

Prototype 3 Feedback

Instructions for Feedback

Thank you for taking the time to engage in this process. The Ambassador Design Team needs YOUR feedback – and we want your help to get even more quality feedback than the previous two prototypes combined!

Step 1: Watch this YouTube video, clarifying how feedback can be of most value to the Ambassador Design Team and the larger planning process

Step 2: Read the prototype PDF. We recommend that you either keep this document open in a separate window or tab, or print it out, as you complete the survey.

Step 3: Complete the survey. To keep the survey tool from timing out, you are welcome to review the survey via this PDF before you begin (both the required short general section and the optional detailed feedback sections).

Feedback on Prototype 3 focuses on the concepts of equity and excellence, which are foundational to the vision for this plan:

- **Equity:** closing achievement and 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.

This feedback survey closes on **May 4, 2015 at 8:00am**.

***1. Are you a Rhode Island resident, a teacher in Rhode Island, or an individual/family currently living in Rhode Island?**

- Yes
- No

***2. Have you already completed the required general section?**

- No, I will start the survey from the beginning.
- Yes, I would like to give detailed feedback on the priorities.

Prototype 3 Feedback

General Quantitative Questions on Prototype 3

This section contains six questions about the components of this prototype. Each of those questions must be answered before the survey can be submitted through the seventh question. The final question is optional.

Please note that the wording for the strategies is an early draft.

*3. 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).

	unclear, hard to understand (1)	(2)	(3)	(4)	clear, anyone can understand (5)
Early Childhood Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Global Competency and Competitiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expand Personalized Learning Statewide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comprehensive Assessment Systems with Multiple Measures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher and Leader Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resource Investment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*4. Our Vision of Success: Equity

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.

	very low impact (1)	(2)	(3)	(4)	very high impact (5)
Early Childhood Education	<input type="radio"/>				
Global Competency and Competitiveness	<input type="radio"/>				
Expand Personalized Learning Statewide	<input type="radio"/>				
Comprehensive Assessment Systems with Multiple Measures	<input type="radio"/>				
Teacher and Leader Support	<input type="radio"/>				
Resource Investment	<input type="radio"/>				

Prototype 3 Feedback

*5. Our Vision of Success: 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 excellence.

	very low impact (1)	(2)	(3)	(4)	very high impact (5)
Early Childhood Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Global Competency and Competitiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expand Personalized Learning Statewide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comprehensive Assessment Systems with Multiple Measures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher and Leader Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resource Investment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*6. 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.

	strongly disagree (1)	(2)	(3)	(4)	strongly agree (5)
Early Childhood Education	<input type="radio"/>				
Global Competency and Competitiveness	<input type="radio"/>				
Expand Personalized Learning Statewide	<input type="radio"/>				
Comprehensive Assessment Systems with Multiple Measures	<input type="radio"/>				
Teacher and Leader Support	<input type="radio"/>				
Resource Investment	<input type="radio"/>				

Prototype 3 Feedback

*7. 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).

<input type="text"/>	Autonomy
<input type="text"/>	Diversity
<input type="text"/>	Equity
<input type="text"/>	Personalization
<input type="text"/>	Preparedness
<input type="text"/>	Safety
<input type="text"/>	Support

*8. 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 the following concepts:

	very little emphasis (1)	(2)	(3)	(4)	a lot of emphasis (5)
Equity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excellence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Prototype 3 Feedback

***9. Thank you! How would you like to proceed?**

- **If you have additional time, please consider providing detailed feedback on any or all of the priorities by selecting one of the priorities below – the Ambassador Design Team finds your suggestions and insights very helpful! (This question will be included for each priority area.)**
- **If you have limited time, please choose the final option on this question to exit the survey. You are welcome to come back before the end of the window to give detailed feedback on any or all of the priority areas.**

- Continue to Early Childhood Education
- Skip to Global Competency and Competitiveness
- Skip to Expand Personalized Learning Statewide
- Skip to Comprehensive Assessment Systems with Multiple Measures
- Skip to Teacher and Leader Support
- Skip to Resource Investment
- Save your answers and exit this survey

10. OPTIONAL: If you would like to be notified when the next prototype is available for feedback, please enter your email address in the space below. We will not share or display your email address anywhere.

