2015-2020 Rhode Island Strategic Plan for PK-12 Education:
Prototype 1: Value Statements

Enclosure 7a
February 9, 2015

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Thank you for providing feedback on Rhode Island's 2015-2020 plan for PreK-12 public education.

Rhode Island's strategic planning process is unique in several important ways, one of which you are experiencing at this very moment. Most strategic planning work goes on for months before unveiling a nearly-complete plan. Our process releases drafts (or "prototypes") early, often, and long before they are complete. This enables our team to collect and act upon feedback throughout the writing process. By the end of June, the planning team will have published and collected feedback on four prototypes.

Welcome to Prototype 1: Plan Values! You can prepare to provide feedback by watching this short video.

Introduction to Prototype 1

This prototype focuses on "values", which we define as a set of beliefs that have profound and enduring meaning and can (and should) be visible in every major plan priority and in the educational system itself. To that end, value statements must pass three tests:

Test 1: Close to our hearts? – the soul/foundation of the plan, a strong belief, a core aspiration or vision.

> We call this the ***"****heck yes*" test: You should have a strong positive emotional reaction. It should cause you to think: "Heck yes!" "Of course!" "Doesn't this go without saying?"

Test 2: The North Star for the system? – the guide for all major priorities in the plan and later, for implementation; a concept so important it cannot be abandoned or ignored.

> We call this the "*We will live by this"* test: You should want both the team and the educational system to use this value as the principled cornerstone for all decision-making. It should make you think, "Everything we do can support and be guided by this value."

Test 3: Content neutral*?* – a clear and understandable idea that is not specific to only one part of our education system and is free of jargon.

> We call this the *"my grandmother"* test: The values should be meaningful to everyone. It should make you think, "If told my grandmother about this over dinner, she'd understand what I was talking about."

We eagerly await your feedback on Prototype #1 using this survey.

Prototype #1: Value Statements
for Rhode Island's 2015-2020 Strategic Plan for PreK-12 Public Education

Quality

In our education system, Rhode Islanders value high quality systems/structures of support to ensure the success of all stakeholders.

Engaged and Accountable

In our education system, Rhode Islanders value a process that engages and holds accountable every member of the community to ensure the success of each student.

Personalization

In our educational system, Rhode Islanders value customized learning to maximize the individual potential for every student's success.

Equity

Rhode Islanders value equitable outcomes in the education system including: achievement, funding, resources, programs, facilities, services, instruction, access, and diversity. We believe every student, family, and educator should have access to resources that they need as individuals to place them on equal footing to achieve success.

Preparedness

In our education system, Rhode Islanders value student-centered, 21st century programming where students acquire the knowledge and skills that prepare them for excellence/success in college, career, and life!

Support

In our education system, Rhode Islanders value strong community and family support in order to help students become more confident and contributing members of society.

PRELIMINARY REPORT OF THE FEEDBACK ON "PROTOTYPE 1: VALUE STATEMENTS"

February 5, 2015

Internal copy for discussion only

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Introduction

Rhode Island's strategic planning process is unique in several important ways, one of which you are experiencing at this very moment. Most strategic planning work goes on for months before unveiling a nearly-complete plan. Our process releases drafts (or "prototypes") early, often, and long before they are complete. This enables our team to collect and act upon feedback throughout the writing process. By the end of June, the planning team will have published and collected feedback on four prototypes.

This first prototype focuses on "values", which we define as a set of beliefs that have profound and enduring meaning and can (and should) be visible in every major plan priority and in the educational system itself. The six values drafted by the Ambassador Design Team are:

- **Quality:** In our education system, Rhode Islanders value high quality systems/structures of support to ensure the success of all stakeholders.
- **Engaged and Accountable:** In our education system, Rhode Islanders value a process that engages and holds accountable every member of the community to ensure the success of each student.
- **Personalization:** In our educational system, Rhode Islanders value customized learning to maximize the individual potential for every student's success.
- **Equity:** Rhode Islanders value equitable outcomes in the education system including: achievement, funding, resources, programs, facilities, services, instruction, access, and diversity. We believe every student, family, and educator should have access to resources that they need as individuals to place them on equal footing to achieve success.
- **Preparedness:** In our education system, Rhode Islanders value student-centered, 21st century programming where students acquire the knowledge and skills that prepare them for excellence/success in college, career, and life!
- **Support:** In our education system, Rhode Islanders value strong community and family support in order to help students become more confident and contributing members of society.

The feedback window for this prototype lasts from February 2 through February 8, 2015.

This preliminary report analyzes the results through the morning of February 5, 2015.

Participation for this analysis is:

Total respondents	Total from the Strategy Review Team	Total from the general public	Total from RIDE
137	62	58	17

Reviewers were asked to share their agreement with the values on a scale of 1 (strongly disagree) to 4 (strongly agree), and then indicate their overall agreement with the set of values and value statements on the same scale.

This report will first review the overall results and the open response questions, and then cover each individual value and its statement.

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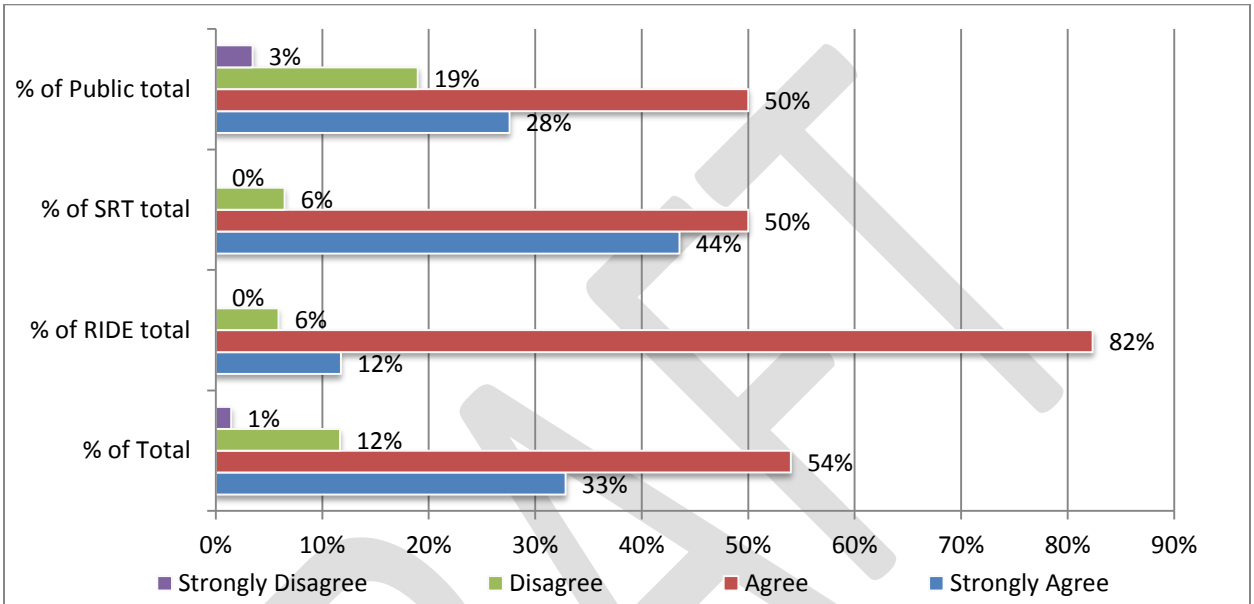
Responses to the Overall Set of Values:

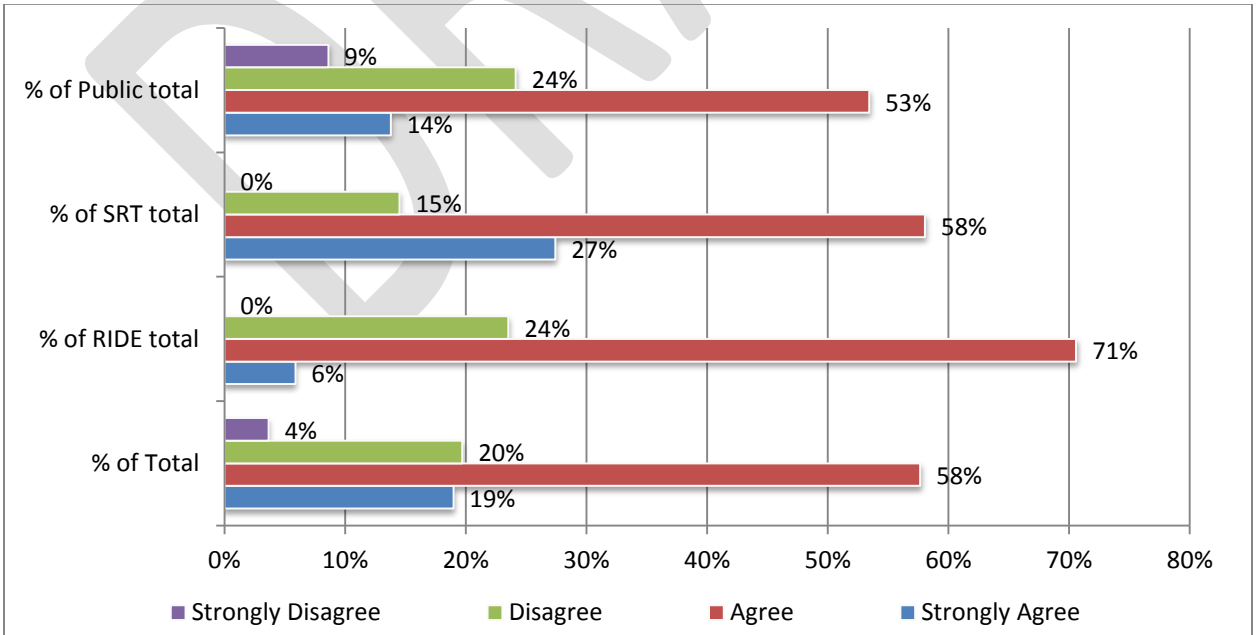
Agreement with the Values:

Respondents chose their level of agreement on a scale of 1 (strongly disagree) to 4 (strongly agree) for the following two statements:

- "I agree with the 6 values chosen to guide RI public education."
- "I agree with the values statements used to define these guiding values."



I agree with the 6 values chosen to guide RI public education.



I agree with the values statements used to define these guiding values.

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Some themes within the comments:

- Well written, but some clarification is needed for terms or actual statements
- Terms seem somewhat vague; recommend some changes for clarity and less jargon
- Concern that “engaged and accountable” should be separate
- Whole child should be included

A list of all comments is below.

I agree with the statement but have some apprehensions as we move forward.
I'd like to see something about educating the whole child. More about the social / emotional domain weaved in.
I think I said most of it in the above statements. The value that is "missing" is in regards to the student. I think our nation and Rhode Islanders have always valued children valuing education in and of itself and just for the sake of learning. I think when we as a society don't value that they have an incredible privilege to learn, they they take responsibility for their learning, that they go above and beyond what is expected, that they love to learn and don't communicate valuing these characters in them then we do them a disservice. If our focus is only on what we need to do to as educators, families and communities then we will inadvertently communicate this over and over to the students. But, to me, this communicates that all of us are responsible for your success and yet at some point that is not true. We each must take the outside motivation, supports, etc and draw them inside. Just like the tree. We can say a student is like the tree. We are the outside and can water, fertilize and learn all the best techniques of cultivation, but ultimately they must dig their own roots, decide they want to learn, want to put in the effort, etc. Stating this value would dramatically affect the rest of the processes.
I think the concepts are on track (which is why my ratings for each value is so high) but i don't think the language is strong enough yet to provide clear guidance where these could really be used as a litmus test to support decision-making in the next step.
I think they are nicely worded.
My only concern is the fact that engaged and accountable are "mashed together."
Well written!
See notes
I don't think support, is specific enough.
My suggested revisions to the values statements are documented above
Please remove the word accountable as it has been over-used and has lost its true meaning. I would suggest adding that all learners have the opportunity to become multilingual and multiliterate in RI public schools. This would be a truly equitable education, assuring that all learners are prepared for life in the 21st century.
Overall, I think that most of the values are clear, important, and neutral, with the exception of "Engaged and Accountable."
Lofty statements. Though some Rhode Islanders may share the values as stated, many may not. I try to evaluate the statements by what I see people doing, their behaviors, not their words without actions to back up their sincerity or commitment.
I agree with all six values.
Being creative and problem solvers need to be included and to make learning fun and interesting.
I'd like to see two additional ideas embedded in these principles. See my comment in section 4 below.
The values are very much close to the heart and align with the survey results. I think clarification on a couple value statements would be helpful (preparedness and engagement and accountable)
It will all come down to interpretation. One might interpret things so as to lead to a very different result than that for which I might hope, but that's something that's difficult to prevent.
Student-centered.
I recommended some changes in wording and a few concepts such as stakeholders and supports.
The definitions are not as clear as they could be, and still contain some jargon. Overall I think the weakest definition/statements relate to the recognition, respect, and partnership with the community and family.

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I agree with most, but not all six. I have made comments and raised specific concerns where appropriate, especially in wondering if Value 2 is redundant to Value 1.
I'd like to see a little more tweaking but overall good work.
My specific comments are in each section.
Missing: RESPECT for and DIVERSITY of viewpoints, persons, ideas.
I agree with the majority of the value statement and most of the statements.
If Rhode Islanders actually did believe in these value statements, we would have a different system and different outcomes than we currently have.
Some of the values statements needed more clarification so that everyone reading the values, would know exactly what was intended by the value.
Values statements are varied in terms of clarity and meaningfulness of underlying assumptions.
I agree with the 6 values but some of the statements raised several questions for me.
Though they could be more clear and free from jargon
I think they could be strengthened as indicated above.
I agree with 5 out of the 6 statement.
I am surprised that we do not value the safety, development, and health of each child more.
It's not clear what the difference is between personalization and equity.
See above comments
I believe in them personally, but I don't believe that most of the general public truly holds these beliefs.
These value statements might be called truisms. They are on face value very true and obvious. And in themselves not very meaningful. It is only when they become tied to specific actions can they be debated. Because they are so general, many can agree but may disagree when efforts are made to go to the next step. So, OK, it's a start of a longer race.
Nebulous wording in some of the statements.
I mean, I don't disagree exactly, with any statement. Just that two of them are so generic as to be meaningless to me. Quality and preparedness. They don’t have a pulse. Those are dead, overused terms to me.
the survey scale is not numeric, contrary to instructions
Add a value which acknowledges the responsibilities of the student.
I think the values chosen are very important. The statements, however, are wishful thinking.
These statements taken as a whole are OK but don't quite get the "heck yes" from me. There needs to be more value emphasis placed on what we value for the students themselves. For example, we value the "whole child" including their social/emotional development. Or that we are striving to foster perseverance, responsibility, active citizenship, initiative in our students.
Several of these so-called values are empty words. Let's get specific and realistic. We need to value an assortment of educational pathways rather than lock-step "accountability;" critical thinking; the skills foundation for lifetime learning; educating our students to be engaged citizens in a democracy as well as compassionate humans; the broad-based understanding of our history and culture that allow us all to understand what's going on in our world.
I agree with the value statements but still would like a little more 'word-smithing' for some.
This section should have been put first in the survey as a guide to answering the six statements above.
I somewhat agree with the values chosen. The values statements are too vague and open to interpretation and eventual distortion.

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Responses to the Open-Ended Questions:

What do you LIKE MOST about the values statements generated by the Ambassador Design Team?

