

# How will we work together?

The primary role of the group is to provide input into the ESSA planning process.

The following represents the collective responses to the questions posed at the July 20th meeting of the Committee of Practitioners.

- What would make this group most successful?
- Share ideas about when you represented others in the past and what has worked well for you.
- As a group, write the most important ideas you heard that you feel will make this group effective at providing input?

## Logistics and facilitation

- Strong facilitation- divide work into subgroups/interdisciplinary working groups
- Provide printed documents and materials prior to a meeting while utilizing google docs to encourage active participation
- Coffee available at meetings
- Establish norms and procedures
- Define terms for non-educators, explain education “lingo”
- Don’t make the working group too large, small group work within meetings
- Preview information ahead of time – “framing”
- Clear expectations for homework
- Use common, clear language in discussions with public and share digital copies of materials
- Bring in “other views” on ESSA and share our views with speakers
- Shared background knowledge
- Provide enough time to ‘chew’ and ‘breathe’ as we discuss and plan

## Committee make-up, scope, and role

- Increase diversity of participants, involve more teachers
- Continue to give an agenda that includes addresses short and long term objectives
- When the group comes to consensus on decisions, policy, etc. – how will that translate at RIDE?
- Give expectations and clarity on our role with outreach
- Gather input from constituents and community- very valuable
- Social media outreach
- More students (all ages)- more students in diverse locations (10 and up)
- Represent the needs and priorities of families, also must know **what** we are representing

## Working on ESSA State Plan

- Knowing more about PreK-12 learning continuum and how it leads to college and career readiness (emphasis on PreK-2)
- Continue to gather data beyond grade 12 to know if we were successful
- Need outcomes to measure (not evidence-based compliance or processes)
- Relevant and actionable easily collectible data (at the local level) ie. Dual enrollment
- ESSA: What’s law regulation vs. really up to RI? What’s our mandate? What’s urgent opportunity?
- Need a core value discussion about learning
- Be clear about what is nonnegotiable