**Race to the Top**
**Application for Initial Funding**
CFDA Number:84.395A

**Appendix**
The State of Rhode Island
Friday, May 28, 2010

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# Transforming Education in Rhode Island

# (*RIDE Strategic Plan*)

# Transforming Education in Rhode Island

## Strategic Plan 2010 - 2015

Rhode Island Department of Elementary and Secondary Education

Deborah A. Gist, Commissioner

(b)(6)

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS

Donald L. Carcieri, Governor

RHODE ISLAND BOARD OF REGENTS
FOR ELEMENTARY AND SECONDARY EDUCATION

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RHODE ISLAND DEPARTMENT OF
ELEMENTARY AND SECONDARY EDUCATION

Deborah A. Gist, Commissioner

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(b)(6)

*"Every decision we make will be based on what is in the best interest of our students."* Commissioner Deborah A. Gist

Dear Fellow Rhode Islanders,

Thank you for taking the time to read and understand our strategic plan, *Transforming Education in Rhode Island*. This plan represents our best attempt to state our goals and priorities, to describe the strategies we will put in place to reach our goals, and to propose some objective measures to monitor our progress.

Our strategic plan is meant to be a living document that will help us set goals and establish a direction for our work over the next five years. We will be flexible and willing to adapt this plan to meet changing needs, but it will be our guiding document. We expect you to hold us accountable for moving toward its objectives.

This plan is also a vision statement, articulating our hopes and best predictions of where we need to be in three to five years and what we need to do to get there. We have set goals that are really ambitious, but they are achievable.

Our major goal, the primary objective that we are all working toward, is to ensure that all Rhode Island students are ready for success in college, careers, and life. We propose that, by 2015, at least 85 percent of all Rhode Island students will graduate with a Regents diploma, which will signify that they have demonstrated proficiency in their core academic subjects and that they are ready to succeed in postsecondary education and in a challenging career.

I want to emphasize to all Rhode Islanders the sense of urgency we feel about the importance of our work. We have a strong foundation in place, and we are building upon it. We are not changing direction, but we are certainly getting more specific and ambitious about our goals. Over the next five years, we will direct all of our resources to focus squarely on these priorities.

Many Rhode Islanders contributed their ideas and their time to help us develop this strategic plan. As we put this plan into action, I will continue to seek advice from the public, through the feedback form on our website (www.ride.ri.gov/Commissioner), through community forums, at school visits, and at other public meetings. I sincerely thank you for your input and support, and I call upon all Rhode Islanders to join me as we work together to advance learning for all students.

Sincerely,

Deborah A. Gist
Commissioner

> *"If America is going to lead the world in the 21st century, America's schools must lead the world. And Rhode Island's schools can and will be a leader among them. And that responsibility for creating the world's best schools lies squarely on our shoulders."* Remarks of Commissioner Gist upon her appointment, State House, April 2, 2009

# Development and Intent of the Strategic Plan

Since her appointment in April 2009, and taking the position on July 1, 2009, Commissioner Deborah A. Gist has established a vision of what Rhode Island schools can and will look like in the future. That vision and accompanying beliefs depicted on pages 5 and 6 guided the development of this strategic plan. *Transforming Education in Rhode Island* has been developed with extensive input from the Board of Regents, Rhode Island Department of Elementary and Secondary Education (RIDE) staff, educators, parents, community members, civic leaders, and youth. After setting the five priorities with the Board of Regents, the Commissioner and her staff developed key objectives, impact statements and measures, and strategies for each priority area that are based on current research, state education policy, and national direction.

Initial drafts of the strategic plan were shared with multiple stakeholders, placed on the RIDE website, and extensively reviewed by the Board of Regents, outside experts, and Rhode Island citizens. As part of her 100-Day Entry Plan, Commissioner Gist visited every district, state school, and charter school in Rhode Island, met with parents, students, teachers, administrators, and civic leaders, and gathered more input on ways to improve the strategic plan. All the feedback gathered was used to revise the draft, and on January 7, 2010, the Board of Regents approved *Transforming Education in Rhode Island.*

This plan was designed to articulate what RIDE is responsible for in leading education within the state. The role of the state has been articulated in the Basic Education Program, and the objectives and strategies contained within this plan are based on those specific responsibilities and roles. The timeframe for realizing the goals, objectives, and measures described in the plan is 2010 through 2015.

This plan represents our best attempt to state our goals and priorities, articulate the strategies that will meet our objectives, and establish impact measures to monitor our progress. It is a living document that will be reviewed and adapted as change is needed. The plan serves as RIDE's roadmap to fulfilling the vision of transforming education in Rhode Island. We will hold ourselves accountable for getting results.

Fulfilling the vision expressed in this plan is not easy. Yet, we are responsible for making it happen. We will need all Rhode Islanders to work together and to do even more to support the future of our children, the health of our communities, and the success and economic sustainability of our state.

# Role of the State in Leading Education

The mission of the Board of Regents for Elementary and Secondary Education is to lead and support schools and communities in ensuring that all students achieve at the high levels needed to lead fulfilling and productive lives, to succeed in academic and employment settings, and to contribute to society. In fulfilling its mission, the Board of Regents has articulated and established its expectations for a statewide education system. These expectations and requirements are contained in the Basic Education Program Regulations, which were passed by the Board of Regents on June 4, 2009, and will go into effect on July 1, 2010.

The Board of Regents believes that an aligned and cohesive education system is required in order to ensure that all Rhode Island students are adequately prepared for life beyond secondary education. The aligned and cohesive education system must focus on student achievement and student mastery of the skills needed to succeed as lifelong learners, workers, and citizens. To accomplish the delivery of a sound, high-quality education to every student, the school, Local Education Agency (LEA), and state must ensure that policies, programs, and systems are connected and directed toward the common purpose of improving achievement for all students. [BEP regulations, Title G-12-2.2]

The Board of Regents acknowledges that implementing an aligned, cohesive system requires a long-term investment in building the capacity of individuals, institutions, and education communities to develop the knowledge, skills, and resources for effecting sustainable improvement. At every level of the education system, four capacities are needed: focused, visionary, accountable leadership; active, responsive, dynamic personnel supports; organized, accessible, transparent infrastructure; and high-quality, rigorous, and authentic content. [BEP regulations, Title G-12-2.3]

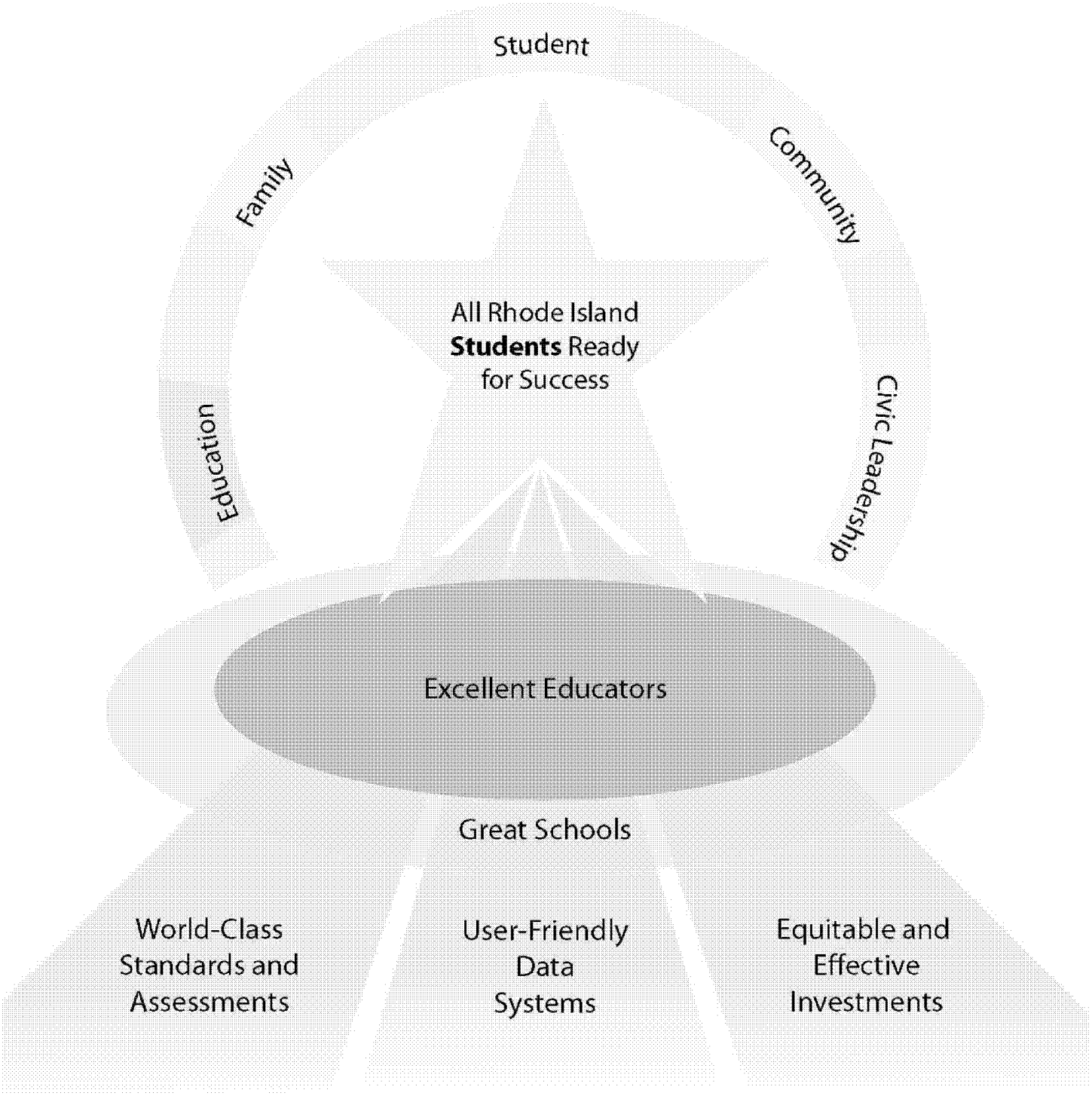
Within the Basic Education Program, the Board of Regents has established expectations for RIDE. The primary responsibility of RIDE is to ensure the full implementation of the Rhode Island Comprehensive Education Strategy by developing and implementing a standards-based approach for each element of the Basic Education Program. It is the responsibility of RIDE to develop relevant standards for adoption by the Board of Regents, to develop and maintain systems to accurately measure compliance with standards, to develop statewide operational systems to reduce costs and burdens at the local level, to work with each LEA to improve performance at the local level, and to ensure that the LEA is effective in support of its schools. [BEP regulations, G-12-3]

The Commissioner and RIDE staff fulfill their leadership role by carrying out the following functions:

- Establishing clear expectations for systems, educators, and students;
- Providing systems with the capacity and resources to enable LEAs to meet state expectations;
- Ensuring quality assurance and quality control of LEA efforts through an effective system of indicators, data collection, analysis, and public reporting; and
- Leveraging innovative partnerships to ensure fidelity of implementation and to overcome barriers to improvement.

In carrying out its leadership role, RIDE has a responsibility to exercise its authority under state and federal law to intervene in LEAs and schools that are not closing student achievement gaps, are not continuously improving, or are not reaching state performance standards. [BEP regulations, G-12-3.2]

# Transforming Education in Rhode Island




Rhode Island Department of Education
Deborah A. Gist, Commissioner
www.ride.ri.gov

# Transforming RI Education: Our Five Priorities

*All Rhode Island Students Ready for Success in College, Careers, and Life*

## Ensure Educator Excellence

Every student must have highly effective teachers.
Every school must have a highly effective leader.
We must support educators throughout their careers.

## Accelerate All Schools Toward Greatness*

Rhode Island must not allow failing schools to exist.
Leadership must be responsible for quality improvement.
Communities must commit to supporting high-quality schools.

## Establish World-Class Standards and Assessments

Standards must be clear, high, and internationally benchmarked.
We must hold all educators and students to high expectations.
We must hold schools accountable for student achievement.

## Develop User-Friendly Data Systems

Everyone must have access to usable data.
Data must be relevant, timely, and practical.
Data systems must drive continuous improvement.

## Invest our resources wisely

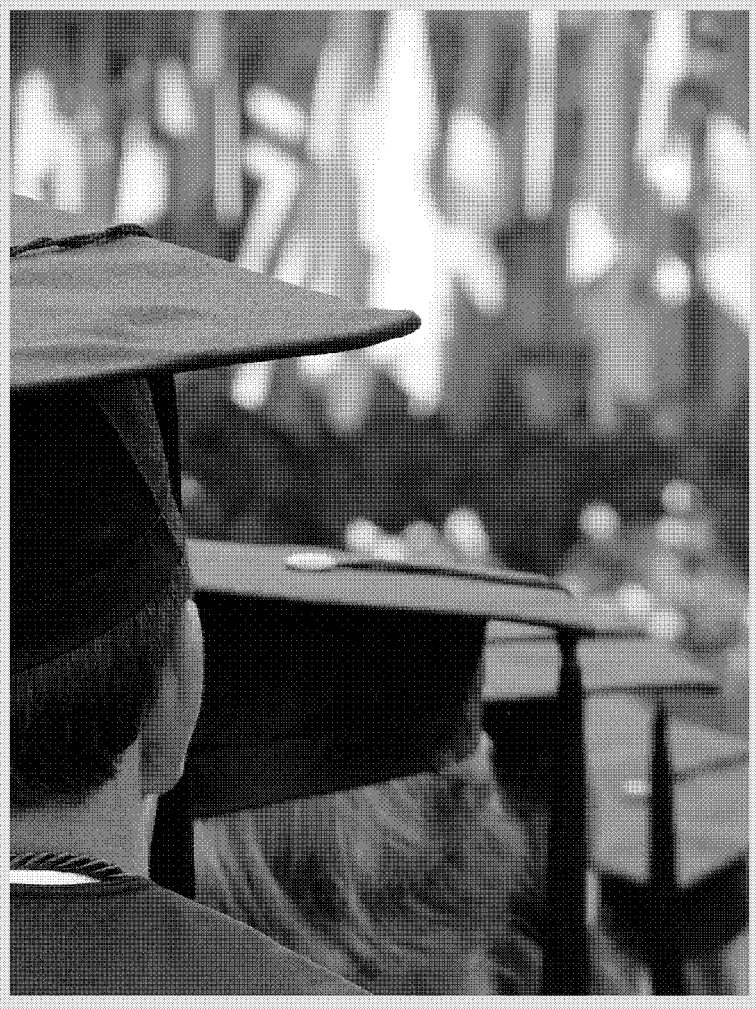
Financing must be adequate, effective, and equitable.
We must use incentives to promote efficiencies and effectiveness.
We must be capable stewards of the taxpayers' investment.

*Schools include all learning environments.

Rhode Island Department of Education
Deborah A. Gist, Commissioner
www.ride.ri.gov

*Transforming Education in Rhode Island* depicts how RIDE carries out its responsibilities and roles. All of the objectives and strategies listed for each priority area are aimed at achieving our primary goal:

# All Rhode Island Students Ready for Success in College, Careers, and Life



*By **2012 80%** of all Rhode Island students will graduate with a Regents-approved high school diploma or its equivalent ready for entry into college or post-secondary education and training programs.*

*By **2015 85%** of all Rhode Island students will graduate with a Regents-approved high school diploma or its equivalent ready for entry into college or post-secondary education and training programs.*

The priorities and objectives presented on page 8 provide a quick overview of the contents of this plan.

# Priorities and Strategies at a Glance

## Ensure Educator Excellence

| | |
|---|---|
| EE1 Improve Rigor of Preparation Programs | 1.1 Strengthen Standards |
| | 1.2 Create Innovative Options |
| EE2 Support Districts on Effective Human Resources | 2.1 Model HR Systems |
| | 2.2 Evaluation Systems |
| EE3 Align Growth and Advancement to Student Achievement | 3.1 Revise Licensure Renewal |
| | 3.2 Professional Development |

## Accelerate All Schools Toward Greatness

| | |
|---|---|
| AS1 Accelerate Achievement | 1.1 Early Learning |
| | 1.2 Close Gaps |
| | 1.3 System of Supports |
| AS2 Transform Identified Schools | 2.1 Model Options Developed |
| | 2.2 Leadership Development |
| AS3 Create Multiple Pathways to Colleges and Careers | 3.1 Diversify Pathways |
| | 3.2 Technical Assistance on Pathways |
| | 3.3 Strategic Partnerships |
| | 3.4 Evaluate Efficiencies |

## Establish World-Class Standards and Assessments

| | |
|---|---|
| WCS1 Adopt World-Class Standards | 1.1 Common Core Standards |
| | 1.2 Rigorous Curricula |
| | 1.3 Support Programs |
| WCS2 Implement High-Quality State Assessments | 2.1 Review NECAP |
| | 2.2 Review International Assessments |
| WCS3 Monitor Local Assessments | 3.1 Logistical Support on Formative Assessments |
| | 3.2 Identify Models |

## Develop User-Friendly Data Systems

| | |
|---|---|
| DS1 Improve Data Accessibility | 1.1 Create Tools |
| | 1.2 Engage Public |
| DS2 Design Infrastructure Supports | 2.1 Integrated Data Structure |
| | 2.2 Processes for Ownership |
| DS3 Strengthen Informed Decision-Making | 3.1 Create Tools |
| | 3.2 Support to LEAs |
| DS4 Redesign Accountability Systems | 4.1 Improve Processes |
| | 4.2 Develop Metrics |

## Invest Our Resources Wisely

| | |
|---|---|
| IRW1 Promote Adequate, Equitable Funding | 1.1 Develop Funding Formula |
| | 1.2 Improve Statewide Systems |
| | 1.3 Seek Funding |
| IRW2 Appropriate Investments | 2.1 Create Tools and Processes for Efficiencies |
| | 2.2 Evaluate Effectiveness |
| IRW3 Responsive School Budgets | 3.1 Standardized Budgets |
| | 3.2 Identify Effective Practices |

# Ensure Educator Excellence

(b)(6)

**Goal: All educators will be effective and committed to accelerating student performance.**

**Impact Statements:**

*By 2012 75% of educators will be evaluated using a rigorous performance evaluation that includes student achievement data.*

*By 2015 all students will be supported by educators who demonstrate effective performance.*

We know that the single most important factor in the successful education of our students is the effectiveness of the classroom teacher. Every student must have excellent teachers throughout his or her educational experience. Every teacher must work in a school where the principal is a highly effective instructional leader. We also know that ensuring educator excellence requires thorough preparation, ongoing professional development, a high-quality system of supports, and candid and instructive feedback about performance. We are committed to developing a comprehensive system to ensure that we have excellent educators in every school and every classroom. Creating a comprehensive, robust system of educator development and support will require strong partnerships with institutes of higher education, professional organizations, labor unions, and the practitioners within our schools. The objectives and strategies identified on the following pages are our key actions for ensuring educator excellence in Rhode Island.

**Objective EE1: Improve the quality and rigor of all educator preparation programs.**

**Objective Measures:**

*By 2012 100% of educator candidates will pass a set of rigorous, state-approved assessments for licensure.*

*By 2015 100% of preparation program renewals will include strong linkages to program graduates' effectiveness, including student achievement.*

**Strategy EE1.1** Review and strengthen rigorous standards and criteria for approval of educator preparation programs.

- Increase minimum scores on basic skills testing requirements for candidates.
- Establish rigorous protocols for the recruitment and interview of preparation program candidates.
- Establish objective requirements for teaching performance in order to exit any educator preparation program.
- Revise Rhode Island Program Approval Standards to include measures of effectiveness of program completers.

**Strategy EE1.2** Create innovative options and supports for individuals with diverse backgrounds to demonstrate proficiency and enter the profession.

- Expand the variety of pathways into the profession by attracting high-quality, non-college-based programs for all educators.
- Require all programs to fully implement and monitor proven strategies for the recruitment of diverse individuals into the profession.
- Remove barriers to the recruitment of a diverse candidate pool for all educators.
- Establish rigorous non-degree leadership development options.

**Objective EE2: Support all Local Educational Agencies (LEAs) in their implementation and management of effective human resource systems that continuously improve student achievement and support performance-based compensation models.**

**Objective Measures:**

*By 2012 100% of LEAs will have an approved rigorous, performance-based evaluation system tied to measures of educator effectiveness and student achievement data that meets state standards.*

*By 2015 100% of LEAs will have generated two years of performance data for all educators and will be able to demonstrate data-driven decisions around hiring, assignment, advancement, evaluation, and termination.*

**Strategy EE2.1** Develop models of effective human resource systems.

- Create explicit standards for the capacity needed to implement a human capital system compliant with the Basic Education Program.
- Establish a system of technical assistance, guidance, and supports for implementing criterion-based recruitment, hiring, and assignment strategies.

**Strategy EE2.2** Provide models of effective performance-based evaluation systems and rubrics for measuring the effectiveness of existing performance-based evaluation systems.

- Develop models and establish tools, rubrics, and protocols for the performance-based evaluation of all educators.
- Develop systems requirements for data collection and storage of evaluation information.
- Analyze and report on LEAs' systems for awarding tenure based on performance-based evaluations.
- Develop a model performance-based compensation system.

## Objective EE3: Ensure that all educators' professional growth and advancement is aligned to student achievement.

### Objective Measures:

*By 2012 a redesigned licensure renewal process will be fully implemented.*

*By 2015 all educators' continuation in the profession will be based on objective measures of educator effectiveness.*

**Strategy EE3.1** Revise and implement a new licensure renewal process.

- Develop an information system that links re-licensure to student achievement and other evidence of effective educator performance.
- Streamline areas of certification to ensure that all certificates are reasonably designed to improve student achievement of all youth and adults.
- Create a multi-tiered system of licensure that opens pathways for career advancement.

**Strategy EE3.2** Ensure that LEAs and schools provide individualized and targeted professional development based on evaluation information and in support of student academic growth.

- Collect and disseminate data on LEAs' and schools' professional development outcomes.
- Provide LEAs and schools with information on best practices in professional development and quality providers.
- Fund and target professional development opportunities that build educator effectiveness.

# Accelerate All Schools Toward Greatness

(b)(6)

**Goal: All schools and programs will be high-performing and provide multiple pathways for student success.**

**Impact Statements:**

*By 2012 every school and program will demonstrate aggressive gains in student achievement as measured by state-determined growth targets.*

*By 2015 all students will be attending high-quality schools and programs.*

Every school and educational program in Rhode Island must accelerate student learning to prepare students for college, careers, and life. Although many schools and programs have demonstrated high levels of performance over several years, we know that many schools have struggled for more than a decade, resulting in generations of failure in our state, and that must stop. Approximately 47,000 students attend schools that did not meet all improvement targets for the 2008-09 school year. Of that group, 19,000 students are in schools that have missed one or more of their improvement targets for five or more years.

The state assessment results for most of these schools indicate that less than half of their students are reaching proficiency in reading and mathematics. We must and will transform these schools so that all students can be successful. The objectives and strategies described below apply to all of our schools, LEAs, and programs, and they are inclusive of the needs of diverse populations of students. Achieving these objectives requires that we all work together to identify the innovative practices and programs that make a difference in accelerating student achievement. Creating great schools and programs means working with communities, families, civic leaders, and all educators so that failing schools do not exist anywhere in Rhode Island.

