they are the number one resource needed to be able to improve student outcomes. Ramping up the way we support all teachers at all stages in their career is critical to continued improvement!!!!
I would describe it as somewhat progressive and somewhat conservative
The plan robs a teacher of the ability to truly teach and inspire a child for learning. It treats all student ability the same and does not allow for a child who excels in a subject to proceed forward, lest you hurt someone's feeling that their child is not doing as well in that same subject. It holds students back.
Unless funding is specifically set aside, some of the aspirations shall not come to fruition. Time and time again, reports were written and guidelines adopted, only to sit in binders because there was absolutely no funding to move forward.
It's all in the implementation. There are bold pieces in here, but this is a lot of work, and making sure everything in here is prioritized will make the plan truly inspirational.
It could be...it might need a little more definition in some spots. Does the plan include a way to measure its transformative impact? In my opinion, the parts that have the highest likelihood of being transformative are the

Personalized Learning and Globally Competent Graduates - however, these are also the two that need the most clarification or building of common understanding. Additionally, there are specific strategies for RIDE, Districts and Schools and community providers...I would like to see strategies that students and families can put into place to maximize the potential for the plan to be transformative; the responsibility is unbalanced and leaves two of the most important stakeholders out of the plan entirely.
The push for technology advances is very important for our students. Exposing the students to technology from K-12 is very beneficial.
It might bring about improvements, but it is not transformative--or that unusual. Nor should it be--we need not reinvent the wheel every time we discuss improving our K-12 education system
If it truly happens the way it is written then it will be transformative. If not, then it is simply bold.
Aspirational, sure. But it mostly seems to use a lot of very vague terms without really explaining how anything will get done.
just teach, don't transform anything
Bold if you talk to administrators and education policy makers. Put the money where your mouth is. You have completely over complicated the message.
It certainly connects specific actions to values I can agree with, and *should* result in an educational system that is transformed from what we have today.
The 2 primary things that are potentially transformative are the emphasis on early childhood education, and language skill development. The other four areas are a re-packaging of old ideas that in and of themselves will amount to little in the absence of high quality, well planned, instruction and curricula--and this is the critical area of education that receives far too little attention here.
Nothing seems particularly bold. Several parts are aspirational--but without concrete details. Does not seem genuinely transformative--really more about doing better without major changes.
I think the dual language piece is bold and would make RI competitive and really rise above the other states. the rest of the plan is good, but I would not say bold or aspirational.
Sensitive to both academic and whole person needs, proven now to characterize effective instruction for citizenry that thrives; wish included section for each on 'lessons learned' since many components might seem as though they've been implemented (and failed to varying degree) before - what's going to be done differently to activate and support adoption this time (particularly in those areas that are similar to current or previous efforts)
This is more of the same - what part is intended to be transformative? There is nothing bold here - it's cowering to big money - not addressing real issues of real kids
Has great potential. Will depend on multiple factors and implementation.
"bold", "aspirational" and "transformative" are buzzwords that hold little to no meaning. I find this question highly subjective and not valuable in generating feedback.
Overly stated and occasionally confusing/unrealistic to parents
inspiring
It's not bold, it's things that have been said before, and look good on paper, in my opinion. NO one really follows through to make sure ideas are carried out. I see this in my district right now. They have ideas, but when it comes down to it, egos, the idea of change, people's emotions come in to play so much so that it hinders the process and moving forward and changing for the better...for our children. So it looks great but will people stick to it or have enough man power or resources to implement?
Parts of the plan are quite bold and aspirational, but it will be difficult to meet those aspirations without first addressing some of the substantial inequities in our system. I appreciate the increased support for teachers in urban districts, but there is little else to address the substantial gaps in outcomes across the state.
I think most educators I have had the pleasure to work with for the past 13 years have felt this way or have tried to incorporate many of this vision into their curriculum, however the support to make this happen has not been there.
Do not know anything about this plan
Without knowing how it will happen, I cannot say yes to this. Hope is not the same as change
The plan looks at "the Big Picture" of Pre-K through post-high school education and involves the entire community in educational reform, implementation, and support.
See above

