

2015-2020 Rhode Island Strategic Plan PK-12 Education

prototype 4



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Rhode Islanders' Vision for Student Success

For Students:

A Rhode Island graduate is one who is academically prepared for college, work and life. He/she can think critically and collaboratively and act as a creative, self-motivated, culturally competent learner and citizen.

How we will meet this vision:

Students will develop these skills through individualized teaching and learning that emphasizes the use of technology, hands-on instruction, and real world application. Students' schools and learning environments will embody an engaging and collaborative culture that is student-centered, safe, mutually respectful, and embraces many cultures and perspectives.

We collectively aspire to an educational system that (1) holds high expectations for all students, regardless of income or background, (2) is responsive to students' individual needs, and (3) pushes the boundaries of imagination and innovation to create better learning conditions for students and educators.

VALUES

Values are defined as a set of beliefs that have a profound and enduring meaning. As the “why” of the plan, they set the foundation for the work that will take place. These values are intended to be visible in every major plan priority and in the education system itself.

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- Autonomy** In our education system, Rhode Islanders value earned autonomy to make timely decisions in response to developing student needs so that those who work most closely with students have greater influence on the decisions that support students' achievement.
- Diversity** In our education system, Rhode Islanders value the role of culture and embrace the utilization of multiple knowledge bases as we prepare students, staff, and teachers to become culturally competent and aware on a local, national, and global scale.
- Equity** In our education system, Rhode Islanders value equitable distribution of resources and opportunities based on the individual needs of every student to support a positive learning environment.
- Personalization** In our educational system, Rhode Islanders value individualized approaches of learning that would provide every student with the opportunities for success.
- Preparedness** We, as Rhode Islanders, envision an education system that prepares every graduate for the cognitive, interpersonal and intra-personal demands of college, career, and citizenship.
- Safety** In our education system, Rhode Islanders value safe, healthy, and nurturing learning environments.
- Support** In our education system, Rhode Islanders value the shared responsibility of teachers, parents, businesses, higher education and the community partnering together to support all students.

PRIORITIES

The six priority areas are a framework for specific measurable outcomes and actions that will focus and organize the strategic plan for public education in Rhode Island for the next five years.

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1. Early Childhood Education
 2. Globally Competent Graduates
 3. Informed Instructional Decision Making
 4. Investing Our Resources
 5. Personalized Learning Statewide
 6. Teacher and Leader Support

The pages that follow lay out the priorities in detail.

- ▶ **Our Vision for Success in 2020**
outlines the scope of the priority, the “what” that will guide the actions and frame the outcomes.
- ▶ **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” for what specific high-level actions the key stakeholders will take to make this plan happen and achieve the vision of success.

1. Early Childhood Education

Give every child a great start

Our Vision for Success in 2020

Rhode Island aspires to expand opportunities for meaningful and nurturing early childhood learning in order to get our children off to a great start in school. We will maximize access to high quality early learning opportunities from age 3 through age 8. In order to ensure success, our state agencies will work together to provide supports for children from birth to age 3, we will expand pre-kindergarten programming to families and youth with the greatest need; we will ensure that there is full-day kindergarten in every community; we will provide the supports necessary to ensure that all children meet their developmental milestones from age 3 through age 8; and we will expand and improve training and preparation for early-childhood educators.

The Components of Our Vision

- A collaborative approach
- A focus on quality standards
- Targeted high-quality pre-kindergarten
- Full-day kindergarten

A Collaborative Approach

Key Outcome:

- X% increase in early childhood screening and intervention

The Rhode Island Department of Education will...

Coordinate and streamline the multi-agency oversight of early learning programs within the state government.

For Rhode Island schools and districts, this means...

- Increasing their cooperation with community-based service providers to improve communications

For community and family-based providers, this means...

- Improving communications and cooperative planning with school districts so as to foster a comprehensive system that will prepare children academically, socially and emotionally for kindergarten and for elementary school.
- Coordinating with schools and school districts to ensure that children make seamless transitions from their early learning environment to kindergarten

Promote the high-quality health and educational screening of young children

For Rhode Island schools and districts, this means...

- Partnering with health care providers and early childhood programs to promote high-quality early childhood screening

For community and family-based providers, this means...

- Partnering with health care providers and school districts to promote high-quality early childhood screening

For health-care professionals, this means...