Prototype 3 Feedback

Early Childhood Education

All of these questions are optional. If you would prefer to not leave feedback for this priority area, please go to the last question in this section and select a different priority area or exit the survey.

Vision for Success

11. Please review the set of high-level outcomes for this priority area.

- **XX% increase in the number of high quality pre-kindergarten seats provided to Rhode Island's neediest families and youth**
- **Universal all-day kindergarten**
- **XX% of Rhode island children enter kindergarten ready for success**
- **XX% of third grade students entering at grade-level in reading and math**
- **XX% increase in early childhood screening and intervention**

If there are any missing, please suggest them here, or leave this blank.

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

Please select yes or no for each outcome. 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.

	Yes	No
XX% increase in the number of high quality pre-kindergarten seats provided to Rhode Island's neediest families and youth	<input type="radio"/>	<input type="radio"/>
Universal all-day kindergarten	<input type="radio"/>	<input type="radio"/>
XX% of Rhode island children enter kindergarten ready for success	<input type="radio"/>	<input type="radio"/>
XX% of third grade students entering at grade-level in reading and math	<input type="radio"/>	<input type="radio"/>
XX% increase in early childhood screening and intervention	<input type="radio"/>	<input type="radio"/>

Comments:

Strategies (grouped by the stakeholder best able to do them)

Please note that the wording for these strategies is an early draft.

Prototype 3 Feedback

13. 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...

	low impact (1)	(2)	(3)	(4)	high impact (5)
Increase the funding for high-quality Pre-K seats available in the state, with a preference for families and youth with the greatest need	<input type="radio"/>				
Fund full-day kindergarten statewide	<input type="radio"/>				
Forge interagency agreements to improve access to necessary health screenings and supports	<input type="radio"/>				
Create and manage a cross-agency early learning data system to ensure seamless transition between pre-school and kindergarten programs	<input type="radio"/>				
Provide incentives for continuous learning for early childhood educators such as scholarship and loan-forgiveness programs, especially in urban districts	<input type="radio"/>				

Comments or missing strategies

14. 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).

For LEAs (local education agencies; districts), this means...

	low impact (1)	(2)	(3)	(4)	high impact (5)
Increase the number of high-quality Pre-K seats available in school districts, with a preference for families and youth with the greatest need	<input type="radio"/>				
Provide full-day kindergarten statewide	<input type="radio"/>				
Expand access to critical health screenings and supports	<input type="radio"/>				
Coordination to ensure seamless transitions from high quality early learning programs to kindergarten	<input type="radio"/>				
Full implementation and training of RI Early Learning Standards	<input type="radio"/>				
Expand after school programs for K-3	<input type="radio"/>				

Comments or missing strategies

Prototype 3 Feedback

15. 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).

For *Community Partners*, this means...

	low impact (1)	(2)	(3)	(4)	high impact (5)
Increase the number of high-quality Pre-K seats available in early learning centers and by family-based providers, with a preference for families and youth with the greatest need	<input type="radio"/>				
Coordination to ensure seamless transitions from high quality early learning programs to kindergarten	<input type="radio"/>				
Full implementation and training of RI Early Learning Standards	<input type="radio"/>				
Expand after school programs for K-3	<input type="radio"/>				
Comments or missing strategies					

16. 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.

17. Thank you! How would you like to proceed?

- **If you have additional time, please consider providing detailed feedback on other priorities.**
- **If you have limited time, please choose the final option on this question to exit the survey. You are welcome to come back before the end of the window to give detailed feedback on any other priority areas.**

- Go to **Global Competency and Competitiveness**
- Go to **Expand Personalized Learning Statewide**
- Go to **Comprehensive Assessment Systems with Multiple Measures**
- Go to **Teacher and Leader Support**
- Go to **Resource Investment**
- Save your answers and exit this survey

Prototype 3 Feedback

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Global Competency and Competitiveness

All of these questions are optional. If you would prefer to not leave feedback for this priority area, please go to the last question in this section and select a different priority area or exit the survey.