Below is the list of responses received in answer to this question.

I agree with the terms that were used to classify what is most important for the RI education system. RI families and educators are trying to achieve a well-balanced, enriching education system that allows student to flourish in their education.
I like that all of them can be articulated in the manner in which they impact students.
The support value and the value of equity.
The Equity statement emphasizes each student, family and educator.
They are on the right track
I like that the values statements focus on changing/expanding/enhancing modes of support rather than focusing solely on particular expectations for students.
I like that there is strong focus on equitable access and accountability. I think that these can't exist without quality, so they are mutually reinforcing.
they don't feel like they were written by educators. :) the video showing the process used to develop them was really good--great to see that they represent the core values that we should (and hopefully do) share
I appreciate that the values are the result of deliberate, measured and inclusive effort that has been and will continue to be open to all who wish to engage.
Well thought through, great job!
Personalization value
That Rhode Islanders value equitable outcomes in the education system.
Equity is key--zip code is not destiny. Students in all areas must truly be afforded the same opportunities-which is not the same as equal funding. I'm also strongly supportive of personalized paths toward preparedness for college and career.
quality, equity, and preparedness.
They are clear, focused, and provide an overarching framework on which to build.
They cover every aspect of what is need for the future of our RI schoolchildren. All are positively framed, written in a growth mind-set perspective.
I like the wording.
Support: In our education system, Rhode Islanders value strong community and family support in order to help students become more confident and contributing members of society
They cover a broad range of topics.
The amount of thought that went into creating these value statements is evident in the careful wording.
I like that the statements were succinct and covered all areas of need for our State.
The statements are direct/to the point and include all students
The 6 core values support a wide spectrum of principles that are at the foundation of a learning community or comprehensive school system. They will provide clarity and focus to the work at hand.
LOVE the equity one - so well worded...
content neutral test #3
They are concise, and easily applicable to all schools, whether they be a huge district or a tiny charter
They are strong and essential values to support a democratic and equitable education.
The Equity Value. Although it didn't score a high percentage in the survey, it is critical to the success of the RI education system. The values statement for equity underscores this.
Thoughtful, comprehensive
In our education system, Rhode Islanders value student-centered, 21st century programming where students acquire the knowledge and skills that prepare them for excellence/success in college, career, and life! This is imperative. All data supports student centered approaches foster increased academic performance.
That they are specific, clear, and attainable.

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The values statements are broad enough that they can work in most any deciding situation.
Personalization, Equity and Preparedness really speak to me - and I'm not sure we've ever addressed those before.
I strongly agree with the values of quality, equity, preparedness, and support because while these are "heck yeah!" and obvious, they do not seem to be 100% met across the state at this time. I think that these are key in moving education forward in RI.
They are all encompassing and thorough. I believe they are great as guiding principles.
These are fantastic value to guide the strategic plan.
The ideas are all positive and well intended. However, there is still a sense that the school will place every child in a position for success in continuing education, careers, and life. What we do, or hope to do, in my opinion is to provide opportunity to develop the foundation skills that can lead to attainment of positive future goals. We cannot guarantee to place every child in such a position as school is not the sole determinant of success however measured.
I appreciate the values overall as the function and role they play in grounding Rhode Islanders voice in the next strategic plan.
These really are stretch values -- things that push Rhode Islanders beyond our everyday expectations.
The one thing that I like the most about the value statements generated by the Ambassador Design Team is that they are all encompassing and open to the entire Rhode Island Community. I like that the ADT took special care to break down large values that, I believe are at the core of each parent and community member when looking at education. The statements are carefully crafted, brief, to the point, and, at the same time, keep with the mission of improving the public education system. I specifically love the "personalization" and the "preparedness" values. As a teacher, I always try to work very hard to get to know my students, their needs, and their home culture well. To have this same goal of individualization be broadcast for the entire RI community, is just phenomenal. In addition, I also like the "preparedness" value because I feel that as a teacher, more support could be given for all staff who teach students that speak languages other than English at home. I also wish that more support was given to beginning teachers who are just starting out, not just for one year, but for two or three.
Inclusion of the entire community as stakeholders in RI education.
The values are student and family centered trying to ensure an equal education for all.
Overall, they are excellent general principles. This is hard work to do without resorting to jargon. I think these are generally clear, understandable and jargon-free.
They are comprehensive and reflect the current values of Rhode Islanders today.
I like most that the values themselves don't necessarily include end goals (ie improve test scores). It is very much a 'north star' list and not a to do list.
I appreciate the focus on equity
I appreciate that they focus on equity and readiness.
I like the equity section the most, " We believe every student, family, and educator should have access to resources that they need as individuals to place them on equal footing to achieve success." I think this is an area that is very much in need to change. Opportunities for the students in RI are not equitable and it is targeting an area Rhode Islanders want to see change.
It places a strong value on equity, accountability from all stake holders and it's student centered.
They strike at the heart of the matter. They are concise and about as clear as could be hoped.
I love the personalization piece -- the importance of this has to be addressed at each level based on the needs at the different levels -- elementary, middle, high, post The use of all stakeholders, community, adding "life" with college and career
They make all community members responsible and accountable.
I see equity for all students encompassed in these statements. I see empowerment for families through helping them as a family be successful; students need their family to function effectively and be supported if they (students) are going to be able to devote themselves to being educationally successful . I see accountability expected from all parties and a team effort mentality.
Short and the potential to be clear in how they are used.
These value statements aim to support our students with the goal of success, recognizing that college is not the only direction that these kids will end up. For some, going into the workforce or other options may be their best direction over secondary education and that is represented in the "Preparedness" value statement.

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Proactive and thorough.
I certainly like the emphasis on Equity and Personalization. Excellent!
I like that they are inclusive enough to apply to all age groups - PK through 12.
I agree that if RI education focused on these 6 values, amazing outcomes would be achieved.
I would like to see Rhode Islanders value ewuity, access and success for all children.
Extremely thoughtful. They add up well. If all of these were consistently true, we would have a much better system.
Using the term "every student" as compared to "all students". The idea of individualization (hopefully leading to flexibility) is important and critical.
What I like most is that I believe these are the values that have always been held by parents, teachers, etc., and this process is making them more tangible.
In most cases, I like the brevity and conciseness in the statements themselves and they contain a strong passion for the value itself.
They are meaningful while broad enough to be the guide for all future development of the plan.
They are discreet values yet they are interconnected.
They are general enough and specific enough to encompass many issues.
I like MOST that the ADT has generated these statements and I truly believe they will push to see them happen.
Well thought out, well balanced. Love the focus on students. Appreciate the overall affirmative language here, which is consistent with how the brain is wired. Impt to articulate what we DO want/value, vs. what we do not. Stay solution-focused, and thank you for this opportunity to participate! People commit to what they help to create.
They are carefully constructed and created through collaboration.
I believe that discussions on the problems in public school systems is needed. I am glad that theses issues may be brought to the forefront. The issues are not lazy teachers or children, they are community issues as poverty, families working two or three jobs to try and make ends meet leaving some children to fend for themselves after school.
"Learning" the focus of one of the values
The statements clearly define the value perspectives from broad to personal.
The support statement is most appropriate for a successful student.
I like the way the statement says we Rhode Islanders, so that we are all in this together.
Focus on students and realization that technology and changing aspects of education allow the system to move beyond the industrial age, cohort/classroom/teacher/textbook model.
I think they hit upon every aspect of education and families to make RI Students better equipped to becoming successful in life.
Equitable access to resources
I like the commitment to equity expressed in these values. Though I appreciate the value of quality, it remains to be seen how this will be operationalized.
I like that the wording is easy to understand and jargon-free.
They are comprehensive
Thoughtful values, but need more on the descriptors. We also need to see follow through on the statements. If we state it, then we believe it. If we believe it, then we need to see it done.
They are great ideals.
It covers most of what important in education, given the caveats in my previous comments.
The articulated focus on the individual is an appropriate approach to develop a quality plan - effective education is not necessarily "one size fits all"
They are focused on all children. They are positive in tone.
Broad enough to apply K-12.
equity and support seem most important.
I like the fact that we are engaging all stakeholders in the community. It is not just a teacher or a family value to help all students achieve. By working together with clear understanding and vision, we can have better prepared students for career and college.
they are a good effort and representative of local values
I appreciate the straight forward value statements.
It sounds like the values of schools currently in place as evidenced by published school values.

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High standards
Clear and cohesive.
High quality systems and structures to support
I do not like them, as I think they are not applicable in the urban school systems.
I like that there are only 6.
That you are working to improve the educational system for ALL students.
I most like the idea that all students need to be equitably supported by the community (meaning the government) , something which has not happened to date. That alone would go a long way to creating high school graduates who are ready to enter the various occupational pathways which will ensure their personal success.
They recognize students are individuals and not a "system". An out of the box program forced on students and teachers (Common Core) is good for 20% and leaves the other 80% out. I have 2 high achievers and one low-to-middle achiever. All three have been hurt, not helped by Common Core.
I think Quality, Personalization, and Preparedness are key.
I don't think there is anything to really NOT like about them - they are good things that we certainly want!
I love the transparency of this process. Hopefully it can help reestablish some trust between teachers/administrators and RIDE.
I believe that the six values are the "big umbrellas" of what every belief should be in an educational system and what every action should be tied back to.
They are good high level values.
I like the fact that to focus remains dedicated to student achievement.
They're common sense.
I hate to say this but not much. we need concrete change and we're talking vague concepts. AT this rate my grandchildren may see this program implimented let alone my oldest who starts high school this fall. How are we going to address the here and now?
Realistic and essential to the well-being of all students.

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WISHES FOR IMPROVEMENT: What would make this prototype even better, more congruent with Rhode Islanders' desired values for public education and a stronger litmus test for eventual plan content?

Below is the list of responses received in answer to this question.

I understand that this prototype is not specific as to how the "desired values" will be achieved but I am hopeful that the arts are part of this process.
I do believe that diversity and inclusiveness is an underlying assumption brought to these values, but I do think that they belong as spelled out - particularly given the demographic changes for RI.
Information indicating the value of educating the whole child.
Accountability- This section states that every community member is accountable for a student's educational outcome. I think that although the community can help, accountability is in the hands of the educators. We support public education and expect paid instructors will accomplish reasonable goals set forth by the Commissioner of Education.
1. Change some wording to be less corporate sounding and more personal - especially value 1. 2. Reassess some of the statements and the chosen language. For example, under engaged and accountable: "Rhode Islanders value a process which engages and holds accountable every member of the community." Really? EVERY MEMBER???? I don't think some RI'ers want to be engaged nor held accountable... EQUITY: This statement is true but ambiguous at the same time. When I first read it I thought, "the wealthy won't want to give up too much to see this come true" and then when I just reread it, it sounds true but not clear, concise and a starting point on from which one would take action. MMMMM PREPAREDNESS: Jargon check student-centered, 21st century... SUPPORT: Value strong community - true, but is their strong community throughout the state? If not what will be proposed? Equity statement has been made. Will this lead to training community members on how to become supports? Will this help community locations like libraries and librarians get professional support to monitor the scores of students who hang out there until their parents get home? What school/community connection can be built to support the community when the student population is out of control in the community? Not call the police out of control but not having their school manners on? 3. Include the value of the student becoming and being an active participant in his/her learning and slowly but surely becoming intrinsically motivated to learn vs the education system as something that goes on around the student. The student must see themselves as the education system within, know this, accept it and be purposefully active to educate themselves while we provide the rest.
They are strong values, but sound largely like the values repeated by educators from all angles across regions and ideologies in this country. I wish there were something here that felt more unique, though honestly I can't name what it would be.
I really like values statements that use inclusive, personal and empowering language (e.g. we and our)--consider rephrasing in these terms. Also the use of the words "system" and "process" was probably too frequent in that it takes away from the power of the action words and outcomes that really show what we value. Systems and processes are simply the vehicles to get us there. Also, I know I suggested a ton of wording changes (I do this for a living as an education consultant). Feel free to take what helps and ignore the rest. Thanks for the opportunity to provide input!
I think this is a great start and that the work to include as many ideas, voices and perspectives in the formation of this plan is critical to its ultimate success.
When I think of values, I think of principles on a more moral, ethical plane. not sure if this was/can be captured more in the value statements.
clearer definition of quality education and of what it means for a student to be prepared for life
Personalization for success can be further honed to reflect personalization for maximized learning. "Success" can be an ambiguous term. We want all children to be deep learners and thinkers, "successful" in mastering standards and thinking deeply and critically. I worry success can be minimized to "scores". Also, I see nothing about joyful learning and capacity for creativity and self-awareness.
I look forward to seeing this content in more detail; specifically, details outlining funding that will support the repairing of school buildings, purchase of resources for students and teachers, and the PREPARATION of teachers in RI. I want to see higher bars set for teachers in RI, a residency model that prepares teachers with a year of pedagogy learning alongside an experienced teacher before becoming licensed. All that to say an emphasis on teacher preparedness, in the preparedness section, is very appropriate.
I'd separate out engaged from accountable and either make into two separate values or consider whether engaged

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could be combined with support in some way.
Need to re-look at holding every member of the community responsible.
Better and real PD for teachers.
I think we need to add a value that students will go through the education system in a healthy manner. This includes physical and mental health. Students social emotional growth and understanding will be of equal importance to academics. This needs to be a value. I also believe there needs to be a value targeted to prepare students for the work force. Not everyone needs to go to college immediately out of high school and that's OKAY. Students need to feel successful preparing for a trade or other path towards adulthood and independence that doesn't include $60,000 a year college tuition.
I do not have any wishes for improvement at this time. I only question the need to write "excellence/success" in the Preparedness Value Statement.
In the video, you will note that a lot of the core beliefs are summed up in short phrases or acronyms. I am wondering if these value statements can be further simplified or boiled down to the essential concepts that the team has agreed on. Thanks to the ADT for their work and thank you for the opportunity to weigh in.
I have embedded these comments above
"timeless" value test...could this have been a value 1000 years ago or 1000 years in the future?
Overtime, I'd love "recommended steps" or "ideal resources" that link to each value... maybe like a research article that backs why each step is important.
Is the ordering of these intentional - I think that matters. I'd like the team to re-think "support"
"Engaged and Accountable" Value refers to every member of the community. This could focus more on educators and the education system, as there is a focus on the community in the "Support" value.
At the informational meetings for ADT applicants the importance of civil discourse was stressed as part of the strategic planning process -- listening respectfully, being willing to consider different perspectives, etc.. In this age of polarization I think it is critical to make open-mindedness and honest, respectful communication an explicit value of our educational system as well.
In our education system, Rhode Islanders value high quality systems/structures of support to ensure the success of all stakeholders. This statement is way too vague. Some many terms need to be clarified and defined. I also think the word "streamlined" needs to be added here. Systems and structures are important but they also need to be nimble and adjust to changing demographics, economics, and technology.
To show some example action-steps with how to achieve these values/goals would be helpful.
Be more specific and add that students should be prepared for the global society, not just to live/work in Rhode Island, in which case multilingualism and in-depth critical multicultural analysis should be an integral part of this prototype.
I think the Quality value needs to be played out more. It's too generic for me in its current state. Of course we want Quality. How do we measure it? How do we know when we've achieved it? It needs to be more tangible vs the Equity value that is very concrete. I feel similarly with Engaged & Accountable and Support. Needs to be clearer to me what the differences are. And how will members of the community be held accountable?
I do not have any suggestions as I believe the ADT looked carefully and thought deeply about the responses from the survey takers. It must have been difficult to organize all the responses into value statements - good work!
These are great values!!!!
Get rid of the all-inclusive, "Rhode Islanders." Let's recognize the diversity of individual differences and a diversity of needs, values, and aspirations. Let's also recognize that the school is a resource that contributes to building foundation skills and character in young people that will serve them well in future years. School is not the determiner or controller, nor do I believe we would want this for our schools. Perhaps we need to reach out to people who see things in ways that are different from the values we propose for all. We need to hear from "Outsiders" to understand their point of view, share our own, and attempt to arrive at educational solutions that work better for more children.
See comments with each value. When I review these, there are ways that engaged/accountable could be merged with support, and preparedness could also be merged with personalization. This would allow us to shorten the list of values to 5 or less than 5, and also reconfigure the values to be more mutually exclusive but collectively exhaustive and make way for other values that someone are not fully expressed here (examples may include diversity and inclusiveness, or also the role of education in a strong economy/healthy community).
To improve this prototype, I would like to see some mention of students with special needs and culturally diverse and linguistic learners underneath the "personalization" or "support" category. It would be great for them to be included as