- Sharing developmental benchmarks and screening information with the parents of youth and toddlers and communicating the importance of education to these parents

A Focus on Quality Standards

Key Outcomes:

- X% increase in Rhode Island student kindergarten readiness
- X% of students entering grade 3 are performing at grade level in mathematics and reading.

The Rhode Island Department of Education will...

Expand the adoption of the Rhode Island Early Learning and Development Standards

For Rhode Island schools and districts, this means...

- Fully implementing the Rhode Island Early Learning and Development Standards, including providing the necessary support and training to teachers

For community and family-based providers, this means...

- Fully implementing all aspects of the Rhode Island Early Learning and Development Standards, including providing the necessary support and training to teachers

Establish standards-based expectations for early childhood teachers, providers, and programs in order to develop a comprehensive, high-quality system of early learning programs

For Rhode Island schools and districts, this means...

- Delivering early childhood programming that meets or exceeds established statewide standards-based expectations

For community and family-based providers, this means...

- Delivering early childhood programming that meets or exceeds the established statewide standards-based expectations

Targeted High Quality Pre-Kindergarten

Key Outcome:

- X% increase in the number of high quality pre-kindergarten seats provided to Rhode Island's neediest families and youth.

The Rhode Island Department of Education will...

Allocate resources in order to expand access to high-quality pre-kindergarten to families and youth with the greatest need

For Rhode Island schools and districts, this means...

- Expanding children's access to high-quality, nurturing pre-kindergarten programs

For other state agencies, this means...

- Investing state funds to increase the number of seats in high-quality pre-kindergarten programs that are available to families and youth with the greatest need

Full-Day Kindergarten

Key Outcome:

- All Rhode Island school districts provide high-quality universal full-day kindergarten.

The Rhode Island Department of Education will...

Ensure high-quality full-day kindergarten statewide

For Rhode Island schools and districts, this means...

- Implementing high-quality full-day kindergarten

2. Globally Competent Graduates

Preparing Our Next Generation of Global Citizens

Our Vision for Success in 2020

Rhode Island aspires to become a state in which all of our high-school graduates are globally competent. We want all of our graduates to be able and ready to investigate the world, to recognize the perspectives of others, to communicate their ideas to diverse audiences, and to take actions to improve conditions in our world. Preparing our students to be global citizens entails investing in the social and emotional health of our students, building the cultural competence of students and educators, and expanding student access to dual-language and world language instruction. We see the diversity of Rhode Island as an asset that will help us prepare our graduates to enter an increasingly competitive and global society.

The Components of Our Vision

- Social emotional learning and wellness
- Cultural competency
- Dual-language and world language instruction

Social Emotional Learning and Wellness

Key Outcomes:

- Rhode Island graduates possess the social and emotional skills necessary to persevere through challenging circumstances, to collaborate with others, and possess a “growth mindset.”
- X% of students and parents describe their school and educators as welcoming and culturally respectful.

The Rhode Island Department of Education will...

Develop standards for social and emotional learning in kindergarten through grade 12 and recommend curriculum and best-practice approaches for meeting these standards

For Rhode Island schools and districts, this means...

- Providing professional development for educators and school leaders on the development of social and emotional skills
- Providing opportunities for students to demonstrate and practice skills

Collaborate with school districts and key educational partners to measure school climate

For Rhode Island schools and districts, this means...

- Using data on school climate to improve the culture of schools

Collaborate with public and private mental- and behavioral-health providers to expand the quality and quantity of in-school mental- and behavioral-health services

For Rhode Island schools and districts, this means...

- Partnering with mental-health providers to expand student access to high-quality mental- and behavioral-health services in schools

For state agencies and health-care providers, this means...

- Creatively partnering with schools to increase student access to low- or no-cost mental- and behavioral-health services

For community and municipal partners, this means...

- Committing public and private resources to assist schools in supporting the social and emotional needs of students

For teacher-preparation programs, this means...

- Expanding the focus on social and emotional learning and cultural competency as part of the pre-service classroom and practicum experience

Cultural Competency

Key Outcome:

- X% of educators receive instruction and training in cultural competency standards

The Rhode Island Department of Education will...

Develop and promote statewide engagement with cultural competency standards

For Rhode Island schools and districts, this means...

- Implementing statewide cultural competency standards

Work with school districts and teacher-preparation programs to train current and pre-service educators in cultural competencies

For Rhode Island schools and districts, this means...

- Providing professional development for educators and leaders on cultural competency standards

For teacher- preparation programs, this means...