No, it is not transformative enough!
The plan is a collection of current thinking about best practices. But no. I would have liked to see something about creative use of local communities as learning labs, or student-driven learning that still meets standards, or language about hybrid learning that includes supervised and off-site internships or experiences. It still sounds like tyranny by rigid school scheduling taking place inside a school building. Where's intrigue, love of learning and fun?
Some of the work in this plan brings us out in much-needed and new directions. Some areas will require some people to change their way of thinking - in a good way!
Again, families are missing. They are critical partners in this work and LEAs need to be prepared to actively work with families where they are and engage them in children's learning.
Where the plan focuses on content, it focuses on areas of broad consensus or current popularity (ECE and global competence, respectively). The plan does not mention once accountability for students, educators, schools or LEAs (neither district nor charter). The plan does not address a reduction in low-quality seats. The plan partially addressed improving access/opportunity for historically underserved populations. For these reasons, I rate the plan a 2 in its potential to be transformative.
I think it's forward-looking and expands the scope of the things we wish to do in public education to be in line with modern advances (data, blended, etc.). But I don't believe it goes far enough in its attempts to change the deepest struggles and failures that are part of our existing education system.
Unsure, not clear on the sum total of it, or much of the detail.
Absolutely...
I think that it is not quite there yet; certain priorities are not bold - they are addressing a current issue that will change dramatically in a couple of years. Others need more strategies to indicate how the vision will be achieved.
In most areas, yes. I think it could be more so.
Yes and no. I don't think it goes far enough. Supporting dual language while using the equity funding formula will be difficult for school districts because languages are not STEM and are not seen as "core" subjects. Perhaps RIDE should change its policy and name foreign language a core subject and adopt the ACTFL standards as RI state standards for language. Guidance counselors still only encourage kids to take the requisite 2 years and do they push for them to continue? Also, it's time to take heritage learners out of classrooms with non-heritage learners - they have very different needs. I think legislature ought to be passed about school culture for all. We need zero tolerance bullying for all! Teachers and personnel can get bullied by students, parents and other personnel. Do the research on the NEA national website, some states have laws that deal with these issues now. I also think we need globally competent educators!
Every priority is similar to other state priorities, so this plan is not very bold. However, the plan is transformative even if other states are planning exactly the same priorities.
Same stuff in fresh wrapping. We need to educate and involve parents and communities in understanding the value and utility of formal education and persuading them to support it.
It has all the points that need to be met for the success of our educational system
The plan aspires to improve the existing structure and infrastructure of public education in Rhode Island, I would not characterize that as particularly bold or transformative, but definitely aspirational.
I think that the priority areas are all of the above. Hard to predict the "transformative" effect as I think some will take sustained effort over longer than 5 years.
Yes in some ways. In some ways it is continuing on with the same old approach. I am very concerned with the emphasis on greater autonomy for school districts as they work to organize and to use resources to meet student needs. Policies such as this promote opportunities for inequity given the vast differences in financial resources that exist across the state. All students in the state should have equal opportunity. You must be very careful with policies that will encourage inequity based on economic resources of the community. Balancing educational resources for all students will be aspirational and transformative!!!
The primary issue I see is that it has too many priorities that are not captured in some type of visual - it would be easier to get behind and communicate if there was one overall priority statement with 3 or 5 supporting strategies or something like that...
Aspects are bold and exciting, such as early childhood education and mental health services in the schools, both sorely needed. Otherwise it doesn't show as much concern for the students as it does for efficient standardized assessment and digitization of every aspect of public education..

It addresses many considerations about how the state has handled education policy.
The plan supposes RIDE will have the resources to assume the responsibilities it is assigned under the plan. A large assumption. The plan does not address the equity issue. Assessing students and finding that some do not achieve to the levels of others does not create equity. Assessments are about outcomes. Equity is about inputs. Children living in poverty do not arrive at the school house door with the same assets as more well-to-do children. The schools, regardless of funding, do not have the resources to equalize the assets. Equity is about inputs. Issues such as nutrition, medical and dental care, stable housing, safe neighborhoods, parenting skills, the effects of alcohol and drug use and a number of other factors all impact a child's ability to learn. Schools alone cannot address all of these issues. To blame schools, teachers and principals for not achieving mandated outcomes when they receive no support relative to the inputs is the equivalent of blaming police officers for crime - they are not the source of the problem but they have to address it as best they can.
I would call it "safe". I think some of the ideas are transformative, but the wording leaves the door open for backpedaling in case they can't be achieved (i.e. vague).
It gives very specific goals for moving forward.
The plan has started to move in that direction since Prototype 3. I think there are sections that are bold and transformative. Overall, I think that the plan is aspirational.
as I travel to other states and talk to educators similar topics emerge. Personalized learning, whole child focus, assessment refinement, etc. The values seem to be similar to those surfacing in other places.
In some areas more than others. Early childhood education I would consider transformational; the section on teacher and leader support should be considered what already should be in place.
Yes, the plan is bold, aspirational and transformative, it set clear values in which to gear its work along with systemic foundation in which to capture all feedback .
Transformative involves, acknowledgement at the most fundamental level---the organizing role of culture
its not bold enough, it doesn't set skyhook goals
It became more realistic and less bold as we progressed. Restricted by money! It is a great step in the right direction!
I still think it could be bolder. Budget problems probably kept you from making it more transformative. I think you are going in the right direction. We can't go from 0-100mph in 60 seconds with education.
Yes! It is student-centered...that seems to be a revolutionary idea lately.

Do you think this plan is realistic and can actually be implemented?

You can implement, without recognition of all kinds of learning, our education system will be limited and students will not have respect for the teachers. Narragansett has a dyslexia friendly program.
When the plan is translated to parents from heads of schools and/or district leaders I will believe it's reality a bit more. When my teachers can reproduce the expectations I will have more confidence as well.
Yes. Based upon the values and projected outcomes for student and societal success, with hard work, perseverance and buy-in from the constituent groups, I believe that it can be accomplished.
Strong leadership is needed in all districts. Unwavering leaders who are willing to pull together and lead with fidelity and consistency. Union push-back is a significant hindrance as well as the leaders who allow Union members to dictate next steps.
It requires the micromanaging of the entire school system.
I hope it can't. You are never going to convince well informed parents and scholars that data-driven standards are a good thing. I think the Duncan educational regime is very shaky right now and this plan for R.I. Derives from the Duncan policies.
Much, much too big. I would be impressed if RIDE could even reorganize/gets its own people on the same page for all of this in a 5 year span!
Above-too broad, too big
Can we fund it adequately?
I think it could be implemented if we had standards that were more developmentally appropriate in the early