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a part of this overall prototype, as I am not sure which category students with special needs and ELL would fall into. Also, it would be great to see something that includes elected officials who have direct influence in our children's education, to be included somewhere in this prototype (ie: perhaps under "engaged and accountable.)
Ensure that using imagination, being creative and problem solvers are paramount to a successful education.
Somewhere there should be included a statement of students' ability to self-advocate. I think the second sentence in Equity hints at this as well as Preparedness, which speaks about being prepared for life. Still, there is power in making it explicit. Too often I see teachers/staff behave in a way that acts like delivering information is the same as providing an education; NOT THE CASE. Being able to self-advocate is one way (if not THE way) an individual can assure equity AND the fulfillment of the life THEY envision for THEMSELVES.
There are two areas that I think need to be strengthened. The first is "significant and productive relationships." Here, I am expressing my belief that our interactions be based in face-to-face human relationships. I can imagine these principles being enacted within a largely digital environment. Second, I would like to find a way to include the idea of thoughtful consistency. Again, I can imagine these principles being enacted within widely shifting paradigms.
I feel like there is something missing with respect to equity. Perhaps something along the lines of cultural proficiency? We need to make sure that all members of the community including educators and stakeholders become culturally proficient. This informs educational equity. Sustainability was also not addressed. Maybe it could be included in the Quality portion. "Sustainable systems/structures of support" see http://www.amazon.com/The-Cultural-Proficiency-Journey-Barriers/dp/1412977940
The value statements might reflect the state's capacity to support these values over the next 5 years. Perhaps this is the reality check that we be addressed as the process continues.
See comments under 'quality' and 'preparedness'
I know that in next steps, we'll get to more specific language, but I have a small concern that when describing quality, broad language such as "ensuring the success of all stakeholders" leads to impossibilities. That is, some activities may benefit some stakeholders at the expense of others. Can we prioritize children as our key and primary stakeholder?
Innovation and student voice also seem very important - how are they included?
I believe that when we speak of engaged and accountable it is not solely for the community to ensure student success but that students should be accountable for their own success too. Making the statement more clear so that can be evident.
The one issue is that of individual interpretation, but that's difficult to manage. For example, one person's interpretation of "accountable" could be significantly different from others'. It will come down to how the rest of the plan comes together later on.
Again, I hope that when we look at specifics that we look at each level and make sure that we address specific needs for each level that will assist with success at each level
Are the students merely recipients in this process? What are their roles and responsibilities? Would like to see the value of student opportunities included.
Consistency in use of wording , such as students. Clarification of what is meant by stakeholders as it is an overused term and one that everyone interprets on their own.
These statements do not reflect partnership and respect with the community -- and we have a very diverse community here in RI. Families 'engaging and supporting' schools is a far different thing than a place where schools build on, respect and extend the values of the community and families.
Hmmm. I see a value to "developing critical thinkers" and "learning to problem solve" (which serve as life skills and are not isolated to educational skills) but this should be embedded in a High Quality educational system. I think that conversation with others and hearing their feedback may help me to generate helpful feedback. I am stuck in my own head with my own personal experiences so I can't represent "Rhode Islanders". Perhaps there will be chatter online, so I will be watching. Please do not take my feedback as a negative to the goals we have ahead of us. I want to be sure that these "roots" are more than just a vision, that these are things that can be brought to the "branch" level in your metaphor. Your time in this process is certainly appreciated and I am SO THRILLED to see a pending positive transformation in our education system.
Perhaps something that recognizes the worth of all students across districts.
1. In the original survey, was there a great difference between the results from urban areas vs. non-urban areas. While we received more responses from non-urban areas, we certainly have more students in urban areas. I think it would be helpful to know if those priorities were significantly different. 2. We had a large response from both

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teachers and parents. If those responses were broken out, would there be a huge difference in priorities there, as well? Not that both are not important, but curious if there were any significant differences. 3. Once those differences (if any) were looked at, perhaps the prototype would change, perhaps not, but it would be important to look at the survey more objectively. 4. Terms like 'quality education,' 'systems,' accountability,' 'programming,' etc., can sound like education policy jargon. If these are truly going to be our Values for each and every one of our children over the next several years, follow the three guiding points you gave us (heart, north star and neutral). I think the statements may just need to be reworded with that in mind. Great job!
See comments above - in particular comment about being sure that values apply to components RIDE can actually impact.
Equity value is complex. There is less agreement among stakeholders to achieve this. The issue is not with the value in and of itself. The issue is societal mores make this value difficult to enact. Folks speak about equity and that typically translates into practice continuing communities of "haves" and "have-nots." Given the state of the state and inequity in instruction, discipline, safety, opportunity and access, this value may be woven into all rather than a stand-alone value.
These are not values.
I do like most of the values begin with the same phrase except for Equity. I would like to see the phrase included in that one too. I also noticed that each statement mostly ends with the same language... success of all stakeholders, success of each student, every student's success, to achieve success, prepare them for excellence/success. Would it be possible to begin and end each statement the same way?
Despite these being at 20k feet, they still occasionally miss the mark. For example, "Quality" is both under explained and overly specific. Are we really only concerned with quality in support systems? What about the quality of instruction? As mentioned above, combining engagement and accountability seems forced. Dislike concept of equitable outcomes.
Some of the words within the value statements need to be well understood: systems/structures; process, equitable outcomes in the education system. If these were defined then it would make the intent of the value statement clearer. I believe that the conciseness of the statements is an asset, so this suggestion may fly in the face of that.
Something about how schools are the place where young people learn how to be part of a community and learn the rules of engagement in a democracy, a community, and a culture is missing. Most of the values talk about preparing students as individuals and say nothing of their connectedness to each other. The Support value may be the place for this, but as written right now it seems to place burden of this learning entirely outside the school.
I believe that a Whole Child approach could be and should be an overarching value. Whole Child is close to the hearts of many. It passes the "heck yes" test. Whole Child can also serve as the North Star for the system in that it is a lens by which we consider policies, practices and programs. A Whole Child approach encourages all stakeholders to ask: "is it good for kids?" It helps to ensure that everything we do is for the benefit of the children we serve. This also includes quality, accountability, quality, personalization, equity, preparedness, and support. Finally, it is content neutral. Whole Child encourages child centric approaches across the system It is a unifying framework and litmus test that ensures that each policy, program and practice supports children.
I think you are on the right track...stay the course.
Wishes for Improvement: TRULY embrace and listen to what the public is saying. I've been part of and I've watch too many times, surveys be taken... voices speak up... and then the State or organization does what it wants. People in this state have stopped being involved because NO ONE LISTENS. They pretend to... they go through the motions... but then in the end... even though the masses are speaking... the few "in charge" disregard the voices and do what they want, not what the public masses want.
Do we need more explicit focus on teachers in addition to students? Balance inputs (how we prepare our educators, keep them in growth mode) with outputs/outcomes we aspire for our students? Also, might INNOVATION have a home in our values? And if so, how open are we to adding language of creating environments of CURIOSITY and EXPERIMENTATION, RISK-TAKING - all essential ingredients to innovation. (In other words, if we truly value innovation, we need to be honest about what it takes to foster it, which often goes against the grain of traditional models.)
In my opinion, it is a broad and unrealistic statement to say every member of the community will be engaged and accountable for the success of each student.
emphasis on student empowerment for accountability
Nothing. I love that you are involving us. I truly believe meaningful, sustaining change cannot occur without ownership and engagement from all stakeholders. It appears that this is occurring. Thanks!

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What would make the public education in RI better is supporting the teachers, and schools they know their students better than the top level administration or federal government. I agree involving the community so that we all have stake in the education of our children. The litmus test comes with success of the individual students.
"Learning" should be the focus of ALL of the values. Missing "individuality" "creativity" "divergent thinking" "democracy" "student voice" Accountability has no place in the values, especially given the fact of the inability to hold most of the stakeholders accountable. It carries too negative a connotation.
Some description/examples of content may be helpful with those unfamiliar with this type of process. I'm looking forward to seeing the next stage!
Professionals needs to be allowed to use their talents, training, tools and discretion to help students achieve. A "one approach fits all" method whether it be through a computer access curriculum or common core standards is NOT the best for our students. Classroom teachers and principals know the benchmarks students need to achieve. Empower and support the students and the professionals that have been trained to teach the students. Too much time and money is wasted in my kids' schools on state testing when they could be learning.
specific measurable criteria for all stake holders not just what teachers will do
Redefine what you mean by equity! Combine personalization and preparedness to get down to 5 values.
We need to get parents more involved in their child's education. How we do this is the real test!
Personalization must be a component of each value so the plan does not point us in the current direction of creating PARCC test takers, instead of creative learners
A strategic plan should communicate a vision that commits us as a community toward collective action and forward motion. We should be building on our strengths to improve our schools for all students. The commitment toward "21st century programming" and "personalization" seems to indicate that we're willing to build fads into such an important document. Children need adults that keep them safe and care for their growth. Adults need a variety of supports to be able to help our children. Is this reflected in our value statements?
There are some big terms used that can be defined in many ways. In some cases, it works. In others, it makes the statement less powerful and more confusing. E.g., "diversity" "customized" "contributing members of society" Choose terms and use them consistently - stakeholders, members of the community. Or better yet, be less broad and identify specific groups. E.g., Under "Equity" it says "student, family, educator." That is specific and meaningful - more so than "stakeholder"
The statements are not realistic and do not truly represent people's beliefs and/or actions.
It is hard to disagree with any of the value statements, but they should be considered as the first mile in a marathon. We have to start somewhere but whether the race will be won depends on what follows. So these value statements, if accepted, begin the debate. What are the implications for education? So many of the terms have different meanings. Yes, we all believe in motherhood and apple pie. Now what?
There needs to be a clear statement to the effect that "Rhode Islanders value the emotional well-being of every student". "Systems of support" need to address issues such as substance abuse as well as treatment and intervention for emotional and behavioral issues prior to the potential stigma of the involvement of the criminal justice system.
Tighten up language. Consider options to get us to some of these statements especially related to what schools have less control over such as family and community involvement.
See comment above.
This is a cut and copy of a note I made in the support category, but to me it bears repeating. More love in our schools. I'd like to see the word "LOVE" in here somewhere. I know it sounds hippy dippy so maybe you can think of a better way of saying, "our schools must be places where students, families and teachers depend on each other and see each other through loving eyes, not eyes of distrust and blame." Especially in the face of the blacklivesmatter campaign, how do we make students and families and communities that have been marginalized feel they belong and are supported in our schools unless they feel loved?
Although I like the idea stated of having access to the resources one needs, is this truly attainable in our state especially with the way that access is not equal amongst all Rhode Islanders.
clarity, specificity okay to avoid politicized language and reflect on intent
How will community members be held accountable? We all know there are families in every community that are not actively involved in their child's education. This statement seems bold, but where is this accountability outlined? I only see teacher and administrator accountability.
I would place more emphasis on school choice and individualized educational goals. Not all students are able to attend

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college. We need to abandon Common Core and the elitist view that only college is a worthwhile goal.
Consideration of the real issues that impact education every day - i.e., students who lack motivation and parents who do not allow their children to take responsibility for their lack of participation in their own education..
Unsure at this time.
Personalized learning does not pass the "grandmother" test.
See comment #2.
Try to engage the parents/families of the urban children more. I believe that they would have different priorities.
The language is very jargon-y and does not speak to the soul or lead to an inspiring vision of a system lead by these values. Per my comments above, there needs to be more focus on students in the values themselves.
Have actionable outcomes that hold stakeholders responsible. (Funding will be equitable for all students; will be measurable; stakeholders will be accountable) Allow for continued engagement and continuous improvement- Because districts are grouped into fiefdoms collaboration is difficult. Remove the barriers to allow districts to share knowledge. Also, ensure the outcomes will be supported wholeheartedly by the Dept of Ed and not abandoned or withdrawn like we have seen recently with funding discussion, PARCC and graduation requirements. RIDE needs to have our backs as districts.
Stop manipulating public opinion to reflect the values of those who believe that accountability means jumping through endless hoops of testing. Allow those who've devoted their lives to improving education, that means educators, to have a stronger voice in this process.
Stop focusing on career readiness at the elementary (and maybe even the middle school) level. My kindergartener is learning to read and has wanted to be a policeman, astronaut and super hero for his job this week. Learning the basics is job readiness when they are young. Playing is learning too. Testing the crap out of the kids and pushing them to be overextended is not helping them for the future. Keep the focus where it needs to be realistically. Think "5 year plan" and go from there.
This is too generic. I disagree with the video saying Rhode Islanders value quality teachers and administrators. I think that is a value. I don't think it's too specific. I feel these are a lot of generic statements using jargon that make it easy to say me met our strategic plan without doing much.
See my comments above.
I'm still a bit concerned that the values are too broad and I worry that they won't come to anything, since I've seen values like this thrown around as mission statements on every level of our education system before. However, I'm really excited about this process and am really hopeful as the team works to turn these into actionable strategies.
Get rid of the word accountable in a title. All the other values listed are single words, so that stands out like an oozing open wound, which it is for teachers. Yes, accountability needs to be there somewhere, but not in a title if one goal of this process is to get teachers to trust and work with RIDE again.
We need to embrace diversity, encourage individualism, support each student's strengths, and not hold all to a common high score on a math test that is built for the above average math student. As a high school math teacher, (with a master's degree in math), for more than 2 decades, I can't understand why RIDE's policy of standardized testing is in place. Speaking as one in the field, this concept is to the detriment of more than half of the students in the state. If you must 'test' for proficiency, why don't we develop many standardized tests- in all fields- and proficiency at one of the tests-the individual's strength- could be a high school graduation requirement.
Not sure where this fits .....but I would like to see the values presented in a way that says 'this is the right thing to do' for all who participate in this system - by choice not just be chance.
The area specific test is not quite met in my view. see comments above.
I think there needs to be some recognition of the diversity in Rhode Island and some language that speaks to the importance of not just recognizing but working to ensure equity across the diverse sectors of Rhode Island.
Again, my feeling is that most RI'ers don't care about education. If they think about it at all they equate "school" with "education". If they're poor or working class with kids, "school" means "baby sitting service". If they don't have kids but own homes they equate schools with property taxes. If they're part of the old line Catholic elite they send their kids to Bayview, LaSalle, or Hendricken. If they're East Side elite they send the kids to Moses Brown. These folks don't care about public education. They don't use it or need it. Poor people just use schools as baby sitting services. They have no conception about what this survey is getting at nor do they care. I'm sorry. I just don't think this survey and the resulting plan will matter. The new governor and her husband see public schools as an opportunity to make huge profits for their Wall Street cronies. RIDE won't have a chance to actualize this strategic plan because the people of RI

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are just too un-engaged and the foxes are in the chicken coop.
Concrete words and ideas. Insurance that this will not be twisted for political agenda along racial and ethnic lines. - How many times have we heard arguments that the education system is biased and doesn't support certain populations. how many times have we heard that urban school systems are disadvantaged over suburban systems – it's been all over for years. If we allow this thinking and persuasion grab hold then this process is doomed from the start. if we allow income levels and family status statistics to overrule an across the board system , then again, this will not work.