- Preparing aspiring educators in cultural competencies

Work with school districts to develop students' cultural competency

For Rhode Island schools and districts, this means...

- Providing instruction in cultural competency
- Providing students with opportunities to demonstrate and practice cultural competency skills

Dual-Language and World Language Instruction

Key Outcomes:

- X% of students in prekindergarten through grade 12 have access to high-quality, proficiency-based language programs with multiple entry points
- X% of English learners participate in dual-language programs that teach both English and native-language literacy and fluency
- X% of high-school graduates have earned the Rhode Island seal of biliteracy

The Rhode Island Department of Education will...

Invest in the expansion of dual- and world-language programming and will promote biliteracy for all students

For Rhode Island schools and districts, this means...

- Expanding student access in prekindergarten through grade 12 to dual-language and world language instruction and application

Adopt a biliteracy seal that students can earn based on their level of proficiency

For Rhode Island schools and districts, this means...

- Developing a process for awarding the seal of biliteracy to eligible students

3. Informed Instructional Decision-Making

Using Assessment Systems that Work for Schools, Teachers, and Students

Our Vision for Success in 2020

Rhode Island aspires to link assessments to instructional practices in order to improve teaching and learning in every classroom. Our robust, manageable assessment systems will ensure that educators have the information they need to improve and adapt their classroom practices. Students, teachers, and families will understand the purpose of assessments and how assessments align with what they are teaching and learning in school every day. We will ensure that there is a balance between instruction and assessment so as to meet the needs of teachers and of students.

The Components of Our Vision

- Data and assessment literacy for educators
- Multiple measure systems that include authentic assessment
- Balanced and useful assessment systems
- Stakeholder understanding and engagement

Data and Assessment Literacy for Educators

Key Outcome:

- Educators are skillful users of data and assessment data to make instructional decisions that support student learning.

The Rhode Island Department of Education will...

Create and implement a statewide vision for assessment literacy, that is, knowledge about the use of assessments to improve teaching and learning, that can be used at state, district, and school-levels

For Rhode Island schools and districts, this means...

- Creating and implementing the statewide vision for assessment literacy in collaboration with the Rhode Island Department of Education and other districts

Provide support and services that focus on assessment literacy and include the vetting of high-quality staff development focusing on assessment development and data use; the creation of best-practice assessment timelines, templates, and resources; and the establishment of cadres of highly trained educators who partner with schools and districts to improve assessment practices and assessment literacy statewide

For Rhode Island schools and districts, this means...

- Providing rich professional development opportunities related to assessments that focus on assessment literacy

For professional organizations for educators, this means...

- Providing their membership with professional development opportunities that focus on the effective use of assessment systems, data, and assessment literacy

For teacher-preparation programs, this means...

- Enhancing instruction in assessment tools and types, assessment literacy, and the use of data to support instructional decision-making

Multiple Measure Systems that Include Authentic Assessment

Key Outcome:

- An increased number of schools and districts regularly use multiple and diverse assessments.

The Rhode Island Department of Education will...

Support school and district-based teams to develop robust and manageable assessment systems that use multiple and diverse types of assessment, such as authentic performance tasks, group-collaboration rubrics, problem-solving tasks, and student-designed tasks

For Rhode Island schools and districts, this means...

- Developing assessment systems that use multiple measures, such as authentic performance tasks, group-collaboration rubrics, problem-solving tasks, and student-designed tasks with a focus on meeting the needs of individual students.
- Structuring time for professional learning about assessment (e.g., examining student work, studying calibration practices, creating “broader” assessments)

Investigate and pursue emerging, innovative, proven assessment platforms and approaches

For Rhode Island schools and districts, this means...

- Working in partnership with the Rhode Island Department of Education to create, pilot, and make informed decisions about emerging, innovative, proven assessment platforms and approaches

Balanced and Useful Assessment Systems

Key Outcome:

- Schools and districts ensure an optimum and appropriate balance between classroom instruction and the administration of high-quality assessments that support teaching and learning.

The Rhode Island Department of Education will...

Examine state and local assessment practices in partnership with local school districts to ensure that there is a balance between the time dedicated to instruction and the time dedicated to assessments, and also that there is a balance among the forms of assessment administered (formative, interim, and summative)

For Rhode Island schools and districts, this means...