<p>elementary years, devoid of incessant testing that take away enormous amounts of instructional time, stopped collecting data on our students that will follow them beyond the college years and focus instead on engaging our students in a well-rounded, creative, challenging, authentic education that brings the joy of learning back to the students and the teachers, and admits that the real reason for the achievement gap is poverty and the break-up of the family unit. Incessant testing is not going to solve this problem, neither is a strategic plan that ignores it as well.</p>
<p>Some components are realistic while other areas look to be a "jumping on the bandwagon" because it is the latest buzz word or terminology.</p>
<p>it's not a plan. it's a bunch of bureaucratic speciousness</p>
<p>Communication from the department of education is weak when you are in the classroom. Even watching the video was frustrating, it was a glorified thank you note to people who are selected to participate. You will need buy in from stakeholders beyond the selected few for this vision to take root.</p>
<p>No, it is too vague. What exactly are the teachers, schools, districts and the state supposed to actually be changing from what we have now (which I could never figure out since "politics" always rules). Why this was done and again who exactly is going to be held accountable and how. The whole idea of "every child" is unrealistic. I teach fifth grade and although I try to "differentiate" it is impossible to do for every child. What do they think we are?? I spend 4-5 hours after school, continue working when I get home until midnight and just about every weekend (both Saturday and Sunday) trying to teach to every child. The assessments are ridiculous and when a student doesn't reach a certain score or master a specific common core standard, it doesn't matter. We are told to teach so many lessons in reading, math and science by certain dates regardless of whether the students have master it. We do not have "time" to go back over anything. In my district, I have to be on a certain lesson in reading, math and science within a certain time and submit to the principal which lesson we are on. We get "in trouble" if we are "behind" another teacher or what the district thinks we should be at. That 'get in trouble" can lead to disciplinary action including being put on a "Plan of Assistance" . I experienced that this year despite a score of 4 on my last evaluation. That is now in my permanent file and one more "thing" means I get fired. Can you tell I am angry! I have heard it all, seen it all and know that unions mean nothing while superintendents, principals and the director of the R.I. Department of Education implement policies, evaluations or whatever to build their resume. Once they have enough "changes" they can list on their resume they move on usually across state lines to collect 2 pensions.</p>
<p>not in its current form.. your ideals are strong and intentions are positive but think of this as if you are directing a movie... how do you get from story to screen....the director has an exact plan.. the script...and each collaborative component has a task to complete in order for that idea to become a tangible measurable outcome.(in this case all working together the take each student from early childhood through to college)</p>
<p>Without the teacher support clearly articulated, the rest of these pieces will be challenging to pull off, regardless of monetary resources.</p>
<p>With proper funding and leadership, easily.</p>
<p>Parents and teachers alike despise the Common Core standards. When parents cannot assist their children with homework because of this way of teaching they feel left out of their child's life. I have a business and accounting degree and the way math is taught is absolutely ridiculous. When I cannot help my child do the simplest math problems because it takes 30 time consuming steps to do them, you have a very big problem. Math is an ancient science.. you have made it harder than it ever was intended to be. That's failure.</p>
<p>Same response as above.</p>
<p>It is a lot. However, it needs to be. How this gets pushed down to school districts would also be key.</p>
<p>As it is written, parts of the plan are realistic and can be implemented. Other parts need clarification and/or the development of common language and definition. Measurable outcomes are missing for some parts. I also wonder how districts will manage "autonomy" and "personalization...of pace, space and content" amidst accountability measures. Will schools and districts continue to be accountable for attendance? Will students still need to attend school until they are 18? If so, do they really have control over pace, space and content? If students do have control over pace...will 4 year graduation rates be removed from accountability structures?</p>
<p>I certainly hope so although tough to say without real numbers assigned.</p>
<p>It is hard to tell, given the lack of precise numbers in many of the goals.</p>
<p>I certainly hope so!</p>
<p>Not sure about that...Many, many things need to change and teachers need the support that is outlined to help support ALL children equally!</p>