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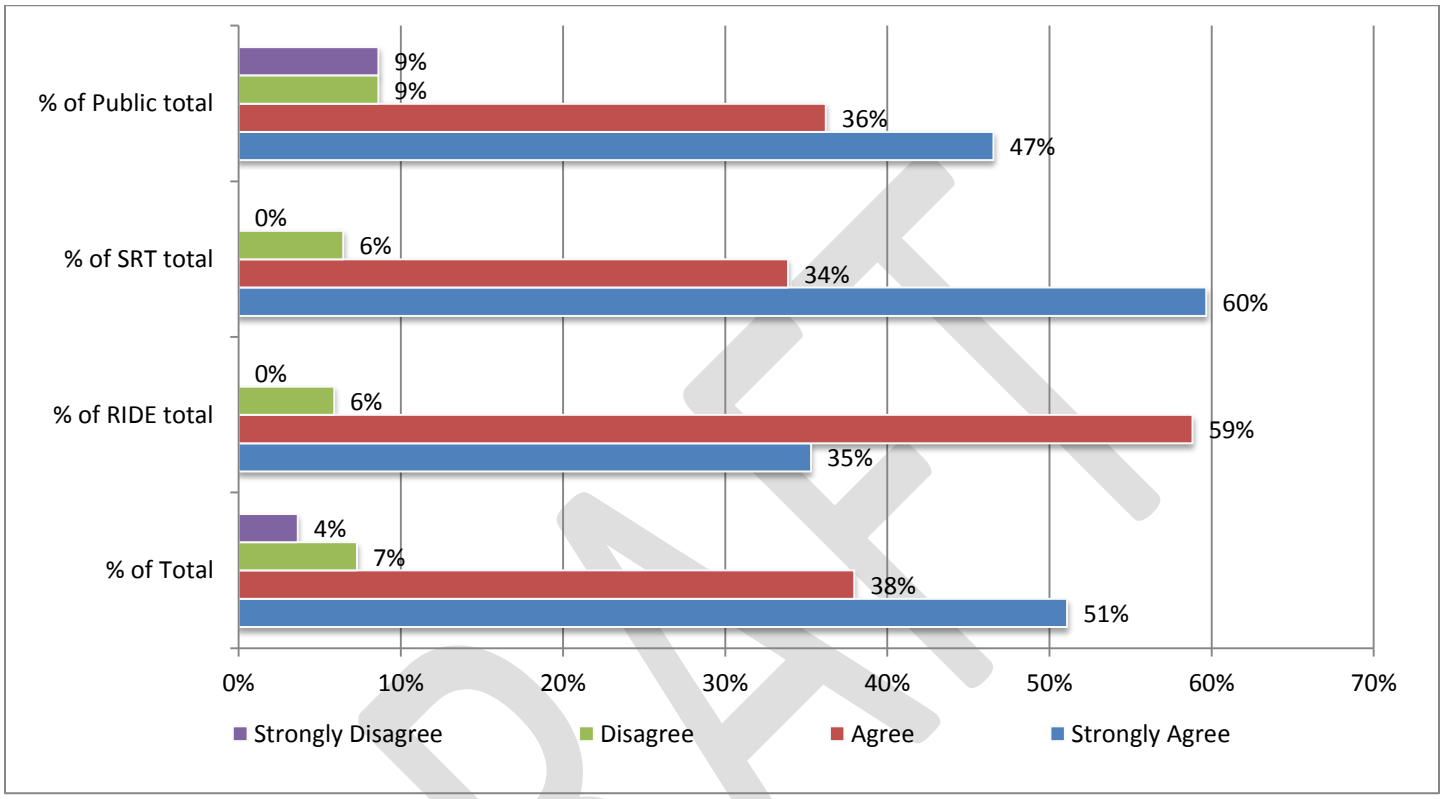
Responses to Each Individual Value

Quality:

In our education system, Rhode Islanders value high quality systems/structures of support to ensure the success of all stakeholders.



Some themes from the comments:

- Quality is important, but needs to be specified/defined (e.g., “high quality”), or even changed to “excellence”.
- The phrase “systems/structures” is too vague, confusing, and jargon.
- Stakeholders as a term is too broad and needs to be defined; yet having all stakeholders is good.
- Need to include students in the statement.

The list of all comments is below.

High quality is an absolute must, structures and systems are essential in so far as they are flexible and adaptable to the circumstances.
I agree with the gist of the statement, but the sentence does not sound like we are talking about people. I would expect this statement in a prospectus or in a brochure about the business acumen and professionalism of a company. Yes, it is devoid of educational jargon but it's not hitting the "people" jargon. It fits tests 2 and 3 but my heart isn't moved at all.
Quality strikes me as a kind of soul-less word in that something can be high or low quality. I suggest an alternative like "excellence" to get at the high part of high quality. I also think the word excellence is really inspiring. To me this concept is critical, but the word doesn't do it justice. Also, what about changing the last phrase to say "ensure the success of all of our students." To me, that sends a powerful message about how we want excellence for all of our kids. I'm also not sure the phrase "systems/structures of support" cover the full range of things we want to see be excellent. [high] quality/excellence is a north star value to me and a heck yes.

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I struggle with the phrase "high quality" as a descriptor, it is too subjective. I'd like something more definitive and more meaningful than "high quality". Something like "Rhode Islanders value excellence"...
Who determines what quality is? My idea of quality education might be different from someone else's. I want quality education, but without definitions that is a vague statement.
I can't wait to see this content in detail
An important value that undergirds much of what I heard from the original survey. Rhode Islanders want high-quality teachers, curricula, and facilities.
I think Rhode Islanders do value high quality system/structures, but they are frustrated because they don't see the equality of systems across our states. What I mean is RIDE will send guidance for different programs or requirements and what happens in each district is so different, they begin to not believe there are structures.
I don't like the term stakeholders. Stakeholders here is a term too broad and impersonal. We want to ensure the success of all students.
Strong statement that values quality and recognizes the concept of the educational process as a collaborative effort. Consider boiling this down further. We (Rhode Islanders) value a high quality educational system to ensure the success of all stakeholders.
Seems a little vague - Does this clearly enough state that the ultimate objective of providing these quality systems/structures is a high quality education for all RI students?
Wondering why this statement is limited to "systems/structures of support." Wouldn't we want EVERY aspect of our education system to be high quality?
I'm not sure what the difference is between this one and Equity - they seem similar.
Is "systems/structures" vague for "my grandmother"? Is it free of jargon?
High quality and success are subjective terms that have different meaning to different people. Sounds nice but not really helpful.
I feel this is very important, however, we must be sure that Rhode Islanders are all aligned around the level of quality and examples of excellence. This is a core value, but the alignment of what quality looks like needs to be addressed across the system.
The sentiment is understandable, but "ensure the success" might be better phrased as "provide optimal conditions for success" since you can't, in fact, ensure success, but only support its attainment
I know value statements should be broad enough to encompass specifics determined in the next two phases, but.....this statement screams out to me: what does quality mean here? Yes, we want it, but what does RI think this looks like? I'd feel better about this statement if there were at least two or three parameters included for what/how that high quality is determined (i.e. research supported).
Maybe "value high quality systems/structure/relationships to ensure the success of all stakeholders." See my note about relationships below.
It may be beneficial to expand or clarify the term stakeholders so that the stakeholders themselves know who they are and can have that ownership.
I like the use of all stakeholders -- this allows the inclusion of everyone that is involved and constantly brings us back to ALL stakeholders when making decisions
Quality is a judgmental word, defined individually or by a recognized authority. Would prefer the word effective to the phrase high quality.
The other statements mention "students" as opposed to stakeholders. Can the education system alone ensure the success of all stakeholders, if you mean all members of the community as stakeholders? recommend change from "stakeholders" to "students".
It goes without saying that "low quality" would be reflected in low outcomes. Nothing but high quality should be the expectation.
I find this statement to be confusing (and so would grandma!). The term "high quality systems/structures of support" is unclear. According to the video, this seemed to be a way to work in 'quality teachers and administrators.' However, on its own without that context, it does not make sense as a stand-alone value. Perhaps 'high quality systems, structures and supports to ensure..." ? Does it still sound like jargon? Yes, I think so.

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I like quality as a value but do not like the 'systems/structures of support' phrase. What is meant by systems/structures of support? High quality education, high quality resources, high quality teachers, high quality leaders, etc.
"Quality" seems a little weak. Also - I am surprised that here it refers to support structures and systems. It seemed from the video that the ADT applied the term quality to educators, which had more impact.
Not sure a grandmother would understand what is meant by "high quality systems/structures of support) as it relates to public schools...(high quality curriculum?content?instruction?educators?.....)
This definitely passes the "heck yes" test and is content neutral, however, without knowing what is meant by systems/structures then it is hard to see if it serves as a "north star" for guiding action.
Include "all students and stakeholders"
Must commit to funding systems/structures of support.... for example we no longer support SurveyWorks which provided good data to stakeholders.
Still unclear what quality systems/structures means. See the VT Superintendent Assoc's "Education Quality Framework" definitions for quality http://vtvsa.org/files/FinalVSAPresentation-revised_1-25.pdf. I like their 3-lens focus of learning design, learning proficiencies, and growth indicators, and the clear definitions that go with them.
Not all in education value the professional opinion of those that are trained.
Success is very ambiguous but I agree with the value statement as a whole
"Quality" at the value level may be appropriate, but it seems to be jargon. What does this mean? How do we choose what level of quality that we are willing to invest in?
The devil is in the details. It all depends on what is meant by high quality. Until this is spelled out, the statement has limited value.
this one just seems too broad to mean anything. sure we all value quality, but what does quality mean?
stakeholders is not clear -- are stakeholders government? RI citizens? families, communities?
I see no evidence that Rhode Islanders value high quality systems of support.
...all students
High quality systems should be directed toward every student in RI.
Systems and supports, especially including state financing formula that supports the success of all students. We cannot "ensure" anything, but we can support and encourage success.
Great Quality statement for a corporation. A school or education system? Not so much. They are kids not stakeholders.
Too generic a language. What system or structure do you refer to?
There are two ways to consider responding: "I agree/disagree that this is what we do now." or "I agree/disagree that this is what we SHOULD do." I will respond as the "SHOULD do". With this value statement, I think the "high quality systems/structures" may not pass the grandma test. She might ask, "What do you mean by 'system/structure'?"
I'm uncertain why this value statement is focused on the success of all stakeholders, as opposed to the success of students, as in the other value statements. Who are the stakeholders and why are they only included in quality. Not so much a criticism as a confusion about the difference between this and the other value statements.
This statement does not pass the value statement test. Not only do the systems/structures need to be of high quality but every aspect of the education system in Rhode Island needs to be of high quality. We could have high quality systems/structures in place and low quality expectations.
What do you mean by "systems and structures"? You need to preface this survey with definitions of your terms. I don't feel the most Rhode Islanders care about "systems and structures". To them, schools are simply baby sitting services.
Too many people want the system to educate their children with no parent involvement - blame the system if their children aren't getting educated. I see it every day. unless parents and educators work together the system will fail. Parents who don't help with homework, don't go to conferences and leave it all up to the system.

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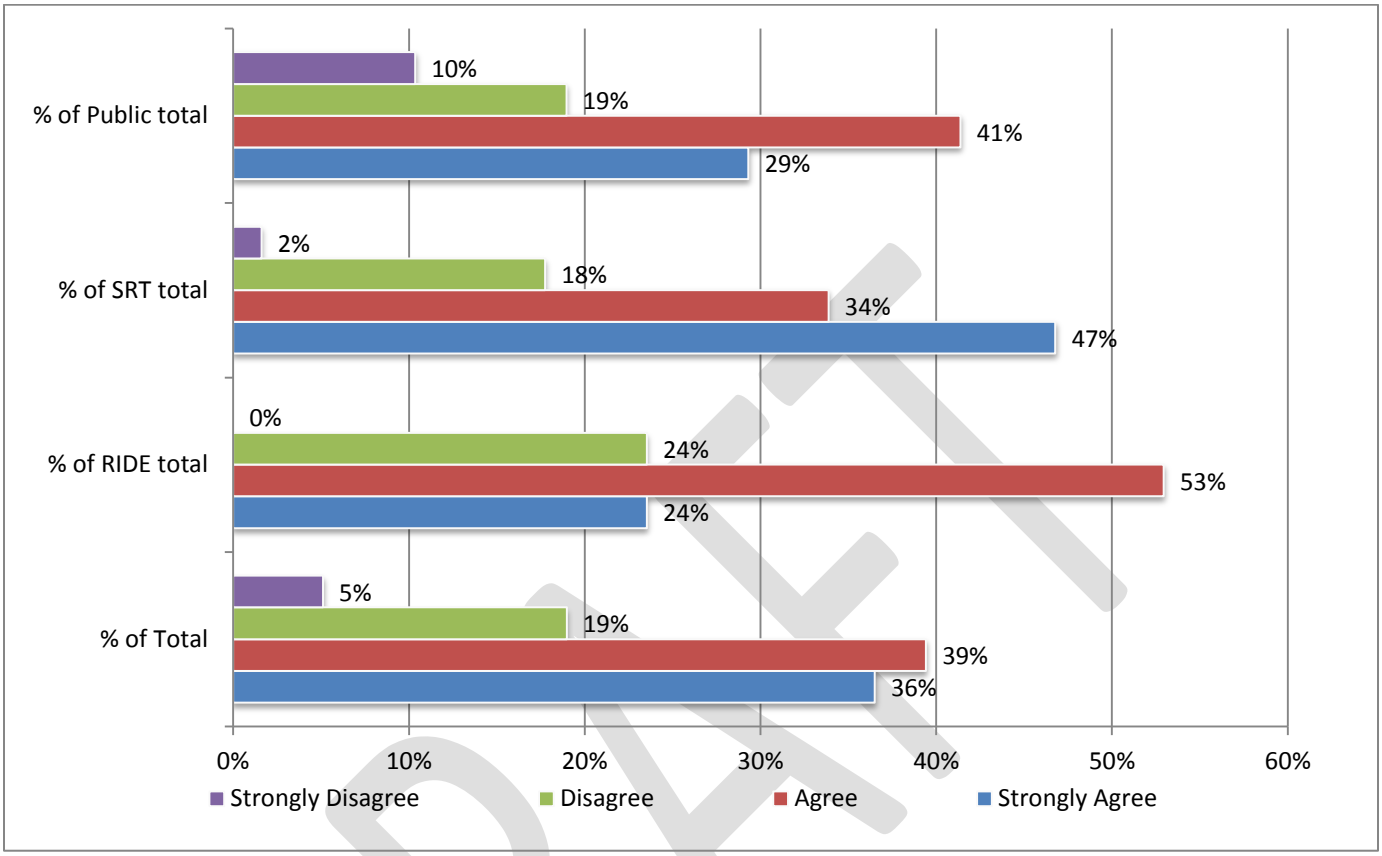
Engaged and Accountable:

In our education system, Rhode Islanders value a process that engages and holds accountable every member of the community to ensure the success of each student.