- Examining current assessment practices to ensure that there is a balance between the time dedicated to instruction and the time dedicated to assessment, and also that there is a balance among the forms of assessment administered (formative, interim, and summative)

Stakeholder Understanding and Engagement

Key Outcomes:

- Educators, students, parents, and the community at large understand the purpose of assessments and how we use them to improve teaching and learning.
- Students can use their own assessment information to communicate their level of knowledge and skills.

The Rhode Island Department of Education will...

Develop useful communication strategies, tools, and reports that help parents, students, and the community access and understand educational data

For Rhode Island schools and districts, this means...

- Developing strategies to engage parents in understanding the important role assessments play and how assessments benefit students and improve their academic achievement
- Engaging students in making meaningful decisions about their education by providing them with useful and relevant educational and assessment data

For advocacy, community, and parent-serving organizations, this means...

- Actively engaging students, parents, and the community in understanding the role and importance of assessments in improving students' academic achievement

For parent-serving organizations, this means...

- Engaging and preparing parents to access, understand, and use relevant educational data

4. Investing Our Resources

Investing to Support our Students, Teachers, and Learning Environments

Our Vision for Success in 2020

Rhode Island aspires to invest education dollars and to manage public-school assets with a focus on meeting the needs of students, teachers, and schools. We recognize that the wise use of resources will require many of us to change our spending habits and to actively pursue new funding sources; increased state and local school funding cannot solve all of the problems we face. Recognizing the importance of our school facilities, we aspire to meet the highest standards for school construction and renovation and we will make it a priority to improve the conditions in the school buildings of greatest need.

The Components of Our Vision

- Improved use of fiscal data
- The funding formula
- Responsible state and district cost management
- Improved school facilities
- Increased resource flexibility

Improved Use of Fiscal Data

Key Outcome:

- School districts, school committees, and the community have access to and make good use of state and local financial reports and tools.

The Rhode Island Department of Education will...

Provide metrics, reports, and tools that blend human capital, assessment, and resource data

Collect and share best practices to support improved state and local decision-making

For Rhode Island schools and districts, this means...

- Utilizing metrics, reports, and tools that blend human capital, assessment, and resource data to make budgetary decisions
- Providing professional development for school leaders on the appropriate metrics, reports, and tools that blend human capital, assessment, and resource data to help school leaders make significant decisions

For professional organizations for educators, this means...

- Working within their membership and throughout the state to increase the understanding of educational budgets and wise financial management practices

The Funding Formula

Key Outcome:

- Our funding formula for aid to education supports the ability of the state and local communities to provide equitable student access to high-quality educational programs, services, and facilities

The Rhode Island Department of Education will...

Study the state funding formula to review its success in delivering equitable access to high-quality programs, services, and facilities and if necessary, advocate for its revision

Responsible State and District Cost Management

Key Outcomes:

- X% savings in state and local funding as a result of efficiencies, service sharing, and best practices are redirected towards educational priorities

The Rhode Island Department of Education will...

Support strategic planning to help school leaders develop budgets that focus on managing costs and investing in programs likely to yield the greatest benefits to students

Lead and promote collaboration across agencies and school districts to make the best use of funding opportunities, to eliminate duplication, and to promote the sharing of services, all with a focus on student success

For Rhode Island schools and districts, this means...

- Using strategic planning processes to focus on managing costs and investing in programs likely to yield the greatest benefits to students
- Partnering with other school districts to achieve savings through the sharing of services and through other cost-containment programs

For other state agencies, this means...

- Working together to make the best use of funding opportunities, to eliminate duplication, and to focus on student success

For private and nonprofit agencies, this means...

- Working to increase and improve the fiscal, human, and operational resources in school districts and schools

Improved School Facilities

Key Outcome:

- XX% of schools meet the Rhode Island standards for educational facilities

The Rhode Island Department of Education will...

Develop facilities-adequacy standards to drive facilities planning

Prioritize investment in the improvement in our highest-need school facilities

Increased Resource Flexibility

Key Outcomes:

- Increase the competitive and philanthropic funding supporting Rhode Island's strategic priorities
- Increased flexibility in resource allocation at the state and local levels

The Rhode Island Department of Education will...

Vigorously pursue competitive and philanthropic funding to achieve the priorities set forth in this strategic plan

For Rhode Island schools and districts, this means...

- Vigorously pursuing competitive and philanthropic funding to achieve the priorities set forth in this strategic plan

For school districts and core educational partners, this means...