It seems like a wish list rather than a solution. Less government involvement would be more helpful than this plan.
Some schools, like the district I live in wants to be the best in the state, and does not understand the needs of its children students.
No...we are not addressing the biggest educational problem - poor students and families do not succeed because of a myriad of obstacles stacked against them. Stop treating Providence the same as Barrington. They have different challenges!
That's the key question, isn't it? It remains to be seen if we in RI have the political will to make this happen. I'd like to think, for the sake of our children and our collective future that we do.
The emphasis on Priority 1, is basically an effort to eradicate the deleterious effects of poverty and modern life on children's development. It is an admirable, yet daunting task, that to be successful will require huge resource allocations--ones that I have a hard time believing would actually be forthcoming. The other areas are achievable.
Not enough concrete details to know.
I don't think the plan contains anything that is confrontational in it.
More details would help me assess this
I don't see why not it's not that big of a deal
See comments above. Up until this point, the "plan" looks good on paper, but the implementation has been spotty. Until you get parents to take responsibility for the link between home and school
I am sure that will depend upon school funding approval for each city/town.
Will the funding formula be equitable or equal?
somewhat
I am not clear about the Social and Emotional curriculum. Administrators and Teachers need support from the parents and community members to help "raise" our Rhode Island children- what will this curriculum look like? Have parents seen what this will look like?
I think that all of these meetings, groups, retreats and everything are great but when it comes down to it, it is done at that one instance and does not go further than that room. All these programs and things don't get to the people it's intended to help- the kids. They don't see this at their level. The teachers are over worked and concentrating on prepping the students for all these tests and they don't have the time to actually implement and help the student anymore. IT is sad
Unless the proper supports are put in place, it seems unlikely to transform education.
NA
Huge burden placed on cities and towns
Some parts, yes. I am concerned about the entry of private and for profit funding and influence in public education. It already exists like never before.
It looks practical, data-driven, and has the foresight to provide students of all abilities, cultures, and interests with appropriate and challenging education. It involves all the players in this process, including the students.
Remember the educator as a human being. Yes, guide and coach as they gain experience, then please them them USE their expertise and use them as models for new teachers.
Implementation is always based on support of non-educators that don't always value or understand the connections needed for a successful implementation. Therefore, a detailed section describing the necessary steps must be part of the plan.
with the appropriate training and support
The plan will be easy to achieve. That's the problem.
Until union control of our schools is diminished, there is no hope for change.
Not without a lot more money or making only as many districts as we have counties
Because the ways money is wasted now is not addressed, and it adds on yet more.
A very ambitious undertaking to be accomplished in just 5 years: I think its success will depend on the numbers given in the "X%" - how realistic will these numbers be?
It will require some changes in thinking in districts and the community (especially Personalization, which is SO important!) It also involves entities other than RIDE, and their involvement and cooperation is not necessarily within our control.
Many initiatives seem to require ramp up/development years before actual numbers and success can be counted. I

hope the team looks for ways to capture those successes and the effort behind them as well.
I feel it is, but we are beholden to outside entities, and that I think could stop us in our tracks on the implementation side.
I think the plan assumes the status quo and then what it proposes falls into two buckets from there - 1) fixing areas perceived to be "broken" within the status quo (e.g. streamlining assessments to address perceived over-testing, potential alterations to funding formula) or 2) adding new initiatives to the status quo (e.g. early childhood education and dual-language focuses). While I believe fixes can be achieved merely by redistributing existing resources I believe additions will require either additional money or redirection of money from current areas of priority not mentioned in the plan to the new areas explicitly named. This will inevitably be difficult but do-able work. Those considerations leave me at 4.
Some sections (resources, global competency, need to be better operationalized with measurable outcomes
Again, don't know.
This plan is realistic and can be implemented..... HOWEVER, there are many operational issues that need to be worked out. There needs to be a CIO that is independent of other offices who will have the autonomy and support of the commissioner to move these initiatives. There needs to be a full understanding what technological needs need to be developed and enhanced to provide the data needed for this plan. SurveyWorks needs to be reintroduced to provide required data.
A majority of it is realistic, but some of the adjectives and outcomes are wishful thinking
difficult to say. I think that by definition a -plan should be more aspirational than realistic so that we stretch to meet it.
I don't know what kind of monitoring system will be in place. Also, many schools are cutting programs like foreign language because their city councils are not coughing up the difference in funding.
Implementing the plan will be challenging, but it should be a stretch if it is to be bold, aspirational and transformative.
We could implement this plan, if we allocate funds differently and develop a strong communication plan to get ahead of the public education critics.
More philosophy than action oriented. No commitment of resources, no consequences, positive or negative for compliance. In the end, each community, school, and parent will decide what is best for themselves.
There are teacher training for technology and student computer access needed, at a price. Where is the money coming from?
Yes, as long as all stakeholders abide by their parts
If this plan is too ambitious then we're in real trouble!
No - not in five years. If it were my call, I would focus in P1, P4 (Investing Our Resources), P5 and P-6 (Teacher and Leader Support). Work in these areas has already begun and can be built upon. Some key strategies from the other areas could be woven into these 4 if resources/capacity is available. We are facing very challenging fiscal issues at both the state and local levels over the next 5 years. Confidence in the state's ability to support public education will depend in part on RIDE's ability to deliver what it commits to on paper. It will require leadership that engages many constituents in every community. Aim high, focus, deliver.
Yes, but it will take the collaboration of all stakeholders. Especially the legislature since funding will be a very important part of this work.
Any plan that requires change will be difficult to implement - not because it is not a good plan, but because established systems are inherently difficult to change - so we need to recognize that and allocate resources for excellent communication through multiple pathways throughout the process.
Some components. There are many financial issues that need to be addressed, It often costs money to implement change or, at least, reallocate money. We need to have buy-in to convince some that this is important.
I worry that it can and would turn into a system with too few and inexperienced teachers, school closings, unregulated schooling, and even fewer financial resources for public education.
We may be "biting off more than we can chew," but it's tough to be both bold, aspirational, and transformative and still realistic.
It seems there has been granted much commitment already--which is what it needs.
I want so much to be more positive in this answer! There are too many variables (leadership, entrenched special