Vision for Success

18. Please review the set of high-level outcomes for this priority area.

- **XX% of Rhode Island graduates will earn a credential certifying 21st century career, life, and social/emotional skills**
- **XX% of Rhode Island graduates will earn a seal of biliteracy**
- **Through dual language programs, English learners will develop English skills more rapidly and will experience greater academic success after exit from program**
- **There will be an XX% increase in Rhode Island's performance on global competency assessment**

If there are any missing, please suggest them here, or leave this blank.

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

Please select yes or no for each outcome. 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.

	Yes	No
XX% of Rhode Island graduates will earn a credential certifying 21st century career, life, and social/emotional skills	<input type="radio"/>	<input type="radio"/>
XX% of Rhode Island graduates will earn a seal of biliteracy	<input type="radio"/>	<input type="radio"/>
Through dual language programs, English learners will develop English skills more rapidly and will experience greater academic success after exit from program	<input type="radio"/>	<input type="radio"/>
There will be an XX% increase in Rhode Island's performance on global competency assessment	<input type="radio"/>	<input type="radio"/>

Comments:

Strategies (grouped by the stakeholder best able to do them)

Please note that the wording for these strategies is an early draft.

Prototype 3 Feedback

20. 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...

	low impact (1)	(2)	(3)	(4)	high impact (5)
Support the development and implementation of curricula and student credentials focusing on 21st century career, life, and social/emotional skills	<input type="radio"/>				
Develop standards and curriculum for social and emotional learning and development in grades K-12	<input type="radio"/>				
Fund and expand postsecondary success initiatives for underserved learners.	<input type="radio"/>				
Invest in the expansion of dual language programming and biliteracy with a focus on dual language programs for English learners	<input type="radio"/>				
Adopt state cultural competency standards	<input type="radio"/>				
Develop a global competency assessment.	<input type="radio"/>				

Comments or missing strategies

21. 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).

For LEAs (local education agencies; districts), this means...

	low impact (1)	(2)	(3)	(4)	high impact (5)
Implement instructional, curricular, and student credential programs focusing on 21st century career, life, and social skills / emotional skills	<input type="radio"/>				
Train educators on cultural competency standards and 21st century, career, and social/emotional skills	<input type="radio"/>				
Expand the use of dual language programs to support English learners	<input type="radio"/>				
Expand student access to world language and dual language instruction	<input type="radio"/>				
Support performance based assessment best practices and sharing across school systems to facilitate a common assessment of 21st century skills	<input type="radio"/>				

Comments or missing strategies

Prototype 3 Feedback

22. 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).

For *Community Partners*, this means...

	low impact (1)	(2)	(3)	(4)	high impact (5)
Support dramatic expansion of out-of-the-classroom learning opportunities for students (internships, employment, etc.)	<input type="radio"/>				
Redesign teacher preparation and professional education programs to include multicultural studies and cultural competency	<input type="radio"/>				
Fund and expand postsecondary success initiatives for underserved learners.	<input type="radio"/>				
Connect students to international communities to support their global awareness	<input type="radio"/>				
Comments or missing strategies					

23. 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.

24. Thank you! How would you like to proceed?

- **If you have additional time, please consider providing detailed feedback on other priorities.**
- **If you have limited time, please choose the final option on this question to exit the survey. You are welcome to come back before the end of the window to give detailed feedback on any other priority areas.**

- Go back to **Early Childhood Education**
- Go to **Expand Personalized Learning Statewide**
- Go to **Comprehensive Assessment Systems with Multiple Measures**
- Go to **Teacher and Leader Support**
- Go to **Resource Investment**
- Save your answers and exit this survey

Prototype 3 Feedback

Expand Personalized Learning Statewide

All of these questions are optional. If you would prefer to not leave feedback for this priority area, please go to the last question in this section and select a different priority area or exit the survey.