- Vigorously pursuing competitive and philanthropic funding to achieve the priorities set forth in this strategic plan

Promote policies that provide greater autonomy for school districts as they work to organize and to use resources to meet student needs

5. Personalized Learning Statewide

Creating Experiences and Pathways that Meet Students' Individual Needs

Our Vision for Success in 2020

Rhode Island aspires to an educational system in which every student is enrolled in rigorous learning environments that meet their individual needs and through which students progress based upon their demonstrated mastery of essential, aligned, and agreed-upon rigorous academic and 21st century skills. Starting in early childhood, students should have access to personalized learning experiences that are experiential, blended, flexible, and differentiated; as a result of these experiences, students will be able to control the pace, place, and content of portions of their learning experience while meeting state requirements. Rhode Island middle and high school students will have access to a wide range of high quality early college and early career training programs that enable them to earn high-value, portable credit and credentials. Rhode Island schools and districts will have systems and opportunities that expand students' access to personalized learning, and teachers will have the skills needed to enhance personalization in and outside the classroom.

The Components of Our Vision

- Building statewide capacity to personalize
- Blended and digital learning
- Expanded learning opportunities
- Career readiness and pathways

Building Statewide Capacity to Personalize

Key Outcome:

- X% of schools have adopted and implemented a proficiency-based model for instructional delivery and educational advancement

The Rhode Island Department of Education will...

Collaborate with school districts and local organizations to strengthen educator communities of practice focusing on personalized learning

For Rhode Island schools and districts, this means...

- Expanding and improving professional development in the areas of personalized instruction and digital learning

For teacher-preparation programs, this means...

- Expanding and improving the training of aspiring teachers in personalized instruction and digital learning

Pursue funding to create an innovation fund to support personalized learning at elementary, secondary, and adult learning levels

Establish a policy and a fiscal environment that enables students to control the pace, space, and content of their learning

Prioritize funding to meet statewide 1:1 needs

Blended and Digital Learning

Key Outcomes:

- X% of students will have full-time access to high-quality technology through a statewide 1:1 plan in order to support personalized learning
- X% of students in kindergarten through grade 12 are learning in environments that are using blended learning models
- X% of students in kindergarten through grade 12 are enrolled in blended schools or earning credits in blended learning environments

The Rhode Island Department of Education will...

Support personalization by promoting and supporting school adoption of best and emerging practices in K-12 blended and digital learning

Develop a state technology plan and support district technology planning that meet student and school needs

For Rhode Island schools and districts, this means...

- Expanding K-12 access to high-quality digital and blended learning opportunities that provide students the ability to control the pace, space, and content of their learning
- Adopting an online platform to manage student work and promote efficient personalization and proficiency-based advancement

Expanded Learning Opportunities

Key Outcome:

- X% of students earning credit in a learning experience outside of school

The Rhode Island Department of Education will...

Collaborate with school districts and partners to expand student access to learning opportunities outside the school day and year

For Rhode Island schools and districts, this means...

- Collaborating with community partners to expand student access to learning opportunities outside the school day and year

For postsecondary schools and business and community organizations, this means...

- Providing students with meaningful learning experiences outside of school, including expanded learning opportunities, internships, work-related experiences, and apprenticeships

Help districts with compensation model to support sustained relationships with community partners

Career Readiness and Pathways

Key Outcomes:

- X% of students have the opportunity to enroll in schools that fit their needs (such as specialized programs, magnet schools, etc.), including early college access and high-quality career and technical education programs
- X% of students are enrolled in early college access programs that enable students to earn postsecondary credit in areas of their choice
- X% of schools and adult education providers offer learners the opportunity to earn career-ready credentials and/or employability transcripts

The Rhode Island Department of Education will...

Create the infrastructure that expands student access to early college and early career education and training programs that yield portable credits and/or credentials

For Rhode Island schools and districts, this means...

- Expanding student access to early college and early career education and training programs that yield portable credits and credentials
- Expanding and deepening college and career counseling services, including the use of an individualized learning plan to inform youth and adult decision-making

For our postsecondary education partners, this means...

- Expanding early college access and supporting students' participation in early college access programs

For business and industry, this means ...

- Partnering with schools in the development and management of career and technical education programs

Collaborate with school districts and business partners to offer a recognized career-ready credential and employability skills transcript

For Rhode Island schools and districts, this means...

- Providing students with access to a state-recognized employability skills transcript and to career-ready credentialing programs

For employers and internship providers, this means...

