TO: RIDE Leadership Team
FROM: ESSA Committee of Practitioners
DATE: February 22, 2017
SUBJECT: Committee of Practitioners Input on Strategies and Responsibilities for Rhode Island's Vision for a High-Quality Talent Management System

The following is a summary of the Committee of Practitioner's input from a meeting on November 30, 2016. ESSA provides the opportunity for states to describe their educator development, retention, and advancement systems. Committee members began discussing this topic in the October 19, 2016 meeting and, drawing on input from constituents across Rhode Island, built on that discussion by continuing to add ideas of the most viable strategies under each of the five talent management system components – Attract, Prepare, Recruit & Hire, Develop, Support, & Grow, and Retain. Additionally, committee members indicated which entity should be responsible for implementation (i.e., RIDE, LEA, school, or other). Finally, committee members selected their favorite name to label Rhode Island's vision for talent management. Please note that committee members were divided into five tables with each table charged with fleshing out one of the components. Not every table finished this task in its entirety – when information is unavailable, an "N/A" is indicated. The notes here do not represent consensus but rather a high level overview of the comments and ideas given. More information on the input activity can be found here.

The following tables represent each group's recommended input on its respective component:

Table 1: Attract
Focus Idea: *Have team spirit/excellence and district culture and community*

Strategy	Entity Responsible	Specific Role
1. Define a district's/school's culture by creating an identity	• LEA	• Supt. asks questions, ensures that each school develops and shares the vision
	• School	• Write a mission statement/vision that's pithy, clearly understood, universally accepted
	• Community	• Participate in conversations about what the vision should be; a partnership
2. Ensure autonomy and flexibility for schools	• RIDE	• Do not prioritize test scores; let schools help define themselves by providing them autonomy
	• School	• Hold their own feet to the fire
3. Share team/school spirit measures – market what makes your school special	N/A	N/A

Table 2: Prepare
Focus Idea: *Mentoring/Coaching*

Strategy	Entity Responsible	Specific Role

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1. More residency/practicum programs	• RIDE	• Mandate requirement for certification (more hours in practicum)
	• LEA	• Create incentives for partnerships/willingness to be a "cooperating teacher"
	• Higher Ed/Prep	• Offer more hands-on coursework (as opposed to theory) and taught by those in the field
2. Vertical articulation with higher Ed programs	• RIDE	• Coordinate regular opportunities for communication between LEA and prep programs
	• LEA	• Willingness to partner
	• Higher Ed/Prep	• Prep faculty exposed to more of what daily struggles in schools are
3. Identify high-quality placements	• RIDE	• Maintain a database of documented high-quality placements
	• Higher Ed/Prep	• Create and develop partnerships with districts
4. Identify "non-traditional" placements	• RIDE	• Require observations/exposure to variety of populations (e.g., ELL, SPED) • Provide more alternative pathways for individuals who can prove they have experience working with youth, teaching and/or have special expertise in a particular field of study and lack experience with youth in order to fill in the gaps for teacher needs
	• LEA	• Incentives for people to teach "populations" and stay in positions
	• Higher Ed/Prep	• Create and develop partnerships with districts

Table 3: Recruit & Hire
Focus Idea: *Interview with a team (multiple stakeholders) including a demo lesson*

Strategy	Entity Responsible	Specific Role
1. Guidance on team interview protocols	• RIDE	• Create sample guidance (multiple best practices to select from) • Gather feedback from LEAs on the effectiveness of the guidance • Gather more RI best practices
	• LEA	• Adapt guidance – provide training on team process (have multiple stakeholders on team)
	• Teacher Union	N/A

2. Move past questions to a performance task	• RIDE	• Create sample guidance (multiple best practices to select from) • Gather feedback from LEAs on the effectiveness of the guidance • Gather more RI best practices
	• LEA	• Adapt guidance – provide training on team process to the multiple stakeholders on team
	• Teacher Union	N/A
3. Rubric of high quality expectations	• RIDE	• Create samples from which to choose • Gather feedback from LEAs on the effectiveness of the guidance • Gather more RI best practices
	• LEA	• Adapt guidance – provide training on team process to the multiple stakeholders on team
	• Teacher Union	N/A
4. Collaboration across LEAs (HR Directors)	• RIDE	N/A
	• LEA	N/A

Table 4: Develop, Support, & Grow
Focus Idea: *Align state priorities with teacher Ed programs and PD (better communication)*

Strategy	Entity Responsible	Specific Role
1. Clearly outline state priorities to higher Ed institutions	• RIDE	N/A
2. Scrutinize alternative pathways/certification options	• RIDE	N/A
	• LEA	N/A
3. More time on application vs. theory through longer/extended field experiences prior to teaching	N/A	N/A
4. Differentiated, relevant practical PD at the time	N/A	N/A
5. Professional development as an apprenticeship or mentorship model		

Table 5: Retain
Focus Idea: *Supported by peers and leaders*

Strategy	Entity Responsible	Specific Role
1. Teacher mentoring program	• RIDE	• Providing multiple models (exemplary programs)
	• LEA	• Select models of mentorship aligned to LEA's needs and provide resources

		• School	• Connect the right mentor/mentee
2. Multiple pathways for demonstrating growth/efficacy		• RIDE	• Open up evaluation models to focus on continued growth (long term!)
		• School	N/A
3. Recognition of continued growth		• LEA	• Honor exemplary educators
		• School	• Honor exemplary educators
4. Incentivize positive student/teacher relationships		• RIDE	• Highlight positive models around the state/prioritize these relationships in school and/or teacher evaluation
		• LEA	• Celebrate schools or classrooms with effective teacher/student relationships
		• School	• Provide necessary supports or guidance for high impact relationships

In order of preference, the following list represents the committee members' preferences for Rhode Island's name for a high-quality talent management system. The number in parentheses indicates the number of votes each named received:

1. The Rhode Island Continuum for Educator Excellence (10)
2. System for Educator Excellence (8)
2. Educator Development System (8)
3. Educator Advancement System (7)
4. Talent Management System (5)
5. Rhode Island Educator Career Continuum (4)
6. Educator Excellence Support Continuum (3)
7. Human Capital System (1)
7. CAREE System: Creating and Retaining Excellent Educators (note: this name was a write-in) (1)