Vision for Success

25. Please review the set of high-level outcomes for this priority area.

- **XX% increase students in personalized learning pathways**
- **XX% increase in the statewide graduation rate increases**
- **XX% increase in students earning AP or dual enrollment credit increases**
- **XX% increase in the percent of schools incorporating competency-based advancement**
- **XX% increase in RI students earning industry-recognized credentials**

If there are any missing, please suggest them here, or leave this blank.

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

Please select yes or no for each outcome. 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.

	Yes	No
XX% increase students in personalized learning pathways	<input type="radio"/>	<input type="radio"/>
XX% increase in the statewide graduation rate increases	<input type="radio"/>	<input type="radio"/>
XX% increase in students earning AP or dual enrollment credit increases	<input type="radio"/>	<input type="radio"/>
XX% increase in the percent of schools incorporating competency-based advancement	<input type="radio"/>	<input type="radio"/>
XX% increase in RI students earning industry-recognized credentials	<input type="radio"/>	<input type="radio"/>

Comments:

Strategies (grouped by the stakeholder best able to do them)

Please note that the wording for these strategies is an early draft.

Prototype 3 Feedback

27. 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...

	low impact (1)	(2)	(3)	(4)	high impact (5)
Develop and implement a statewide community of practice to build educator skills to lead and teach in personalized learning environments	<input type="radio"/>				
Create mastery-based (or competency-based) credit attainment standards and systems	<input type="radio"/>				
Create partnerships with post-secondary, business and community organizations to develop meaningful, long-term learning experiences outside of school	<input type="radio"/>				
Develop an approval process and manage a list of state-approved credit-bearing learning opportunities outside the school day, year, and building	<input type="radio"/>				
Fund the expansion of the number of students in dual and concurrent enrollment programs	<input type="radio"/>				
Fund and support the expansion of relevant, high quality career and technical programs	<input type="radio"/>				
Comments or missing strategies	<input type="text"/>				

28. 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).

For LEAs (local education agencies; districts), this means...

	low impact (1)	(2)	(3)	(4)	high impact (5)
Develop and implement a statewide community of practice to build educator skills to lead and teach in personalized learning environments	<input type="radio"/>				
Create mastery-based (or competency-based) credit attainment standards and systems	<input type="radio"/>				
Create partnerships with post-secondary, business and community organizations to develop meaningful, long-term learning experiences outside of school	<input type="radio"/>				
Develop an approval process and manage a list of state-approved credit-bearing learning opportunities outside the school day, year, and building	<input type="radio"/>				
Fund the expansion of the number of students in dual and concurrent enrollment programs	<input type="radio"/>				
Fund and support the expansion of relevant, high quality career and technical programs	<input type="radio"/>				
Comments or missing strategies	<input type="text"/>				

Prototype 3 Feedback

29. 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).

For *Community Partners*, this means...

	low impact (1)	(2)	(3)	(4)	high impact (5)
Create partnerships with post-secondary, business and community organizations to develop meaningful, long-term learning experiences outside of school	<input type="radio"/>				
Provide students rich, credit-bearing extended learning opportunities	<input type="radio"/>				
Higher education partners support student pursuit of dual and concurrent enrollment options	<input type="radio"/>				
Increased employer support for youth opportunities, including internships, work-related experiences, and apprenticeships	<input type="radio"/>				

Comments or missing strategies

30. 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.

31. Thank you! How would you like to proceed?

- **If you have additional time, please consider providing detailed feedback on other priorities.**
- **If you have limited time, please choose the final option on this question to exit the survey. You are welcome to come back before the end of the window to give detailed feedback on any other priority areas.**

- Go back to **Early Childhood Education**
- Go back to **Global Competency and Competitiveness**
- Go to **Comprehensive Assessment Systems with Multiple Measures**
- Go to **Teacher and Leader Support**
- Go to **Resource Investment**
- Save your answers and exit this survey

Prototype 3 Feedback

Prototype 3 Feedback

Comprehensive Assessment Systems with Multiple Measures

All of these questions are optional. If you would prefer to not leave feedback for this priority area, please go to the last question in this section and select a different priority area or exit the survey.