interests, and public will to make difficult decisions) that prevent me from being more than neutral on this
I have concerns rooted around logistics, feasibility, and accountability. This is a beautiful plan, however the reality of its execution concerns me.
If poverty is addressed, most of the plan can be accomplished. The last time so-called learning gaps were actually reduced was at the inception of ESEA, during the Johnston administration Great Society programs which actually addressed poverty issues.
Yes- but don't put percentage of the population numbers into where it currently states X%
Yes, the plan is realistic. I can see clear action steps for a majority of the priorities. I am concerned with the emphasis on professional development. It is important that PD not be conceived as PD in the "traditional sense" because then this is not realistic or transformative. The hope is that the outcomes/strategies will allow us to work smarter and not just harder.
Resistance always accompanies change.
All the ideas are good and on-point - but in reality the availability of targeted resources and overall 'good will' plus focused determination will decide implementation and success
Yes, the plan is realistic and can be implemented. Now, with that said, it will depend heavily on who will be implementing this work, in order to make it effective. RIDE needs to make that clear, it must hold organizations and people accountable.
I believe it's a great start--a vision with measurable and actionable strategies, however the the cultural, historical, and political context at the federal, state, and local levels will dictate implementation
Let's keep our fingers crossed!
It seems realistic.
money and contracts will be obstacles

Describing the Plan in Three Words

Please list three words that you would use to describe this strategic plan for public education in Rhode Island.



beginning, limited, short sighted
Ambitious, creative, anticipatory
concrete, bold and equity driven
Visionary, forward-thinking and necessary
data-driven, corporate-driven, uninspiring
predictable . Data-driven. Depressing
Bold broad naive
Well-intentioned, too much
Ambitious, Thoughtful, Possible
disappointing, jargon, corporate
disappointing, unsurprising, misguided
Vague, well-intended, one-sided
more of same
Corporate reform, clear, focused
vague, who and how
vague, general and unboundaried
incomplete, impractical, non-negotiable
approaching transformative.
engaging, inspiring, empowering

somewhat progressive, somewhat conservative, realistic
flawed political failure
encompassing; thoughtful; well developed
Bold, balanced, equitable
Aggressive, integrated, positive
broad, personalizable, well-designed
Direct, informed, transformative.
Innovative, different, hopeful
trendy, anodyne, vogueish
Attainable, reachable, thoughtful
wishful thinking, vague
not needed now
Basic, expected, necessary
realistic, creative, innovative
Priority learning challenging
Ambitious, Forward-thinking, Comprehensive
creative, student-centered, ambitious
unhealthy, segregating, impersonal
Aspirational, focused, appropriate
Long on buzzwords, short on actions
AMBITIOUS!!
Weak, conventional, non-integrative
Vague, cautious, parochial
Realistic, not controversial, safe
Globally-sensitive, coherent, data- informed
misses the point
not bold, unambitious, nontransformative
informed, concise, aspirational
data, technology, support
inclusive-comprehensive-competitive
transformative, idealistic, best practices
window-dressing, uninspired, typical
Idealistic, contradictory, cumbersome
transparent, multi-tiered, global
IT NEEDS TO THINK MORE OF CHILDREN
ambitious
Good if implemented
It's missing choice.
positive, long-term, unlikely (due to lack of district supports)
missing the point
BEHIND THE TIMES
Questions
Ambitious unrealistic expensive
Ambitious, well-intentioned, urban-focused
Innovative, technological, advancing
Inconsistent
educational jargon, ambitious, thoughtful
Organized, strong, and thoughtful
cumbersome, somewhat unrealistic, ...keep in mind as new charter schools are entitled to the necessary funds needed to provide a decent education, public schools require equitable financing.

Transparent Outline
encouraging realistic collaborative
Unimaginative, easy, mediocre
Vague, wordy, unrealistic.
Finally addresses SEL
recent conventional thinking
ambitious, appropriate, visionary
Informed, overarching, promising
Inclusive, Innovative and Bold
responsive, current, uncontroversial
community-engagement
Aspirational, Inspirational and Comprehensive
expanding, maybe improving
Broad, thoughtful, inclusive
state-heavy, innovative
Dense
bold, innovative, inclusive
aggressive but exciting
Bold, Competent, Fun
Strong values and shared responsibility
broad, optimistic, unrealistic
organized, collaborative, generative
comprehensive yet vague,
EXCITING HOPEFUL NECESSARY
ambitious, collaborative, equitable
comprehensive, thoughtful, measurable (would like this part tighter)
philosophical, inspirational, wishful
Admirable, student centered
LOYAL to our students; COOPERATION for all; PERSEVERE to accomplish it together
A good start
Ambitious, provocative, expensive
Forward-thinking, optimistic, challenging
Creative, Visionary, Ambitious
complete, awesome, necessary
confusing, vague
collaborative, forward-thinking, ambitious
responsible, relevant, reachable
noble communal effort
Ambitious, proactive, how?
hopeful
serious, thoughtful, relevant
Safe, a step in the right direction, improvement
personalized, vision, ambitious
forward-thinking, collaborative, student-centric
Aspirational, equity, collaborative
Clear, driven, doable
Comprehensive, collaborative and stakeholder-driven
Transformative, Visionary, Collaborative
Clear, aspirational, and relevant
Bold, Equal, Optimistic

heartfelt, realistic, student-centered
thoughtful, realistic, rounded
Student-centered/transformativerealistic

Additional Comments

Thank you for your feedback! Do you have any other comments about the plan?