**Objective AS1: Ensure that all schools and programs are accelerating student achievement and closing achievement gaps.**

**Objective Measures**:

*By 2012 all LEAs will be in full compliance with the Basic Education Program and meet established performance targets.*

*By 2015 achievement gaps across all socio-demographic groups will be reduced by 50%.*

*By 2012 and 2015 student achievement in reading, mathematics, and science will improve significantly (as demonstrated by the percentage point gains shown in the top right table) at elementary, middle, and high school levels.*

*By 2012 and 2015 adult education proficiency gains and outcomes will improve as demonstrated by the percentages in the bottom right table.*

| | 2008 | 2012 | 2015 |
|---|---|---|---|
| Percent of elementary students proficient in reading | 69 | 84 | 90 |
| Percent of elementary students proficient in mathematics | 61 | 76 | 90 |
| Percent of elementary students proficient in science | 40 | 60 | 75 |
| Percent of middle school students proficient in reading | 68 | 83 | 90 |
| Percent of middle school students proficient in mathematics | 53 | 68 | 75 |
| Percent of middle school students proficient in science | 18 | 38 | 68 |
| Percent of high school students proficient in reading | 69 | 84 | 90 |
| Percent of high school students proficient in mathematics | 27 | 47 | 77 |
| Percent of high school students proficient in science | 19 | 49 | 79 |

| PERFORMANCE MEASURES | 2008 | 2012 | 2015 |
|---|---|---|---|
| **PROFICIENCY (SKILL GAINS) Completion of Educational Functioning Levels Based on Pre- and Post-Test Scores** | | | |
| ABE Beginning Literacy | 35% | 45% | 55% |
| ABE Beginning Basic | 37% | 47% | 57% |
| ABE Intermediate Low | 38% | 48% | 58% |
| ABE Intermediate High | 30% | 40% | 50% |
| **CORE FOLLOW-UP EDUCATION AND EMPLOYMENT OUTCOMES** | | | |
| Obtained High School Credential | 48% | 58% | 68% |
| Entered Postsecondary | 14% | 24% | 34% |
| Entered Employment | 78% | 80% | 80% |
| Retained Employment | 88% | 90% | 90% |

**Strategy AS1.1** Improve the quality and accessibility of early learning programs available for children from age three to kindergarten.

- Provide technical assistance on Regents-approved early childhood standards.
- Approve and monitor early childhood programs.
- Identify and seek additional resources to support Pre-K expansion.
- Expand the pool of qualified providers.
- Coordinate and collaborate with other state agencies, community partners, institutes of higher education, and early childhood professionals to strengthen quality program implementation in the areas of governance, operations, and outreach.

**Strategy AS1.2** Ensure that all LEAs address student achievement gaps so that schools and programs accelerate increases in student achievement.

- Establish state expectations for acceptable outcomes in student achievement based upon growth measures and metrics for closing achievement gaps.
- Conduct diagnostic analysis to identify current levels of school and LEA performance against state expectations.
- Provide technical assistance to LEAs authorized to improve school performance without state oversight.
- Implement a comprehensive visitation and monitoring system to measure effectiveness of LEA programs and supports.

**Strategy AS1.3** Support all LEAs and adult education programs in the development of a system of academic, social, and emotional supports for student health and well-being.

- Establish state expectations and criteria for a meaningful system of student supports that closes achievement gaps in content areas.
- Monitor and support healthy and safe learning environments that contribute to effective student learning.
- Increase the availability of expanded learning opportunities.
- Promote active family and community engagement in improving student achievement and success.
- Collaborate with LEAs, other state agencies, institutes of higher education, and community partners to develop innovations and funding for a comprehensive system of student supports.

## Objective AS2: Transform schools and programs that fail to accelerate student achievement and close gaps.

### Objective Measures:

*By 2012 all identified schools will be responding positively to a state-approved system of options for accelerating student achievement.*

*By 2015 all Rhode Island schools and programs will meet all applicable state performance targets.*

**Strategy AS2.1** Develop, implement, and support a menu of approved state options for transforming identified schools and programs.

- Develop and disseminate a statewide framework of policies and infrastructure to support innovations in schools, programs, and practices.
- Identify existing legal, contractual, and financial barriers to the implementation of state-endorsed innovations.
- Collaborate with state, local, and labor leaders in identifying and addressing barriers to remedying under-performance.
- Define parameters for a continuum of allowable turnaround and transformation models.
- Communicate and engage with families and students on options and implementation plans.
- Develop an infrastructure within RIDE to support a full continuum of intervention and transformation opportunities to improve school performance.
- Establish a cadre of outside turnaround and transformation providers and management specialists to implement and support state-approved models.
- Evaluate the effectiveness of the various options used.

**Strategy AS2.2** Support the development of leaders who are able to intervene in and transform underperforming schools and programs.

- Collaborate with educational leaders in the New England states to develop an innovative leadership program for transforming underperforming schools and LEAs.
- Engage the services of an external provider to recruit, prepare, and place individuals in leadership positions in urban schools and LEAs.
- Implement an extensive system of professional development to support existing urban school leaders.
- Seek private and public funding to support innovative leadership development programs.
- Evaluate and track the performance of newly trained leaders, including their impact on student achievement results.

## Objective AS3: Create a system of multiple pathways leading to college and career readiness.

### Objective Measures:

*By 2012 all LEAs will provide multiple pathways that prepare students for college and careers.*

*By 2015 85% of high school students will graduate and successfully transition into postsecondary education and training, apprenticeships, or employment.*

**Strategy AS3.1** Diversify the ways that youth and adults can prepare for and access college and careers.

- Create an inventory of current pathways, identify gaps, and develop additional pathways for Regents' approval.
- Engage critical stakeholders, related state agencies, educational service organizations, the business community, and national and regional experts in the development of a full range of viable career pathways.
- Ensure the implementation of culturally and linguistically appropriate cross-LEA supports for English Language Learners, students with special needs, and others who have not reached proficiency-based requirements for exiting school.
- Launch, in collaboration with workforce cabinet partner agencies, a virtual learning network that includes coursework, training, and college e-learning, including a statewide virtual high school.

- Expand in-school and out-of-school opportunities for youth and adults to build academic and technical skills and attain stackable certificates.
- Monitor and track all graduates from schools and programs on their attainment of both academic and industry-recognized credentials.

**Strategy AS3.2** Provide technical assistance to schools and programs in the implementation of approved multiple pathways.

- Issue standards that multiple pathways must meet.
- Conduct program approval reviews based on the standards.
- Foster the growth of professional learning communities focused on the implementation of promising and effective practices to put into action multiple pathways for all learners.
- Ensure the provision of effective technical assistance to schools and programs in the implementation of multiple pathways.
- Increase the mandatory school attendance age to eighteen in order to facilitate increased access to the multiple-pathways system.

**Strategy AS3.3** Form strategic partnerships to fully align secondary, postsecondary, and community- and work-based components of pathways.

- Expand the use of statewide articulation agreements between schools and programs for youth and adults in order to accelerate learning and maximize dual enrollment opportunities.
- Create a system of financial and job opportunity incentives in order to re-engage disconnected youth and young adults and get them to college or to work.

**Strategy AS3.4** Evaluate the relative effectiveness of and returns to different pathways.

- Implement longitudinal analysis to determine how multiple pathways affect gaps in student achievement, graduation rates, and transition rates to further education, training, and employment.
- Revise the system of multiple pathways in order to eliminate pathways that are ineffective or cost-prohibitive.

# Establish World-Class Standards and Assessments

(b)(6)

**Goal: Rhode Island's education system will meet international standards.**

**Impact Statement**:

*By 2015 all LEAs will have comprehensive curriculum, instruction, and assessment systems that are internationally benchmarked.*

We currently have established high standards for our students, yet we want to be sure that we prepare all Rhode Island students to be internationally competitive in a global economy. We have joined with other states throughout the nation to align our standards with the National Common Core Standards in reading, writing, and mathematics. This work will lead to the re-examination of our standards as well as to the design of comprehensive state and local assessment systems that ensure that we are educating our students to meet international benchmarks. The objectives and strategies articulated on the following pages represent our key actions for designing a world-class standards and assessment system that prepares all Rhode Island students for global competitiveness.

**Objective WCS1: Ensure that all students have access to a rigorous curriculum aligned to internationally bench-marked standards that are taught through multiple pathways.**

**Objective Measures**:

*By 2012 all LEAs will have implemented a guaranteed and viable curriculum in reading, writing, mathematics, and science that can be easily accessed by the community.*

*By 2015 all LEAs will have at least two pathways for students to reach proficiency against internationally bench-marked standards.*

**Strategy WCS1.1** Ensure that the Rhode Island content standards are aligned to the National Common Core Standards.

- Conduct, in partnership with the NECAP states, an alignment study between the existing Rhode Island standards and the National Common Core Standards.
- Revise the current standards to align with or adopt the National Common Core Standards.
- Design and implement appropriate professional development to ensure that teachers and teacher leaders understand the revised content standards.

**Strategy WCS1.2** Coordinate the review, development, and monitoring systems for rigorous curricula in English language arts, mathematics, and science.

- Develop and pilot a curriculum audit tool to determine the level of support each LEA needs in order to have a rigorous curriculum in English language arts, mathematics, and science.
- Train education leaders to conduct a curriculum audit in each of the three content areas.
- Create a five-year state plan that prioritizes LEAs' curriculum support needs in each content area and that is based on the audit tool data and student achievement information.
- Facilitate the development of curricula in LEA partnerships with the Dana Center and Intermediary Service Providers.
- Disseminate model curricula and units of study to share best practices and to support inter-LEA collaboration.
- Train education leaders to monitor the fidelity of curriculum implementation within their schools and classrooms.

**Strategy WCS1.3** Support the use of successful programs and structures in reading, writing, and mathematics for students who need additional support.

- Provide guidelines for intervention programs in reading, writing, and mathematics that include specifications that identify program requirements, teacher expertise requirements, profiles of students who are successful with each model, and costs.
- Provide specifications for best-practice models and program requirements for English Language Learners that address varying levels of English proficiency, first-language literacy levels, and age of entry into United States schools.

**Objective WCS2: Implement high-quality state assessments aligned to internationally benchmarked standards.**

**Objective Measures**:

*By 2012 Rhode Island will have a state assessment system that is aligned to the National Common Core Standards.*

*By 2015 all LEA high schools will ensure that students are able to reach proficiency against internationally benchmarked standards through multiple pathways.*

**Strategy WCS2.1** Review and revise the state assessment system as needed to align with the National Common Core Standards.

- Review the alignment of NECAP to the National Common Core Standards.
- Based on the findings of the alignment review, revise the NECAP program and explore expanding state membership to include all New England states.
- Develop a data analysis tools as part of the instructional management system to support the use of NECAP results.

**Strategy WCS2.2** Connect Rhode Island schools to nationally and internationally benchmarked assessments that are aligned to alternate pathways for students.

- Continue our partnership with the Achieve Network for end-of-course assessments in Algebra I and II.
- Pilot the use of at least one board examination in high schools that supports students' pathways within and beyond high school.
- Expand the use of technical skills assessments aligned to pathways in all career and technical programs.

**Objective WCS3: Monitor and support LEA implementation of comprehensive local assessment and reporting systems based on internationally benchmarked standards.**

**Objective Measures**:

*By 2012 all LEAs will have a comprehensive PK-12 assessment system in reading, writing, mathematics, and science that includes both formative and interim assessments aligned to curriculum and internationally benchmarked standards.*

*By 2015 all LEAs will have student grading and progress reporting systems aligned to internationally benchmarked standards in reading, writing, mathematics, and science.*

**Strategy WCS3.1** Provide logistical support for the development and use of formative and summative assessment processes and data.

- Identify delivery systems for and providers of technical assistance on the development of formative, interim, and summative assessments.

- Support the development of an online statewide instructional management system to facilitate LEA work in the development of local assessment systems.
- Facilitate the improvement of educator leaders' ability to identify professional development needs based on the analysis of student achievement data (both formative and summative).
- Provide models of standard queries for the use of local and state assessment system data to improve instruction and assessment.

**Strategy WCS3.2** Identify models and practices that support the implementation of comprehensive local assessment systems, including graduation by proficiency assessments.

- Provide guidance documents and templates that specify the features and components of effective comprehensive local assessment systems.
- Provide examples of benchmarked student work (K-12) against key standards in reading, writing, mathematics, and science.
- Identify professional development providers and models to support the implementation of effective assessment systems.
- Coordinate technical assistance sessions, networks, and collaborations with external groups to ensure that all LEAs will have well implemented assessment systems.
- Coordinate the regular update and review of online models and support materials for the implementation of assessment systems.

# Develop User-Friendly Data Systems

(b)(6)

**Goal: Rhode Island will have a data-driven culture of education decision-making.**

**Impact Statements**:

*By 2012 every Rhode Islander will be able to access user-friendly data on student achievement and school and LEA performance in their community.*

*By 2015 all LEAs will demonstrate data-driven decisions that lead to student, classroom, school, and LEA improvement.*

Improving student achievement is highly dependent on effectively analyzing and using the data that we collect. One way we will know how we are doing, both along the way and at certain benchmarks, is through the use of data. Today, we know we collect a lot of data, but we seldom use the data to evaluate programs, inform instruction, or monitor how we invest our resources to yield the most effective results. We must create user-friendly data systems, instructional-management tools, and systems of reports so that all Rhode Islanders can access information that will help them make the decisions that improve education in Rhode Island. We will need to build strong data governance throughout our systems and create innovative partnerships with LEAs, state agencies, institutes of higher education, and community groups to foster a culture of effective data use and accountability. The objectives and strategies articulated on the following pages set the pathway for creating a data-driven culture of education decision-making.

**Objective DS1: Improve the availability and accessibility of accurate data on student, teacher, school, and LEA performance.**

**Objective Measures**:

*By 2012 school and classroom data linking student achievement with teacher effectiveness in the form of easy-to-read reports through a web-based portal will be available to the public.*

*By 2015 parents and the community will utilize available tools to view data on student achievement and school performance, as demonstrated by usage metrics and survey data.*

**Strategy DS1.1** Create tools to provide access to user-friendly data.

- Perform a system requirements analysis for each intended user group.
- Develop a variety of data dashboards with a look, feel, and level of functionality specific to each user group.
- Build appropriate levels of functionality in the data warehouse to support the data dashboards.
- Develop various reports that will be available to different users focusing on canned (live feed) reports and limited query reports.

**Strategy DS1.2** Engage and educate the public about data that can be used to better understand and support student achievement.

- Develop a plan for public education, outreach, training, and communication on the use of data.
- Develop an online toolkit for training and support on the use of data.
- Provide direct training and "train-the-trainer" to improve the use of data in decision-making.

**Objective DS2: Ensure that the data and technology infrastructure support the sharing of high-quality data accessible in real-time and are able to promote continuous improvement**.

**Objective Measures**:

*By 2012 the Rhode Island education data system will fully meet the criteria for having the 10 essential elements identified by the Data Quality Campaign and will be able to link with systems across state agencies.*

*By 2015 education data will be clean and accurate as measured against standards for accuracy for specific data elements as set forth in a prescribed data dictionary.*

**Strategy DS2.1** Establish a vertically and horizontally integrated statewide data system that provides single-point access to comprehensive education, demographic, and human services data for every student PK-20.

- Complete the integration of internal databases (Special Education, Career and Technical Education, Educator Quality, Finance, Adult Basic Education, and GED) into the data warehouse.
- Integrate the data warehouse with the higher education database or integrate it directly into the schools themselves (vertical).
- Create the ability to merge RIDE data with data from the Department of Labor & Training and state health/ social services agencies (horizontal).

- Integrate the Pre-K data system into the data warehouse.
- Align the common course codes to state standards.

**Strategy DS2.2** Ensure that there are processes and structures set up to support ownership around data integrity/quality and the meaningful use of data by all stakeholders.

- Develop and implement a full data governance/stewardship model.
- Enter into data-sharing agreements with key partners.
- Create data standards and a data dictionary.
- Develop and implement a state model for data quality, including audits and monitoring.

**Objective DS3: Create the ability for educators to use relevant data to inform decisions for improving instructional practices and classroom outcomes**.

**Objective Measures**:

*By 2012 educators and school leaders will demonstrate the consistent use of an instructional management system to link programs and services to student achievement data in order to provide more effective instruction and interventions for students.*

*By 2015 all Rhode Island LEAs will demonstrate continuous closure of achievement gaps by disaggregated student population as measured against state-established growth targets.*

**Strategy DS3.1** Create tools for educators and researchers to access data that will help improve instruction.

- Provide a portal that allows LEAs to upload local assessments and other school-level instructional data.
- Develop requirements for LEAs to be able to link their local assessment data with state data, regardless of the local platform.
- Build a state-supported instructional management tool that LEAs can use to access both state and local instructional data.

**Strategy DS3.2** Provide support to LEAs and individual educators in using data to improve instruction.

- Provide guidance and/or professional development to LEAs and schools on how to apply instructional management information to improve instruction.
- Build a community-in-practice model that offers networks and supports to LEAs, schools, and individual educators to learn and share best practices as well as to collaboratively problem-solve.
- Develop online toolkits to improve instruction.
- Provide direct training and "train-the-trainer" on the tools to improve instruction.

**Objective DS4: Redesign the school and LEA accountability processes to extend beyond NECAP results to include valid and reliable data against key indicators so that the appropriate supports, interventions, enhancements, and improvements can be targeted effectively to improve student achievement.**

**Objective Measures**:

*By 2012 Rhode Island will have implemented a performance management system based on student growth and teacher effectiveness to measure the performance of schools and teachers.*

*By 2015 Rhode Island will be able to demonstrate a 30% increase in student achievement directly tied to a system of supports and interventions.*

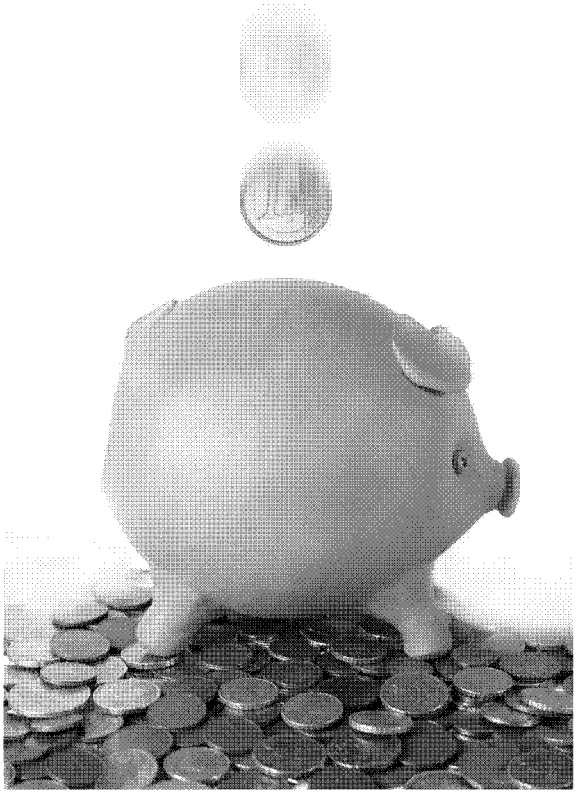
**Strategy DS4.1** Develop an accountability process that accurately measures the effectiveness of school and LEA programs, supports, and interventions.

- Develop systems requirements for collecting data related to student-level supports, including evaluations and individualized supports.
- Develop metrics for a growth model, gap analysis, and teacher effectiveness.
- Develop query-driven reports that apply performance metrics to disaggregated data in order to improve student achievement.

**Strategy DS4.2** Develop standards and processes for how performance metrics are to be used to improve student achievement.

- Develop a methodology for including growth metrics and teacher effectiveness into a system of state performance measures, and possibly into measures of Adequate Yearly Progress (AYP).
- Develop performance measures for systems requirements of the Basic Education Program.
- Create a set of diagnostic metrics to match capacity and systems measures to specific interventions and initiatives that will ensure the acceleration of student achievement.

# Invest Our Resources Wisely



**Goal: Rhode Island's education finance system will support student achievement.**

**Impact Statements**:

*By 2012 Rhode Island will distribute state education aid through a formula aligned to the Basic Education Program that includes incentives for student achievement and efficiencies.*

*By 2015 all LEAs will link expenditure and achievement data to drive the return on investments and to increase student achievement.*

Our investment in education matters to the lives of children, to the health of our community, and to our economic future. Rhode Island has made a large investment in education, yet we have not realized world-class schools and programs throughout the state. We must create an education finance system that supports student achievement and ensures that we get the best return on the investments we make. In creating this finance system, we need a funding formula for Rhode Island schools that abides by the principles of equity, accountability, effectiveness, and stewardship. We must take every opportunity to be more efficient across the state, to direct savings from efficiencies toward improving student achievement, and to aggressively seek public and private funding to support innovation and bold actions. The objectives and strategies outlined on the following pages require that we work with all levels of government and with stakeholder groups to ensure that all are capable stewards accountable for our investments in education.

**Objective IRW1: Ensure that schools and students are adequately and equitably funded to attain internationally benchmarked standards for college and career readiness.**

**Objective Measures:**

*By 2012 Rhode Island will compare its per-pupil expenditure relative to the per-pupil expenditure of selected top-performing states and/or nations or systems (ratio).*

*By 2015 all LEAs will meet or exceed Regents' targets for student achievement relative to adequacy of funding levels.*

**Strategy IRW1.1** Promote an equitable and predictable funding formula to support the education of all students, including adult learners.

- Advocate for and disseminate a Regents-approved methodology for a funding formula.
- Develop and implement a communications plan to support a funding formula.
- Inform and engage all constituents and stakeholders to ensure their understanding of the formula.
- Cost out the Basic Education Program to update the foundation amount for the formula.

**Strategy IRW1.2** Consolidate and promote efficiencies for the application, reporting, and accounting systems for schools and programs.

- Develop, implement, and continually improve statewide electronic systems for application, reporting, and accounting of state and federal funds.
- Build capacity through training and support for end users (e.g., LEAs, community-based organizations) to establish, operate, and maintain new and upgraded systems.
- Continually assess the quality of systems and strive for improvement.
- Leverage strategic partnerships with various organizations (e.g., RISSA, RIASBO) to advocate for systems reform.

**Strategy IRW1.3** Aggressively seek public and private funding to assist in the implementation of the strategic plan.

- Identify resource gaps.
- Develop a revenue-generating strategy.
- Leverage strategic partnerships with corporate and community foundations and philanthropists to establish an innovation and excellence fund.
- Distribute funding to initiatives that meet the Board of Regents' criteria for innovation, impact, and greatness.

**Objective IRW2: Ensure that resources are invested appropriately and directed toward areas that will improve student achievement statewide.**

**Objective Measures:**

*By 2012 at least two new statewide efficiencies will be implemented and will generate savings that are redirected to improve student achievement.*

*By 2015 the share of per-pupil expenditure attributed to administrative costs will not exceed the established statewide standard.*

**Strategy IRW2.1** Create tools and processes for guiding innovation and cost efficiencies tied to increases in student achievement.

- Engage LEA, education, and business leaders in identifying and developing strategies for cost effectiveness.
- Propose and support the implementation of approved statewide efficiencies to increase the return on investments.
- Conduct a statewide assessment of school facility conditions and capacity to establish a baseline and recommend efficiency benchmarks.
- Propose legislative language to facilitate consolidation and to redirect resources to programs that promote student achievement.
- Develop incentives for the more efficient use of facilities and develop ways to address inefficient use.
- Inform and engage constituents and stakeholders regarding statewide efficiency proposals.
- Assess financial data to develop cost-effectiveness standards that accelerate student achievement.