Vision for Success

32. Please review the set of high-level outcomes for this priority area.

- **All LEAs will use multiple measure assessment systems to determine student college and career readiness**
- **Gaps in student performance across identified groups will be reduced by XX% over Y years**
- **Reduction in the days dedicated to assessment across Rhode Island**

If there are any missing, please suggest them here, or leave this blank.

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

Please select yes or no for each outcome. 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.

	Yes	No
All LEAs will use multiple measure assessment systems to determine student college and career readiness	<input type="radio"/>	<input type="radio"/>
Gaps in student performance across identified groups will be reduced by XX% over Y years	<input type="radio"/>	<input type="radio"/>
Reduction in the days dedicated to assessment across Rhode Island	<input type="radio"/>	<input type="radio"/>

Comments:

Strategies (grouped by the stakeholder best able to do them)

Please note that the wording for these strategies is an early draft.

Prototype 3 Feedback

34. 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...

	low impact (1)	(2)	(3)	(4)	high impact (5)
Provide a network of support and services that focus on assessment literacy and include (1) vetting of high-quality staff development focusing on data use; (2) creation of best-practice assessment timelines, templates, and resources; and (3) establishment of cadres of highly-trained educators who improve assessment practices and assessment literacy	<input type="radio"/>				
Identify highly valid and reliable screening and progress-monitoring tools	<input type="radio"/>				
Fund and support state education agency (SEA) and LEA teams to develop assessment systems that use multiple measures such as authentic performance tasks, group collaboration rubrics, problem solving tasks, student designed tasks	<input type="radio"/>				
Review, vet, and promote the use of assessment tools that focus on the whole child	<input type="radio"/>				
In collaboration with districts, create a statewide vision for assessment that can be used as a state, district, and school-level	<input type="radio"/>				
In conjunction with LEAs, audit all current assessment practices and streamline the variety and number of tools and the time dedicated to assessment; focus on usefulness and timeliness	<input type="radio"/>				
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)	<input type="radio"/>				

Comments or missing strategies

Prototype 3 Feedback

35. 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).

For LEAs (local education agencies; districts), this means...

	low impact (1)	(2)	(3)	(4)	high impact (5)
Provide rich development opportunities related to assessment that treat our teachers as learners and focus on assessment literacy and provide a practicum-based approach that connects data and instruction	<input type="radio"/>				
Employ only highly valid and reliable diagnostic screening and progress-monitoring tools to design and monitor interventions tailored to student need	<input type="radio"/>				
Develop and maintain LEA teams dedicated to assessment systems that use multiple measures such as authentic performance tasks, group collaboration rubrics, problem solving tasks, student designed tasks	<input type="radio"/>				
Utilize whole-child assessment practices that include social and emotional learning, non-cognitive traits, and academic performance	<input type="radio"/>				
In collaboration with the state and other districts, create a statewide vision for assessment that can be used as a state, district, and school-level	<input type="radio"/>				
In conjunction with RIDE and other LEAs, audit all current assessment practices and streamline the variety and number of tools and the time dedicated to assessment	<input type="radio"/>				
Provide parents and students with a summary of local assessment practices and how information is used to guide instructional decision-making and to inform individualized pathways	<input type="radio"/>				

Comments or missing strategies

36. 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).

For Community Partners, this means...

	low impact (1)	(2)	(3)	(4)	high impact (5)
Increasing parent and community understanding of the role and importance of assessment and the ways that it can improve instructional experience and student outcomes	<input type="radio"/>				

Comments or missing strategies

Prototype 3 Feedback

37. 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.