Some themes from the comments:

- Separate "engaged" from "accountable"; this seems to focus on accountable; each are valuable
- Questions about who is held accountable and how; how to hold "every member" accountable is hard
- Holding "every member" accountable is important, it's not just certain groups, but how to do it?
- What about parents and students' accountability?
- Issue with the word "process"

The list of all comments is below.

I am interested in seeing how we will be holding parents accountable in this process. Many community based programs have a form of accountability by its' members but lack the support from RIDE.
Accountability is important. However, the measurement tools must be clear and fair. The concern is this: families are members of the community mentioned. How can they be held accountable?
I agree that this is what I would like Rhode Islander's to think but I didn't get that vibe from the survey. I did not have the luxury of discussing this but to me the overwhelming response was increased teacher effectiveness. Perhaps there were not categories about, "I think every member of the community needs to be engaged and held accountable to ensure the success of each student." I have talked with a lot of parents who are at a loss as what to do with their own children and have seen members of the community shake their heads when they see some of the behaviors of our students outside of the school community. I don't think the community has a defined role nor do I think that students look to the community for assistance.

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this one doesn't resonate as strongly with me as many of the others. I do believe we need engaged stakeholder and ways to ensure accountability, but I'm not clear on why these are combined into one value and the definition is kind of vague. I'm not sure which process is meant by "a process" also, so maybe processes (plural) would better communicate this, Potential alternative "Rhode Islanders value the engagement of our entire community in the work of educating our students and the systems that hold us all accountable for the outcomes."
Struggling with holds accountable "every member" of the "community". Is it up to the reader to define community or is there a specific group of people we're referring to? Not sure if every member is accountable, that phrase is giving me reason to pause.
While I agree with both engaged and accountable, it seems a little like a smash-up of two important concepts that might serve as values on their own.
I think it is unrealistic & impossible to hold every member of the community responsible.
I think there needs to be a means to hold people accountable that isn't punitive to the children we are teaching. They should not be held to a certain requirement if the adults are not doing their part.
instead....accountable members of the community or hold community accountable ...(how are we going to hold accountable every member of the community?)
Team might look at what holding accountable looks like for the various stakeholders (i.e. teacher, student, administrator, parent, local school board, RI, etc…)
I don't know that we currently engage business and community as much as it might.
Accountability is a weighted term in this era and in this case SHOULD NOT require high stakes testing, but should rather be a values-driven, honorable sense of accountability and/or at least one that is research-based. I would suggest removing the word accountable altogether and using "engaged" or "engaging" on its own. Also, these are adjectives when all the other values are nouns. Consider revising. Perhaps use the word " Inspiration" or "Engagement" here.
"Every member" of the community may be a stretch.
I think this is vague and unclear... Yes, I understand the accountability piece for teachers, students, administrators, etc., but "holding accountable" in this instance comes across negatively. All that came to mind as I read it was "holding students accountable" by requiring high test scores on PARCC for graduation and "holding teachers accountable" by constantly evaluating them and threatening certifications. Also, how do we hold the members of the community accountable? I can vaguely see where this value is going with having all stakeholders engaged in the process and holding them accountable for their commitments, but I don't think it is quite clear enough and it brings to mind too many current negative issues.
What about accountability of the student? What role do parents play? What influence does the community have on the students, parents, school, and education professionals?
I agree with this, and also want to ensure that we are clear about the levels of accountability that exist across various roles in the system. If we hold everyone accountable equally (spread accountability too thin) or lack clarity about the roles that come with accountability, then no one is ultimately accountable.
From what I hear when speaking with others, and what I read/hear in the media, Rhode Islanders want to place all of the accountability on teachers and schools. I disagree with this and feel that every member of the community should be held accountable.
not just teachers and student test scores. This should be a collaboration of Parents, students, and administration to help children learn .....and for parents and students to value education.
Getting caught up on the word "process", perhaps because it suggests a singular process. I think it would read better and be more accurate to change it to: "Rhode Islanders value processes which...." - make it plural.
My question here is with the notion of valuing a "process" versus valuing actual accountability. For example, we could have a process that is engaging, but the outcome of the process may not lead to accountability. For me, actual accountability rings closer to my heart than the process.
Does this include student voice?

DRAFT

I believe that there should be some reference to individualizing the measure of success for each student, but that could be covered by the next core value. I also believe that "accountability" should be defined and managed at the local level, but that it should be a clear process defined for that at the local level.
Again I like the use of every member of the community -- this includes all stakeholders in our community
I understand that the all stakeholders should be accountable in this value statement.
I would add respect and understand to this item -- we should seek to understand and respect our diverse communities, we can't engage and hold accountable without those values.
1. Doesn't this already fall under the "Quality" value statement rated above? It is an important component of our overarching educational goal, but should it be its own value statement? 2. This item focuses on the "process" of accountability which, in the school systems, is currently absorbing valuable time from our administrators and faculty to go through a dog and pony show to prove we can write and carry out an "effective" lesson. I value teachers being held "accountable" but will look to how we figure out a better "process" than is currently under way. I guess that is in the next step. I realize that this puts focus on the community at large, but my knee-jerk response is from my school perspective.
If a student isn't successful then education will hold the community accountable? Yes, I do believe the community and families/caregivers play a big role but (and especially with special education) it is the schools responsibility to provide the resources, services, programs to ensure the success of each student. This gets my heart
This statement sounds a little threatening. I don't recall the survey results talking about holding everyone 'accountable.' Not sure we need that term. More positive, heartfelt, neutral statement if 'and holds accountable' is taken out.
I agree with part of the value. Accountability is very important, but is difficult to ensure for every member of the community. RIDE can only hold accountable members within its purview.
Engaged and Accountable should not be 1 value. I would prefer to see these as 2 separate values.
Both "engaged" and "accountable" are strong, but I'm not sure I am seeing the inherent connection. Seems a little forced. Each alone a 4, together a 3.
While accountability is important and could be a 'value, holding "EVERY member of the community" accountable may not be a "Guiding Star". Recognizing their importance and providing an opportunity for all members of the community to be engaged might be better.
In this case, I am wondering whether we are really having a value for a "process" rather than true engagement and accountability. I agree with the value, but I think my grandmother would say " what do you mean by process? what is that?
Accountability is the main theme here and engagement is a piece of it.
The accountability system must be easy to understand and properly communicated. The existing system is so confusing that most stakeholders are unable to understand how their school numbers are generated.
Separate engaged from accountable, but keep both; move "engaged" to "support" value, and add language of community = classroom, that learning happens everywhere, in and out of school. Re. ACCOUNTABLE: hopeful to see accountability of the system to supporting its educators, vs. merely educators accountable for student achievement. Accountability must be values from every direction, and using metrics that matter (beyond test scores to include social-emotional growth, engagement, etc. - no doubt more to come here in subsequent prototypes re. priorities and goals).
The area I struggle with is the lack of consistent and unilateral application of this program. The concern is the room for abuse.
Remove "accountable" (prefer "reliant" as this removes the negative connotation that years of failed corporate reform has stained the term accountable). And find other descriptors for Engaged other than "engages"
Good one
All stakeholders can not only mean classroom teachers.
This statement seems too passive. How can a process "engage" community members?
As long as one group does not take the blame if there is a failure on multiple levels.
"holds accountable" sounds fine for schools and teachers, but maybe is too strong to use for other "members of the community" such as families.
I don't believe that this holds true for all community members, especially those without school age children.

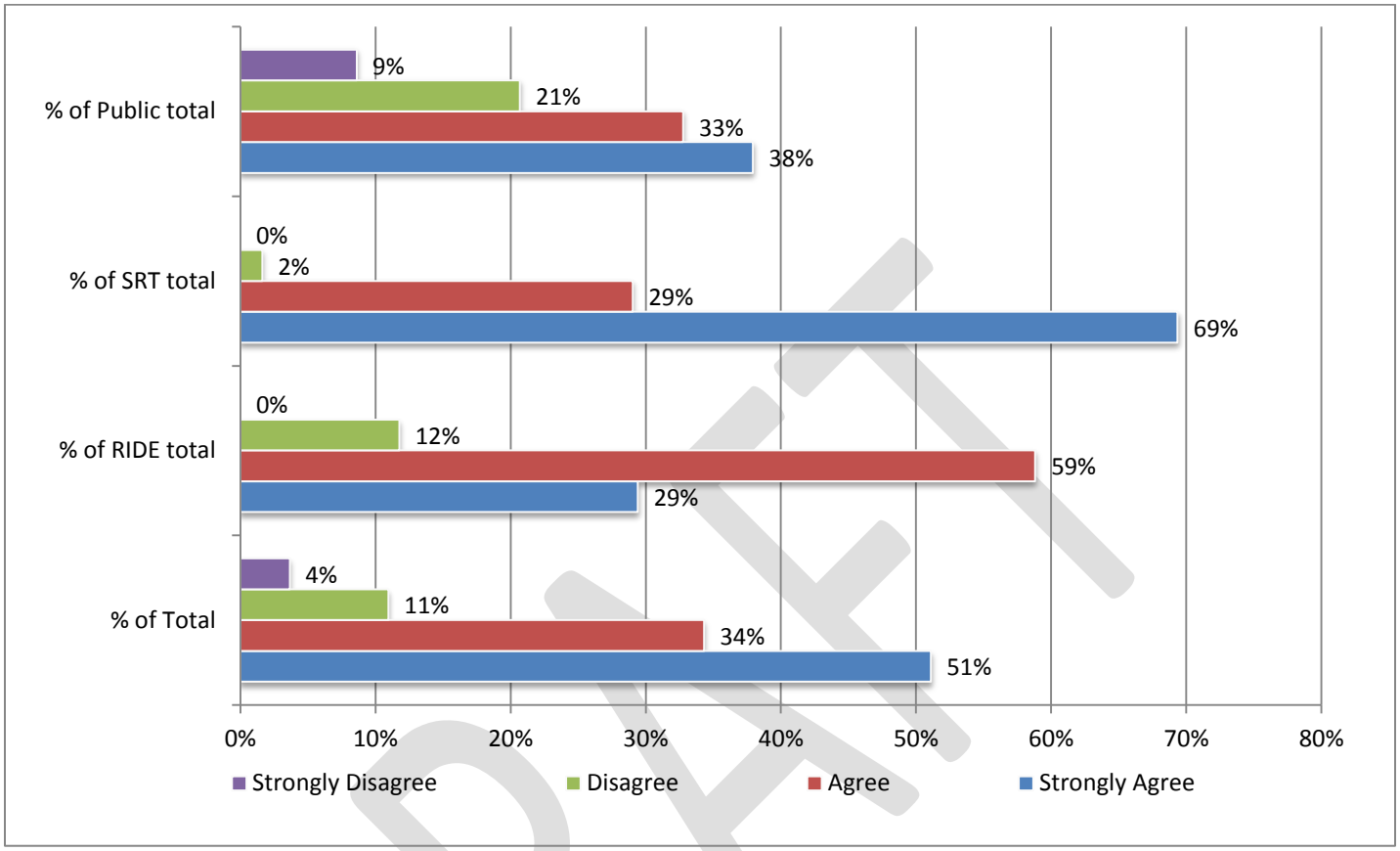
DRAFT

True and important, but we have never created an accountability system in which everyone is involved. It's easy to make the statement but much more challenging to put it into operation.
Are parents accountable? Are community members and school boards accountable?
I do not understand the definition of community in this statement. Are you talking about the educational community or the entire community of the state?
How will parents be held accountable?
Rhode Islanders seem to want to maintain the status quo.
Parents and students are frequently NOT held responsible for the students' success. It appears that educators are currently held the MOST responsible, while there are many outside factors they have no control over.
What kind of process is this referring to - are we talking about learning or workflows? It is not clear. Do engaged and accountable belong in the same statement? The engagement part of this statement is critical and it gets lost under accountability. We want engaged students, engaged teachers, engaged administrators... this should be a separate value because it is so important.
Presently, accountability for every member has been lacking. It SHOULD be valued, and there are pockets of success, but it is not uniform.
It's very unrealistic and counterproductive to suggest that every member of the community can be held accountable and that we can "ensure" success. Rather we can engage the community and hold schools accountable to support and encourage the success of each student.
Accountability can be met in many forms. Rigorous testing and personal identifiable data collection is not the best method.
Every member of the community to what capacity. I value community partners and stakeholders. I think a better statement is: Rhode Islanders value an educational process which engages and holds accountable every member of the school and educational community to ensure the success of each student.
Do we really mean that we 'hold accountable' *every* community member?
I'm not sure how every member of the community is accountable for the success of each student. Perhaps in the sense of where tax dollars are going, but this seems like a value that is hard to imagine in practice. It seems like it might live in a vague place of an "engaged community" but that strikes me as being outside of the reach of education itself - or rather asking education to do too much. I would rather see fewer values and have all directly tied to the educational experience of kids. Our schools are struggling so much right now that I worry about putting energy in this direction.
I like this in that it opens the door for greater conversation about the responsibilities of parents.
this statement does not pass the values test. We need a system of accountability that holds all parts of the system accountable from finance to operations, to teaching, to name a few.
I value this. Most RI'ers don't care. You've got a problem with this survey. Are you asking me about what I value or are you asking me what I think RI'ers value?
I agree but not sure about the majority

DRAFT

Personalization:

In our educational system, Rhode Islanders value customized learning to maximize the individual potential for every student's success.



Some themes from the comments:

- Good concept; important; key.
- Customized learning is important, but customization/personalization shouldn't be limited to students.
- "Personalization" as a term is jargon-y; statement is jargon-y; reword parts of it, perhaps re-order words.

The list of all comments is below.

Personalization must run through all facets of the design. If we personalize learning, shouldn't we also personalize the measurement tools?
I'm concerned that the financial resources needed to accomplish this will be too great.
the word personalization as well as the description (customized learning and maximize individual potential) feel very jargon-y to me. I think we are talking about ensuring every student is engaged in learning that is relevant to them and delivered in the ways they learn best. The word diversity comes to mind too, but I'm not sure how it fits in exactly. Maybe something like: Rhode Islanders value the diversity of our students and their needs and commit to providing them with personalized and relevant learning opportunities to support their success.
This value gets on important concepts, such as providing opportunities for students to learn in ways that interest and engage them, providing choice (in courses, schools, and pathways), and includes the idea that students have different strengths, weaknesses, and interests and that they will be most engaged and successful when we identify and worth with these.
Strength of this value lies in its ability to guide the work. Personalization and support for it will ensure the success of every child.