**Strategy IRW2.2** Evaluate the tools and processes for guiding innovation, creating efficiencies, and improving student achievement.

- Monitor the results of implemented statewide efficiencies for actual savings.
- Disseminate information on actual savings from statewide efficiencies to all constituents and stakeholders.
- Evaluate how LEAs have redirected savings from statewide efficiencies.
- Analyze student achievement changes in LEAs that have generated large savings from efficiencies.

## Objective IRW3: Ensure that school budgets are responsive and relevant so as to maximize student achievement.

### Objective Measures:

*By 2012 all LEAs will use the uniform chart of accounts for decision-making that improves student achievement.*

*By 2015 all LEAs will use a Regents-approved budget model, such as zero-based budgeting, to maximize resources.*

**Strategy IRW3.1** Standardize school budgets so that they annually assess investment priorities and incorporate long-range planning.

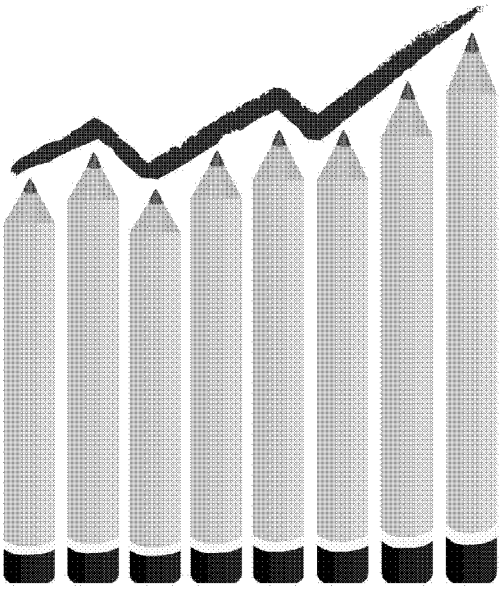
- Develop a Regents-approved budget model that incorporates cost effectiveness standards.
- Inform and educate all constituents on the benefits of the approved budget model and best practices for long-range planning, budget development, and budget administration for the greatest educational return.
- Assess and report on the implementation of overall budgeting strategies.

**Strategy IRW3.2** Identify effective practices in linking education investments to student achievement.

- Compare statewide spending patterns with student achievement results by selected programs and subpopulations.
- Identify correlations between investments and increases in student achievement.
- Collaborate with professional associations and the business community to promote the implementation of effective practices.

# Provide Primary Support

## Goal: All RIDE staff members will provide reliable, timely, and high-quality services to all Rhode Island LEAs, schools, and residents.



Implementing this strategic plan will require changes within the Rhode Island Department of Elementary and Secondary Education (RIDE). We will have to adjust our tasks, practices, and operational systems as we take on new work, stop doing some of the work we currently are doing, and do many required tasks in new, strategic ways. We know that at the heart of our change is our strong belief that we are part of creating the best education system for our students, educators, and communities. The objectives and strategies below set out the beginning steps for uniting everyone at RIDE toward becoming the highest performing state education agency in the country.

**Objective RIDE1: Set clear expectations and processes for all RIDE staff on providing timely and reliable services to the public.**

- Strategy RIDE1.1 Create and document the expectations and processes for customer service.
- Strategy RIDE1.2 Provide training and ongoing support to RIDE staff on the expectations and processes.
- Strategy RIDE1.3 Disseminate processes and constituent surveys to customers.

**Objective RIDE2: Align all RIDE resources, structures, and strategies to focus on preparing students for success in college, careers, and life.**

- Strategy RIDE2.1 Engage in the ongoing analysis, planning, and evaluation of fiscal and human resources and organizational processes and structures and their focus on improving student results.
- Strategy RIDE2.2 Develop a learning culture that engages in continuous development related to analysis of the strategic plan against its targeted results.

**Objective RIDE3: Use data and established performance measures to make improvements in the organization and functioning of RIDE.**

- Strategy RIDE3.1 Create performance measures and data tools that support agency decision-making on progress being made at achieving goals and objectives.
- Strategy RIDE3.2 Implement a performance-management system that addresses recruitment, selection, and promotion based on meeting the goals and objectives of the strategic plan.
- Strategy RIDE3.3 Analyze and use data from customer surveys to improve internal processes and services.

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# Appendix (A)(1)-2

# Basic Education Program (BEP) Regulations

## Rhode Island Board of Regents
## For Elementary and Secondary Education

# Basic Education Program Regulations

**June 4, 2009**

FOR INFORMATION

**Peter McWalters**
**Commissioner**

## TITLE G – THE BASIC EDUCATION PROGRAM

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G-15-2.5 Communications

G-15-3 ACCOUNTABILITY FOR CONTINUOUS IMPROVEMENT
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## TITLE G – THE BASIC EDUCATION PROGRAM

### Chapter 12: Setting Directions for the Local Education Agency

**G-12-1. AUTHORITY, SCOPE, AND PURPOSE OF THE BASIC EDUCATION PROGRAM. –** (a) The Basic Education Program (BEP) is a set of regulations promulgated by the Board of Regents pursuant to its delegated statutory authority to determine standards for the Rhode Island public education system and the maintenance of local appropriation to support its implementation. The BEP must be read in concert with all other applicable legal mandates, under both federal and state law, in order to ascertain the full rights afforded to every student in the Rhode Island public education system. The BEP, along with the other applicable regulations and standards promulgated and adopted by the Board of Regents, is designed to ensure that high-quality education is available to all public school students, regardless of where they reside or which school they attend. The standards set forth in this title are designed to be measurable in order to determine compliance with the law and, more generally, to determine whether equality of educational opportunity is being provided at the local level.

(b) Central to the concept of equal educational opportunity is the presence of a basic level of academic and support programs that demonstrate substantial compliance with established qualitative standards, coupled with a demonstrated commitment to continuous improvement, including a sufficiency of resources dedicated to those efforts. Though each Local Education Agency (LEA) may offer additional options to its students, each student must be provided equal access to at least the services that are described in these regulations. It is not required that every school offer every service detailed in the BEP, but it is required that LEAs ensure equal access to mandated services for each and every student. Information gathered as a result of measuring LEA compliance with the BEP will allow different constituencies to bring an informed perspective to the ongoing process of improving the Rhode Island public education system. The BEP is regulatory in nature and, as such, has full force of law.

**G-12-2. BOARD OF REGENTS EXPECTATIONS FOR A STATEWIDE EDUCATION SYSTEM**

**G-12-2.1. Establishing Requirements for the Basic Education Program**. -- (a) The mission of the Board of Regents for Elementary and Secondary Education is to lead and support schools and communities in ensuring that all students achieve at the high levels needed to lead fulfilling and productive lives, to succeed in academic and employment settings, and to contribute to society.

(a) In order to fulfill its mission, the Board of Regents has articulated the requirements for the BEP for all LEAs that ensure that every public school student will have equal access to a high quality, rigorous, and equitable array of educational opportunities from PK-12. The Board of Regents has established substantive and measureable standards and requirements for curriculum, instruction, and assessment systems; student and family supports for academic work and career success; and administration, management, and accountability. In establishing these requirements, the Board of Regents was intentional in its integration of 21st century

student skills and outcomes, i.e., the economic, civic, language, cultural, and global competencies Rhode Island students will need to become lifelong learners and global citizens.

**G-12-2.2. Aligned and Cohesive Education System Dedicated to Continuous Improvement.—** (a) The Board of Regents believes that an aligned and cohesive education system is required in order to ensure that all Rhode Island students are adequately prepared for life beyond secondary education. This aligned and cohesive education system shall be focused on student achievement and student mastery of skills needed to succeed as lifelong learners, workers, and citizens. To accomplish the delivery of a sound, high-quality education to every student, the school, LEA, and state must ensure that policies, programs, and systems are connected and directed toward the common purpose of improving achievement for all students. The Board of Regents recognizes that this aligned, cohesive system actively operates within the larger context of social, human, and education systems that affect all Rhode Islanders throughout their lives.

(b)The BEP provides a framework with which the state and LEA can work in concert to improve education results for all students in Rhode Island. The BEP is anchored in the philosophy of continuous improvement and is characterized by collaboration and teamwork among the education partners who share a commitment to improving education. The BEP requires that all public education systems be aligned and integrated so as to support student achievement.

**G-12-2.3. Building Capacity for a Cohesive and Aligned System. –** (a) The Board of Regents acknowledges that implementing an aligned, cohesive system requires a long-term investment in building the capacity of individuals, institutions, and educational communities to develop the knowledge, skills, and resources for effecting sustainable improvement.

(b) The four essential capacities that require ongoing development at every level of the system include:

- Focused, visionary, accountable **Leadership;**
- Active, responsive, dynamic **Personnel Supports;**
- Organized, accessible, transparent **Infrastructure;** and,
- High quality, rigorous, and authentic **Content.**

(c) The presence or absence of capacity-building – from state to district, from district to school, and from school to classroom – is the determinative factor in the success or failure of educational improvement efforts.

**G-12-2.4. Functions and Indicators for the Education System. --** In order to ensure implementation of the BEP, the Board of Regents directs the Commissioner of Education, with appropriate input from affected constituencies, to establish a set of functions and performance indicators at all levels of the education system. The Board directs the Commissioner to design and implement a clear and focused quality assurance system for monitoring and improving the

effectiveness of the systems. The Commissioner shall develop and issue applicable guidance to ensure LEA implementation.

G-12-3.--EXPECTATIONS FOR THE DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION IN IMPLEMENTING THE BASIC EDUCATION PROGRAM

**G-12-3.1. Responsibilities of the Department of Elementary and Secondary Education. --** (a) The primary responsibility of the Rhode Island Department of Elementary and Secondary Education (RIDE) is to ensure the full implementation of the Rhode Island Comprehensive Education Strategy (CES) by developing and implementing a standards-based approach for each element of the BEP. The BEP sets forth or incorporates standards established by the Board of Regents in all regulated areas deemed essential to guarantee the provision of a minimally adequate education for all public school students. It is the responsibility of RIDE to develop relevant standards for adoption by the Board, to develop and maintain systems to accurately measure compliance with said standards, to develop statewide operational systems that reduce costs and burdens at the local level, to work with each LEA to improve performance at the local level, and to ensure that the LEA is effective in support of its schools.

**G-12-3.2 Functions of the Department of Elementary and Secondary Education. –** (a) RIDE fulfills its leadership role in ensuring an alignment of effort in the full implementation of the BEP requirements by carrying out the following functions:

- Establishing clear expectations for systems, educators, and students;
- Providing systems with the capacity and resources to enable LEAs to meet state expectations;
- Ensuring quality assurance and quality control of LEA efforts through an effective system of indicators, data collection, analysis, and public reporting; and
- Leveraging innovative partnerships to ensure fidelity of implementation and to overcome barriers to improvement.

(b) In carrying out its leadership role, RIDE has a responsibility to exercise its authority under state and federal law to intervene in LEAs and schools that are not closing student achievement gaps, are not continuously improving, or are not reaching state performance standards.

**G-12-4 .EXPECTATIONS FOR THE LOCAL EDUCATION AGENCY IN IMPLEMENTING THE BASIC EDUCATION PROGRAM**

**G-12-4.1. Responsibilities of the Local Education Agency. –** (a) The primary responsibility of the LEA is to create and sustain high quality learning environments that meet the standards set forth in the BEP. In these regulations, the LEA includes the governing board, central-level and school-level personnel. The LEA shall ensure that learning is at all times the ultimate focus of every individual employed by the agency. Full implementation of the BEP requires that student learning be the primary reference point for decision making, responsive policy development, resource allocation, and personnel assignment and evaluation.

(b) To carry out its primary responsibility, each LEA requires able, informed leadership and management at all levels of its system (governing board, central administration, school and classroom) that can guide, motivate, and support implementation of the BEP. The administration, management and accountability of LEA leadership are specified in Section G-15-1, G-15-2 and G-15-3.

(c) Each LEA shall ensure that its schools are compliant with the BEP, as well as with all other requirements related to student achievement as measured by state and local assessments. To fulfill these responsibilities, the LEA shall identify and/or develop appropriate measures to ensure LEA effectiveness and efficiency that shall include, but not be limited to, the seven LEA functions identified by RIDE. This integrated framework of functions, outlined below, builds a common language regarding the specific collective behaviors that are required in order to improve learning for both students and educators and serves as a common point of reference for school, district, and state agency operations and improvement efforts.

**G-12-4.2. Functions of the Local Education Agency. --** Each LEA shall address seven core functions in order to ensure that all of its schools are providing an adequate education to every student:

a) Lead the Focus on Learning and Achievement. The LEA shall provide on-site direction that continuously guides site-based leadership; identify expectations and accountability for implementation of proven practices; and address barriers to implementation of identified educational goals.

b) Recruit, Support, and Retain Highly Effective Staff. The LEA shall recruit, identify, mentor, support, and retain effective staff; build the capacity of staff to meet organizational expectations; and provide job-embedded professional development based on student need.

c) Guide the Implementation of Curriculum, Instruction, and Assessment. The LEA shall provide access to rigorous, guaranteed, and viable curricula for all students; ensure differentiated instructional strategies, materials, and assessments; and build systems that provide opportunities for common planning and assessment.

d) Use Information for Planning and Accountability. The LEA shall develop and implement proficiency-based comprehensive assessment systems; distribute results of measured school progress and student performance; and maintain responsive and accessible information systems.

e) Engage Families and the Community. The LEA shall implement effective family and community communication systems; engage families and the community to promote positive student achievement and behavior; and provide adult and alternative learning opportunities integrated with community needs.

f) Foster Safe and Supportive Environments for Students and Staff. The LEA shall address the physical, social, and emotional needs of all students; ensure safe school facilities and

learning environments; and require that every student has at least one adult accountable for his or her learning.

g) Ensure Equity and Adequacy of Fiscal and Human Resources. The LEA shall identify and provide requisite resources to meet student needs; allocate fiscal and human resources based on student need and overcome barriers to effective resource allocation at the school level.

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## TITLE G - THE BASIC EDUCATION PROGRAM

## CHAPTER 13: Curriculum, Instruction, and Assessment

### G-13.1. A GUARANTEED AND VIABLE CURRICULUM

**G-13-1.1. Framework for a Comprehensive Curriculum. –** The Board of Regents for Elementary and Secondary Education charges each LEA to ensure that its students are provided with a comprehensive program of study that is guaranteed and viable in each content area from pre-kindergarten through grade 12 (PK-12) so that its students are prepared for post-secondary education or productive employment. Each curriculum shall be developed to meet or exceed state content standards that have been adopted by the Board of Regents. In the absence of state-adopted standards in a content area, each LEA shall align its curriculum to national content standards specific to that content area. Each LEA shall formally adopt a set of curriculum documents that specify the content standards, instructional practices, materials, program, texts and assessments, and grading practices that are based on the community's rigorous achievement descriptions for its students and that account for the expectation that students must be globally aware and internationally competitive.

1. These curriculum documents shall explicitly communicate how students will be supported so that they can achieve high standards through multiple pathways and attain success in the 21st century global economy. Programs of study that are in one of the sixteen (16) critical-industry career cluster areas shall reflect the relevant academic content standards as well as the applicable national or industry skill standards. These supports shall account for multiple delivery models and settings while maintaining the common foundation of content standards and rigorous expectations for achievement. All curriculum documents shall include a Response to Intervention model as an integral component of supports and curriculum design.

2. All curriculum documents shall be aligned vertically and horizontally so that they provide direction in planning instructional strategies. Each LEA shall ensure that students across the district have access to the written curriculum in order to ensure continuity and comparability across schools or teachers within and across grade levels. Each LEA shall also ensure that all students are provided with a cohesive program of study that leads to graduation proficiency across all grade levels within the district.

3. All curriculum documents shall be made public and be easily accessible to the community.

**G-13-1.2. Curriculum Management and Supports. --** (a) Each LEA shall establish a comprehensive set of district-wide policies that will guide the development, alignment, and implementation of curriculum, instruction, and assessment systems to ensure that all students become proficient life-long learners. These policies shall be made public and be easily accessible to the community.

(b) Each LEA shall develop and implement a written comprehensive curriculum-management plan that establishes the guidelines and procedures for the design, implementation, monitoring, and revision of the district-wide curriculum. The comprehensive management plan shall have the following components:

1. A defined method for designing curriculum, based on state and national standards, that includes access and opportunity for all students;
2. A curriculum-mapping process for measuring the gaps between the intended and delivered curriculum across all classrooms;
3. An approach to coordinating and articulating curriculum requirements across levels, within grades, between grades, across content areas, and with postsecondary education; and,
4. A defined method for supporting and monitoring the implementation of the delivered curriculum, instruction, and assessment systems.

(c) Each LEA shall ensure that the curriculum, instruction, and assessment systems are maintained and continuously improved by:

1. Identifying the roles and responsibilities of district personnel to support curriculum development, implementation, monitoring, and revision;
2. Providing ongoing supervision that evaluates and supports the implementation of the written curriculum;
3. Coordinating all available resources (fiscal, personnel, and time) to support curriculum development, implementation, revision, and evaluation;
4. Having sufficient personnel, resources, and time to design and implement an aligned curriculum, instruction, and assessment system;
5. Engaging professional staff in the development of curriculum design and in the selection of instructional materials;
6. Providing sufficient professional development to all staff to ensure curriculum implementation with fidelity;
7. Disseminating current PK-12 written curriculum and related documents to professional staff and the community; and,
8. Communicating publicly the results of curriculum, instruction, and assessment design and activities to the community.

(d) Curriculum management and supports enable the LEA to address the following functions: *Guide the Implementation of Curriculum, Instruction and Assessment* and *Recruit, Support and Retain Highly Effective Staff.*

**G-13-1.3. Comprehensive Program of Study. --** (a) Each LEA shall provide a comprehensive program of study in English language arts, mathematics, social studies, the sciences, visual arts & design and the performing arts, engineering and technology, comprehensive health, and world languages throughout the PK -12 system. This program of study shall integrate literacy (reading, writing, speaking, and listening), applied learning, and the use of information and

communication technology across all content areas. Reading integration shall include vocabulary development, instruction in initial understanding, analysis and interpretation of content-area text, reading strategies as they relate to each content area, and the assurance that there is a breadth of text covered in each content area. The integration of writing and oral communication shall include the reading-writing connection, particularly in informational writing as well as the development of oral-communication strategies.

(b) Each comprehensive program of study shall reflect curriculum, and differentiated instruction, and assessment practices that provide a coherent and articulated development of students' skills and abilities in each content area that emphasize the following:

1. Grades PK-4 shall focus on building student fluency and conceptual understanding in literacy and numeracy through the integration of content area;
2. Grades 5-8 shall focus on integrating content-based coursework while attending to content-based literacy and numeracy development; and
3. Grades 9-12 shall offer courses within and across content areas that are in predictable sequences to ensure that all students have access to all content necessary to become proficient. Further, each LEA shall integrate career-and-technical education programs of study as part of its high-school course offerings. Career and technical education programs of study shall be tied to one or more pathways identified for critical-industry career clusters. These programs of study shall specify coursework and experiences needed to move students through high school to completion and success in postsecondary education and careers, using combinations of traditional and career-and-technical education courses, as well as project-based and work-based experiences and/or dual enrollment.

(c)In addition, each LEA shall develop specific curricula and programming that address the learning needs of (a) English language learners by attending to student profiles (e.g., education history and achievement and age of entry to the United States); (b) students with disabilities by addressing goals of the Individual Educational Program or 504 Plan; (c) students at risk for not completing their education; and (d) students in need of advanced academic opportunities.

**G-13-1.3.1. English Language Arts. --** (a) A high quality English language arts education program of study is essential for a student's ability to communicate and comprehend effectively. The skills, knowledge, and competencies of the language arts, (i.e., reading and written and oral communication), pervade all content areas.

(b) The Rhode Island English language arts standards are embedded within the local and state reading and written/oral communication standards, the Grade Level Expectations (GLEs) for grades K-8, and the Grade Span Expectations (GSEs) for grades 9-12. The GLEs and GSEs identify the reading and written and oral communication knowledge and skills expected of all students in all content areas. Therefore, each LEA shall:

1. Establish an English language arts curriculum that is aligned instructionally with the local and state standards (GLEs and GSEs). Each LEA shall establish an English language arts curriculum that is aligned to the English language arts Alternate Assessment GSEs for students with significant cognitive disabilities who participate in the Alternate Assessment. In addition, each LEA shall maintain congruence among and across the curriculum, instruction, and assessment.
2. Develop a coordinated and integrated K-12 English language arts curriculum that addresses the content clusters within local and state reading and written and oral communication standards (GLEs and GSEs), includes contemporary texts, and encourages students to be active participants within the community.

**G-13-1.3.2. Mathematics. --** (a) A high quality mathematics program of study leads to mathematics literacy for all students. Every student shall have a rigorous mathematics program that is focused on the development of concepts and the acquisition of basic and advanced skills. Basic skills and conceptual understanding are entwined, and both are necessary so that a student can successfully apply mathematics, conceptualize problems, and solve them.

(b) The Rhode Island K-8 GLEs and the High School GSEs specify the mathematics standards for all students. The Rhode Island mathematics standards identify the mathematics concepts and skills expected of all students in four areas: Numbers and Operations; Geometry; Functions and Algebra; and Data, Statistics, and Probability for grades K-12. Additionally, for grades K-8, standards are developed in two areas: Problem Solving, Reasoning, and Proof; and Communication, Connection, and Representation. Each LEA shall establish a mathematics curriculum that is aligned with the Mathematics Alternate Assessment GSEs for students with significant cognitive disabilities who participate in the Alternate Assessment.

(c) Each LEA shall ensure that the coherent and coordinated K-12 mathematics curriculum addresses:

1. Research-based approaches to developing mathematics skills;
2. Learning activities that emphasize mathematical communication and reasoning skills and incorporate mathematical tools and technology;
3. The use of manipulatives during the acquisition of skills and conceptual understanding; and,
4. Applied learning activities that demonstrate the use of mathematics in daily life.

**G-13-1.3.3. Social Studies. --** (a) A high quality program of social studies fosters life long participation in civic life and social action that leads to effective and productive citizenship in a world that is culturally diverse and interdependent. It fosters the ability to apply inquiry processes and to employ the skills of data collection and analysis, collaboration, decision-making, and problem solving. The social studies subject area includes the following social sciences: history and historical thinking skills, geography, economics, political science/government, civics, sociology, and anthropology.

(b) Each LEA shall ensure that the coherent and coordinated K-12 curriculum for social studies includes coursework designed to develop:

1. Student knowledge, skills, and attitudes as indicated in the GSEs for Civics & Government and Historical Perspectives/Rhode Island History;
2. Student understanding of how the world operates in this interconnected era through geography, political science, and economics; and,
3. Student understanding of human behaviors, beliefs, ideologies, cultures, and backgrounds through history, sociology, anthropology, and other related social sciences.