38. Thank you! How would you like to proceed?

- **If you have additional time, please consider providing detailed feedback on other priorities.**
- **If you have limited time, please choose the final option on this question to exit the survey. You are welcome to come back before the end of the window to give detailed feedback on any other priority areas.**

- Go back to **Early Childhood Education**
- Go back to **Global Competency and Competitiveness**
- Go back to **Expand Personalized Learning Statewide**
- Go to **Teacher and Leader Support**
- Go to **Resource Investment**
- Save your answers and exit this survey

Prototype 3 Feedback

Teacher and Leader Support

All of these questions are optional. If you would prefer to not leave feedback for this priority area, please go to the last question in this section and select a different priority area or exit the survey.

Vision for Success

39. Please review the set of high-level outcomes for this priority area.

- **Increased recruitment and retention of educators in underrepresented and hard-to-staff fields**
- **Professional development will be closely connected to the most important aspects of the everyday work of leaders in schools, teachers in classrooms, and student learning needs**
- **Increase in quality and duration of pre-service field-experiences**
- **Decrease in teacher attrition from the profession within 3 years of entering**
- **Teachers will feel more respected as professionals and supported as continuous learners**

If there are any missing, please suggest them here, or leave this blank.

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

Please select yes or no for each outcome. 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.

	Yes	No
Increased recruitment and retention of educators in underrepresented and hard-to-staff fields	<input type="radio"/>	<input type="radio"/>
Professional development will be closely connected to the most important aspects of the everyday work of leaders in schools, teachers in classrooms, and student learning needs	<input type="radio"/>	<input type="radio"/>
Increase in quality and duration of pre-service field-experiences	<input type="radio"/>	<input type="radio"/>
Decrease in teacher attrition from the profession within 3 years of entering	<input type="radio"/>	<input type="radio"/>
Teachers will feel more respected as professionals and supported as continuous learners	<input type="radio"/>	<input type="radio"/>

Comments:

Prototype 3 Feedback

Strategies (grouped by the stakeholder best able to do them)

Please note that the wording for these strategies is an early draft.

41. 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...

	low impact (1)	(2)	(3)	(4)	high impact (5)
In partnership with higher education, develop specific training programs for teaching and leading in high poverty, high minority schools	<input type="radio"/>				
Make resources available to districts to promote proven strategies for teacher recruitment, hiring, placement, and retention	<input type="radio"/>				
Create incentives (scholarships, loan forgiveness, etc.) for those entering the teaching profession in hard-to-staff teaching fields or from under-represented groups including race, ethnicity and language	<input type="radio"/>				
Provide resourcing and support for induction coaching and support for new teachers	<input type="radio"/>				
Develop rigorous criteria and incentives for mentor teachers and administrators	<input type="radio"/>				

Comments or missing strategies

42. 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).

For LEAs (local education agencies; districts), this means...

	low impact (1)	(2)	(3)	(4)	high impact (5)
In partnership with RIDE & teacher preparation programs, access specific training programs for teaching and leading in high poverty, high minority schools	<input type="radio"/>				
Implement best-practice human capital practices, especially as it relates to recruitment, hiring, support, and retention decisions	<input type="radio"/>				
Provide resourcing and support for induction coaching and support for new teachers	<input type="radio"/>				
Make teachers' first year in the classroom a residency, partial, or clinical year to support the development of critical skill sets	<input type="radio"/>				
Develop rigorous criteria and incentives for mentor teachers and administrators	<input type="radio"/>				
Provide timely, targeted professional development opportunities for educators that promote continuous growth and utilize peer observation and reflection on practice	<input type="radio"/>				

Comments or missing strategies

Prototype 3 Feedback

43. 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).

For *Community Partners*, this means...

	low impact (1)	(2)	(3)	(4)	high impact (5)
In partnership with RIDE, develop specific training programs for teaching and leading in high poverty, high minority schools	<input type="radio"/>				
Partner with professional associations and higher education programs to develop a pipeline of teachers from high school through college	<input type="radio"/>				
Dramatically increase the school and field-based training experiences for pre-service teachers and administrators	<input type="radio"/>				

Comments or missing strategies

44. 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.