I would love to help anyway I can. OTR/L and parent of a young adult with dyslexia .
I hope it translates as well as it reads. I also hope that parents across the state can understand the partnership of education and not the drop off mentality of "they've got them the next #hours". Finally diversity is wonderful but tolerance, acceptance, and multicultural perspective is required. Often we are so concerned not to offend someone that the culture that adds to their individuality is lost completely. We've taken away they cultural diversity to only see the differences in language and skin- embracing what rights and rituals make us different are just as valuable and more important the smaller our worlds get!
I am thrilled to see initiatives that aim to level the playing field for students of all socio-economic and cultural backgrounds! As a retired school counselor and current school counselor educator, I am also pleased to see RIDE addressing the social emotional competence of our students. As a support professional, I also see the need to tweak some of the language to include all educators, not just teachers. There are references to teachers where support professionals and administrators are left out of the language. Please consider adding our fields, or using educators to encompass all of us who have a vested interest in student success. I see the need to partner with mental health providers to provide expanded services for students and families who need access to high quality mental and behavioral health services greater than our local schools can provide. However, I also hope that the Task Force is aware of the substantial proactive, prevention based school counseling programs that K-12 school counselors are capable of providing to address the academic, career and personal/social standards of the American School Counselor Association for All students. The Basic Education Plan (BEP 2009) states that all districts have a K-12 school counseling program based upon the RI Framework for K -12 School Counseling Programs. What an impact this strategic plan could have if it held districts accountable for all school districts to have K-12 school counselors addressing all students' academic, career and college readiness and personal/social needs!
I wish that RI could lead the way in true education reform, rather than following the misguided lead of corporate reformers. The students should be the focus of this plan, but they are not. There is too much focus on outcomes and measurement, and not enough on authentic learning.
Need more emphasis on the importance of critical thinking. Should be mindful of inclusion on page 2, describing students as "he/she." Perhaps referring to The Student or "they" to be mindful of transgender students. Otherwise, well done.
i have many other comments but these little boxes are not conducive to a detailed discussion.
Please remove the words "diagnostic screening". Screening, by definition, is not diagnostic. It is a quick scan/assessment of risk and diagnostic is a different type of assessment.
Page 2, paragraph 2, item 1:regardless of 'socio-economic status' vs. 'income'.. item 2:responsive to the individual needs of students item 3:in order to create... Page 3; Personalization: Rhode Islanders value individualized approaches "to" vs "of" learning Page 5: Vision 2020: line 1 & 2: 'in order to assure that all children will be provided with a positive introduction to their initial educational experience' Page 9:investigate the world, "to both encourage and recognize
For all the hours put into producing this plan, did you really listen to the voices of those who expressed strong disagreement with your premises, such as "data" driven instruction, "personalized" learning, and innovation as defined by technology? Have you informed yourselves about the potential for serious adverse health effects from the relentless push for every child to have a wifi device all day, every day? We could be facing a health catastrophe in a few short years. Where is the evidence that computer-generated programmed learning is even effective? Fully resourced school libraries with certified librarians would be a much better investment for engaging students in learning.
read a different book. start with anything written by Sir Ken Robinson.
stop strategizing and start being honest about real change.
I think I have said enough in the other one. I could go on but I am tired of using my time for the administrators. I have piles of papers to correct. At the elementary level, we have had enough with the "assessments". The amount of time