(c) Each LEA shall ensure that a coherent and coordinated curriculum for social studies includes opportunities for the study of these major themes (within the broader subject areas in which they are found):

1. Culture (history, geography, sociology, global studies);
2. Time, Continuity, and Change (history, global studies);
3. People, Places, and Environments (history, geography, sociology, global studies, environmental studies);
4. Individual Development and Identity (citizenship, law-related education);
5. Individuals, Groups, and Institutions (political science, citizenship, law-related education, global studies);
6. Power, Authority, and Governance (political science, citizenship, law-related education, global studies);
7. Production, Distribution, and Consumption (economics, global studies, consumer education);
8. Science, Technology, and Society (environmental studies, global studies);
9. Global Connections (global studies, history, political science, geography); and
10. Civic Ideals and Practices (political science, citizenship, law-related education).

**G-13-1.3.4. Science. --** A high quality science education program of study leads to scientific literacy for all students. The K-12 GSEs in science identify the science concepts and skills expected of all students in Earth and Space Science, Life Science, and Physical Science at grade spans K-4, 5-8, and high school. Additionally the Rhode Island K-12 GSEs in science incorporate the Unifying Themes (i.e., inquiry, nature of science, models and scale, form and function, systems and energy, and patterns of change) necessary to integrate the different scientific disciplines. Key among these themes is scientific inquiry through which students experience learning that is relevant, engaging, meaningful, and authentic. Scientific inquiry is inextricably tied to creating opportunities for students to formulate questions and hypotheses, plan investigations, conduct investigations, and develop explanations and evaluations. Each LEA shall establish a science curriculum that is aligned to the Science Alternate Assessment GSEs for students with significant cognitive disabilities who participate in the Alternate Assessment. Each LEA shall ensure that the coherent and coordinated K-12 curriculum for science includes an inquiry-based approach that devotes a sufficient amount of instructional time to learning

experiences that ensure all students develop and demonstrate applied learning skills appropriate to the content area and grade level.

**G-13-1.3.5. Dance, Music, Theater and Visual Arts & Design. –** (a) A high quality arts education program of study leads to arts literacy for all students and includes dance, music, theatre, and visual arts and design. Students shall be provided with sufficient opportunities to create, perform, and respond in each of their arts courses so as to achieve proficiency. The Rhode Island K-12 Grade Span Expectations in the Arts specify the arts standards for all students.

(b) Each LEA shall ensure that the coherent K-12 curricula for the arts include:

1. **Artistic Process**: Creative problem solving using the tools, techniques, and technology of one or more art forms in order to make the imagined tangible;
2. **Cultural Context**: Purpose and motivation fundamental to art-making for all societies; and integration of arts history, analysis, and criticism;
3. **Communication**: Personal expression, creativity, and meaning through the use of symbols representative of each art form; and sharing of the human experience with image, sound, movement, words, space, time, and/or sequence; and
4. **Aesthetic Judgment**: Applying knowledge in order to reflect on and evaluate the work of self and others.

(c) Classes in at least visual arts and design and music shall be available for each student in each grade through the middle level. Curriculum that includes dance and theatre shall adhere to the applicable grade span expectations. A program of study shall exist for all secondary students to enable them to demonstrate proficiency in at least one art form. Additionally, secondary school students shall be provided with the opportunity to do multiple levels of coursework in visual arts and design in both two and three dimensions and in at least one performing arts discipline.

**G-13-1.3.6. Engineering and Technology. --** (a) A high quality engineering and technology program of study leads all students to the awareness that we live in a human built world. The K-12 GSEs in engineering and technology provide the standards to advance the technological literacy of all students. A program of study in engineering and technology addresses how every human built activity is dependent on various tools, machines, and systems. The GSEs in engineering and technology are closely based upon the *Standards for Technological Literacy* and are organized around 1) the impact of technology on human kind; 2) problem solving processes involving the application of content knowledge, acquired skills, and creativity; and 3) the selection and appropriate use of technology.

(b) Each LEA shall ensure that the coherent and coordinated K-12 curriculum for engineering and technology includes:

1. An inquiry based approach that promotes hands-on learning, including problem based and design based learning;
2. Opportunities for students to make connections among a variety of technologies; and

3. Integration of the GSEs, rather than focusing on individual standards in isolation.

**G-13-1.3.7. World Languages. –** (a) A high quality world language program of study prepares students to be able to communicate in languages other than English, understand other languages and cultures, and prepare for post-secondary options. Each LEA shall provide opportunities for students to study a language other than English. The offerings may include both classical and modern languages, and the determination of the offerings shall be based on the needs and interests of students, the community, and the global economy. Therefore, each LEA shall provide:

1. Coursework in a minimum of two languages other than English at the secondary level and offerings of at least three consecutive years of the two selected languages;
2. A planned program of study including coursework in the development of listening, speaking, reading, and writing along with the cultural background associated with each taught language; and
3. A program of study that includes connections to real-world applications.

(b) Although not required, instruction in at least one world language other than English at the elementary school level is recognized as best practice.

**G-13-1.3.8. English Language Acquisition.--** A high quality English language acquisition program of study leads to English language proficiency in reading, writing, speaking, and listening as outlined within the English language proficiency standards for students K-12, developed in partnership with the *World-Class Instructional Design and Assessment* (WIDA) Consortium. These standards outline the social and academic language students need in order to participate fully in an English language classroom. A comprehensive program of study is aligned to the *Regulations Governing the Education of English Language Learners* and thoughtfully considers the programmatic structures and supports that these students require based on their diverse backgrounds and learning needs. Each LEA shall offer, to the extent possible, opportunities for students to maintain and develop their first language. In addition to these standards, programs of study shall attend to the following factors:

1. Varying ages and grade spans of students;
2. Identification of potential disability (e.g., learning disability);
3. Linguistic and cultural backgrounds; and
4. Differences in life and educational experiences.

**G-13-1.3.9. Comprehensive Health**. --- (a) A high quality health education program of study leads to health literacy for all students, providing students with the knowledge and skills necessary to maintain healthy lifestyles. *Health Literacy for All Students: The Rhode Island Health Education Framework* outlines the seven standards for health education and the concepts and skills expected of all students at grade spans K-4, 5-8, 9-10, and 11-12. These expectations are further outlined in the companion document, *Comprehensive Health Instructional Outcomes*, by grade span within each health content area.

(b) Each LEA shall ensure that the coherent and coordinated K-12 curriculum for health includes:

1. Instruction in all content areas: personal health, mental and emotional health, injury prevention (including violence prevention), nutrition, sexuality and family life, disease prevention and control, and substance use and abuse prevention – including specific topic areas required by state statute;
2. An emphasis on developing the key skills (i.e., accessing information and services, analyzing social influences on health, assessing personal risks, goal-setting, decision making, communication, negotiation, and advocacy) that cut across all health content areas and on practicing health-enhancing behaviors;
3. Sequential, comprehensive, and developmentally appropriate instruction K-12;
4. Medically accurate information; and
5. Compliance with statutory requirements for instructional time as well as with other requirements in the *Rules and Regulations for School Health Programs.*

**G-13-1.3.10. Physical Education. --**(a) A high quality physical education program of study leads to the development of knowledge and skills necessary to lead a physically active lifestyle. *The Rhode Island Physical Education Framework: Supporting Physically Active Lifestyles through Quality Physical Education* outlines the six standards for physical education and the concepts and skills expected of all students at grade spans K-1, 2-3, 4-5, 6-8, and 9-12.

(b) Each LEA shall ensure that the coherent and coordinated K-12 curriculum for physical education includes:

1. Movement Forms and Principles, Motor Skills, Physical Activity, Personal Fitness, Personal and Social Responsibility, and Influences on Physical Activity;
2. Student assessments that address all standards and instructional objectives, including the appropriate use of fitness testing;
3. Sequential, comprehensive, and developmentally appropriate instruction K-12;
4. Development of personal fitness plans, at least at the secondary level;
5. Instructional strategies that keep all students active at least 50% of class time; and
6. Compliance with statutory requirements for instructional time as well as with other requirements in the *Rules and Regulations for School Health Programs*.

**G-13-1.3.11. Library and Media. –** (a) A high quality library-media program provides all students with multiple opportunities to access and interact with library-media instruction and materials necessary to acquire proficiency in the essential learning skills that support the curriculum. Resources, which include books, written materials, internet resource materials, multimedia materials, information technology, and integrated instruction, must be appropriate to the ages of the students served by the school.

(b) The library-media resources shall be accessible to all enrolled students and personnel.

Each LEA shall ensure that its library-media program addresses the *Rhode Island Information Literacy Standards for Student Learning* by attending to the following:

1. **Reading.** An effective LEA library-media program recognizes that reading is a foundational skill that begins with decoding and comprehension and leads to interpretation and development of new understandings. The school library-media program enhances the reading curriculum and provides students with opportunities to read widely and extensively for lifelong learning, personal growth, and enjoyment.
2. **Information Literacy.** At the heart of every successful school library-media program is the teaching of effective learning strategies and information literacy skills integrated into classroom curricula. The ability to find and use information, (information literacy), is the key to lifelong learning. A successful LEA library-media program has as its goal the development of capable, creative, and responsible lifelong learners. Rather than simply disseminating information, library-media programs shall be collaborative and centered on the process of learning.
3. **Independent Learning.** An effective LEA library-media program shall assist all students in becoming active and creative locators, evaluators, and users of information to solve problems and to satisfy their own curiosity. Accessing, evaluating, and using information is the authentic learning that any successful school library-media program seeks to promote.
4. **Social Responsibility.** An effective library-media program teaches students to seek information from diverse sources, contexts, disciplines, and cultures; to respect the principles of equitable access to information, intellectual freedom, and intellectual property rights; to use technology responsibly and ethically; to share knowledge and information collaboratively with others; and to respect others' ideas and backgrounds and to acknowledge their contributions.

## G-13-2. EFFECTIVE INSTRUCTION FOR ALL STUDENTS

**G-13-2.1. Standards and Practices for Effective Instruction. --** Each LEA shall implement a set of coherent, organized instructional strategies designed to ensure positive improvements in student learning. Organized strategies shall be based on current research and adjusted according to student progress monitoring and assessment data. These organized strategies shall focus on the needs of all students using strategies for differentiated instruction based on principles of learning, human growth and development; and shall ensure that explicit instruction of reading, writing, speaking and listening is integrated across content areas. The organized strategies shall include specific interventions for students who are not meeting proficiency standards or are at risk for non-promotion or dropping out of school. Similarly, strategies shall be in place to expand and extend learning for students who are proficient on grade level expectations. Each LEA shall develop and implement homework policies that are clear and developmentally appropriate for each grade level.

(b) The *Rhode Island Professional Teaching Standards (RIPTS)* and the *Rhode Island Standards for Educational Leadership* shall be used by the LEA to plan for professional development, provide feedback for improvement, and monitor the delivery of a guaranteed and viable curriculum for all students.

(c) Each LEA shall articulate guidelines for effective instruction that will ensure that educators, including educational leaders, develop a sufficient understanding of content, pedagogy, and assessment practices so as to address student learning across grade levels as described in the *Rhode Island Professional Teaching Standards (RIPTS)* and the *Rhode Island Standards for Educational Leadership*. These guidelines shall identify the components and elements of effective instruction to include:

1. Questioning and discussion techniques that address depth of knowledge;
2. Active engagement in learning activities;
3. Different delivery methods to include, but not be limited to, teacher-directed instruction, inquiry-based problem solving, modeling and demonstration, and project-based learning and presentation;
4. Differentiated instruction to address the needs of all students;
5. Grouping of students that allows for individual, small-group, and whole class structures;
6. Reflecting and self assessment regarding learning;
7. Multiple opportunities for cross content learning;
8. Applying concepts and understanding in new contexts;
9. Using an array of learning environments that extend application of knowledge and skills beyond the classroom; and
10. Accessing an array of texts, technology, and materials to support learning.

(d) Each LEA shall design a schedule of instructional time across grades PK-12 that ensures that all students and teachers have multiple opportunities and supports to access the learning goals in the comprehensive program of study.

(e) Each LEA shall have a cohesive system of high quality professional development (see section 15-2.2) that addresses the state and national standards in the content areas, the district designed curriculum, the research-based instructional strategies and practices that focus on all students, assessment practices for monitoring student progress, and implementation of selected programs, texts, and materials with fidelity.

(f) Each LEA shall provide common planning time within and across grades and content areas so that educators address student learning needs, monitor progress, and identify effective instructional practices.

**G-13-2.2. Resources and Materials Aligned to Curriculum. –** (a) Each LEA shall provide the necessary programs, texts, and materials that ensure that students are supported fully in acquiring the knowledge and skills specified in a comprehensive program of study. Programs,

texts, and materials shall be in sufficient quantity to ensure that students can engage in and complete all curriculum activities.

(b) Each LEA shall ensure that the selection of programs, texts, and materials are:

1. Aligned to the GLEs and GSEs and LEA curriculum design;
2. Research-based and current;
3. Selected with input from educators representing all grade levels and courses; and
4. Universally designed to ensure access for all students.

## G-13-3. COMPREHENSIVE ASSESSMENT AND REPORTING SYSTEMS

**G-13-3.1. Components of a Comprehensive Assessment System. --** (a) Each LEA shall develop a comprehensive assessment system that includes measures of student performance for the purposes of formative, interim, and summative evaluations of all students in each core content area. All measurements shall adhere, to the extent possible, to the principles of the National Council on Measurement in Education, while ensuring that assessments are free from bias and that universal design features are embedded in the assessments. All student assessment data shall conform to the provisions of the Family Educational Rights and Privacy Act (FERPA).

(b) Each comprehensive assessment system shall include the specific strategies used for screening, diagnosing, and monitoring individual students in literacy and numeracy. Systems shall include assessments of sufficient frequency and relevance as needed to ensure that students have access to diverse pathways to support their Individual Learning Plans. These assessments must be coordinated with the evaluation process for determining student eligibility for an Individualized Education Program and for receiving English Language Learner services.

(c) The following components shall be embedded in each comprehensive assessment system:

1. The name or type of assessment (e.g., Stanford 10, teacher developed assessment, observation, comprehensive course assessment for Algebra I);
2. The category of assessment (e.g., formative, interim, summative);
3. The purpose and use of data (e.g., teacher questioning at the end of class to determine instructional next steps, end-of-unit exam to be used as a grade, evaluation from an internship, *Developmental Reading Assessment,* interim assessment to determine student progress and success of reading intervention);
4. The scoring procedures (e.g., teacher scored using rubrics and anchor papers developed by grade-alike or content-alike cross-district teachers, machine scored by publisher) along with the expected turnaround time for providing feedback to students;
5. The implementation schedule (e.g., daily, monthly, twice each quarter, annually); and
6. The allowable accommodations and/or modifications for specific students.

(d) Each LEA in Rhode Island shall have tools and procedures for interpreting and analyzing assessment data for the purposes of student, program, and instructional evaluations. The tools and procedures shall account for the varying levels of use among the education community, from school committee to the individual classroom teacher.

**G-13-3.2. Grading and Reporting. –** (a) Each LEA shall develop policies and procedures for grading and reporting assessment data at the student, group, school, and district levels. These policies and procedures shall be made accessible to the community. Student grades shall be supplemented with a narrative of student progress on meeting course goals. Student behavior and effort shall be reported separately from academic achievement.

(b) Student level grading shall be based on multiple measures of student work collected in multiple formats (e.g., paper and pencil, oral presentations, projects) and under varying conditions (on demand, timed and untimed, over extended periods, with and without revisions). Student level grading must be based on state or national content standards and be supported by achievement level descriptors written for each grading level.

(c) Student progress and reporting to students and families shall occur on a regular and timely basis. Informal feedback to students, both oral and written, shall occur daily at the elementary school level and at least weekly at the middle and high school levels. Formal reporting with families shall occur within two weeks after the close of a quarter or trimester and immediately if a student is at risk of failing. All reporting policies shall be made public. All reporting of student progress and achievement shall be clear and shall use a variety of formats for communicating (telephone, notes, report cards, conferences, etc.) and, when possible and necessary, multiple languages. Students shall be involved in grading and reporting processes, (e.g., self assessing, participating in parent-teacher conferences, journals).

**G-13-4. EVALUATION OF CURRICULUM, INSTRUCTION, AND ASSESSMENT. –** (a) Each LEA shall have an evaluation plan with timelines for ongoing and formal reviews of curriculum, instruction, and assessment systems. The plan shall include the gathering of both qualitative and quantitative data to make informed decisions about improvements and revisions to the established curriculum, instruction, and assessment systems. The plan shall:

1. Involve educators, community members, and experts in the review process;
2. Describe the evaluation methods and techniques, including activities, timeframe, and use of results;
3. Specify the plan for professional development needed to address any gaps between the written and taught curriculum;
4. Communicate to the public the results of the review; and
5. Develop a plan of action for schools and students not making progress.

(b) Each LEA shall ensure that curriculum, instruction, and assessment systems are reviewed and evaluated for effectiveness at least every five years.

## TITLE G- THE BASIC EDUCATION PROGRAM

## CHAPTER 14: Safe, Healthy and Supportive Learning Environment

**G-14-1. ACADEMIC SUPPORTS AND INTERVENTIONS FOR ALL STUDENTS. –** (a) Each LEA shall ensure that all students have the opportunity and skills necessary to access the systems of developmentally appropriate, targeted, and responsive academic supports and interventions for learning that they need to become college, work, and career ready. These supports and interventions enable the LEA to address the following functions: *Foster Safe and Supportive Environments for Students and Staff*, *Engage Families and the Community,* and *Use Information for Planning and Accountability.*

(b) Each LEA shall provide supplemental academic supports and interventions that are evidence-based in the areas of literacy, numeracy, science, social studies, history, and speech and English language acquisition. Such supplemental academic supports and interventions shall be provided to students in K-12 when students are determined, through an LEA systematic problem-solving approach, to be at risk of not successfully achieving proficiency on state assessments and/or Proficiency-Based Graduation Requirements.

(c) The academic supports and interventions of each LEA shall:

- Coordinate with and supplement instruction in the guaranteed and viable comprehensive program of study;
- Provide sufficient instructional time to enable all students to achieve proficiency in the GLEs or GSEs or alternate GSEs in any area required for graduation, as well as to meet LEA-established standards for promotion;
- Apply uniform entrance and exit criteria;
- Address cultural and linguistic needs of students; and
- Include student progress monitoring through the LEA systematic problem-solving approach.

(d) For each student receiving or discontinuing an academic support or intervention, the LEA shall provide written notice to the parent(s) or guardian(s) that must:

- Describe the academic support or intervention being delivered or discontinued;
- Describe the systematic problem-solving approach used to identify the student's need for support or intervention;
- Describe the exit criteria for the support or intervention; and
- Be provided in the parent's native language.

(e) Each LEA shall provide for students who are homebound, hospitalized, or capable of only intermittent school attendance for medical reasons , a sufficient degree of academic support, including tutoring if necessary, to allow for regular academic progress in the student's program

of study. These supports shall commence when the LEA becomes aware that the student's sustained or intermittent absence will result in a significant regression in academic progress.

**G-14-1.1. Supports and Interventions through Systematic Problem Solving. –** (a) Each LEA shall provide student-centered, data-driven supports and interventions utilizing a problem-solving process, building on the foundation of a guaranteed and viable comprehensive program of study. This process shall be comprehensive and systematic and focused at the individual student level in order to provide access to supports and interventions as may be necessary at the classroom, school, and district levels to ensure that each student is provided with supports and interventions designed to enable that student to achieve academic success. The LEA shall provide a full continuum of universal, targeted, and intensive supports that are culturally and linguistically appropriate, research-based, and designed to respond to student needs in compliance with the specific requirements for support services described herein.

(b) Each LEA shall develop school and district level data-based, decision-making teams. These teams shall review comprehensive assessment data to develop, evaluate and modify academic instruction and support services. Descriptions of such teams shall include the purpose of each team, team composition, and the frequency with which each team meets.

(c) The LEA's problem-solving approach to determine appropriate levels of support and intervention must include identification of student-based issues (specifying both target and actual performance), identification of supports and interventions developed to address those issues, measurements designed to evaluate responsiveness, and the identification of responsible LEA staff.

**G-14-1.2. Personalized Learning Environment. --** Each LEA shall ensure that schools will implement strategies for creating personalized environments to optimize learning. Each LEA shall:

- Establish PK-12 protocols for communication and record sharing that will facilitate successful transition from grade to grade, school to school, district to district, and high school to postsecondary opportunities;
- Establish structures by which every student is assigned a responsible adult, in addition to a school counselor (where applicable), who is knowledgeable about that student's academic, career, and social and personal goals; and
- Establish protocols for the development, implementation and student-based monitoring of Individual Learning Plans.

**G-14-1.3. Comprehensive Guidance. --** Each LEA shall establish and maintain a Comprehensive School Counseling Guidance (CSC) Program, including guidance and counseling services, available to all students in grades K-12. Each LEA shall ensure that the CSC Guidance program shall:

- Be developed and delivered in accordance with the *Rhode Island Framework for Comprehensive K-12 School Counseling Programs*;
- Support each student in meeting the American School Counselor Association (ASCA) standards in the academic, career, and personal and social domains;
- Be a coordinated effort among the professional counseling staff and the rest of the educational community; and
- Include services to be provided to students at each developmental stage and specify how the services will be provided to all students.

**G-14-1.4. Multiple Opportunities for Achieving and Exceeding Proficiency Standards. --** Each LEA shall provide all students with multiple learning opportunities that support meeting proficiency. Each LEA shall:

- Establish pathways that represent a set of courses and other programs within its guaranteed and viable comprehensive course of study and that provide students with the means to meet their academic and career goals. These pathways shall include Advanced Placement (AP) courses, career and technical programs, dual enrollment, and opportunities for extended applied learning (e.g., internships, job shadowing, and community service learning);
- Establish processes to ensure that all pathways maintain high expectations for all students and provide all students with the same level of academic rigor;
- Establish, or provide access to, before and after school programs that provide additional supports and interventions for attaining proficiency; and
- Establish alternate programs for graduation for youth at-risk, including those students entering LEAs as latecomers. These alternate programs will require a comprehensive and coordinated effort between the LEA and community agencies and must include strategies differing from traditional programs in their use of material, instructional approaches, or concentration of time on skills. Alternate programs may include, but are not limited to, on-line or correspondence courses, day and evening academies, workforce training programs, and adult education.

**G-14-2. SUPPORTIVE AND NURTURING SCHOOL COMMUNITY. --** Each LEA shall ensure that schools create a climate of safety, security and belonging for all students and adults, thereby establishing an environment that builds respectful relationships, enhances productive learning and teaching, promotes school engagement, and promotes academic success. Each LEA shall accomplish this goal by ensuring that each school:

- Is safe, respectful, and free of discrimination;
- Establishes protocols for on-going student, family, and community engagement; and
- Provides expanded learning opportunities and academic enrichment.

**G-14-2.1. Safe and Respectful Environment. --** Each LEA shall build a safe and respectful learning environment by addressing the components described in G-14-2.1.1 through G-14-2.1.4.

**G-14-2.1.1. Freedom from Discrimination. –** (a) Each LEA shall identify and remove barriers to students and adults that are based on their race, ethnicity, national origin, language, gender, religion, economic status, disability, or sexual orientation.

(b) Each LEA shall comply with all relevant state and federal statutes and regulations regarding discrimination.

**G-14-2.1.2. Right to a Safe School. –** (a)Each LEA shall ensure that students who are on school grounds before, during, and after school, during recess, and during other intermissions are appropriately supervised by adults.

(b) Each LEA shall follow state statute that states that each student and staff member has a right to attend or work at a school that is safe and secure, that is conducive to learning, and that is free from the threat, actual or implied, of physical harm.