DRAFT

I believe this cuts a couple of ways - it is probably fine the way it is - but I would want to make sure that teachers have the freedoms to personalize that learning - autonomy (both in the classroom and by having different types of schools) - and that parents have the ability to choose that personalization through school choice - which would require that schools are encouraged to be innovative and different in their structures, etc.
Yes, but this term can be interpreted in very different ways. I don't believe there is a common definition or description of these things . I agree with this very much. I don't believe this is true across
YES! We tend to live in a "one size fits all" educational model - teaching to the standard or lowest common denominator. Kids can excel when challenged beyond that.
While I agree whole-heartedly with this value, I feel the explanation is a little vague. How?? Is it really a combination of personalization and support??
Many Rhode Islanders don't concern themselves with how things happen in school. Perhaps too many adults, parents, are more concerned with children's comfort and personal safety than with the details of teaching and learning.
This is key, but let's not have this become the reason why we don't also expect baseline skills and competencies of students.
Yes! I agree with this statement. As a Special Educator, I feel that both "personalization" and "Individualization" for the curriculum and overall schooling process, is important in making sure that students both achieve and recognize their potential.
We need to customize and design some classes that address student needs and interests and prepare them for jobs. Example: industrial tech class (wood working) combined with math, geometry and business math. Allow CSI science classes to count toward graduation and combine the math/technology classes with it.
Maybe add "customized learning combined with significant, productive personal relationships..."
While this is clearly a value that is widely held, it is not without limit. I believe that there is no longer a common understanding of what the word "public" means when used with education or perhaps there is an evolving definition that will be very difficult for the "public" to support meaning "finance".
Is there a way to tie this to innovation and/or flexibility? This seems missing from the values.
Customization of learning should be managed an approved at the local level.
This is so important at all levels but especially at the middle level where there are so many different aspects of our students that need to be addressed for success. Every level of education is important and we need to make sure that we address the importance of the personalization at each level and the difference of the needs at each level
I prefer phrase personalized or individualized learning to customized learning. Word "individual" is used in value statement on equity.
Customized learning has to maximize the potential for everyone's success -- teachers, administrators, families - not just students to be successful.
Yes, every student deserves to be set up for success. This is highly valued to me. I look at how our system is currently making this an unreachable outcome and wonder if it is fair to include a high value into an achievable goal. I realize I am jumping to the "HOW" step, but this takes consideration at this early planning level. To make such individualization happen (solely based on changes as I have experienced), students who can have their needs individualized best through alternative programs like the Northern RI Collaborative should not be short changed because of money, and faculty cannot continue to be spread so thin as our special ed teachers are taken from their inclusion classrooms to "push in" services for other students in additional classrooms. Can we really personalize our classrooms to live up to this value? It would be a dream come true.
perfect
Excellent.
I do not think customized learning should include expectations. Expectations should be the same for students, though the path to get there should be customized.
I agree that personalization should be a value... Most things are not a one size fits all and neither is education.
This one is pithy and to the point.

DRAFT

Personalization should also include an understanding that the definition of "success" varies from person to person. Individual goals for success need to be considered as part of personalization - not all students need to take the same path or have the same needs.
not clear on the word order - I think we meant maximize each students potential...however the way it reads it sounds like it says only the students potential for success. .
This value for me passes all three tests.
I was excited to see this one in here. It passes beyond the obvious to a value that a community might or might not hold. If Rhode Islanders do value personalization (based on the survey results etc), then that points us towards a lot of possible priorities. To me, this value ties closely with the value about equity.
Personalization should also reflect social and emotional climate of the school including policies, programs and practices that support it. Every student should be known well by at least one adult. This is personalization at its core and also a litmus test for engagement.
I think it should but in the last 2 years or so it seems to be a one model fits all.
It is not learning that is customized (all learning, by definition is personal) rather it should be the instruction, assessments, and outcomes that are customized to fit the individual
Highly agree with the value of this statement, but am not convinced that customized learning will be/can be for all: ie: Above Grade Level Students.
This would help distinguish RI education and support jobs. Not every student is going to college and not every student going to college is pursuing the same career goals.
Unfortunately, "personalization" is a current buzz word in education, referring to technology-based curriculum delivery.
customized learning or customized instruction?? or customized learning environments?
I think a bigger piece about personalizing and developing relationships with our students is missing here. Although it is extremely important to customize learning, it is equally important to make sure that our students feel connected to us as people. The customized learning could fall under differentiation, but to omit the other part of personalization would be a mistake
I don't believe that this is a value that many citizens have. They don't want customization, they want what works for most. Cost effectiveness.
Customized learning can refer to input, that is, how student are taught, accommodating for individual differences. It can also refer to output, that is, allowing students to graduate with having met different requirements. One size fits few. The current focus on standardized tests works against customization and a discussion of this value should honestly deal with this contrast.
I would suggest a rephrasing to "...learning to ensure every student's success."
Not sure this is not redundant with equity
Rhode Islanders do not support Common Core or graduation standards. They are more interested in what is best for each individual student. This is a blue collar state and few wish to go on to college. Common Core is not relevant to most.
customized=differentiated? personalized?
With the adoption of CCSS and PARCC, it appears that our state as a whole does NOT value customized learning. We expect all students to perform equally, regardless of learning differences, English language proficiency and socioeconomic status. Every student should NOT be expected to go to college! We need to prepare our students for their post-graduate lives by giving them actual skills and knowledge that they can apply in the current workplace; they need STEM skills so that they can secure jobs and make a liveable wage.
I agree with this but would suggest less jargon-y language - the way this is worded is not inspiring or clear. We value the distinct learning needs, interests, aspirations, and/or cultural backgrounds of students and strive to provide a variety of educational programs, learning experiences, instructional approaches, and academic-support strategies to maximize the individual potential for every student's success.
In general that's true, but we don't know what that looks like. If you could provide examples, more would agree.

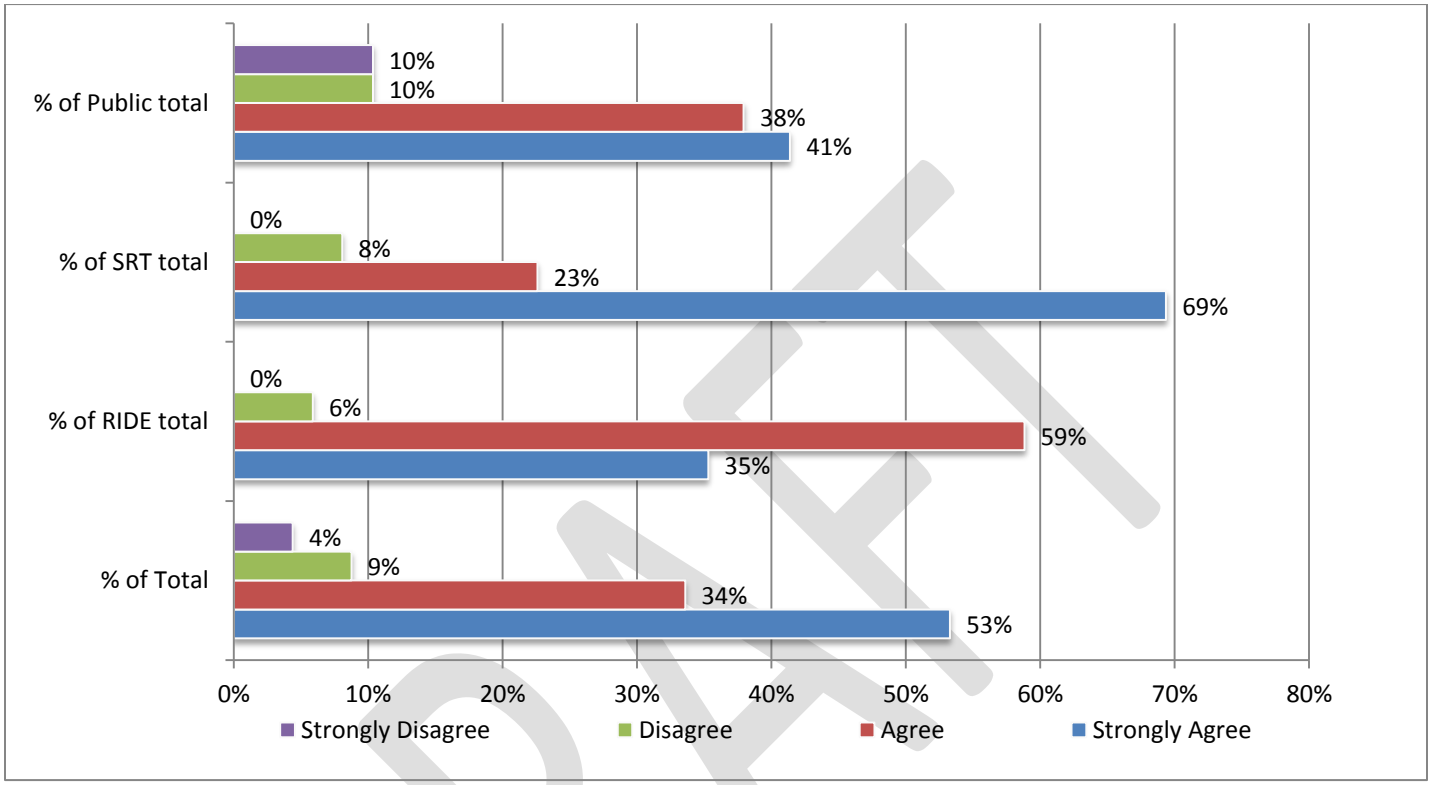
DRAFT

No, no, no! We should value excellent teacher education and professional development programs that prepare schools and teachers to determine how to best support and encourage every student's success.
Customized to the student or school. Not Common Core putting a square peg in round hole.
this is especially important within the context of a larger classroom environment.
If this were true, students would not be told that they must all pass the same math test to graduate high school.
Potential is one of those words that seems to give leeway for failure. Why not "maximize every student's success?"
I am not sure what "customized" learning means. This term seems too vague. This could be reworded to capture the intent which I believe speaks to the value of maximizing opportunities for students to reach their maximum potential. (Or something like that)
Same problem with this question. I value this. I don't think RI'ers care.
How much personalization is too much? Are we going to base personalization along ethnic and racial lines, provide English as a second language no non-residents? Is it the education system's responsibility to provide English as a second language, or the parent's responsibility to insure the child is prepared to enter an English speaking school? I have 2 children that are special needs and EVERYTHING is a fight against the school system for small accommodations. If I have to fight that hard then how are things going to change?

DRAFT

Equity:

Rhode Islanders value equitable outcomes in the education system including:
achievement, funding, resources, programs, facilities, services, instruction, access, and diversity.
We believe every student, family, and educator should have access to resources that they need as individuals to place them on equal footing to achieve success.



Some themes from the comments:

- Key value; very important.
- The phrase "equitable outcomes" is confusing; some of the items in the list are not outcomes but inputs.
- Too much content/detail in the statement; many suggestions for rephrasing.
- Funding, facilities, opportunities, resources need to be equitable; difficulty is how to do it.

The list of all comments is below.

I partially agree with the statement. I do believe that students and educators should have access to resources but how the resources are distributed throughout the towns is in question. Also, how much do we want the family, i.e. parents to be involved in the distributing of the materials? The focus should be the educators from low socioeconomic areas explaining the materials they need and the Department of Education focusing on making the resources equitable for them.
This value pulls together the idea of collaboration and autonomy. We are a small state and there is no reason we can't collaborate further. However, there needs to be a balance where districts, schools, and teachers can make the best decisions for the students in front of them.
I think that RI'ers who live is financially secure school districts would like their district to stay that way for the benefit of their children. Not to say that they wouldn't want equity but I'm not convinced that there could be a plan for equity without some give and take at which point if sacrificing some opportunities for their children that they have created for them through their hard earned dollars, I only agree with this statement.

Equity is so very important. Could also use the phrase "equity of opportunity" because opportunity is a powerful concept in and of itself, and that's really what public education is intended to provide. In fact, it's not really equitable outcomes but the opportunities that the system provides (the list is about opportunity not outcomes--outcomes would be test scores, college access, measures of learning, measures of social-emotional growth, etc.). Also, having the long list embedded in the middle of the description is a bit distracting. maybe if it is moved to the end, people could understand the concept and then see the points of impact (also, does this run the risk of not being content neutral?). I'm also unclear how you could have equity of achievement or diversity, given that equity means fairness or justice in how people are treated. This may be a case of trying to fit too many things in... I think both achievement and diversity could be captured more clearly in the value above (personalization). To me, equity (of opportunity) is a north star value and a heck yes.
Achievement is an outcome, all other elements listed sound like inputs needed to help create equitable outcomes.
A hugely important concept that I am very happy to see!
I believe they do, but they don't understand that it really should be that outcomes should be fair, not equal. Fair means everyone gets what the need to be successful. Equal means they all get the same thing. A fair system will have the best outcomes.
This particular value is very interesting as equal does not always mean the same as for some to create an equal footing to achieve success may require more resources.
...value equitable outcomes... = results. Funding is not an outcome Instead. ...value equality in the education system including: ....(remove the term outcome)
I do not disagree with this statement, but I have questions as to what it truly means. I am not sure what is meant by equitable outcomes. Students achieve at various levels and we have started to include growth (as well as proficiency level) in determining the success of each child. If we are going to expect personalization of education, then we must also recognize varying abilities and varying levels of proficiency regardless of a student's age. Sometimes, the equity discussion is interpreted as providing the same or similar for all students of similar age, grade, ability, etc…. We should also consider that educational achievement can look different for every child (personalization), and work to ensure equity of opportunities across our state. Could this be boiled down to: RI values equity in every facet of our educational system and that every individual should have access to equitable opportunities.
Love the wording on this!
I am a bit confused by the use of "equitable outcomes" in this value statement, rather than just "equity." Outcomes will be driven to some degree by individual effort and ability, which won't always be equal (though I agree it shouldn't be hindered by inequitable access)
Add the word multilingual here.
YES! Shouldn't matter where you live, you should still get a high-quality public education - and everything that goes along with it.
Funding is a very important issue. Equity must be achieved irrespective of the socioeconomic situation of the local community. Urban vs suburban must be addressed.
Most parents want their children to be successful, however, there are innumerable definitions of success. Many parents see school as a resource that can be utilized in helping their children reach success measured by their values and aspirations. School is but one contributory factor.
Yes! One of the main things that caught my attention in this statement is that of "facilities." I often wonder why facilities (ie: school buildings) vary from district to district and even, within the same district. Students are keenly aware at a young age that the buildings in which we educate them in may be different in both positive and negative ways than their peers. That, in turn, has direct effects on their education, as research points out.
Money has not proven success. Parent and community involvement are better indicators of school/studen success. Facilities should be upgraded (green and with technology that won't be outdated in a few years), similar services provided for students.
What is the difference between program and services? What does equitable outcomes in diversity mean? What would that look like? Might need rewording.
This is not only a value but an ideal. The word "access" here is important.
Maybe the list could read "including but not limited to..."