- Partnering with school districts to complete employability skills assessments and transcripts

Fund, performance monitor, and set priorities for adult educational services in partnership with high-quality providers

For adult education providers, this means...

- Delivering responsive and relevant adult educational services

6. Teacher and Leader Support

Growing our Great Educators

Our Vision for Success in 2020

Rhode Island aspires to support and grow our current teachers and leaders through relevant, personalized, and job-embedded professional learning for all educators focused on students in classrooms and in ways that build collegiality and collaborative decision-making. We also aspire to support great teaching by strengthening the recruitment and retention of high quality educators and leaders. We will develop strategies to encourage the most talented people to enter the teaching profession. In doing so, we will focus on recruiting teachers of color, teachers in hard-to-staff subject areas, and teachers who are eager to work in our most challenging schools.

The Components of Our Vision

- Improved teacher and leader preparation
- High-quality, relevant development
- Focused training for urban schools
- Best practices in human capital management

Improved Teacher and Leader Preparation

Key Outcomes:

- All new teachers and building administrators will be guaranteed supports in their first year of teaching or leading to master their practice
- X% of aspiring teachers in preparation programs engage in field experiences with improved quality and extended duration

The Rhode Island Department of Education will...

Work in partnership with postsecondary-education institutions, school districts, and schools to strengthen the preparation of aspiring educators, particularly by increasing the focus on high-quality, practice-based preparation grounded in student learning.

For educator-preparation programs, this means...

- Strengthening the preparation of aspiring educators by increasing the focus on high-quality, practice-based preparation grounded in student learning
- Increasing the quality and duration of pre-service field-experiences
- Providing targeted and improved pre-service training in urban school environments

Advocate for resources and support for induction coaching new teachers and school leaders

For Rhode Island schools and districts, this means...

- Developing rigorous criteria and incentives for the induction or mentorship of teachers and school leaders

High-Quality, Relevant Development

Key Outcomes:

- Professional development for teachers and leaders is aligned with the most important needs of students, teachers, and leaders as identified through data
- Students have equitable access to excellent teachers and leaders
- Educators will provide feedback and support for each other in a professional learning community

The Rhode Island Department of Education will...

Identify data-informed, high-priority content areas, and will support professional learning in these areas that is research-based and extended in duration.

For Rhode Island schools and districts, this means...

- Providing relevant, job-embedded, personalized professional development opportunities for educators that promote continuous growth and utilize peer observation and reflection on practice

Adopt professional learning standards to inform the planning and implementation of professional learning and development

Provide models and tools for using educator and classroom data to inform decisions about professional learning and development

Develop a statewide clearinghouse for high quality professional development providers

Focused Training for Urban Schools

Key Outcomes:

- Increase recruitment and retention of educators in underrepresented and/or hard-to-staff fields
- Increase the diversity of the educator workforce and narrow the gaps in hard-to-staff fields

The Rhode Island Department of Education will...

Partner with postsecondary education to develop specific training programs for teaching and leading in urban schools.

For Rhode Island schools and districts, this means...

- Offering professional development and training programs relevant to service in urban schools

For educator preparation programs and organizations, this means...

- Working in partnership with RIDE, school districts, and schools to develop high-quality preparation programs for those aspiring to teach and lead in urban schools.

For professional organizations for educators, this means...

- Working in partnership with RIDE, school districts, and schools to develop high-quality training programs for teaching and leading in urban schools.

Partner with postsecondary education to increase the recruitment and retention of teachers of color and of teachers working in hard-to-staff fields

Best Practices in Human Capital Management

Key Outcomes:

- Increased percent of teachers retained in their first three years of teaching
- Movement of educators toward a tiered pathway that fosters growth and leadership within and beyond their own classroom

The Rhode Island Department of Education will...

Develop a framework and guidance for the best practices for school districts and schools in managing human capital, especially relating to decisions about recruitment, hiring, placement, support, and retention

For Rhode Island schools and districts, this means...

- Implementing best practices in the areas of recruitment, hiring, placement, support, and retention decisions

For Rhode Island schools and districts, this means...

- Implementing best practices in the areas of recruitment, hiring, placement, support, and retention decisions

Develop models for an educator career continuum that incorporate the tiered certification system and that provide multiple pathways through which educators can take on leadership roles, either as teachers or school leaders, with their progress based on their recognized expertise

For Rhode Island schools and districts, this means...

- Providing a career continuum that includes leadership roles for teachers and school leaders, with their progress based on their demonstrated expertise