**G-14-2.1.3. Prevention of Bullying, Harassment, Hazing, Teen Dating Violence, and Sexual Violence.** -- Each LEA shall:

1. Prevent and respond appropriately to incidents of bullying, hazing, teen dating violence, sexual violence, and related issues;
2. Promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations;
3. Provide professional development, training, resources, and other means to assist students, staff, and other adults in the school building or at school sponsored activities in carrying out these responsibilities; and
4. Comply with relevant state and federal statutes regarding these issues.

**G-14-2.1.4. Positive Behavioral Supports and Discipline. --** Each LEA shall ensure that schools promote a positive climate with emphasis on mutual respect, self-control, good attendance, order and organization, and proper security. Each LEA shall develop protocols that define a set of discipline strategies and constructs that ensure that students and adults make positive behavioral choices and that are conducive to a safe and nurturing environment that promotes academic success. Each LEA shall ensure that:

- Schools engage in a participatory process (involving students and staff) to assess periodically the school climate and to adopt or develop strategies to improve conditions (see the Board of Regents Policy Statement on Student Rights);
- Students and parents/guardians are notified of district and school rules related to conduct and shall receive regular instruction regarding these rules. In addition, parents/guardians, and students shall be provided with information about early warning signs of harassing and intimidating behaviors, such as bullying, as well as prevention and intervention strategies;

- Schools provide a structure of incentives that adequately reward students for their efforts and achievements. Attention shall be given to rewarding a diversity of accomplishments and to broadening the availability of rewards;
- Schools have a clearly delineated system for ensuring compulsory attendance for children six (6) to sixteen (16) that includes:

  a) Procedures for noting daily absenteeism and investigating unexcused absences;
  b) Procedures for noting the required period of attendance of students attending at- home instruction approved by the school committee or at a private day school approved by the Commissioner of Education; and
  c) The appointment of truant (or attendance) officers whose duties shall include referring truant students to appropriate school support services and procedures for enforcing any given case through civil action filed in Family Court;

- Disciplinary actions are fairly administered for all students and comply with state laws mandating that certain violations be considered on a case by case basis; recognizing that there is no mechanism in Rhode Island law for expulsion of students; and
- Schools shall provide a continuum of interim alternative educational placement options to continue a student's education while suspended that ensure the safety of the student and the school community.

**G-14-2.2. Student, Family, and Community Engagement. –** (a) Students can offer viable solutions to some of the policy, program, and funding challenges our changing schools face. In addition, it is both possible and desirable to create structures and processes to facilitate student engagement at the district and school levels. Each LEA, therefore, shall:

- Establish policies, processes, and procedures that facilitate regular (i.e., at least quarterly) participation of a representative group of school youth in discussions regarding how to improve the school environment, curriculum, and instruction to ensure increased access to challenging, hands-on learning experiences and supports and to ensure student success on state and local achievement measures;
- Document the process of selection and orientation of these youth as well as the proposals that they put forth, how these proposals were evaluated, and the extent to which they were incorporated in LEA decision-making; and
- Authorize and support youth led events to solicit input from and provide feedback to the larger school community.

(b) Each LEA shall provide a broad spectrum of activities, programs, and services that directly involve families in their children's education and personally engage families in the school. Therefore, each LEA shall adopt the national Parent-Teacher Association (PTA) *Standards for Parent/Family Involvement Programs*, which state:

- Communication: Communication between home and school is regular, two-way, and meaningful;
- Parenting: Parenting skills are promoted and supported;
- Student Learning: Parents play an integral role in assisting student learning;
- Volunteering: Parents are welcome in the school, and their support and assistance are sought; and
- School Decision Making and Advocacy: Parents are full partners in the decisions that affect children and families.

(c) Each LEA shall facilitate partnerships with community organizations and agencies, municipal entities, and businesses to meet the needs of students and families. Therefore, each LEA shall establish communication strategies that will engage community partners, including:

- Ensuring community representation on the school improvement team or other decision-making teams;
- Identifying and recruiting businesses to provide career exploration activities for students;
- Soliciting community organizations or business members to mentor students;
- Facilitating on-site services of local organizations at the school, e.g. counseling, food pantry, tax assistance, legal aid; and
- Recruiting volunteers from community organizations and businesses.

**G-14-2.3. Expanded Learning Opportunities, Academic Enrichment and Adult Education. -** Each LEA shall develop a system for the provision of a broad array of high quality expanded learning opportunities that will that strengthen school engagement, support academic success, and expand all students' educational experiences. Academic enrichment opportunities shall address diverse learning needs and capabilities, individual interests, connections to the community, and engagement in activities beyond what is provided during the regular school day. These opportunities shall include strategies that differ from those in the regular program either in use of material, instructional strategies or concentration of time on skills. Therefore, each LEA shall:

- Develop and implement policies and protocols that allow out-of-school time for activities that meet rigorous criteria to fulfill academic, graduation, or credit requirements;
- Provide students with opportunities for experiential learning, community service, and skill building;
- Create and maintain working partnerships to ensure that dropouts and youth at risk of dropping out will achieve a high school credential and be ready for work and/or postsecondary education and training or apprenticeship. These shall include, but not be limited to, partnerships with a Department of Labor and Training approved Youth Center, a RIDE approved adult education program, and a state approved provider of wrap-around support services; and

- Create and maintain an active partnership with a RIDE approved and high performing adult English for Speakers of Other Languages (ESOL) program. The purpose of this partnership is to ensure that older English Language Learners who cannot graduate with their age cohort must have age appropriate opportunities until age twenty-four to complete their secondary education and become proficient in English.

**G-14-3. HEALTH AND SOCIAL SERVICE SUPPORTS. --** Health, mental health, and social service needs of children and their families may be barriers to academic success. Each LEA shall therefore provide and/or facilitate partnerships with community agencies to provide, on site or through referral, a broad array of services and supports to meet these needs.

**G-14-3.1. Health Services. --** Each LEA shall implement and comply with the requirements of the Health Services section of the *Rules and Regulations for School Health Programs*, addressing school health staff, health and dental screenings, physical examinations, records review and maintenance, medication administration, emergency care, chronic disease care, compliance with immunization regulations, and compliance with any other state or federal health related regulations and statutes.

**G-14-3.2. Psychological and Mental Health Services. --** Mental and emotional health issues directly impede students' abilities to learn. Such issues include bullying, alcohol and drug abuse, depression, anxiety, and domestic violence, as well as psychiatric disorders. Therefore, each LEA shall:

- Ensure that students have access to a coordinated program of culturally and linguistically responsive psychological and mental health services, on site or through effective referral systems;
- Ensure that school psychological and mental health services will be provided by appropriately credentialed, high quality staff. Services must provide for identification of risks and assessment of service needs; primary prevention; individual, family, and group counseling; consultative services; and resource and service coordination; and
- To the extent practicable, ensure that schools coordinate with community youth development, prevention, and treatment efforts.

**G-14-3.3. Social Services. --** Research indicates that when families' basic needs are met, there is a higher likelihood that the students will succeed in school. Therefore, each LEA shall ensure that effective outreach strategies will be utilized to support families' access to health and social services through on-site services and/or through effective referral systems to. These strategies shall:

- Be driven by needs identified through school and community data;
- Be family centered;
- Be provided in a respectful and culturally responsive manner;
- Be provided in the family's native language, to the extent practicable;

- Address a comprehensive array of issues, including but not limited to hunger, housing, homelessness, health insurance, employment, pregnant and parenting teens, family illness, child abuse and domestic violence, legal issues, and issues related to foster care and Department of Children, Youth and Families (DCYF) custody; and
- Help families to navigate social service systems and access community resources.

**G-14-3.4. Physical Activity and Nutrition Services. --** Research shows that students are better able to learn when they are engaged in regular physical activity and receive adequate and proper nutrition. Therefore, each LEA shall:

- Ensure the provision of statutorily required, standards-based instruction in physical education;
- Implement a policy for physical activity and nutrition and a plan to address the physical activity and nutrition needs of students;
- Provide daily recess opportunities for students in grades Kindergarten through grade 5;
- Provide a variety of physical activity opportunities to students in grades 6 through 12, such as stretch breaks, dance programs or classes, intramural athletics, interscholastic athletics, or other activities; and
- Ensure that schools implement and comply with state and federal statutes and regulations that promote good nutrition, including those related to school food service programs and snacks.

**G-14-3.5. School Safety Planning and Emergency Procedures. –** (a) Each LEA shall protect the health and safety of students and staff, through the implementation of comprehensive school safety planning and the development of emergency procedures to address a wide range of potential emergency situations, including, but not limited to, incidents of fire, natural disasters, violence, disease related crises or epidemics, terrorism, and hazardous material spills.

(b) Each LEA shall develop plans that include prevention, planning, communication, response, and recovery. School and district personnel shall work with state and local emergency personnel, as appropriate, in the planning and implementation of safety plans.

**G-14-4. SAFE AND HEALTHY PHYSICAL ENVIRONMENT. –** (a) The school facilities -- consisting of the site, building, equipment, and utilities – are major factors in the functioning of the educational program. The facilities provide more than a place for instruction; they assist or limit the potential for student achievement of desirable learning outcomes. High performing schools provide high quality learning environments, conserve natural resources, consume less energy, are easier to maintain, and provide an enhanced community resource. Above all, a high performing school provides an environment that enhances the primary mission of schools: the education of future citizens.

(b) Each LEA shall recognize and promote the belief that 21st century high performing school facilities must provide a physical environment that contributes to the successful conduct of the program that has been designed to meet the educational needs of students. This requirement

encompasses provisions for a variety of areas for instruction and for extra class, recreational, and community activities.

(c) Each LEA shall ensure that buildings are adequate to meet current demands as required by the *Rhode Island Standards for School Buildings and Facilities* and Section 15-2.4 of these Regulations. The spaces within each building should be sufficiently flexible to provide for multiple uses of the area in the overall educational and activity programs. The facilities shall have adequate space with respect to student enrollment, the instructional program, and necessary administrative and supporting services. As such:

a) Each classroom or laboratory shall be adequate to serve the specific purpose for which it is intended and shall have sufficient area to accommodate each student.
b) Each school shall maintain a designated area that affords access to library-media resources, as appropriate to the age of students in the school.
c) Storage space, such as a safe-designated area, shall be provided so that materials and equipment may be securely stored in a space other than in student instructional areas. Storage of hazardous materials shall be in accordance with OSHA requirements.

FOR FORUM ONLY

## TITLE G- THE BASIC EDUCATION PROGRAM

## CHAPTER 15: Administration, Management, and Accountability of the Local Education Agency

### G-15-1. ACCOUNTABLE MANAGEMENT

**G-15-1.1. Leading the Focus on Student Learning and Continuous Improvement. –** (a) At all levels of the LEA system, leadership shall focus on student learning and development and create educational environments conducive to learning. LEA leadership shall establish and communicate agreed upon standards for student learning and development, based on relevant state grade level and grade span expectations, that reflect both the disciplinary content of critical subjects—including career and life related subjects--and the essential thinking skills required to explore, invent, develop, and communicate important intellectual products within these subjects. In addition, LEA leadership shall ensure that all management and operating systems are focused on student learning and achievement.

(b) The primary method for leadership to achieve the focus on student learning is the management of a continuous improvement process, which consists of the following five elements:

- Collect relevant qualitative and quantitative data to assess performance in relation to measurable expectations;
- Use available data to measure gaps in current performance of students, educators, and systems against state standards;
- Develop and disseminate integrated school and LEA level plans that clearly describe what each person involved in the plan should do;
- Implement improvement plans with fidelity and sufficient resources, including time; and
- Monitor and evaluate the effectiveness of improvement efforts using relevant qualitative and quantitative data and make such reports publicly available.

**G-15-1.2. Management Duties and Responsibilities. --** (a) The LEA is ultimately responsible for operating a system of education and support services that is reasonably designed and adequately resourced to achieve compliance with all aspects of the BEP. The primary responsibility of the administration is the leadership and management of the educational system at multiple levels.

(b) Each LEA shall employ a chief executive, under the direction of the established governing board, who is responsible for the leadership, management, operation, and accountability of the LEA and who shall be the chief administrative agent and highest ranking education professional employed by the governing board. The chief executive shall provide the vision and educational leadership for creating a high performing education system that is focused on student learning and development. Within the parameters of law, the chief executive shall assign administrative and supervisory personnel, including building level leadership to assist in the effective management of the LEA. Although the chief executive may delegate appropriate powers and

duties so that operational decisions can be made at various administrative levels, he or she is accountable for the execution of these powers and duties.

(c) The chief executive shall comply with provisions of federal and state law, including the full implementation of the BEP, as well as with applicable municipal charter provisions and with all ordinances and directives of the Commissioner of Elementary and Secondary Education. Under the supervision of the governing board, the chief executive shall exercise his or her management authority to accomplish the following responsibilities that are deemed by the Board of Regents to be essential to the mission of implementing a statewide system of public education:

1. Planning and Evaluation: The chief executive shall effectively accomplish system-wide planning and evaluation, including:

- Implementation of policies and strategic plans developed in conjunction with and approved by the governing board, as well as development and implementation of administrative procedures necessary to implement board policy;
- Establishment and implementation of district wide plans and programs that are applicable to all schools; identification of roles and responsibilities for carrying out such plans that will entail analysis of the plans and leveraging and engaging partners to accelerate improvement efforts; and,
- Evaluation of the effectiveness of educational plans, policies, and programs to meet the needs of the students of the LEA, including implementing the governing board's policies concerning curriculum and ensuring the availability of multiple pathways of instruction, student support systems, textbooks, and local assessment systems in order to provide a guaranteed and viable curriculum for all students.

2. Organizational Structure: The chief executive shall establish an academic organization within the LEA in order to ensure continuous improvement of learning and teaching, including:

- Establishment and implementation of annual and daily school calendars based on the learning needs of students;
- Creation of building and staffing plans based on the educational program needs of the LEA;
- Establishment and implementation of grade and program organizations within the levels of the LEA that ensure that students achieve proficiency on all state achievement standards;
- Establishment of structures to ensure communication and collaboration among constituency groups to assist in the development and implementation of programs and policies; and
- Establishment and implementation of specific procedures, internal controls, and timelines designed to provide the state with written assurances that the LEA goals and objectives will be met.

3. Information: The chief executive shall oversee a comprehensive information system of data collection, analysis and reporting, including relevant achievement criteria and measurement sufficient to inform the LEA about its progress in improving student learning. To that end, the information system shall support meaningful communication and professional learning.

4. Human Capital: The chief executive shall oversee administration of the personnel function consistent with personnel standards, policies, and the table of organization established by the governing board that includes: policies and procedures for recruiting, supporting and retaining highly effective staff; ongoing supports to improve the effectiveness of staff; cohesive professional development; and evaluation of personnel performance.

5. Fiscal Oversight: The chief executive shall oversee the development and adoption of a responsible budget with spending priorities that reflect the LEA strategic plan and that is focused on student learning and continuous improvement.

6. Facilities Oversight: The chief executive shall oversee the administration of an operational and maintenance program that will ensure that all educational facilities and transportation programs are efficiently operated, properly maintained, and in a safe condition for students, staff, and the community.

7. Communication: The chief executive shall lead the development and implementation of a comprehensive system of communication that ensures that all district staff, parents, guardians, and the community at large are fully informed regarding the goals, programs, opportunities, achievements, and needs of the education system. To that end, the chief executive shall articulate educational issues and values to district staff, the community and other governmental agencies. He or she shall be accessible to community members and shall work with them to further the LEA goals and to build a strong, positive community commitment to public education.

(d) In performing his or her management responsibilities, the chief executive shall adhere to the operational requirements outlined in G-15-2.

**G-15-2. ACCOUNTABLE OPERATIONAL SYSTEMS**

**G-15-2.1. Information. –** (a) A comprehensive, integrated information system is essential to the creation and support of a 21st century learning environment. High quality information systems allow the collective LEA community to continuously improve. High quality information systems enable accurate and reliable data collection, analysis, and reporting.

(b) The LEA shall provide data and reports as are required by federal or state law and Board of Regents regulations or as are necessary for ensuring all aspects of accountability. These data and information shall provide the basis for meaningful comparisons of data by the LEA. These data and information will also provide the basis for the information required to set policies,

align resources, and ensure equality of educational opportunities. The LEA shall provide appropriate access to its information systems and shall utilize all state and federal data systems necessary to implement its information system.

(c) Information systems enable the LEA to address the following functions: *Lead the Focus on Learning and Achievement; Use Information for Planning and Accountability;* and *Engage Families and the Community*. Information Systems shall adhere to state and federal laws regarding open records, public access, security, and confidentiality, as applicable. The system shall interface with various types of communications networks and shall be designed to accommodate anticipated advances in technology, to the greatest extent possible.

(d) The LEA shall develop and adequately maintain comprehensive, accessible, and transparent information systems with specific implementation strategies that address the following components:

1. Student Learning
   The information system shall promote achievement of the academic standards in the classroom and lifelong learning and success in our digital society; enhance student acquisition of technology and information literacy skills needed to succeed in the classroom, higher education and the workplace; ensure that each student has sufficient access to technology to support achievement of the academic standards; promote learning, including English language acquisition; and foster remediation to enhance student learning and close achievement gaps.

2. System Efficiency and Effectiveness
   The information system shall improve student achievement data collection, analysis, reporting, and decision making; maintain and improve the LEA student record keeping and assessment efforts; maintain and enhance personnel and fiscal records and functions; maintain and enhance governance, operations, and administration; and promote cost effective sharing of informational resources.

3. Communication and Support
   The information system shall facilitate and improve meaningful communication between and across all members of the school community; support intra-district dialogue that addresses mutual expectations; maintain and improve routine operations that enhance accessibility for end users, and connect the school community to local, state, and global networks and supports.

4. Technical Support
   The information system shall provide ongoing support on interpreting and using information for planning, professional development and continuous improvement and shall enable staff to exchange ideas with peers and to establish communities of practice.

**G-15-2.2. Human Capital. -- (**a) Improving achievement requires recruitment of talented educators driven by strategic human capital management. Human capital management involves the practices of recruiting, developing, rewarding and retaining talented and demonstrably successful staff. The human capital management system enables the LEA to address the following functions: *Recruit, Support and Retain Highly Effective Staff*; *Use Information for Planning and Accountability*, and *Ensure Equity and Adequacy of Fiscal and Human Resources*. In order to effectively meet these functions, each LEA shall maintain control of its ability to recruit, hire, manage, evaluate, and assign its personnel.

(b) Each LEA shall develop, implement, and monitor a human capital management system that is connected to its educational improvement strategy, and supports the people with the knowledge and skills necessary to execute that strategy. Human capital management systems shall adhere to standards and state regulations that relate to professional knowledge, skills, and competencies expected of all staff. Human capital management systems shall contain the following components:

1. <u>Policies and Procedures to Recruit, Support, and Retain Highly Effective Staff</u>
   The LEA shall establish a set of policies and an array of strategies to recruit, hire, and retain highly effective district and school personnel; said policies and strategies shall align to district needs, focus on screening methods for determining candidate knowledge and skills to match the needs of the LEA, promote early identification of openings, use research-based protocols and incentives to address LEA related factors affecting retention and its impact on mobility trends, and address staffing low performing schools with highly effective and experienced staff.

   The LEA shall establish effective procedures for ensuring the completeness and security of personnel records and files for all of its employees. The LEA shall provide for proper storage, retention, and access. Each LEA shall have a policy for the examination of personnel records by individual employees. All personnel records shall adhere to state and federal laws regarding open records, public access, security, and confidentiality, as applicable.

2. <u>Ongoing Supports to Staff</u>
   Staffing schools and districts with qualified and effective personnel requires a systems approach that allows support for all staff throughout their professional careers. The LEA shall provide differentiated support to all staff. These supports shall include induction programs to support the developing proficiencies for new staff and staff serving in new assignments, mentoring and coaching to enhance professional learning and to foster peer relationships, job embedded professional development for continuous improvement, a compensation system reasonably related to achieving the purposes of these regulations, and a targeted support system for staff in need of improving their performance.

   Each LEA shall develop and implement policies and protocols that promote the health of school employees to support their overall well-being and their performance as

educators and role models, including, as necessary, wellness programs, employee assistance programs, referral systems, and/or other services or supports as may be needed to help school staff maintain healthy lifestyles.

3. Cohesive System of Professional Development
   Effective professional development is planned systematically, driven by multiple sources of data and designed with input from staff. It is job embedded and considers an individual's growth needs as well as district and school improvement goals. A cohesive system of professional development is designed to affect student achievement and overall student success as well as to enable professional growth. It shall be informed by analysis of district needs and aligned with state expectations for student proficiency and professional standards. The LEA shall require all staff to participate in professional development that is structured and coordinated to ensure that all support staff meet their individual as well district goals. The LEA shall monitor and evaluate the effectiveness of professional development and make necessary changes to support individual growth and the effectiveness of resources.

4. Evaluation of Personnel Performance
   Appraising personnel performance and quality is an extremely important factor affecting student learning. The LEA shall establish a set of clearly detailed and widely disseminated policies and procedures for the supervision and evaluation of all staff. These policies and procedures shall include personnel policy statements, job descriptions that outline job functions and responsibilities, and assignment and discipline of all LEA staff.

(c) In order to ensure that all staff show consistent positive impact on student learning, the LEA shall have a formal evaluation process that is completed on a regular basis and is compliant with applicable legal requirements. The evaluation system promotes the growth and effectiveness of staff, provides feedback for continuous improvement, and includes processes for disciplinary action and exiting of ineffective staff. The evaluation system shall be developed, implemented and managed by persons with the necessary qualifications, skills, and training. The evaluation system shall be described in sufficient detail so that it is clear who is responsible and what is expected.

**G-15-2.3. Fiscal Oversight. --** Each LEA shall ensure the fiscal health of the LEA and provide public accountability through the adoption of sound fiscal policies and oversight of the LEA financial condition. Furthermore, the LEA shall ensure that the financial systems support the LEA mission that includes goals for student achievement and a high quality educational program. Fiscal oversight enables the LEA to address the following functions: *Ensure Equity and Adequacy of Fiscal and Human Resources* and *Use Information for Planning and Accountability*. To accomplish this, the following components must be in place:

**G-15-2.3.1. Efficient and Effective Finance System. –** (a) Each LEA shall adopt and maintain a financial accounting system, in accordance with Generally Accepted Accounting Principles (GAAP), the Governmental Accounting Standards Board (GASB), and the Financial Accounting

Standards Board (FASB), and with requirements prescribed by the Commissioner of Education, in which all revenue and expenditure data shall be recorded. This system shall be the basis for the periodic reporting of financial data by the LEA to the Department of Elementary and Secondary Education.

1. Each LEA shall engage in thorough advance planning in order to develop budgets and guide expenditures so that the greatest educational returns and contributions to the education program, in relation to dollars, may be achieved. Funding from local, state, and federal sources shall be coordinated to meet prioritized instructional goals within the LEA. The LEA shall use available resources to meet instructional priorities, provided that such use is in compliance with the rules and regulations governing the funding stream and provided further that the LEA has established budgets that link anticipated expenditures to anticipated outcomes.