DRAFT

As long as "equity" is not achieved by brining everyone to a median level, rather than elevating those that need more to the highest levels.
So important -- should we put "including but not limited to" just want to make sure everything is included -- the ones listed are all I can think of at this time
Achievement is an outcome but are the others outcomes, such as funding, resources, programs, services etc. outcomes? They are the supports needed for equitable outcome or achievement. Funding, resources , programs could be referred to as equitable supports.
love that "family" is also included. So important to assist families in order to help them realize the importance of education and discover their strengths as individuals. With the assistance to families, and with the realization of how they can make a difference, family members gain empowerment and the feeling that they "can" be successful in the education of their children and their life as family.
Funding, resources and access are not outcomes (inputs). Diversity is not an outcome either, perhaps it is an input.
Again, as a core value it is certainly a high priority. This would require budgetary changes that may be out of our control at a State level? Looking forward to how this would play out. Specifically, student achievement is directly tied to how the program can be personalized to meet their needs for maximizing their potential.
Again, not sure if grandmother would understand. Are equity and equality being used interchangeably? This one needs work.
Excellent. Would possibly add and rephrase this section to include the words 'information' and 'supports': "...have access to the information, resources and supports that they need..." Information is key especially for families and for educators. For families - to keep them engaged. For educators, to keep them up on the latest techniques to teach and evaluate even the most challenged students so they are not constantly overwhelmed by content that is difficult for them. Supports are important for the same reasons.
I do feel that equity should be included as a value but I am not sure from the value statement what this item is really defining. The first sentence talks about equitable outcomes but is listing a lot of inputs to an education system.
Equitable outcomes? Seems like an odd choice of words. When I think of equity, I think of opportunities -- which are probably not equitable if they are equal. Are we willing shooting for equitable outcomes? Are we trying to maximize outcomes?
Again, 'success' is defined differently by various people, but everyone should have access, resources, and supports and awareness of various options for success. Time must be taken to identify the resources needed by individuals to provide that equal footing. Some resources must be provided by the community.
Equitable outcomes? May sound better to say RI values equity for all and then list the topics, and somehow conclude with the word outcomes....
I find the statement raises so many questions about this value. I believe in the last statement but "equitable outcomes" in the education system is a mouthful of education speak.
I agree overall, however this one includes content. If the first statement ends at "system." The rest of that sentence could be deleted. The second statement remains.
It is paramount that a way to fund facility upgrades is completed. The buildings have been neglected far too long.
Suggest having the first sentence follow the 2nd sentence, if needed at all. Love the 2nd sentence.
The sentiment of this value is correct in that I concur RI value equal playing field / opportunities but the value statement mixes equity of OUTCOMES (first part) with equity of INPUTS (funding, resources). Given the reality as well that students are not widgets - they actually have a say in how they pursue, receive, and desire education - you are advocating something that is at odds with the statement above this one (maximize individual potential). Not everyone gets As. Not everyone makes a sports team. Not everyone is an honor student. What you need to ensure is that there is equality of opportunity (how that comes about has many possible options) and no student is disadvantage simply because of aspects (gender, race, family income, neighborhood/community, etc.) beyond the student's control. Also, what is "equitable outcome of diversity?" Schools exactly match their neighborhood? School population match the state's demographics? The household wealth distribution is equal for each school? I assume these values must then be translated to achievable goals so I would be careful you are setting yourself up for something that is either not obtainable or in conflict with other value statements.

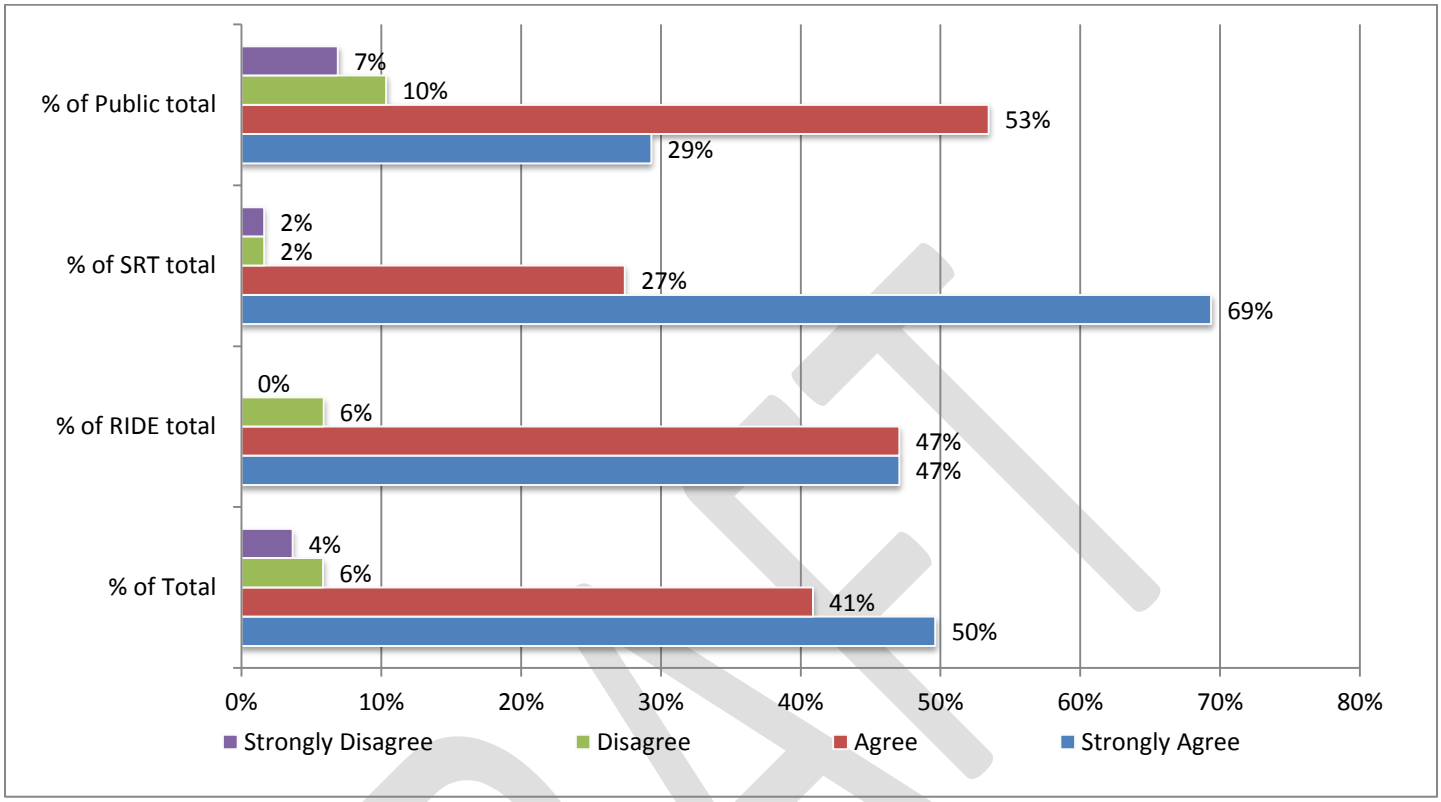
DRAFT

how is "diversity" an outcome? And what does it mean exactly?
Having worked in both urban and suburban, as well as urban ring schools in this state, there is a great disparity regarding facilities and other resources.
Rhode Islanders in wealthier communities do not want to share their resources, etc. to meet the needs of other people's children. Look at the difference between the educational facilities at Shea High School vs. Cole Middle School in East Greenwich if you want a clear example.
In order for this to happen, resources must be made available beyond the educational environment and include the social system in which students find themselves. Are they well fed, well housed? Are they provided with other social system supports? Do they live in a safe place? The educational system alone is not capable to provide equitable outcomes. Let's not kid ourselves. Poverty is a significant factor and would have to be addressed if this value is to be meaningful. Are we ready to tackle this issue?
heck yeah! I think this value might get at a big issue that I hope the plan can begin to address, systematic segregation in our urban public schools and inequities in funding, programming. Could we regionalize our schools more? Could we make it so that white students and students of color go to school together? That the rich don't feel they have to send their kids to private school here in Providence?
diversity is weak, over politicized language
There have never been equitable outcomes in education. More focus should be put on gifted education so that the best and brightest are found and allowed to shine.
What about the responsibility of students to work hard?
All students are expected to be successful, many with a minimum of supports. We have moved from Least Restrictive Environment to Least Expensive Environment. Urban youth are not having their physical/emotional/behavioral needs met in their homes, and it's expected that we provide these supports in the schools with a minimum of supports. Children cannot learn until their most basic needs are met.
Funding is an enormous obstacle to district progress that directly and immediately impacts all of the other equity topics.
Yes to equitable funding, resources, programs, facilities, services, instruction, access and diversity. As long as there are huge divisions in our society and enormous rates of poverty in RI, outcomes will not be equal and we should not blind ourselves to reality by thinking they are going to be.
"Equitable outcomes" suggests making all kids the same. It could tend to hold high-achievers back. I think we want to strive for "equitable inputs" or "level playing field". Some kids will take better advantage than other of what they are being offered.
This one needs some revision, though I appreciate the sentiment. The first sentence talks about outcomes, but many of the items after the colon are not outcomes; they conditions that influence educational outcomes.
It would be ideal if this could happen. Money issues prevent this. I was just turned down by Lockheed Martin for a $50,000 grant to get graphing calculators for every math teacher in our school. This would have put us on 'equal footing' with a more affluent community, where these calculators are on the walls of math classrooms for students to use.
"We believe every student, family, and educator should have access to resources that they need as individuals to place them on equal footing to achieve success." Does this include administrator and facilities?
I think listing the outcomes limits them in some ways. The second half of the statement might read: "We believe every student, family, and educator must have access to resources that are equitably distributed in order to ensure outcomes that place all stakeholders at the forefront of achievement."
Same problem with the statement. I value this. I don't think RI'ers care.
Again as above - equity based on what - racial & ethnic lines or common educational goals. If a child can't speak English as their primary language Is it the education system's responsibility to provide it, or the parent's responsibility to insure the child is prepared to enter an English speaking school? Who is going to make the REALLY TOUGH decisions about special needs children, some who do not belong in the school system but can't be out districted to Bradley & Meeting Street because of cost. I see these children, the special ed teachers and the system trying to provide an "education" for them without the true resources they need but the system says they must "do their best" despite the protest from the educators and parents. Too many administrators making decisions for the benefit of the school district and not the children.

DRAFT

Preparedness:

In our education system, Rhode Islanders value student-centered, 21st century programming where students acquire the knowledge and skills that prepare them for excellence/success in college, career, and life!



Some themes from the comments include:

- This concept is important and the purpose of education; suggestions made for different words with same idea.
- Good to see inclusion of college, career, and life
- Not free of jargon in the statement; uncertainty about excellence/success (one or both).
- Issues of vagueness with the word "programming" and the phrase "21st century programming"

The list of all comments is below.

This is the point of education. However, it needs to be more clearly defined.
I agree, but I think there is jargon in the statement. I began a new position this year and as a language teacher, I spoke to my students about 21st century learning and being a global citizen, etc expecting that this would activate previous knowledge. But, yes, I was speaking English, they had blank stares so I switched tactics and very quickly found out that they didn't know anything. I think, "student-centered" and "21st century programming" could be described in layman's terms.
This may sound bad, but the word "preparedness" makes me think of the crazy apocalyptic "preppers." Not sure what I would suggest replacing it with, and maybe I am alone in this, but I don't get an immediate picture in my head of students ready to succeed from the word preparedness. what about calling the value "ready to succeed"? I also think the word relevance would be helpful in this statement. I love "success in college, career and life." 21st century programming seems jargon-y. Could this one be combined with personalization ("student-centered" seems to fit in that value better)? If not, maybe it would be stronger if it was framed as something to do with the future/realizing student potential? (ie Rhode Islanders value schools and programs that help students gain the relevant skills and knowledge they need to succeed in college, careers and life.). This is the end goal and a north star for me.

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I value programming of any kind where students acquire the knowledge and skills.... I also value application of said knowledge and skills in order to build resilience while preparing students for excellence/success....
Life skills needs to be a bigger part of the school system.
can't wait to see this content in detail
Especially happy to see a focus on success in college, career, and life and not just one or two of these goals.
The wording of excellence/success in college, career, and life is critical to this value as we need to ensure that we are thinking of life skills, as well as academic skills.
...21st century programming where students... the term programming in this sentence gave me a sense that students are robots that we are trying to program. Are we referring to programs? The term programming here is too mechanical.
Should character education be a component of this value or is it too specific?
Not sure that term "Preparedness" accurately reflects the concept. Maybe "Readiness" connotes a more active concept.
Add the world multilingual here.
YES! The curriculum needs to adapt to the changing needs of society.
Is this one free of jargon - " 21st century programming"?
Who but educators and their consultants ramble on about 21st century skills? Name the skills for what they are. Cooperation, teamwork, paying attention, speaking & listening, respect, tolerance, task persistence, pride in workmanship. Put it in plain direct language.
not sure "programming" is the right word -- feels like it be something more transactional like "learning opportunities"
Yes Yes Yes
Maybe add the word "consistent" before student-centered
And also prepares students to be life-long learners.
Yes! Reality is that not everyone will choose to go to college, I love the inclusion of career and life. Not to be confused with standardized test preparedness...
I'm wondering if there is some way to include teacher and/or administrator preparation into this statement - it's not just students who need to be prepared!
This is so important - However, I am not positive that the title of "preparedness" captures the meaning of the value, as described. This seems like you are talking about access just as much as preparation.
I think that the term 21st century program may not be a term people outside of the education world know. It seems like jargon and not "content neutral"
I like that you added "life" everything has been college and career ready
I prefer another word to "programming." Maybe learning opportunities,
21st century programming is an unclear phrase - not really sure what it means or how it is interpreted. I would say the same thing about 'student centered', people interpret that very differently.
College isn't for everyone. Vocation too maybe
All ok except the word "programming." Sounds like jargon. Perhaps "opportunities" would be a better word?
What is 21st century programming?
Hard to argue with this one. Its all about what we mean by "prepared."
There needs to be an understanding that the knowledge and skills necessary for success in college, career and life involve much more than academic skills. Systems need to be in place to ensure students are taught and acquire ALL the skills - beyond academics.
This value statement for me passes all three tests.
The "excellence/success" phrase is awkward. Why both these words? I also feel strongly that something is missing because all of this preparedness is about individual success. Personalization and Equity are similarly set up to be about serving each student individually. But what about the communities that are built through schools, and the ways students are prepared to engage with each other and contribute to their society? My fear is that there is nothing here that would value diversity in schools, or even bringing people together in a school building at all. What could be lost then?
Consider adding "citizenship." college, career, and citizenship.

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Would love to see language of knowledge, skills, AND DISPOSITIONS (something related to social-emotional preparedness).
I think we need to encourage our children to become life long learners, keeping in mind that not all children have access to computers or stability in the home. We must always be mindful that poverty is an issue for many RI communities.
Strongly dislike "21st century programming" this sound like programming a computer. Also the skills necessary for success are transcendent over time (empathy, collaboration, etc.) don't buzz word it up with "21st Century skills" we are 15 years deep already into the 21st
Please list those 21st C skills for those who may be unfamiliar- esp the "soft" skills.
Sometimes students need direct instruction in order to gain the skills needed for the self-directed learning needed in a student centered environment
Seems a bit redundant with Personalization -- you could substitute "customized learning" for "programming" essentially combine the two values.
Acquire unique knowledge and skills. Not all students should be doing the same things at the same time.
I don't think that this statement passes the "grandmother test." Jargon such as "21st Century programming" and "student-centered" are not clearly defined. "Student-centered" learning has been a facet of progressive education for almost a century. Our conception of "21st century programming will be probably seem comical as the century progresses.
No need for an exclamation point. "Programming" isn't a place where students acquire something. It could be said "programming which provides students with the knowledge and skills. . ."
The outcome-preparation for success- is certainly a given. The phrase "student-centered" on the other hand is one of those phases which is glibly tossed out. The current emphasis on standardized testing certainly does not give credit to a student-centered approach. Once again, the devil is in the details. And we often toss out expressions about student-centered without thinking through what it means in practice.
What is meant by 21st century programming? Blended learning? Laptops for all? Or something deeper and more substantial such as a focus on research and project based learning? Cannot be just words.
again, like quality, this one just rings hollow to me. yeah yeah yeah, we all want our kids and teachers to be prepared. 21st century programming is a useless term. i guess it means kids are prepared to deal with technology, but im not convinced that matters that much. kids will learn tech if they need it. they need to learn to question why the tech matters more than use the tech.
find it difficult to prepare for unspecified excellence .
I see no evidence of this. Teacher unions rule this state.
the military?
Many schools do not have adequate access to computers/tablets for their students. Many teachers are being forced to focus on preparing for PARCC, which leaves little time for teaching the skills and knowledge in the core content areas. Many students are forced to take college prep. classes, when they really should be learning STEM job skills or trade skills so that they are employable upon high school graduation
In the end, as a parent, it's "what's in it for me" i.e., how will my kids do? will they get jobs? As an engineer myself, finding employment in RI is difficult - jobs are limited. I believe that's due to the lack of adequate talent to draw from. That needs to change. You need the levels of talent to exist to support trades & industry that can support the state and the community.
21st century is code for technology that eats up financial resources without helping students to think critically. Critical thinking is of the utmost importance in every century. We should value an educational system where students learn to think critically, to think for themselves, and to gain the skills needed for lifetime learning. The specific content can vary by locality, career paths, student readiness, etc.
This goes beyond technology.
Fails grandma test: "What is 21st century programming?" Sounds very 'buzzwordy'.

