



# Rhode Island's ESSA State Plan Committee of Practitioners

October 19, 2016

4 pm – 6 pm

United Way

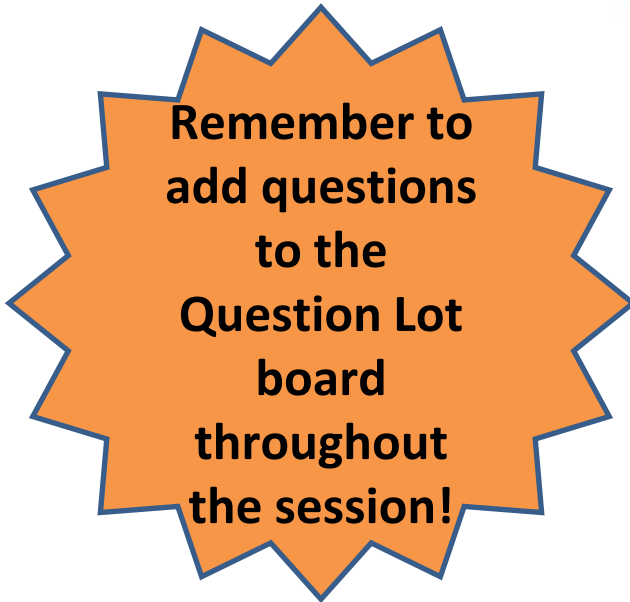
# Welcome

## Today's Objectives:

- Collect input on the ideal role for the state, district, school and community in school improvement
- Share information on the components of an educator talent management system and the opportunities to develop it under ESSA

## Today's Agenda:

- Welcome
- Roles and responsibilities for school improvement
- Public Forums and Recommendation Memos
- Educator talent management systems
- Closing and next steps



**Remember to  
add questions  
to the  
Question Lot  
board  
throughout  
the session!**

# School Improvement in Rhode Island

*Stephen Osborn, Chief for Innovation*  
*Andrew Milligan, Transformation Specialist*



**RIDE** Rhode Island  
Department  
of Education

# Approach to School Improvement under ESSA

The Rhode Island Department of Education is committed to improving outcomes for every student through a shared system of responsibility and support.

## **Continuous Improvement for Every Student**

- Every student should engage in high quality, challenging and relevant learning opportunities
- Every school has room to grow, some schools need additional support

## **Shared responsibility to leverage Every Voice**

- Community: Anyone with a vested interest in the community
- School: Anyone working or learning daily within the school
- District/LEA: Anyone working in the district/LEA with a support role for the school
- State: Anyone working in the state with support roles for the school



# ESSA School Improvement Identification and Support: A Refresher

At least once every three years, the state must identify schools that will receive extra support for improvement through the use of the state accountability index.

## **Targeted improvement and support:**

- Schools that show persistent low performance in one or more subgroups
- Must engage in evidence-based improvement efforts directed towards their needs
- Efforts monitored by the district/LEA.

## **Comprehensive support and improvement:**

- Schools in the bottom 5% or high schools with graduation rates below 66%
- Must engage in school-wide, evidence-based improvement efforts
- Progress monitored jointly by the district and the state.

## **Insufficient Improvement:**

- Schools not meeting state-determined exit criteria within four years of identification for comprehensive support and improvement.
- State must implement more rigorous state-determined action



# Input Task (part 1):

## What does collective responsibility look like?

### **Task Intended Outcome:**

- Utilize constituent feedback and personal experience to recommend the appropriate roles for different stakeholder groups within school improvement

### **Task Directions:**

1. Take a moment to introduce yourself to each other if you don't already know each other.
2. Reflect on what your constituents told you would be ideal roles for different stakeholders within school improvement efforts.
3. In small groups, keeping your constituents in mind, consider the list of school improvement activities and whether your stakeholder group should play a part in the activity. Add additional activities as necessary.
4. Tape the activities to the flip chart and add clarity to how your stakeholder group should engage in the activity.