2. Each LEA shall use the best available techniques of long range planning, budget development, and budget administration and shall establish efficient procedures for accounting, reporting, purchasing, contracting, making payments, auditing, maintaining fixed assets, and fulfilling all other areas of fiscal management. These procedures will be accomplished by:

   (a) Developing budget policies and strategies for optimal protection, investment, and allocation of resources;
   (b) Managing the federal grants process for integrating federal, state, and local resources and for ensuring timely reconciliation of accounts and submission of federal grant reports;
   (c) Ensuring that all financial transactions are in compliance with generally accepted accounting principles as well as with internal policies and procedures;
   (d) Maintaining a cash management process that ensures timely, accurate drawdown of funds;
   (e) Developing appropriate procedures and policies for procurement as well as for managing bids and contracts;
   (f) Monitoring of cash flow, revenue, budget, and expenditures on an ongoing basis; and,
   (g) Providing a quarterly upload of financial data to the Department of Elementary and Secondary Education.

(b) Each LEA shall utilize a financial accounting system that permits the reporting of all school LEA revenues and expenditures in accordance with the Uniform Chart of Accounts as issued by the Office of the Auditor General and the Department of Elementary and Secondary Education. This system shall integrate with other key systems, including those for human resources, payroll, and asset protection.

(c) Each LEA shall maintain an adequate system of internal controls and shall establish and document such policies and procedures as are necessary to ensure an effective management system for the accountability of funds administered by the LEA. Internal controls shall promote

operational efficiency and effectiveness, provide reliable financial information, safeguard assets and records, encourage adherence to prescribed policies, and comply with applicable statutes and regulations.

**G-15-2.3.2. Audit and Accountability. --** In accordance with state law, municipalities and regional school LEAs shall engage an independent certified public accountant to make a detailed post audit of their financial records. LEAs that are part of the primary government of a municipality shall be included in the post audit of the municipality and shall not be required to obtain a separate post audit.

1. Annual audits of municipalities and LEAs shall be conducted in accordance with generally accepted auditing standards and government auditing standards.
2. The selection of auditors is subject to final written approval by the State Auditor General. Municipalities and school LEAs shall not engage auditors nor shall they contract for their services until such written authorization is received from the Auditor General.
3. Each LEA shall, within six months of the close of its fiscal year, arrange for and undergo an independent audit of its financial records and submit the report of this audit to the Office of the Auditor General, the state Director of Administration, and the Department of Elementary and Secondary Education, no later than December 31 of each year.
4. In conjunction with the audit process, independent auditors shall also audit the compliance of an LEA with the Uniform Chart of Accounts (UCOA). A special report, due no later than December 31 of the year, shall be provided to the Office of the Auditor General and to the Department of Elementary and Secondary Education.
5. The Department of Elementary and Secondary Education shall conduct review and follow-up procedures to ensure that audit exceptions are evaluated and appropriate actions are taken. The Commissioner of Education shall be notified of any material and significant findings that reflect on the ability of the LEA to provide a high quality education or that indicate that progress toward satisfactory resolution is not being made.

**G-15-2.4. Facilities Oversight. –** (a) LEA facilities, consisting of the site, building, equipment, and utilities, are major factors in the functioning of the educational program. The LEA facilities provide more than a place for instruction; the physical environment assists or limits student achievement of desirable learning outcomes. Facilities oversight enables the LEA to address the following functions: *Foster Safe and Supportive Environments for Students and Staff* and *Ensure Equity and Adequacy of Fiscal and Human Resources.*

(b) The 21st century high performing LEA must provide physical environments that contribute to the successful performance of educational programs designed to meet students' educational needs. The buildings must be adequate to meet current demands as required by the *Rhode Island Standards for School Buildings and Facilities*. The spaces within must be sufficiently flexible to provide for multiple uses of the area, including educational and non-educational programs. The facilities shall have adequate space with respect to student enrollment, the instructional program, and necessary administrative and supporting services. The facilities

oversight system shall adhere to standards and state regulations and shall address the following:

1. Facilities Planning, Coordination, and Maintenance
   Each LEA shall prepare a long range Educational Facilities Master Plan (EFMP), with annual revisions and updates that address all facilities under the control of the district and that is aligned with the Capital Improvement Program (CIP). The LEA shall develop methods and procedures to coordinate their facility planning with local governments and related comprehensive community plans. The LEA shall develop a Comprehensive Maintenance Plan (CMP) with annual revisions and updates, using the template provided in the *School Housing Aid and School Construction Regulations*.

2. Safe, Healthy, and Sanitary Physical Environments
   All school facilities, which shall include buildings, grounds, and equipment necessary for the provision of instructional programs, shall be operated and maintained in safe, healthful, and sanitary condition. The physical environment of all schools shall be in compliance with local, state, and federal standards, codes, laws, and regulations regarding health and safety, accessibility, and energy conservation. Each LEA shall have a chemical hygiene plan.

3. Adequate Facilities to Promote Student Learning and Development
   LEA facilities shall be sufficiently flexible to provide for multiple uses of the area in regard to both educational and supplementary activity programs. The facilities shall have adequate space with respect to student enrollment, the instructional program, and necessary administrative and supporting services. Instructional environments, including classrooms, laboratories, library-media centers, and recreational facilities, shall be adequate to serve the specific purpose for which they are intended, shall have sufficient area to accommodate each student, and shall afford access to resources as appropriate to the age of the students in the school.

**G-15-2.5. Communications. –** (a) Each LEA shall develop, implement, and monitor a comprehensive system of communication that ensures that parents, guardians, and the community at large are fully informed regarding the goals, programs, opportunities, achievements, and needs of the education system.

(b) Communication systems enable the LEA to address the following functions: *Lead the Focus on Learning and Achievement*; *Use Information for Planning and Accountability* and *Engage Families and the Community*. Each LEA shall develop and implement a written comprehensive communication plan that establishes the guidelines and procedures for the design, implementation, monitoring, and revision of the district wide communication system. The comprehensive communication plan shall address the following:

1. Strategies to fully inform parents, guardians, and students of their individual rights under state and federal laws as well as to keep the public fully informed about the goals,

programs, opportunities, achievements, and needs of the education system in a timely manner and in a culturally and linguistically responsive format;

2. Communication methods that accommodate the needs of all members of the public, including the visually or hearing impaired, those whose primary language is not English, and those with other special needs;
3. Opportunities for the public to give input on LEA issues and operations;
4. Strategies for ensuring that staff members are responsive to requests by parents, guardians, and members of the public for information or assistance and for providing staff members with professional development regarding service to the public, parental engagement, and community relations;
5. The organizational structure for implementing the communication strategies throughout the school community and within and across the district and its schools; and
6. The process for approval, review (based on data and information collected regarding the efficacy of the LEA communication system), revision, and renewal of the LEA communication plan.

**15.3. ACCOUNTABILITY FOR CONTINUOUS IMPROVEMENT. --** (a) Rhode Island has incorporated the accountability requirements set forth in the No Child Left Behind Act into its existing state system as set forth in the Comprehensive Education Strategy (CES). This unified system serves as the basis for classifying schools and districts based on whether the schools have met Annual Measurable Objectives (AMOs) on the state assessments for English language arts and mathematics and other indicators of progress.

(b) Each LEA shall develop, implement, monitor, and evaluate an accountability system, using information from multiple sources, to inform analysis of the many aspects of the education system. Relevant data shall consist of a combination of contextual and demographic information, measures of student learning, curriculum and instruction strategies and practices, and perceptual or evaluative data.

(c) The accountability system shall:

1. Include the processes and written plans described in 13-3.1 and 13-3.2 for a comprehensive assessment system and identified in G-14 for systemic problem solving;
2. Specify policies, procedures, and strategies for public reporting that comply with state and federal reporting requirements and ensure broadly accessible and timely dissemination of information;
3. Establish procedures by which a thorough self-study of the district functions and capacities for continuous improvement, as stated in G-12-5.2 shall be conducted using criteria established by the Commissioner of Education, as indicated in G-12-3.3; and,
4. Include development of a plan that demonstrates how the LEA will use self-study findings to inform allocation of resources, strategic planning, and differentiated supports to schools.

**15-3.1. Intervention and Support.** – (a) Based on the accountability system described above, the LEA shall design a system of differentiated supports and interventions for schools that are not closing achievement gaps, are not continuously improving, or are not reaching state performance standards. The differentiated system of supports shall include specific strategies and investments that address:

1. **Leadership.** Strengthening hierarchical and distributive leadership capacity to accelerate performance;
2. **Personnel.** Changes or enhancements to staffing, professional development, mentoring, technical assistance, peer observation, and modeling effective practices;
3. **Infrastructure.** Modifications in organizational structures, processes, resources, and materials that serve as barriers to improvement; and,
4. **Content.** Intensifying academic and developmental programs, practices, and initiatives, based on scientific research.

(b) The LEA shall develop a district action plan and individual school plans that identify and develop solutions that take into account the underlying causes for low performance by students, set forth a detailed and adequately resourced implementation strategy, and provide for evaluation of the improvement efforts. These plans shall be disseminated to the public in a timely manner.

(c) Failure to increase student performance to target levels at the school level shall result in increased LEA oversight responsibility on a year to year basis. Consecutive years without demonstrated improvement shall result in state intervention and decreased local authority. In cases in which there is insufficient LEA leadership capacity to implement these directives, the LEA must communicate said lack of capacity to the Commissioner of Elementary and Secondary Education.

# Basic Education Program Regulations
## Definitions

| | | | |
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| 1 | 21st Century Learning Environment | : | In a 21st century learning environment all students are able to learn, instruction is engaging, interactive, contextual in the real world, student centered and differentiated for individual learners needs; 21st century tools and technologies are integrated into the learning process; systems (technological and otherwise) are student and learning focused; and personnel engage in continuous professional growth to maintain their skills and knowledge. |
| 2 | Alternate Assessment (RIAA) | : | An assessment for the small number of students who cannot participate in large-scale assessments even with accommodations. The RIAA is based on Alternate Assessment Grade Span Expectations (AAGSEs) in reading, mathematics, science, and writing that are an extension of the NECAP Grade Level Expectations (GLEs). |
| 3 | Annual Measurable Objectives (AMOs) | : | Annual Measurable Objectives are a set of state-established benchmarks for monitoring changes in performance among and across student subgroups, schools, and districts. States established the objectives as part of Adequate Yearly Progress (AYP) required by the federal No Child Left Behind Act |
| 4 | Capital Improvement Program (CIP) | : | A long-range plan, typically five years, which identifies capital needs in a district and provides a funding schedule and timeline for implementation. |
| 5 | Comprehensive Assessment System | : | A system that draws on data from the state/national level, the district/school level, and the classroom level to a) improve education, b) determine success, and c) provide feedback to relevant stakeholders (e.g., students, teachers, policy makers, the community). Components of the assessment system include:<br>• **Formative Assessments** - the processes used by teachers and students during instruction that provide feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes;<br>• **Interim assessments -** the assessments that fall |

between formative and summative assessment and are used to evaluate students' knowledge and skills relative to a specific set of academic goals; and

- **Summative assessments -** assessments generally given at the end of some unit of time such as the semester or school year to evaluate students' performance against a defined set of content standards. *(Achieve/Aspen Center for Achievement)*

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| 6 | Comprehensive Education Strategy | : | The state's blueprint for comprehensive system-wide restructuring of the state's public schools. There are two central themes within CES: Improving Teaching and Learning and Creating Responsive and Supportive Systems. |
| 7 | Curriculum Mapping | : | Curriculum mapping provides a timeline for instruction that is typically organized into blocks of time, (e.g. monthly, quarterly). The map outlines prerequisite skills and knowledge, benchmarks, goals and alignment of standards between grades and courses in order to ensure that all students have the opportunity to learn all agreed upon standards. |
| 8 | Differentiated Instruction | : | To differentiate instruction is to recognize that students have varying background knowledge, readiness, learning styles, interests and abilities in the same class. The model requires teachers to be flexible in their approach to teaching by adjusting the format and presentation of information to learners so that they can access the same curriculum. It requires a blend of whole class, group, and individual instruction. |
| 9 | Dual Enrollment | : | A successful acceleration mechanism that allows high school students to pursue an advanced curriculum related to their postsecondary interests. |
| 10 | Financial Accounting Standards Board | : | An organization whose mission is to establish and improve standards of financial accounting and reporting for the guidance and education of the public, including issuers, auditors, and users of financial information. |
| 11 | Generally Accepted Accounting Principles | : | A term used to refer to the standard framework of guidelines for financial accounting used in any given jurisdiction. |

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| 12 | Governmental Accounting Standards Board | : | The mission of the Governmental Accounting Standards Board is to establish and improve standards of state and local governmental accounting and financial reporting that will result in useful information for users of financial reports and guide and educate the public, including issuers, auditors, and users of those financial reports. |
| 13 | Grade Span and Grade Level Expectations | : | Grade Span Expectations (GSEs) – at any grade – represent content knowledge and skills that have been introduced instructionally at least one to two years before students are expected to demonstrate confidence in applying them independently. Grade Level Expectations (GLEs) differentiate performance on concepts, skills, or content knowledge between adjacent grade levels, and as a set, lead to focused, coherent, and developmentally appropriate instruction without narrowing the curriculum. |
| 14 | Guaranteed And Viable Curricula | : | A guaranteed and viable curriculum provides both the opportunity and time for students to learn. It ensures that the curriculum is implemented consistently by all teachers to all students. It is based on a commitment from the districts and its schools that the written, taught, and learned curriculum is aligned so that all students learn agreed upon standards. |
| 15 | Individual Learning Plans | : | A planning and monitoring tool that helps to customize and direct students' goals and development in three domains: academic, career, and personal/social. |
| 16 | Individualized Education Program or IEP | : | A written statement for a child with a disability that is developed, reviewed, and revised in accordance with federal law. |
| 17 | Induction Programs | : | The vehicles that facilitate systemic sustained enhancement to school culture and the teaching profession. These programs combine mentoring, professional development and support, and evaluation for at least the first two years of a beginning educator's professional career. |

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| 18 | Local Educational Agency (LEA) | : | A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools. |
| 19 | No Child Left Behind Act | : | The No Child Left Behind Act of 2001 (NCLB) reauthorized the Elementary and Secondary Education Act (ESEA) -- the main federal law affecting education from kindergarten through high school. NCLB is built on four principles: accountability for results, more choices for parents, greater local control and flexibility, and an emphasis on doing what works based on scientific research. |
| 20 | Performance Based Graduation Requirements (PBGR) | : | A set of uniform requirements that is consistent with the high school regulations, GLEs / GSEs and State Scholars Initiative. |
| 21 | Personalization | : | A learning process in which schools help students assess their own talents and aspirations, plan a pathway toward their own purposes, work cooperatively with others on challenging tasks, maintain a record of their explorations, and demonstrate learning against clear standards in a wide variety of media, all with the close support of adult mentors and guides (Clarke, 2003) |
| 22 | Personalized Learning Plan (PLP) | : | A plan of action used to accelerate a student's learning in order to move toward grade level reading proficiency. |
| 23 | Positive Behavior Supports | : | A set of practices used to organize teaching and learning environments and experiences for students which facilitate the student's successful self-awareness, self-management, and engagement with others and with the learning process. |
| 24 | Response To Intervention (RTI) | : | RTI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty. |

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| 25 | Scaffolded Literacy | : | In middle level schools and high schools there are three levels, or "scaffolds," of support for improving all students' reading.<br><br>The three levels are 1) a school-wide discipline-specific program for all students, 2) targeted literacy supports for students reading more than one and up to two years below grade level, and 3) intensive literacy intervention for students reading more than two years below grade level. |
| 26 | Site-Based Leadership | | Site-Based Leadership refers to building-level leaders (e.g. principals, school improvement team members, parents, teachers) who are responsible for creating educational environments conducive to student learning and making decisions that promote student achievement. |
| 27 | Uniform Chart Of Accounts | : | A uniform system of numbers used to account for all of the revenues and expenditures in schools |
| 28 | Universal Design | : | The design of products and environments to be useable by all people, to the greatest degree possible, without the need for adaptation or specialized design |
| 29 | W-APT (WIDA Access Placement Test) | : | The W-APT is designed to help schools provide ELL students with the most appropriate instruction given the student's knowledge of English. |

# Appendix (A)(1)-3

# Standard MOU between RIDE and

# Participating LEAs with Preliminary Scope of Work

# Rhode Island Memorandum of Understanding for Participating School LEAs for Race to the Top Grant Project: A Partnership Agreement

This Memorandum of Understanding ("MOU") is entered by and among the Rhode Island Department of Elementary and Secondary Education (RIDE) as grantee, _____ ("Participating Local Education Agency (LEA")) as sub-grantee, and local teachers' union as participating partner. The purpose of this partnership agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of Rhode Island's implementation of an approved Race to the Top (RTTT) grant project.

## I. SCOPE OF WORK

The Preliminary Scope of Work outlined in Exhibit 1 indicates all or a significant portion of Rhode Island's proposed reform initiatives described in its Race to the Top Application (RI Plan) that _____ (name of Participating LEA) is agreeing to implement.

## II. PROJECT ADMINISTRATION

### A. PARTICIPATING LEA RESPONSIBILITIES

In assisting the Rhode Island Department of Elementary and Secondary Education (RIDE) in implementing the tasks and activities described in the Rhode Island's Race to the Top (RTTT) application, _____ (name of LEA) will be a sub-grantee and agrees to the following:

1. As a condition for participating in – and receiving an allocation of funds under – Rhode Island's Race to the Top project, the LEA must enter into a partnership agreement with RIDE that will describe more specifically the mutual responsibilities of RIDE and the LEA for planning and implementing provisions of Rhode Island's plan. The partnership agreement will be incorporated in or attached to the final scope of work, which must be provided to RIDE no later than 90 days after the LEA receives notice from RIDE that Rhode Island has received a Race to the Top award.

2. The partnership agreement will include a detailed LEA Work Plan, prepared by the participating LEA in collaboration with the signatories to this MOU and approved by RIDE. The Work Plan will describe specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures. The Work Plan must be consistent with the following documents: the participating LEA's Preliminary Scope of Work in this Memorandum of Understanding; the approved State RTTT Application; and, to the extent applicable, the Department's *Protocol for Interventions: Persistently Lowest-Achieving Schools.* RIDE will approve the participating LEA for funding based on a review of the scope and quality of the Work Plan and a determination that the LEA has sufficient capacity to implement the Work Plan in order to address at the local level significant elements of Rhode Island's approved Race to the Top Application in a meaningful and high-quality way. The partnership agreement between RIDE and the participating LEA will also detail RIDE's responsibilities for providing or coordinating technical assistance, professional development, and other support for the participating LEA in carrying out these functions, and also set forth the manner in which both state and LEA activities will be sequenced.

3. The LEA will implement an LEA Work Plan to implement those portions of Rhode Island's RTTT Application indicated in the Preliminary Scope of Work as set forth in Exhibit I of this partnership agreement.

4. The LEA will, over the course of Rhode Island's Race to the Top project, work in good faith with RIDE to identify any need for modifications to the project and to make appropriate modifications in order to achieve the core goals of the project.

5. The LEA will actively participate in all relevant convening meetings, communities of practice, or other practice-sharing events that are organized or sponsored by RIDE or by the U.S. Department of Education ("ED").

6. The LEA will post to any website specified by RIDE or ED, in a timely manner, all non-proprietary products and lessons learned that were developed using funds under the Race to the Top grant.

7. The LEA will participate, as requested, in any evaluations of this grant conducted by RIDE or ED.

8. The LEA will be responsive to RIDE or ED requests for information regarding the status of the project, project implementation, performance measures, outcomes, and any problems anticipated or encountered.

9. The LEA will participate in meetings and telephone conferences with RIDE to discuss: (a) progress of the project; (b) potential dissemination of resulting non-proprietary products and lessons learned; (c) plans for subsequent years of the Race to the Top grant period; and, (d) other matters related to the Race to the Top grant and associated plans.

10. The participating LEA hereby certifies and represents that it agrees to be a participating LEA and, in the event the LEA receives funding under the RTTT Grant, understands that it will be required to prepare an LEA Work Plan in collaboration with the Union, which will be submitted to RIDE for approval. Furthermore, in its preparation of such Work Plan, it is understood that the LEA and the Union agree to bargain in good faith over matters within the scope of the Work Plan that impact hours, salary, working conditions, and other terms of employment. Those portions of the Work Plan subject to bargaining shall be implemented only upon the agreement of the LEA and Union. Nothing in the LEA Work Plan shall be construed to alter, waive, expand or supersede the terms of the collective bargaining agreement, or the rights afforded school district employees under Federal, State or local laws. The LEA agrees that, subject to applicable law, any claim by the Union that any term of the Work Plan violates, waives or supersedes the collective bargaining agreement shall be arbitrable under the collective bargaining agreement and enforceable under the grievance/arbitration clause in the collective bargaining agreement.

## B. STATE RESPONSIBILITIES

In assisting participating LEAs in implementing their tasks and activities described in Rhode Island's Race to the Top application, RIDE will:

1. Work collaboratively with, and support the participating LEA in carrying out the LEA plan as identified in Exhibit I and in the partnership agreement to be developed under Section II-A-1 above;

2. Distribute in a timely manner the LEA's portion of Race to the Top grant funds during the course of the project period in accordance with the LEA's approved Work Plan described in Section II-A-1 above;
3. Provide timely and constructive feedback on the LEA's status, updates, annual reports, any interim reports, and project plans and products; and
4. Provide or coordinate technical assistance, professional development, and support consistent with Section II-A-1 above.

## C. JOINT RESPONSIBILITIES FOR STATE AND LEA

1. RIDE and the participating LEA will collaborate in good faith to ensure alignment and coordination of state and local planning and implementation activities in order to effectively and efficiently achieve the core goals of the State's RTTT Application, consistent with their respective roles under State law and policy.

2. RIDE and the LEA will each appoint a key contact person for the Race to the Top grant.

3. These key contacts from RIDE and the LEA will maintain frequent communication to facilitate cooperation under this MOU.

4. RIDE and participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.

5. RIDE and LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of RIDE's Race to the Top grant, even when the state plan requires modifications that affect the participating LEA, or when the LEA plan requires modifications.

## D. STATE RECOURSE FOR LEA NON-PERFORMANCE

If RIDE determines that the participating LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements in regard to the RTTT program, RIDE will take appropriate enforcement action, which could include a collaborative process between RIDE and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including, for example, putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

# III. ASSURANCES

The participating LEA hereby certifies and represents that it:

(1) Has all requisite power and authority to execute this MOU;
(2) Is familiar with the State's Race to the Top grant application and is supportive of and will work to implement the entire Rhode Island plan or "significant portions" of the Rhode Island plan, as defined by RIDE, and consistent with Exhibit I (attached);
(3) Will provide a Final Scope of Work and detailed Work Plan consistent with Section II-A-1 above if Rhode Island's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will enter into an agreement with RIDE consistent with Section II-A-1 above; and
(4) Will comply with all of the terms of the Grant, RIDE's subgrant, and all applicable Federal and State laws and regulations, including, but not limited to laws and regulations applicable to the Race to the Top Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

## IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, and in consultation with ED. Revocation of the commitment of any signatory to this MOU shall be considered an amendment for the purposes of this section.

## V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

## VI. SIGNATURES

**LEA Superintendent** (or equivalent authorized signatory) - required**:**

_____
Signature/Date

_____
Print Name/Title

**Chairperson of Local School Committee (or equivalent):**

_____
Signature/Date

_____
Print Name/Title

**President of Local Teachers' Union:**

_____
Signature/Date

_____
Print Name/Title

**Commissioner of Elementary and Secondary Education:**
By its signature below, the State hereby accepts the LEA as a Participating LEA.