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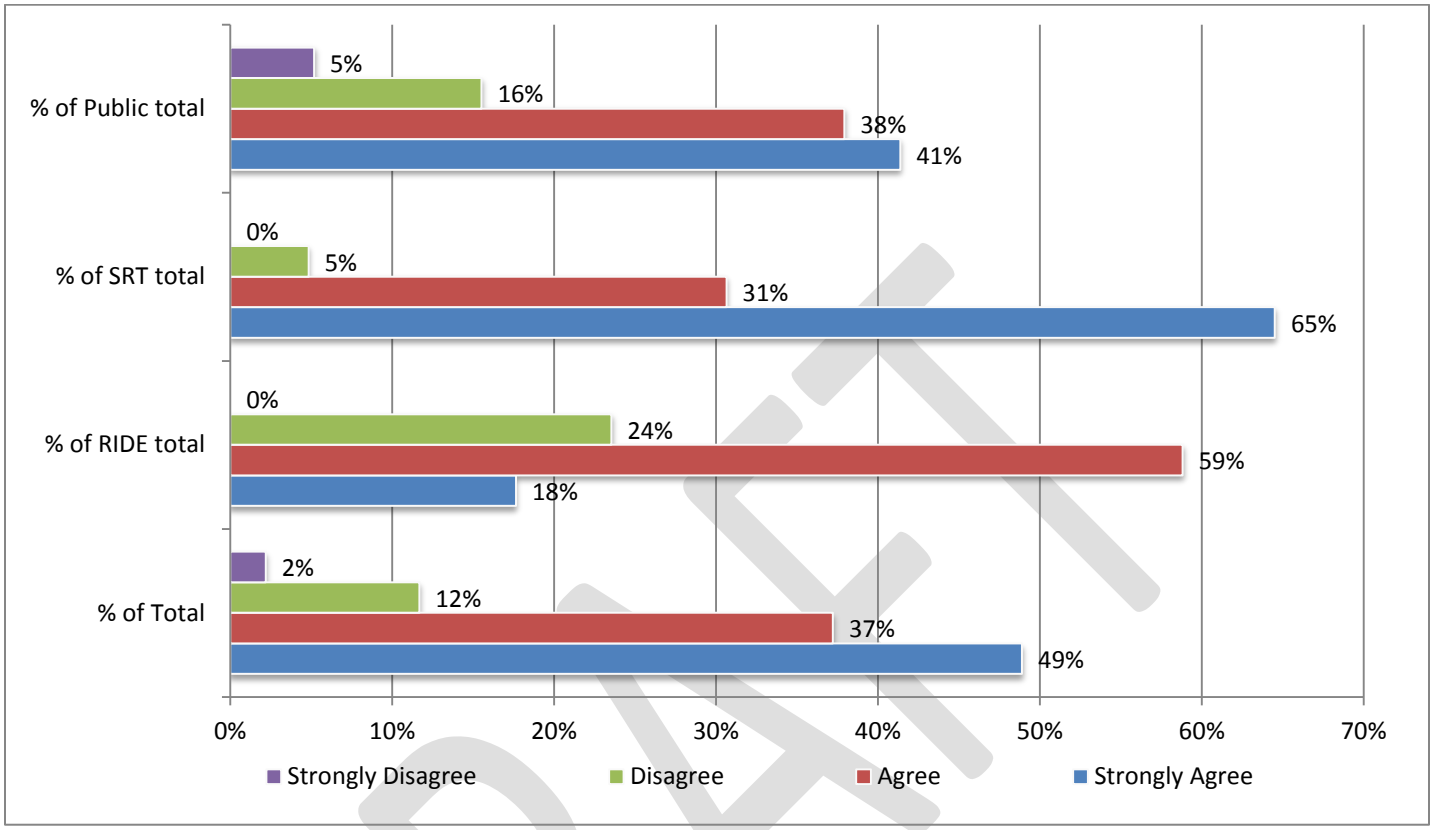
I think that equal weight given to career and life here is very very important. That means truly equal weight in programming, resource allocation, etc for career/technical schools and critical life skills, everything from courses in financial planning and healthy cooking, emotional regulatory skills, character development. Children deserve a truly balanced education, not simply repetition of a traditional academic model that was set up hundreds of years ago to serve the wealthy.
"21st century programming" -- is this jargon? What does it really mean? "excellence/success" - pick one - success is probably the better choice
Not all 'knowledge and skills' can be learned with student-centered techniques. We must allow for teacher-directed learning.
My concern here is that the value is not clearly articulated in 'laymen' terms. The concepts may sound too "jargon-ish" and difficult to understand in 'real' terms. What does 'student-centered' mean? Personalization? What are 21st century skills exactly? Knowledge of what?
Does programming include technology?
Same problem with the statement. I value this. I don't think RI'ers care.
Our children are coming out of elementary school unprepared for middle school because they can't grasp the basics of math, science, reading and language skills. A lot of this is based on the core curriculum concept and a lot is based on parents who don't participate with their children and engage their teachers.

DRAFT

Support:

In our education system, Rhode Islanders value strong community and family support in order to help students become more confident and contributing members of society.



Some themes from the comments:

- Community and family involvement/engagement/support are important and critical
- Overlap with "engaged and accountable" value/statement; lack of clarity about the difference; suggestions for re-stating them
- Uncertainty about how implementation of support takes place due to the statement wording

The list of all comments is below.

How do we do this?
Again, I do think that there is a viable portion of the community who are supportive but a need to educate greater portions of the community on how to become supportive.
i am wondering if this is not as much about support as it is about family and community. i think everyone (including school staff) need to better value the multiple roles played by family members and community partners in supporting students and their schools. If we call a value "support" it makes me think more broadly than this statement implies. this is striking me as maybe being too specific in that we want community and family support around more than just helping students become confident/contributing members of society. we want them to help support schools, educators and students in achieving their full potential.
Gets at issue that families, schools, and communities all need to work together to support students.
I agree, but I think we need to take into account the daily pressures of families to keep food on the table and a roof over their heads. We need to support them in their journey to support their child's education.
Perfect.

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This seems a bit redundant with the second one - I see families as a key stakeholder and thus would be covered by both the first and the second value statements - but if people feel like families need to be called out specifically - I can understand needing a specific one for families.
This is very vague to me.
I would add that it is critical for community and family members to know that their voice is heard and respected in the effort to educate our students
YES! But I wonder how we'll do this when many families are disengaged.
This support is critical, however the strategic plan must also recognize the family situations that don't allow some family to provide the same level of support as others given the fact that they must work to support family basic needs. There must be a broad level of support from the entire community for education. It is our future.
Let's look at what people do, not what they say. Certainly there are many parents who support their children's school success. They discuss school every day with their child, review homework, offer advice, and recognize effort s well as achievement. They attend school functions with their children and participate in the activities of the school. Many pants do not do this and it places their children at a disadvantage.
This is crucial, but my comment here is about whether we can take greater ownership within schools and systems for higher quality engagement with families so they know how to best support student learning, and how schools and teachers can learn how to best work with their child.
We need to educate parents in a positive, fun way to help them be better parents and have more control and assist in their child's education.
Why include family here, but not in engaged and accountable section? In that section, I assumed you meant families too, but now that it's being added here I wonder who makes up the "community" of which you speak and why must there be a distinction made for families?
When I hear "Support" I think of support from RIDE or the LEA - not necessarily about parents or community partners. I think there is a lot of overlap here between this value and "Engaged and Accountable" - there may be a way to make them more discrete and clear. This value seems more like "Community Engagement" or "Stakeholder involvement" from the description.
Community is awesome to be included in all you have stated
You could delete "in order to" and the statement would still be clear.
This statement makes it appear as though the community and family are outside of education, and exist only to support the school! Perhaps we value strong community and family involvement in the education process? Or we value an education system that reflects and builds on larger community and family values?
I'd like to see it read more like education values strong community and family support
This sounds like a wonderful sentiment but it's not clear exactly what this means with regard to education. Strong community and family support from where? From the schools? Or, like the Engaged value - are the schools looking for strong community and family support. It's not clear. Perhaps the Engaged and Support values could be combined (without the 'accountable' term).
This statement was the only one that did not directly relate to education. Obviously, community and family support are critical to a student's success but how can this statement describe how the PK-12 education system can provide support?
Hmmm -- it will be interesting to see how this gets expressed as strategies down the line -- especially at the RIDE level where strategies apparently live. Also -- don't we want an education system that works for all students regardless of whether they have external supports?
I totally agree with this value, but I don't think schools always see parents as partners, nor do they value their input and ideas.
"Confident and contributing"? Do we mean that we value support to help students be more confident in their abilities? Or do we mean we want to instill a community service ethic? Again just a bit unclear
This value statement for me passes all three tests.
Does this mean that it is the community's and families' jobs to prepare students for participation in political and cultural society rather than the schools'? This speaks to my point above. Or is this saying that we value schools that engage the community and families in students' education? If so, that isn't stated clearly.

DRAFT

Add "community involvement"
We must continue to provide user friendly data to community and family stakeholders.
I get excited imagining the new support infrastructures communities might put in place to turn this value into action. Perhaps this is where we insert the "ENGAGED" value (separating it from ACCOUNTABLE)? Also, there is something to be said for making COMMUNITY the classroom, wherever possible as a means of engagement/support.
I disagree more because I don't think all our policies and rules fall in line with this value. Maybe the value is right, but our implementation of it has problems..
It is not clear what strategies this value will contribute to.
What does this even mean. The statement does not tell me what the goal of the value is. Who is supporting whom? And "confident and contributing members of society" is so vague and not measurable as an outcome. Do we want stronger communities/families? more engaged? And are we looking for public education to support families and communities or the other way around? If it's the latter, it's not clear how that can be a goal of RI public education.
We value it but we cannot seem to mandate community and family support. Schools are trying to be all things to all kids to ensure that they are healthy, safe, engaged, challenged and supported.
yes, support. support our new immigrant families. support our hungry kids. support emergency certified ELL teachers who have no idea what they are doing. more social service support. more love in our schools. I'd like to see the word "LOVE" in here somewhere. I know it sounds hippy dippy so maybe you can think of a better way of saying, "our schools must be places where students, families and teachers depend on each other and see each other through loving eyes, not eyes of distrust and blame." I dunno. You get my drift I think. just in the face of the blacklivesmatter campaign, how do make students and families and communities that have been marginalized feel they belong and are supported in our schools unless they feel loved.
confident is unqualified
I am not sure I understand the definition of community in this statement.
Ask any teacher about how many parents in RI attend parent nights.
What about the responsibility of students to work hard?
Educators value family and community support, however, we rarely get any.
It varies from community to community and is often under attack by reformists and folks that just plain old hate unions.
I think this one is very similar to the "Engaged and Accountable" statement, and I prefer this one.
Yes - I can't wait to see this truly in action - ex: all kids should be getting credit in high school for multiple internship opportunities. This value is one that all schools claim to have, but it is almost never put into practice in a way that truly puts students on a path towards broader opportunities in life.
Not all students have the support of family. Standardized testing in math does not make some students more confident- in fact, it does the complete opposite.
The teachers and administrators need support as well.
Same problem with the statement. I value this. I don't think RI'ers care.

DRAFT

2015-2020 Rhode Island Strategic Plan for PK-12 Education:
Prototype 1: Value Statements

Draft produced by the Ambassador Design Team on January 29, 2015
Published for feedback February 2 – February 8, 2015

Thank you for providing feedback on Rhode Island's 2015-2020 plan for PreK-12 public education.

Rhode Island's strategic planning process is unique in several important ways, one of which you are experiencing at this very moment. Most strategic planning work goes on for months before unveiling a nearly-complete plan. Our process releases drafts (or "prototypes") early, often, and long before they are complete. This enables our team to collect and act upon feedback throughout the writing process. By the end of June, the planning team will have published and collected feedback on four prototypes.

Welcome to Prototype 1: Plan Values! You can prepare to provide feedback by watching this short video.

Introduction to Prototype 1

This prototype focuses on "values", which we define as a set of beliefs that have profound and enduring meaning and can (and should) be visible in every major plan priority and in the educational system itself. To that end, value statements must pass three tests:

Test 1: Close to our hearts? – the soul/foundation of the plan, a strong belief, a core aspiration or vision.

> We call this the ***"****heck yes*" test: You should have a strong positive emotional reaction. It should cause you to think: "Heck yes!" "Of course!" "Doesn't this go without saying?"

Test 2: The North Star for the system? – the guide for all major priorities in the plan and later, for implementation; a concept so important it cannot be abandoned or ignored.

> We call this the "*We will live by this"* test: You should want both the team and the educational system to use this value as the principled cornerstone for all decision-making. It should make you think, "Everything we do can support and be guided by this value."

Test 3: Content neutral*?* – a clear and understandable idea that is not specific to only one part of our education system and is free of jargon.

> We call this the *"my grandmother"* test: The values should be meaningful to everyone. It should make you think, "If told my grandmother about this over dinner, she'd understand what I was talking about."

We eagerly await your feedback on Prototype #1 using this survey.

Prototype #1: Value Statements
for Rhode Island's 2015-2020 Strategic Plan for PreK-12 Public Education

Quality

In our education system, Rhode Islanders value high quality systems/structures of support to ensure the success of all stakeholders.

Engaged and Accountable

In our education system, Rhode Islanders value a process that engages and holds accountable every member of the community to ensure the success of each student.

Personalization

In our educational system, Rhode Islanders value customized learning to maximize the individual potential for every student's success.

Equity

Rhode Islanders value equitable outcomes in the education system including: achievement, funding, resources, programs, facilities, services, instruction, access, and diversity. We believe every student, family, and educator should have access to resources that they need as individuals to place them on equal footing to achieve success.

Preparedness

In our education system, Rhode Islanders value student-centered, 21st century programming where students acquire the knowledge and skills that prepare them for excellence/success in college, career, and life!

Support

In our education system, Rhode Islanders value strong community and family support in order to help students become more confident and contributing members of society.