# Input Task (part 2): Share and Compare

## **Task Intended Outcome:**

- Discuss role recommendations with RIDE and fellow committee members

## **Task Directions:**

1. Share your thinking and rationale with the pair or trio at your table that has the same color poster.
2. After all presentations, discuss:
  - What similarities, contradictions, and patterns did you see between the charts?
  - How might these stakeholder groups work together?
  - What are necessary roles that are left out of your two lists and where would they ideally fit in?
3. RIDE staff will take notes on the major themes of your group.



# Public Forums and Recommendation Memos

*Kamlyn Keith & Felicia Brown*



**RIDE** Rhode Island  
Department  
of Education



# Supporting Excellent Educators in Rhode Island under ESSA

*Lisa Foehr, Director, Educator Excellence and  
Certification Services*

*Carrie Appel, Educator Quality Specialist*

*Sarah Whiting, Educator Quality Specialist*



**RIDE** Rhode Island  
Department  
of Education

# Key Considerations

States must describe its educator development, retention, and advancement systems

Title II-A funding supports local efforts to support educators: improving preparation, certification structures, evaluation, evidence-based professional learning, leadership



# How do we begin?

Together and as a state, we need to determine the components of a **high-quality talent management system**.

Identify where **best practices are already happening** and where there are areas for improvement.



# Components of a Talent Management System

## *Lifecycle of an Educator*



# Calibration Task:

## Brainstorm and Carousel

### Task Intended Outcomes:

- Familiarize ourselves with the components of the Talent Management System

### Task Directions:

1. With your table group, move to the corresponding numbered poster/ component.
2. Discuss the following questions:
  - What does the \_\_\_\_\_ component look like when it's high-quality?
  - What actions and supports are needed for this component to work well?
3. Capture the groups thinking on the chart paper.
4. Move clockwise as a group, rotating through each component. Keeping the above questions in mind, add to what's already there and/or indicate agreement/disagreement.
5. Take a final walk to review all completed buckets



# Other Opportunities and Responsibilities for Educator Quality

- ✓ States will describe state and LEA efforts to improve the skills of teachers, principals and other school leaders in order to provide instruction based on the needs of students

## **Decision Points:**

- What current work should be leveraged?
- What new supports are needed?
- Who should be responsible for carrying out the new supports?



# Other Opportunities and Responsibilities for Educator Quality

- ✓ States will describe actions it may take to improve preparation programs and strengthen support for teachers, principals and other school leaders.
- ✓ States must also describe opportunities for autonomy and flexibility

## **Decision Points:**

- What existing strategies should be leveraged?
- What new supports are needed?



# Other Opportunities and Responsibilities for Educator Quality

✓ States will describe how low-income and minority children are not served at disproportionate rates by ineffective, out-of-field, and inexperienced teachers

## **Decision Points:**

- Adopt uniform statewide definitions for the following:
  1. Ineffective
  2. Out-of-field
  3. Inexperienced





# Considerations for This Committee

1. What else should be included under these buckets/components for our vision for a high-quality talent management system?
2. What districts do you know of that are already engaged in best practices in one or more of these buckets/components?
3. What's in a name? We will follow-up with a list of other possible titles – can you come up with something else? Does Talent Management System accurately address this vision?
4. How would you define an ineffective, out-of-field, and inexperienced teacher?



# Closing and Next Steps



# Thank you!

- **What's next?**

Follow up email will contain:

- Link to survey
- Link to materials from this meeting
- Information and materials for public forums
- Request for approval of the recommendation memos
- Call for additional questions and input on these topics

- **Next meeting: November 30, 2016**

4-6 pm at United Way of Rhode Island

Input Topic: Supporting an effective talent management system

- **Questions or concerns?**

Please contact Felicia Brown at [felicia.brown@ride.ri.gov](mailto:felicia.brown@ride.ri.gov)