_____
Signature/Date

_____
Print Name/Title

**Exhibit 1- Preliminary Scope of Work**

**The Preliminary Scope of Work describes the expected activities to be completed by RIDE and by participating LEAs.**

- ✓ **If Rhode Island is awarded a grant, each participating LEA will have 90 days to submit a final scope of work for the Commissioner's approval.**
- ✓ **Each participating LEA will involve all signatories in the further development of the work plan.**
- ✓ **The Preliminary Scope of Work outlined in Exhibit 1 indicates all or a significant portion of Rhode Island's proposed reform initiatives described in its Race to the Top Application that the Participating LEA is agreeing to implement.**
- ✓ **Each participating LEA's final scope of work will include:**
  - **Detailed work plans that are consistent with the preliminary scope of work and with the RI Race to the Top application; and**
  - **Specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures.**

**The asterisk (*) next to certain elements in the column entitled "LEA Benefits" means that the identified benefit enables the LEA to meet an existing legal requirement. (e.g. Basic Education Program, RI Educator Evaluation Standards)**

**Exhibit 1- Preliminary Scope of Work**

| **Section (B) Standards and Assessments** | | |
|---|---|---|
| Rhode Island is committed to adopting the Common Core Standards, supporting LEAs in aligning curriculum and developing instructional resources, and the development of a comprehensive assessment system aligned to common standards that will provide data to inform curriculum and instructional decisions at the state, LEA, and school levels. | | |
| **Subsection (B)(3) Supporting the transition to enhanced standards and high-quality assessments.** Rhode Island's transition plan for the implementation of high-quality standards targets professional development and resources for educators at differing levels of intensity, varying with LEA need and capacity, as well as the need to build state and LEA capacity to ensure sustainability beyond the availability of RTTT. Every component of Rhode Island's plan to support implementation of standards is designed to work together to ultimately drive changes in the daily instructional cycle that takes place in every classroom in Rhode Island. To achieve this goal Rhode Island will provide resources and professional development opportunities to build LEA capacity in three target areas; Understanding the Standards, Curriculum Alignment and Resource Development, and Building a Comprehensive Assessment System. Through the integration of these supports educators will effectively deliver high-quality, differentiated, data-driven instruction aligned with standards. | | |
| | **LEA Participation** | **Comments from LEA (optional)** |
| | **Y/N** | |
| **RIDE Commitment** | **LEA Commitment** | **LEA Benefits** |
| • Provide in-depth training in study of standards<br>• Provide a range of curriculum alignment and resource development opportunities and disseminate resources developed through statewide Instructional Management System<br>• Provide professional development integrating formative assessment in to daily instruction<br>• Develop interim assessments and in core content areas to be disseminated through state-wide Instructional Management System | • Identify educators to participate in various professional development opportunities<br>• Facilitate study of the standards and formative assessment trainings in LEA<br>• Provide educators access to interim assessments and curriculum resources through Instructional Management System | • Build educator knowledge of ongoing process of studying the standards to guide instruction aligned to state standards*<br>• Build educator knowledge of formative and interim assessment to inform instruction*<br>• Enhance comprehensive assessment system*<br>• Access to curriculum resources<br>• Gain valuable data to drive instructional decisions<br>• Measures of student achievement for educator evaluation system*<br>• Funding for PD, substitute staffing, and instructional management system |

**Exhibit 1- Preliminary Scope of Work**

| **Section (C) Data Systems to Support Instruction** | | |
|---|---|---|
| RIDE intends to strengthen the state's use of data to inform instructional decisions leading to improved student achievement by implementing state-wide data training for educators and leaders, building portal-access data dashboards and analytic tools, designing a state-wide instructional improvement platform and expanding researcher access to and analysis of state data. | | |
| **Subsection (C)(3) Using data to improve instruction.** This subsection proposes the way in which the state will work with LEAs to design instructional tools, train educators on how to use data to inform instruction and how the state will ensure that data are used, analyzed and reported to improve outcomes from preschool through careers. | | |
| **(C)(3) (i) Use of local instructional improvement systems.** | **LEA Participation** | **Comments from LEA (optional)** |
| *RIDE will design instructional improvement systems that connect LEAs to a rich array of tools and instructional resources.* | Y/N | |

| **RIDE Commitment** | **LEA Commitment** | **LEA Benefits** |
|---|---|---|
| • Design and implement a customizable instructional improvement platform<br>• Collect and retain local assessment data<br>• Develop test item bank | • Commit to state certification of local instructional improvement system<br>• Local instructional improvement system must meet global requirements set by RIDE | • Access to statewide instructional improvement platform<br>• Customized data dashboards<br>• Access to large bank of test items<br>• Ability to generate customized local assessments*<br>• Ability to analyze longitudinal student data* |

**Exhibit 1- Preliminary Scope of Work**

| **Section (C) Data Systems to Support Instruction** | | |
|---|---|---|
| RIDE intends to strengthen the state's use of data to inform instructional decisions leading to improved student achievement by implementing state-wide data training for educators and leaders, building portal-access data dashboards and analytic tools, designing a state-wide instructional improvement platform and expanding researcher access to and analysis of state data. | | |
| **Subsection (C)(3) Using data to improve instruction.** This subsection proposes the way in which the state will work with LEAs to design instructional tools, train educators on how to use data to inform instruction and how the state will ensure that data are used, analyzed and reported to improve outcomes from preschool through careers. | | |
| **(C)(3) (ii) Provide professional development on data driven decision making** | **LEA Participation** | **Comments from LEA (optional)** |
| *Teachers and leaders will be more effective in the classroom when they understand how to use data tools and analyze data to inform instructional decisions.* | Y/N | |

| **RIDE Commitment** | **LEA Commitment** | **LEA Benefits** |
|---|---|---|
| • Design web-based toolkits, online training guides, webinars<br>• Provide instructional improvement system help desk support<br>• Provide on-site coaching, feedback and support<br>• Commit to intensive data training in all participating districts | • 20% of teachers will undergo training to use data dashboards and implement the instructional improvement system<br>• Leadership Teams commit to weeklong summer 'Academy of School Leadership' Training Program<br>• Leadership Teams attend 3 one-day workshops during the course of the school year | • Training on interim assessments<br>• Support and training in assessing, analyzing and using data<br>• Data coaching throughout the school year |

**Exhibit 1- Preliminary Scope of Work**

| **Section (C) Data Systems to Support Instruction** | | |
|---|---|---|
| RIDE intends to strengthen the state's use of data to inform instructional decisions leading to improved student achievement by implementing state-wide data training for educators and leaders, building portal-access data dashboards and analytic tools, designing a state-wide instructional improvement platform and expanding researcher access to and analysis of state data. | | |
| **Subsection (C)(3) Using data to improve instruction.** This subsection proposes the way in which the state will work with LEAs to design instructional tools, train educators on how to use data to inform instruction and how the state will ensure that data are used, analyzed and reported to improve outcomes from preschool through careers. | | |
| **(C)(3) (iii) Availability and accessibility of data to researchers.** | **LEA Participation** | **Comments from LEA (optional)** |
| *The state will expand research access, capacity and use to ensure that LEAs have meaningful analysis of their instructional programs and use that information to adjust programs and instruction.* | Y/N | |

| RIDE Commitment | LEA Commitment | LEA Benefits |
|---|---|---|
| • Recruit and provide access to a wide range of qualitative and quantitative researchers<br>• Provide a research pool that LEAs can tap to do tailored analyses<br>• Disseminate local, state, regional and national publications and peer comparisons<br>• Oversee development of early warning indicators system and other predictive models | • Maintain data quality of local student information systems<br>• Participate in state-wide data governance and stewardship decision-making<br>• Upload periodically local assessment data and program information | • Reliable and valid analysis and reporting about student-level outcomes at the classroom, school and district levels*<br>• Predictive tools and models for determining student growth, at-risk and readiness factors<br>• Access to diversified researchers capable of multiple forms of analysis |

**Exhibit 1- Preliminary Scope of Work**

| **Section (D) Great Teachers and Leaders** | | |
|---|---|---|
| Rhode Island is committed to developing a series of tools, systems, and supports that ensure the state has an evaluation system based primarily on student achievement for teachers, principals, and support professionals. The evaluation process will provide data to inform targeted and high-quality professional development, compensation redesign, and human resource practices to attract, retain, reward, assign, and dismiss educators. | | |
| **Subsection (D)(2) Improving teacher and principal effectiveness based on performance.** Teachers, principals, and support professionals must be evaluated fairly, transparently, and reliably within a process that provides ongoing feedback and supports as well as summative judgments that must be used to ensure that every student has effective teachers and every school has an effective principal. | | |
| **(D)(2)(i) Approaches to measure student growth.** | **LEA Participation** | **Comments from LEA (optional)** |
| *Student growth and value-add methodologies will be developed for each achievement measure that will be factored into the evaluation. These measures will build over time and will be appropriate to the grade, population of students, and subject taught.* | Y/N | |

| **RIDE Commitment** | **LEA Commitment** | **LEA Benefits** |
|---|---|---|
| • Develop, with consultation from LEAS, a growth or value add measure for teachers and principals<br>• Provide districts with a growth or value add measure for principals and teachers<br>• Provide information session to explain growth and value-add methodologies | • Provide RIDE with teacher/ student assignments<br>• Submit local data for each of the multiple measures<br>• Participate in the development of the growth or value add model | • Provides all LEAs with consistent measures of student growth and achievement*<br>• Increases the expertise of district personnel in the analysis and use of value add or growth measures<br>• Funds all the technical work for student achievement measures for use in educator evaluations |

**Exhibit 1- Preliminary Scope of Work**

| **Section (D) Great Teachers and Leaders** | | |
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| Rhode Island is committed to developing a series of tools, systems, and supports that ensure the state has an evaluation system based primarily on student achievement for teachers, principals, and support professionals. The evaluation process will provide data to inform targeted and high-quality professional development, compensation redesign, and human resource practices to attract, retain, reward, assign, and dismiss educators. | | |
| **Subsection (D)(2) Improving teacher and principal effectiveness based on performance.** Teachers, principal, and support professionals must be evaluated fairly, transparently, and reliably within a process that provides ongoing feedback and supports as well as summative judgments that must be used to ensure that every student has effective teachers and every school has an effective principal. | | |
| **(D)(2)(ii) Design and implement evaluation systems.** | **LEA Participation** | **Comments from LEA (optional)** |
| *The RI Educator Evaluation Model will be developed in collaboration with participating LEAs and will benefit from technical assistance and guidance from national leaders in this area. Regents Regulations require that every LEA either develop an evaluation system that meets the RI Educator Evaluation System Standards or adopt the RI Model* | Y/N | |
| **RIDE Commitment** | **LEA Commitment** | **LEA Benefits** |
| • Design a model system that adheres to RI's Educator Evaluation Standards that will be adopted by participating districts<br>• Convene a Technical Advisory Committee to develop, guide, and refine the RI Model. Develop the student growth and value-add models. Identify valid and reliable achievement measures.<br>• Support communication and updates about the evaluation system to all educators using the model<br>• Train participating LEAs on how to implement the evaluation system | • Participate in the design of the RI Educator Evaluation Model system<br>• Attend meetings to provide feedback<br>• Create policies, structures, and contracts that support the evaluation system<br>• Provide a contact responsible for the implementation of the RIEEM system<br>• Create a rollout process for the district that informs and educates all staff on the new design | LEA's adopting the RI model will have:<br>• Funds for the design of their evaluation systems.<br>• Training provided for staff on how to implement the evaluation system |

**Exhibit 1- Preliminary Scope of Work**

| **Section (D) Great Teachers and Leaders** | | |
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| Rhode Island is committed to developing a series of tools, systems, and supports that ensure the state has an evaluation system based primarily on student achievement for teachers, principals, and support professionals. The evaluation process will provide data to inform targeted and high-quality professional development, compensation redesign, and human resource practices to attract, retain, reward, assign, and dismiss educators. | | |
| **Subsection (D) (2) Improving teacher and principal effectiveness based on performance.** Teachers, principal, and support professionals must be evaluated fairly, transparently, and reliably within a process that provides ongoing feedback and supports as well as summative judgments that must be used to ensure that every student has effective teachers and every school has an effective principal. | | |
| **(D)(2)(iii) Conduct Annual Evaluations** | **LEA Participation** | **Comments from LEA (optional)** |
| *LEAs that choose to implement the RI Model will have implementation training and support during the initial phase-in of the model.* | Y/N | |

| **RIDE Commitment** | **LEA Commitment** | **LEA Benefits** |
|---|---|---|
| • Ensure that every participating LEA implements the RI Model evaluation system or an approved evaluation model that is locally developed<br>• Provide data system to collect evaluation data from LEAs<br>• Provide support to principals, teacher leaders, and district leadership to ensure that the RI Model is implemented with fidelity | • Create structures, timelines, and processes that ensure that every educator is evaluated annually<br>• Provide targeted professional development supports within a reasonable timeline to educators as indicated by evaluation data<br>• Create accountable management systems that use evaluation data to provide evidence that schools have effective teachers and principals<br>• Report to RIDE required annual evaluation system data | • Meets requirement that every educator must be evaluated annually*<br>• Provides data system that supports the collection and use of evaluation data*<br>• Provides support to ensure that the evaluation is conducted fairly and reliably<br>• Provides funds to design an evaluation system on their own |

**Exhibit 1- Preliminary Scope of Work**

| **Section (D) Great Teachers and Leaders** | | |
|---|---|---|
| Rhode Island is committed to developing a series of tools, systems, and supports that ensure the state has an evaluation system based primarily on student achievement for teachers, principals, and support professionals. The evaluation process will provide data to inform targeted and high-quality professional development, compensation redesign, and human resource practices to attract, retain, reward, assign, and dismiss educators. | | |
| **Subsection (D) (2) Improving teacher and principal effectiveness based on performance.** Teachers, principal, and support professionals must be evaluated fairly, transparently, and reliably within a process that provides ongoing feedback and supports as well as summative judgments that must be used to ensure that every student has effective teachers and every school has an effective principal. | | |
| **(D)(2)(iv)(a) Use evaluations to inform professional development.** | **LEA Participation** | **Comments from LEA (optional)** |
| *Rhode Island's primary use of evaluation is to provide actionable information to improve teachers, support professionals and principals. The evaluation system components require that the evaluation provide ongoing and specific- feedback as part of the process. Further, the LEA must support teachers, support professionals and principals as required by the RI Educator Evaluation Standards.* | Y/N | |

| RIDE Commitment | LEA Commitment | LEA Benefits |
|---|---|---|
| • Conduct and share analysis of statewide evaluation data that links elements of the RI Model Evaluation System to effective practices<br>• Train principals, central office staff and teacher leaders using the RI Model on how to provide feedback that leads to targeted professional development plans | • Use evaluation data to identify individual, school-wide, and district-wide professional development needs<br>• Provide structures and work plans that support both formative and summative feedback to teachers, support professionals, and principals about professional development needs<br>• Develop professional development plans in partnership with teachers, support professionals and principals based on evaluation data that provides supports and multiple pathways to obtain support and tools needed to be successful | • Provides framework for required professional development plans and support for every evaluation system*<br>• Resources dedicated to professional development will be used more effectively and lead more directly to student achievement |

**Exhibit 1- Preliminary Scope of Work**

| **Section (D) Great Teachers and Leaders** | | |
|---|---|---|
| Rhode Island is committed to developing a series of tools, systems, and supports that ensure the state has an evaluation system based primarily on student achievement for teachers, principals, and support professionals. The evaluation process will provide data to inform targeted and high-quality professional development, compensation redesign, and human resource practices to attract, retain, reward, assign, and dismiss educators. | | |
| **Subsection (D)(2) Improving teacher and principal effectiveness based on performance** Teachers, principal, and support professionals must be evaluated fairly, transparently, and reliably within a process that provides ongoing feedback and supports as well as summative judgments that must be used to ensure that every student has effective teachers and every school has an effective principal. | | |
| **(D)(2)(iv) (b) Use evaluations to inform compensation, promotion and retention.** | **LEA Participation** | **Comments from LEA (optional)** |
| *Rhode Island's current compensation systems based on steps and lanes will benefit from the intensive study and development of two models that will be shared statewide.* | Y/N | |

| **RIDE Commitment** | **LEA Commitment** | **LEA Benefits** |
|---|---|---|
| • Structure a competitive process to award two study grants for the development of two compensation models- one that develops alternatives to steps and lanes and the other that rewards whole school performance | • Consider submitting a proposal that meets all criteria and includes all relevant partners in the project plan<br>• Develop a viable model that builds opportunities for professional growth and salary structures based on teacher, support professional and principal performance | • Access to national research expertise in this area to work with a district team<br>• Resources to develop a viable compensation model for the district |

**Exhibit 1- Preliminary Scope of Work**

| **Section (D) Great Teachers and Leaders** | | |
|---|---|---|
| Rhode Island is committed to developing a series of tools, systems, and supports that ensure the state has an evaluation system based primarily on student achievement for teachers, principals, and support professionals. The evaluation process will provide data to inform targeted and high-quality professional development, compensation redesign, and human resource practices to attract, retain, reward, assign, and dismiss educators. | | |
| **Subsection (D)(2) Improving teacher and principal effectiveness based on performance.** Teachers, principal, and support professionals must be evaluated fairly, transparently, and reliably within a process that provides ongoing feedback and supports as well as summative judgments that must be used to ensure that every student has effective teachers and every school has an effective principal. | | |
| **(D)(2) (iv) (c) Use evaluations to inform tenure and/or full certification.** | **LEA Participation** | **Comments from LEA (optional)** |
| *Granting tenure to new teachers is a critical employment and certification moment. Rhode Island is committed to ensuring that new teachers receive intensive support and granting tenure, thus professional certification, only to those teachers who demonstrate effectiveness.* | Y/N | |
| **RIDE Commitment** | **LEA Commitment** | **LEA Benefits** |
| • Support induction programs in several high-need districts<br>• Create or make available online to all districts high quality induction programs based on research and success- this includes structures and budget required<br>• Provide professional development to all districts to strengthen existing induction and mentoring models - and make available when possible training opportunities for any interested districts that wish to improve their district induction processes<br>• Develop and publish report cards for each educator preparation program based on evaluation data of new teachers, support professionals and principals | • Provide high-quality supports to new teachers in the first three years in the profession<br>• Districts may make their induction programs available to RIDE for review and comment<br>• Evaluate new teachers to provide on-going feedback and targeted support<br>• Grant tenure only to those new teachers who show high levels of effectiveness<br>• Submit all required evaluation data to RIDE | • Provides framework to meet legal requirements to mentor new teachers*<br>• Development of stronger induction programs focused on improving instruction<br>• Professional development provided by the state to strengthen induction programs<br>• LEA retains only those new teachers who demonstrate effectiveness before they become tenured* |

**Exhibit 1- Preliminary Scope of Work**

| **Section (D) Great Teachers and Leaders** | | |
|---|---|---|
| Rhode Island is committed to developing a series of tools, systems, and supports that ensure the state has an evaluation system based primarily on student achievement for teachers, principals, and support professionals. The evaluation process will provide data to inform targeted and high-quality professional development, compensation redesign, and human resource practices to attract, retain, reward, assign, and dismiss educators. | | |
| **Subsection D (2) Improving teacher and principal effectiveness based on performance.** Teachers, principal, and support professionals must be evaluated fairly, transparently, and reliably within a process that provides ongoing feedback and supports as well as summative judgments that must be used to ensure that every student has effective teachers and every school has an effective principal. | | |
| **(D)(2)(iv) (d) Use evaluation to dismiss ineffective educators.** | **LEA Participation** | **Comments from LEA (optional)** |
| *RI is committed to ensuring that no student has an ineffective teacher for two consecutive years.* | Y/N | |

| **RIDE Commitment** | **LEA Commitment** | **LEA Benefits** |
|---|---|---|
| • LEAs will be sent a list of all students who were taught by an ineffective teacher<br>• RIDE will monitor annual evaluation data to ensure the LEAs take appropriate actions with educators who have two years of ineffective evaluations<br>• Educators that have five years of ineffective evaluation data will not be eligible to have their license renewed | • LEAs will implement their evaluation systems with fidelity<br>• Educators will be provided with targeted support based on evaluation data<br>• Educators with two consecutive years of ineffective data will be dismissed<br>• Students who have been taught by an ineffective educator will be placed in a class with an effective or highly effective teacher the next year | • Establish stronger conditions for increasing student achievement *<br>• LEAs are better able to retain only effective educators |

**Exhibit 1- Preliminary Scope of Work**

| **Section (D) Great Teachers and Leaders** | | |
|---|---|---|
| Rhode Island is committed to developing a series of tools, systems, and supports that ensure the state has an evaluation system based primarily on student achievement for teachers, principals, and support professionals. The evaluation process will provide data to inform targeted and high-quality professional development, compensation redesign, and human resource practices to attract, retain, reward, assign, and dismiss educators. | | |
| **Subsection (D)(3) Ensuring equitable distribution of effective teachers and principals.** All RI students must have opportunities to learn from effective teachers and principals who are supported in their roles. Shortage area monitoring, hiring and assignment protocols that ensure assignments based on student need and educator effectiveness and encouraging high quality preparation programs in shortage areas will guarantee this for all RI students. | | |
| **(D)(3) (i) Ensure equitable distribution in high poverty, high minority schools.** | **LEA Participation** | **Comments from LEA (optional)** |
| *RIDE is committed to the effective human capital management systems that include selective screening methods to determine a match between student need and educator effectiveness.* | Y/N | |

| **RIDE Commitment** | **LEA Commitment** | **LEA Benefits** |
|---|---|---|
| • Monitor educator evaluation data to provide LEAs with information to be accountable for equitable distribution<br>• Train school and district leadership teams (C)(3) on how to effectively use data tools to monitor the distribution of effective teachers, support professionals, and principals | • Leadership teams will be trained on how to use evaluation data to better manage their human resources<br>• Implement criterion-based hiring practices to match highly effective teachers with students who have significant achievement gaps<br>• Ensure equitable distribution of effective experienced teachers with the selection of promising new teachers and prohibit ineffective teachers from transferring into high poverty, high minority schools<br>• Report required evaluation and assignment data | • Allows LEA to maintain control of its ability to recruit, hire and assign personnel*<br>• Allows LEAs to make teacher assignments based on student need*<br>• Establish stronger conditions for student achievement*<br>• Greater equitable distribution of educators in all schools* |

**Exhibit 1- Preliminary Scope of Work**

| **Section (D) Great Teachers and Leaders** | | |
|---|---|---|
| Rhode Island is committed to developing a series of tools, systems, and supports that ensure the state has an evaluation system based primarily on student achievement for teachers, principals, and support professionals. The evaluation process will provide data to inform targeted and high-quality professional development, compensation redesign, and human resource practices to attract, retain, reward, assign, and dismiss educators. | | |
| **Subsection (D)(3) Ensuring equitable distribution of effective teachers and principals.** All RI students must have opportunities to learn from effective teachers and principals who are supported in their roles. Shortage area monitoring, hiring and assignment protocols that ensure assignments based on student need and educator effectiveness and encouraging high quality preparation programs in shortage areas will guarantee this for all RI students. | | |
| **(D)(3)(ii) Increase numbers of effective teachers in hard-to-staff subjects and specialty areas.** | **LEA Participation** | **Comments from LEA (optional)** |
| *RIDE will monitor hard-to-staff subjects encourage high quality preparation programs in these areas and provide on-going professional development opportunities to increase the effectiveness of hard-to-staff subject area teachers.* | Y/N | |

| **RIDE Commitment** | **LEA Commitment** | **LEA Benefits** |
|---|---|---|
| • Establish a state-wide recruitment web site<br>• Collect and monitor data on hard-to-staff subject areas<br>• Collect retirement patterns from the RI Retirement Board to project needs<br>• Attract high-quality preparation programs to increase the number of effective educators in hard-to-staff subject areas<br>• Share annual data with all educator preparation programs<br>• Provide professional development targeted to hard to staff subject areas | • Use the website to post new positions to increase the potential applicant pool of effective teachers in that area<br>• Provide requested data on new hires and applicant pool information<br>• Send teachers to professional development sessions directly connected to the hard-to-staff subject areas | • Deeper applicant pools for hard to staff subjects<br>• More highly trained educators in math, science, ELL and special education |

**Exhibit 1- Preliminary Scope of Work**

## Section (D) Great Teachers and Leaders

Rhode Island is committed to developing a series of tools, systems, and supports that ensure the state has an evaluation system based primarily on student achievement for teachers, principals, and support professionals. The evaluation process will provide data to inform targeted and high-quality professional development, compensation redesign, and human resource practices to attract, retain, reward, assign, and dismiss educators.