spent taking and/or correcting them are outrageous. It has impacted my 3 kids as they have been without a mother the last 4 years (I am all they have) because I am always working, always terrified of losing my job and my health has deteriorated from the stress. I have nothing positive to say about all the "changes" over the last 4-6 years.
you have the framework, what you lack is the specifics... how will Mental Health and RIDE collaborate, what are the expectations...parameters, at what point does a referral occur, "Using data on school climate to improve the culture of schools" is that forward looking??? what if the data is a reflection on the actions of a day or week or month is society but that its resolved or changed and is no longer relevant.. is data a good way to understand human beings???
I really like the organization of the plan
The expanded learning opportunities is completely missing the need to address students with high levels of achievement, namely our gifted and talented students. There is unbalanced attention to the needs of students who struggle versus those who exceed. Gifted learning should be included.
Start again by teaching children what they really need to know in life to succeed. Computers, true math, how to write and spell correctly, how to read, how to manage money and budgets, how to become involved in communities to make them better for their children, how to scale the global job market to ensure their futures. How not to let politics and politicians run our education system.
My once concern relates to the early childhood priority. It does not speak to supporting parents of children birth to 8 which is CRUCIAL. Their role in terms of reading to their child early on, making healthy decisions around their child, etc...is so important. So often young parents, single, low income, do not always know what decisions to make when it comes to health and safety of their children and the education of their children. There are some parents who do not know what they are getting into and they need support!
Still some editing needs...redundancies and typos. I am assuming you will be combing it finely.
The plan is looking to expand the availability for pre-k to the neediest families in Rhode Island. What about middle class families. I find that there a lot of expectations for kindergartner students with common core and the availability of pre-k programs for middle class families is lacking in the state.
Yes...I believe as a classroom teacher that if this plan...like all others is followed to the letter.. especially in the sense that all children will be educated as they are...all children will be at grade level by grade 3.... etc...then I am all in. However, if assessments do not match our instruction, all kids become a score, and teachers are not supported to educate children with special needs, then this is merely a plan, not a reality.
No.
Maybe if you all went to college now, you would understand what is needed. I sit in meetings with school and I am told that 4 year colleges want this or that...I am in a 4 year college, and never need what they are pushing...
Still frustrated that there is no mention for supporting students with different learning needs. The gifted and twice exceptional population of our state is vastly ignored with no options for an appropriate education. I was truly hoping that this would be included in the plan.
This plan is more of the same old educational mumbo jumbo. Looks good on paper. I'm sure working on this plan bulked up a few resumes. It is not realistic nor does it address any real problems.
I would like to see a seamless system that ensures continuous early childhood services from Birth through second grade and early intervention services as part of the public schools mission. Also, there should be a reasonable amount of flexibility and choices built into all programs and guidelines and teachers should be given respect and opportunity to lead in decision making.
Thank you for the opportunity to provide feedback!
My biggest issue is that in the early childhood section there is reference to "high quality" but never an indication of how the writers of the plan define high quality. High quality is one of those meaningless adjectives. It's hard to get behind that section without further definitions.
On page 33, typo as the last two bullets in left column are redundant.
I think there should be greater emphasis on incorporating digital learning and on requiring teachers to personalize resources to the needs of the class. I see worksheets and notices that are strictly cut and paste versus allowing/requiring teachers to modify instructional materials to the needs of the class.
Interested in document that would highlight lessons learned to new components/features so that it was easier to see how/why THIS has improved chance for success
Hold regular forums for parents and children to speak to RIDE directly about its proposed policies and work. If you aren't listening to the people who you serve, you aren't serving.

Time is better spent providing support for teachers instead of chasing after the most recent craze. Students need to be held accountable and TRUST your faculty
I hope any improvements implemented will help students become more competitive at the college level to assure better employment opportunities in the state of Rhode Island!
I think the plan has a lot of good ideas. I am just very concerned with all the requirements and lack of funding. All day kindergarten, individualized learning plans, technology requirements, and course offerings. I don't see how this is feasible without funding. I don't see a solution while the state is so focused on administering standardized tests and funneling the education dollars to corporations and outside agencies. We have some brilliant leaders right here in the state, but choose to bring in outsiders, without education background to make decisions. Many of which are harmful to our students.
Keep up the amazing work!
NO
operationally define terms- don't make assumptions that we are all defining terms in the same way- e.g. "blended learning", "1:1", "biliteracy", etc. Do you have a timeline of how this plan will be implemented? And who is accountable for each piece of the plan? And if benchmark data is not met do we have a way of looking at why goals may have not been met?
you all appear to have put in hard work to create this and i appreciate your getting to the community and seeing what they would like. I hope that if you do implement this plan that there is follow through and you have commitment from all of the teachers, administrators etc...there is too much for them to keep up with for them to be able to effectively implement MORE STUFF.
Need to get back to basics
Although Section 5 eludes to the possibilities, I would favor more explicit identification of STEM emphasis as a goal/value/objective.
I do not know why I have been sent this survey when I know nothing about this plan. Where can I get more information on this plan?
Sounds great on paper but I have no idea how it could be funded!
I would like to see School Committee members trained thoroughly in the implementation of this plan. In my mind, too many don't have the attitude, background, and/or personal investment in such a process. I believed it when I was teaching and I see it now as an elected committee member.
I admire you for all the time and effort you have invested in this plan. I believe the American Public School System is quickly being eroded by outside forces. We al need to support our schools, our students and the heart of the system, our educators. I believe we have to reach for the stars, but some of your plans are lofty promises that are unattainable. There are only so many hours in each day. Give educators the materials they need and trust them to do the job.
Kudos for the communication of and shared development of the plan.
The situation in our schools reflects the dire economic and culture conditions in the state as a whole. There can be no change in the public schools until there is a change in immigration policy, tax, policies, and the economic policies as a whole. Rhode Island has become a place that hard working people leave and people seeking benefits come to for sanctuary and support. The trend has had a profound effect on our schools and this plan does nothing at all to change the reality on the ground.
I look forward to following the progress of this plan and will support it any way I can.
This has been a long process, and a lot of work. For a while, it was questionable as to whether feedback and comments were actually reviewed and considered, but it seems to have come together at the end. Congratulations to the team!
As the group is in its eleventh hour, I would like to make the following suggestion for incorporating families into the plan, even in a small way. I suggest adding a goal under Globally Competent Students about family engagement. Perhaps something along the lines of RIDE will research and investigate proven, emerging and innovative family engagement strategies. For RI schools and districts this means... Engage and support ALL families as partners in their children's education. Creating school communities that engage in two way communication with families and welcome them as active parents in their children's education. Provide staff with the skills and supports they need to work with families. Families are our partners in this work, and need to be represented in the plan. RIDE, districts and schools must all be committed to working with our families where they are, and value them for who they are, each