45. Thank you! How would you like to proceed?

- **If you have additional time, please consider providing detailed feedback on other priorities.**
- **If you have limited time, please choose the final option on this question to exit the survey. You are welcome to come back before the end of the window to give detailed feedback on any other priority areas.**

- Go back to **Early Childhood Education**
- Go back to **Global Competency and Competitiveness**
- Go back to **Expand Personalized Learning Statewide**
- Go back to **Comprehensive Assessment Systems with Multiple Measures**
- Go to **Resource Investment**
- Save your answers and exit this survey

Prototype 3 Feedback

Resource Investment

All of these questions are optional. If you would prefer to not leave feedback for this priority area, please go to the last question in this section and select a different priority area or exit the survey.

Vision for Success

46. Please review the set of high-level outcomes for this priority area.

- **Elimination of gaps between districts in per-pupil spending on students with similar need**
- **Rhode Island's educational funding mechanism will support equitable access to quality programs, services, and facilities**
- **XX% of schools will be renovated to ensure that they meet Rhode Island's school housing adequacy standards**

If there are any missing, please suggest them here, or leave this blank.

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

Please select yes or no for each outcome. 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.

	Yes	No
Elimination of gaps between districts in per-pupil spending on students with similar need	<input type="radio"/>	<input type="radio"/>
Rhode Island's educational funding mechanism will support equitable access to quality programs, services, and facilities	<input type="radio"/>	<input type="radio"/>
XX% of schools will be renovated to ensure that they meet Rhode Island's school housing adequacy standards	<input type="radio"/>	<input type="radio"/>

Comments:

Strategies (grouped by the stakeholder best able to do them)

Please note that the wording for these strategies is an early draft.

Prototype 3 Feedback

48. 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...

	low impact (1)	(2)	(3)	(4)	high impact (5)
Support training for district and building administrators focusing on resource management	<input type="radio"/>				
Develop a statewide strategic capital plan for schools facilities	<input type="radio"/>				
Foster a culture of return on investment-based decision-making through the creation of return on investment collection and analysis tools with districts	<input type="radio"/>				
Study, and if necessary, make refinements to the funding formula to ensure equitable distribution of state resource, focusing on traditionally underserved learners	<input type="radio"/>				
Review and streamline all state requirements that limit LEA decision-making authority related to resource investment decisions	<input type="radio"/>				

Comments or missing strategies

49. 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).

For LEAs (local education agencies; districts), this means...

	low impact (1)	(2)	(3)	(4)	high impact (5)
Develop strategic budgets that support multi-year strategic plans	<input type="radio"/>				
Create RIDE/LEA partnership to identify statewide efficiencies in facility costs	<input type="radio"/>				
Identify the highest areas of high-cost/low-dividend investment and make corrections	<input type="radio"/>				
Expand school and community dialogue about budget decisions and incorporate data as part of those discussion	<input type="radio"/>				
Use technology to improve the function, efficiency, and use of facilities	<input type="radio"/>				

Comments or missing strategies

Prototype 3 Feedback

50. 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).

For *Community Partners*, this means...

	low impact (1)	(2)	(3)	(4)	high impact (5)
Provide more training for school committees on high-quality, multi-year strategic budgeting processes	<input type="radio"/>				
Develop and utilize informational materials that help communities to recognize the importance of adequate educational funding	<input type="radio"/>				
Expand school and community dialogue about budget decisions and incorporate data as part of those discussion	<input type="radio"/>				
Ensure that school committees have access to high-quality, useful data to inform critical decisions	<input type="radio"/>				

Comments or missing strategies

51. 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.

Prototype 3 Feedback

52. Thank you! How would you like to proceed?

- **If you have additional time, please consider providing detailed feedback on other priorities you may have skipped.**
- **If you have limited time, please choose the final option on this question to exit the survey. You are welcome to come back before the end of the window to give detailed feedback on any other priority areas.**

- Go back to **Early Childhood Education**
- Go back to **Global Competency and Competitiveness**
- Go back to **Expand Personalized Learning Statewide**
- Go back to **Comprehensive Assessment Systems with Multiple Measures**
- Go back to **Teacher and Leader Support**
- Save your answers and exit this survey