and every day. Thank you
I applaud the team. This is the first time we have included people from outside of RIDE and I think their feedback will enable us to develop a great Strategic Plan!
It's not clear how the state (in the wider sense as well as the RIDE sense) will respond if goals are not met. Is there some simple language to be added about being reflexive, corrective, responsive? Thanks to the ADT and RIDE staff for their hard work on this tough task!
I would strongly recommend that additional state and community organization strategies be added. I think the personalized learning and globally competent graduates priorities would benefit most from revision.
Despite my answers above, thank you for the effort! I know it has taken a lot of time, energy and devotion. Please consider a summary form of it in non-education speak so that more of us can understand the thoughts that you so carefully crafted.
If implemented properly, I look forward to working with this plan.
One can see all the improvements in this version - it is more coherent and reflects a lot of absorption of thoughts and ideas.
I appreciate the work that has gone into this.
The social emotional learning and wellness piece doesn't fit well into the Global Competency priority
I have always been concerned and have provided feedback on the following: 1) "Globally Competent Graduates" priority-I am still not sure how investing in the social and emotional health of students builds the cultural competence to expand access to dual-language instruction (?). It seems like the very specific agenda of a few people, rather than a reflection of what Rhode Islanders believe to be the priorities (as provided via the 10,000 respondent survey). Additionally the outcome measure of "possessing a growth mindset" is not measurable and reads as an add-on ed speak. The concept of language programs PreK-12 with multiple entry points is the bold part of this priority and that should be the focus of this priority. 2) Informed Instructional Decision Making priority-title is very ed speak and the public will not know that the topic is "testing", Additionally the outcomes are not measurable. How would you quantify "appropriate balance of assessment" or "understand the purpose of assessment"? 3) Teacher Leader Support-Isn't this real attracting and retained high quality teachers and principals? This is another title that contains politically correct ed speak that the public will not connect to the actual purpose of creating an educator pipeline. Through all of these prototypes there seems to be the continual addition of language that resonates only with those participating in the process. I would suggest field testing this document at a local senior center or an elementary PTO meeting and ask them just one question-"What are we going to be doing for the students of RI in the next five years, based on these six priorities?" If you cannot communicate the strategic plan priorities well, then those who can communicate the resistance to it (like the unnecessary CCSS and PARCC wars) will slow down or undermine all the good in the plan. Our students, teachers, principals, parents and RI tax payers deserve the best chance for RI to meet each one of these educational priority key outcomes.
Despite comments, suggestions for improvement, I think the Ambassadors and SRT did a comprehensive job with the help of capable facilitators. Input of many respondents, general public as well as task force members are reflected in the document. If Regents accepts the final plan, I hope they will use it as the basis to formulate action steps. It would be wise for RIDE to solicit input and seek support from schools, districts, and parents, then expand to larger communities. Leaders of business and government should also be included. What do we do in order of priority, how do we do it, how can it be paid for, how might the action plan be presented to school users as well as taxpayers and the general public. Eventually Rhode Islanders will need to put up the money needed to provide educational services that produce desired outcomes, or stop complaining and admit that what they have is what they really want. Just be mindful of how many people vote and if this is a representative cross section of our population. Currently, people who value formal education find a way to get it for their children. Those who don't know, can't tell, or don't care will continue to get as much or as little of whatever the majority of voters in their community agree to provide and pay for. For the 1% out there who assure the highest quality, relevant, effective education for their children, consider the quality of life your children and grandchildren will enjoy, or suffer, as a consequence of providing other people's children with a lesser degree of education than you have arranged for your own. Finally, by investing in other people's children, you are helping to create a better country and world in which your offspring will flourish. There is no better investment than universal high quality education. I hope we make a difference.
I want to take this time to thank all that were involved and giving us the opportunity to participate Yes it is hard to work on this with so many people involved but if we all stay focused on the importance of it for ALL of our students in

Rhode Island it will be SUCCESSFUL
My one overarching observation after reading and rereading the plan is a there appears to be missed, easy, opportunities for collaboration with non-public schools and the community on resource management, best practices and strategic partnerships.
Thank you for the opportunity to participate.
I was particularly pleased to see the vast improvement made in the assessment outcome. The ADT needs to be commended for the significant amount of work they have put into developing this plan. Great Job!!!
Thank you for your hard work!
Thank you for the opportunity to participate in this process!
I am impressed by the process, and have my fingers crossed!
I think it has come a long way and has definitely improved since the last prototype! I just can't help but wonder about follow-through and "enforcement". What prevents this from just being another document that no one ever looks at again??
Excellent transparency - the video for Prototype 4 was great!
It is an honor to be involved.
I am honored to have been part of this group! It have given me a completely positive experience in working with such highly engaged and dedicated professionals. It is my hope that this strategic plan really makes a huge difference in our educational system here in Rhode Island. Our system now is failing our students, it is graduating students that are not ready to face the global demands of the 21st century. Educators feel marginalized by the heavy demands of standardized testing, teacher evaluations and curriculum pace. New teachers are becoming jaded by the political top down approach. Our educational system needs transformative leadership that will help overcome many of these obstacles. With this strategic plan, it will set the norm for excellence in our state.
At some point, we have to address the elephant in the room---curriculum that is historically accurate, balanced, and relevant.
I am very excited to see the final results!!
+This plan needs STEM programs, and integrated tools such as legos, robotics,3 d printing , and computer coding mentioned in it and endorsed .