**Subsection (D)(5) Providing effective support to teachers and principals.** Rhode Island's approach to reform depends on the effectiveness of all the adults in the education system. In order to reach the goals RI has outlined, it must be backed up with induction support for new teachers, instructional support for classroom teachers, leadership development for new and experienced leaders and fair, valid and reliable evaluation systems that provide meaningful feedback to guide improvement. RI cannot improve student achievement and achieve all its goals without actionable supports for all educators.

| **(D)(5)(i) Quality professional development.** | **LEA Participation** | **Comments from LEA (optional)** |
|---|---|---|
| *The principal, teacher leaders, and district leadership teams are responsible and positioned to support and develop effective teachers. RI's plan ensures that these leaders are provided with intensive professional development in high-quality, data-driven practices that will change the daily instruction and assessment routines in all RI schools and classrooms.* | Y/N | |

| **RIDE Commitment** | **LEA Commitment** | **LEA Benefits** |
|---|---|---|
| • RIDE will develop the Academy of School Leadership that is specifically focused on training new principals for high need schools and developing the capacity of existing principals and leaders statewide<br>• The Academy of School Leadership will develop programs of study to support school committees, superintendents, and district leadership capacity to foster policies of student-centered practices<br>• Train administrators on how to use data to plan for professional development<br>• Provide comprehensive data tools (C)(3) that support analyses to develop professional development plans | • Identify school leadership teams to participate in professional development related to instruction, assessment, and data use<br>• Design comprehensive professional development plans for the district and school based on instructional goals the analysis of comprehensive data and to build the capacity of every teacher in the LEA<br>• Ensure that the there are structures in place that allow for professional development<br>• Participate in optional professional development as needs are identified in the district | • Effective use of professional development resources that lead to improved student achievement*<br>• Cohesive leadership is developed at all levels—school committee to teacher leaders, that is focused on consistent practices that lead to improved student achievement* |

**Exhibit 1- Preliminary Scope of Work**

| **Section (D) Great Teachers and Leaders** | | |
|---|---|---|
| Rhode Island is committed to developing a series of tools, systems, and supports that ensure the state has an evaluation system based primarily on student achievement for teachers, principals, and support professionals. The evaluation process will provide data to inform targeted and high-quality professional development, compensation redesign, and human resource practices to attract, retain, reward, assign, and dismiss educators. | | |
| **Subsection (D)(5) Providing effective support to teachers and principals.** | | |
| **(D)(5)(ii) Measure and improve the effectiveness of professional development.** | **LEA Participation** | **Comments from LEA (optional)** |
| *RIDE and LEAs have tremendous latitude to select who and what will be done to support teachers and leaders. We are committed to ensuring that there are resources used to identify the most effective professional development within a carefully planned program.* | Y/N | |

| RIDE Commitment | LEA Commitment | LEA Benefits |
|---|---|---|
| • RIDE selects professional development partners for all RTTT initiatives that have documented evidence of effectiveness<br>• Provide reports that link professional development providers that have demonstrated impacts on teacher practice and student achievement<br>• The Academy of School Leadership will develop modules in response to high-level needs that emerge from data gathered from the educator evaluation process | • Commit to use only professional development partners with proven records of effectiveness | • LEAs will have access to public lists of professional development partners that have proven records of effectiveness |

**Exhibit 1- Preliminary Scope of Work**

| **Section (E) Turning Around the Lowest-Achieving Schools** | | |
|---|---|---|
| Section E Articulates the plans for intervention and support to close achievement gaps, accelerate student growth and generate academic success in the state's persistently low-achieving schools. | | |
| **Subsection (E)(2) Turning around the lowest-achieving schools.** RIDE, in collaboration with LEAs, will take a comprehensive approach to reform, focusing on all elements that support student achievement: standards based curriculum instruction and assessments; data based accountability and evaluation; leadership and governance; professional development; culture and climate focused on student success; external resources and supports that align with school improvement goals, ongoing parental and community involvement; extended learning activities; structural reform strategies and highly effective teachers and leaders. | | |
| **(E)(2) Turning around the lowest –achieving schools.** | **LEA Participation** | **Comments from LEA (optional)** |
| Section E discusses the extent to which the State has a high-quality plan and ambitious yet achievable annual targets to turn around the persistently lowest achieving schools in the state. | **Y/N** | |

| **RIDE Commitment** | **LEA Commitment** | **LEA Benefits** |
|---|---|---|
| • Develop protocol for intervention in persistently lowest achieving schools<br>• Invest in a cadre of effective teachers and leaders<br>• Invest in experts, training and programs for schools aligned to best practices<br>• Invest in innovative options to accelerate student achievement | If the LEA has a school identified as persistently low achieving:<br>• Develop a comprehensive school reform plan to guide implementation of selected model<br>• Use the planning year for local school leadership to create the conditions for reform<br>• Use data-driven evaluation of student progress<br>• Support innovation in options for schooling that promote student success | • Meet legal requirements for comprehensive school intervention*<br>• Create school environment focused on best practices geared towards student success<br>• Capacity to maintain changes at the school level affecting student outcomes<br>• Longitudinal data sources to measure school efforts, adapt programming and increase academic achievement |

# Appendix (A)(2)-1

# Letters of Support

# Letters of Support Received for Rhode Island's Phase II Race to the Top Application

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|---|
| A. Ralph Mollis, RI Secretary of State |
| Alan Shawn Feinstein Middle School of Coventry |
| Alliance for a Livable Newport |
| American Hellenic Educational Progressive Association |
| Annenberg Institute for School Reform, Brown University |
| Association of Independent Colleges & Universities of RI |
| Brown University |
| Center for Hispanic Policy and Advocacy |
| Cesar Chavez Committee of R.I. and Avancemos Alliance |
| Child Opportunity Zone |
| Children's Friend |
| Children's Holistic Collaborative |
| City Year RI |
| David N. Cicilline, Mayor of Providence |
| Democracy Prep Blackstone Valley Charter School |
| Denise E. Frederick, Teacher, Wickford Middle School |
| East Bay Educational Collaborative |
| East Providence School Department |
| Education Development Center, Inc. |
| Eli and Edythe Broad Foundation, The |
| Elizabeth H. Roberts, RI Lieutenant Governor |
| Erika Sanzi, Parent |
| Family Services of RI |
| Frank T. Caprio, RI General Treasurer |
| French Town Elementary School Parent-Teacher Group |
| Geri McCarthy, Milken Educator, Teacher |
| Grantmakers Council of RI |
| Great Schools Partnership |
| Greater Providence Chamber of Commerce |
| Hanna M. Gallo, Chair, Committee on Education, RI Senate |
| Hasbro, Inc. |
| Hospital Association of RI |
| International Charter School |

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| Jaime Crowley, Milken Educator, Assistant Principal |
| John Robitaille, Republican Candidate for Governor |
| Joseph M. McNamara, Chair, Health, Education, & Welfare, RI House of Representatives |
| Ken Block, Moderate Candidate for Governor |
| Kids First |
| Learning Community Charter School |
| Len DeAngelis, RI Teacher of the Year |
| Lincoln Chafee, Independent Candidate for Governor |
| May 5, 2010 Community Forum Statement of Support |
| May 8, 2010 Community Forum Statement of Support |
| May 10, 2010 Community Forum Statement of Support |
| May 13, 2010 Community Forum Statement of Support |
| MET School, The |
| Newport Chamber of Commerce |
| Nichole Wood, School Volunteer |
| Northern RI Chamber of Commerce |
| Panoutsopoulos, Dr. and Mrs., Parents |
| Parent Leadership Training Institute of Providence |
| Patrick J. Kennedy and James R. Langevin, U.S. Congressmen |
| Principal Residency Network |
| Progreso Latino |
| Providence Plan |
| Providence Public School District |
| Rachel Toncelli, Parent |
| Ready to Learn Providence |
| RI After School Plus Alliance |
| RI Association for Supervision and Curriculum Development |
| RI Association for the Education of Young Children |
| RI Association of School Business Officials |
| RI Association of School Committees |
| RI Association of School Principals, Norma Cole, President |
| RI Association of School Principals, Patricia Hines, Executive Director |
| RI Board of Governors for Higher Education |
| RI Campaign for Achievement (RI-CAN) |
| RI College |
| RI Commodores |
| RI Economic Development Corporation |

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|---|
| RI Federation of Teachers and Health Professionals |
| RI Foundation, The |
| RI General Assembly |
| RI Higher Education Assistance Authority |
| RI Interfaith Coalition |
| RI KIDS COUNT |
| RI League of Charter Schools |
| RI Mayoral Academies |
| RI Middle Level Educators |
| RI Parent Information Network |
| RI Parent-Teacher Association |
| RI Public Expenditure Council |
| RI School Counselors Association |
| RI School for the Deaf |
| RI School Superintendents' Association |
| RI Science and Technology Advisory Council |
| RI State Council of Churches |
| RI State Council on the Arts |
| Robert A. Watson, Minority Leader, RI House of Representatives |
| Scott Avedisian, Mayor of Warwick |
| Segue Institute for Learning |
| Steven M. Costantino, Chair, House Finance Committee, RI House of Representatives |
| Swearer Center for Public Service, Brown University |
| United Way of RI |
| University of RI |
| Urban Collaborative Accelerated Program |
| Way to Go RI |
| Young Voices |
| Youth in Action |

**A. Ralph Mollis**
Secretary of State
State of Rhode Island and Providence Plantations

May 17, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I wish to express my strong support for Rhode Island's Race to the Top Round Two grant application. Transforming our entire education system will positively impact our State in ways that are both obvious and not so obvious. Obtaining this grant will be a significant help in beginning that transformation.

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart its vision for improving education for all students: transforming persistently struggling schools, closing achievement gaps, and helping schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement.

Transforming our schools in this way will quite obviously have a positive impact on our student population. Not so obvious, however, is the impact that this program will have on the State's economy. One of the reasons identified by business and government leaders for the state's inability to attract new growth and high tech business to Rhode Island is the limited availability of an educated work force. The systemic problems with our economic infrastructure can be cured only through the type of educational transformation envisioned by Race to the Top.

I am confident that Rhode Island's leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the state's Race to the top application. I have been pleased to observe the Rhode Island Department of Education's steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students, and community organizations as it goes about this important work. There is a great spirit of cooperation within our state, and we are ready to embark in a cooperative effort, as a community, to increase student achievement in the state of Rhode Island.

I appreciate your careful consideration of Rhode Island's Race to the Top application and ask that you keep me informed as the review process progresses.

Sincerely,

A. Ralph Mollis
Secretary of State

*State House*
*Room 217*
*Providence, RI 02903*
*Phone: 401-222-2357 – Fax: 401-222-1356*

May 10, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I am writing today to express my strong support for Rhode Island's Race to the Top Round Two application. A couple months ago, I encouraged three state-wide professional organizations (Rhode Island Association of School Principals, Rhode Island Middle Level Educators, and Rhode Island Association of Curriculum and Supervision) to come together and educate its members on three documents - Race to the Top Application, *Transforming Education in Rhode Island Strategic Plan 2010-2015*, and Rhode Island Basic Education Program - outlining the foundation and vision for education in Rhode Island. As a result, Rhode Island Association of School Principals hosted a forum in which leaders from all three associations presented overviews of the documents. In addition to providing educators with an opportunity to learn about the documents, educators were able engage in constructive conversation, ask questions, and provide feedback which was forwarded to Commissioner Gist. Most recently, I attended two face-to-face meetings with Commissioner Gist. In doing so, I was able to ask clarifying questions and provide further feedback. Consequently, the latest draft of the Race to the Top Application reflects my input and feedback. Being awarded Race to the Top would certainly provide the resources necessary to support *Transforming Education in Rhode Island Strategic Plan 2010-2015* which clearly outlines priorities, strategies, goals and measureable objectives to transform education in Rhode Island.

Improving education in Rhode Island is a top priority. Rhode Island educators aspire to know students' skills and competencies at the individual level so support, intervention, instruction, and assessment can be tailored accordingly. The Race to the Top Application clearly outlines means to provide educators with the necessary tools to do so - a user friendly data based dash board system; common, reliable, and valid formative assessment measures for all content areas; and an evaluation system that prioritizes student growth and achievement. For the first time, ALL teachers will need to develop lessons and instruct with a focus on INDIVIDUAL student readiness, support, and learning style, not content.

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart the transformation of persistently struggling schools, to begin closing achievement gaps, and to help schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement.

I am confident that Rhode Island's leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the state's Race to the Top application. I have been pleased to observe the Rhode Island Department of Education's steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students, and community organizations, as it goes about this important work.

I appreciate your careful consideration of Rhode Island's Race to the Top application.

Sincerely,

Dr. Michael Almeida
Principal
Alan Shawn Feinstein Middle School of Coventry

May 12, 2010

Race to the Top Review Committee
U.S. Department of Education400
Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members,

We are writing today to express the Alliance for a Livable Newport's strong support for Rhode Island's Race to the Top Round Two application. The ALN is comprised of a diverse group of residents and neighborhood associations with a mission of improving the quality of life throughout Newport and partnering with local government, schools and businesses to benefit all our neighborhoods.

Improving education in Rhode Island is a top priority, not only for our Alliance but for concerned citizens throughout our city.

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart the transformation of persistently struggling schools, to begin closing achievement gaps and to help school build the infrastructure that inspired, expert educators will need in order to improve student achievement.

The Alliance of a Livable Newport is confident that Rhode Island's leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the state's Race to the Top application. The ALN has been pleased to observe the Rhode Island Department of Educations' steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students and community organizations as it goes about this important work.

We appreciate your careful consideration of the Rhode Island Race to the Top Application.

Sincerely,

The Board of Directors
Alliance for a Livable Newport
Newport, Rhode Island

# The ORDER of AHEPA family

**AHEPA FOUNDED**
**July 26, 1926**

**CHARTERED**
**November 24, 1929**

## AHEPA - Maud Howe Elliott Chapter 245

and

## Daughters of Penelope - Ares Chapter 49

87 Girard Avenue (AHEPA Apartments)
Newport, RI 02840, USA

**President:**
B. Panoutsopoulos, Ph.D.
12 Connecticut Avenue
Middletown, RI 02842

**Vice-President:**
M. Sisak, Ph.D.
Wintergreen Drive
Middletown, RI 02842

**Secretary:**
G. Anagnostos, PSS
148 Ethel Drive
Portsmouth, RI 02871

**Treasurer:**
G. Koulouvardis
52 Charles Street
Newport, RI 02840

**Clubroom Telephone:**
(401) 849-5298

**Chapter e-mail address:**
AHEPA245@Verizon.net

**Web page:**
www.ahepa.org

13th of May 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

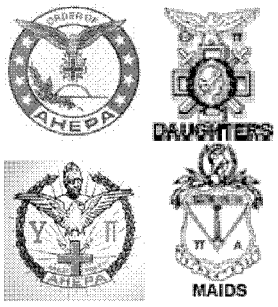
I am writing today to express the American Hellenic Educational Progressive Association (AHEPA) and its auxiliary Daughters of Penelope Chapters of Newport, RI, strong support for Rhode Island's Race to the Top Round Two application. The mission of the AHEPA Family is to promote Hellenism, Education, Philanthropy, Civic Responsibility, and Family and Individual Excellence. AHEPA was founded July 26, 1922, in Atlanta, Georgia, by visionary Americans of Greek descent to protect Hellenes from the evils of bigotry and to help assimilate them into American society in the early 20th Century.

A well-educated person in ancient Greece was instructed in all areas of knowledge. The education of mind, body, and aesthetic sense was, according to Plato, so that the person "may learn to be more gentle, and harmonious, and rhythmical, and so more fitted for speech and action; for the life of man in every part has need of harmony and rhythm." No other civilization held the ideal of physical perfection and mental well-being in such high level. Both went hand in hand with a strong, healthy body housing a strong balanced mind. Socrates concluded that a 'good life' is a life devoted to the pursuit of excellence - physical, intellectual and ethical.

The local chapters of the AHEPA family recognizes the importance of good and well rounded education (PAIDEIA) in Rhode Island and supports it as a top priority. The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart the transformation of persistently struggling schools, to begin closing achievement gaps, and to help schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement.

We the members of the local chapters of the AHEPA family are confident that Rhode Island's

**THE AHEPA FAMILY**




leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the state's Race to the Top application.

We have been pleased to observe the Rhode Island Department of Education's steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students, and community organizations, as it goes about this important work. Along with Alexander the Great we should be able to say "I am indebted to my parents for living, but to my teacher for living well." Aristotle was his teacher.

We appreciate your careful consideration of Rhode Island's Race to the Top application.

Sincerely,

Basile Panoutsopoulos, Ph.D.
For the AHEPA Family of Newport, RI

May 14, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I wish to express the strong support of the Annenberg Institute for School Reform at Brown University for Rhode Island's Race to the Top grant application. The mission of the Annenberg Institute is to develop, share and act on knowledge that improves the conditions and outcomes of schooling in America, especially in our urban communities, values that permeate the Rhode Island application. While most of the Institute's capacity building work is national in scope, in recent years we have become more deeply involved in transforming urban education systems here in Rhode Island, primarily through our work in support of Governor Carcieri's Urban Education Task Force which I was privileged to chair.

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Providence, RI 02912
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F 401.863.1290

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New York, NY 10279
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F 212.964.1057

www.annenberginstitute.org

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart its vision for improving education for all students: transforming persistently struggling schools, closing achievement gaps, and helping schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement.

The application articulates a number of areas of mutual strategic interest for the Institute and the state. Educator quality, as envisioned in the *Great Teachers and Great Leaders* agenda, is a major focus of our current work as we support of the Ford Foundation's commitment to attracting our strongest teachers to hard-to-staff schools. Likewise, at the heart of the *Data Systems to Support Instruction* priority is a shared commitment to getting timely, reliable information into the hands of educators, parents and the community. Specifically, the Institute welcomes the opportunity to partner with RIDE to strengthen professional and community capacity statewide to access and use the state's formidable data warehouse. This new knowledge and skills will ensure that youngsters receive targeted, high quality educational and student support services.

I am confident that Rhode Island's leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the state's Race to the Top application. I have been pleased to observe the Rhode Island Department of Education's steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students, and community organizations as it goes about this important work. There is a great spirit of cooperation within our state, and we are ready to work together, as a community, to increase student achievement in the state of Rhode Island.

I appreciate your careful consideration of Rhode Island's Race to the Top application and ask that you keep me informed as the review process progresses.

Sincerely,

(b)(6)

Warren Simmons
Executive Director

AICU Rhode Island
Association of Independent Colleges & Universities of Rhode Island

Brown University • Bryant University • Johnson & Wales University • New England Institute of Technology
Providence College • Rhode Island School of Design • Roger Williams University • Salve Regina University

May 14, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I wish to express the Association of Independent Colleges or Rhode Island's (AICU *Rhode Island)* strong support for Rhode Island's Race to the Top grant application. Improving Rhode Island education is of primary concern to AICU *Rhode Island* members. Our common educational mission and our six teaching programs make us a day-to-day ally with the Rhode Island Board of Regents (Regents). Coupled with our standing as a leading economic sector as one of the state's leading employers, the success of our education system is selfishly motivated on behalf of our employees, faculty, staff and alumni who call Rhode Island home.

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart its vision for improving education for all students: transforming persistently struggling schools, closing achievement gaps, and helping schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement.

Strengthening our teacher certification programs and developing excellent educators is a shared goal of our six institutions with teaching programs and the Regents. As active partners in that effort we hope to continue, and expedite, the many actions already underway in collaboration with Race to the Top grant funding.

I am confident that Rhode Island's leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the state's Race to the Top application. I have been pleased to observe the Rhode Island Department of Education's steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students, and community organizations, as it goes about this important work. That spirit of commitment has been only increased and been strengthened during this second-round application process.

I appreciate your careful consideration of Rhode Island's Race to the Top application and ask that you keep me informed as the review process progresses.

Sincerely,

(b)(6)

Daniel P. Egan
President

30 Exchange Terrace, Providence, RI 02903 / Tel. (401) 272-8270 • Fax (401) 272-9194 /www.aicuri.org

BROWN UNIVERSITY

OFFICE OF THE PRESIDENT
Box 1860 • Providence, RI 02912 • USA
Phone 401 863-2234 • Fax 401 863-7737

*Ruth J. Simmons*

May 21, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members,

On behalf of Brown University, I write in support of Rhode Island's Race to the Top Round Two application. The proposal sets forth a plan to improve access to quality education for every child throughout the State of Rhode Island, from pre-Kindergarten through high school graduation. The application emphasizes the value of forging vital partnerships with government, community, educational, and business organizations at every level, which is essential for achieving real and enduring success. I urge that you give the application every consideration.

The essence of this proposal is very much aligned with Brown's mission "to serve the community, the nation, and the world by discovering, communicating, and preserving knowledge and understanding in a spirit of free inquiry and by educating and preparing students to discharge the offices of life with usefulness and reputation." We must offer all of our young people, regardless of the socioeconomic status of their families, their race or religion, or whether they reside in urban, rural, or suburban Rhode Island, access to the tools needed to achieve high academic standards.

All students deserve the opportunity to be held to high expectations by a team of highly-qualified, well-trained, invested educational professionals at each level and in every role. Rhode Island students have lagged behind their counterparts in many other states in reading and math proficiency, graduation rates, and entrance into four-year colleges and universities. There are unacceptable discrepancies among groups of students within our state. Without a strong educational footing, too many of Rhode Island's students have been unable to reach for and achieve their utmost potential. To address these vexing issues requires solid data. Rhode Island's application calls for data-driven decision making and for monitoring student progress with a data system that links pre-Kindergarten to post secondary opportunities and to developing standards for college readiness.

The Race to the Top grant award, together with the vision and courage that Commissioner of Education Deborah Gist has brought to her role, provides the momentum and direction essential to strengthening our State's public schools. Race to the Top can provide us with the tools to

ensure that the students of today have every opportunity to understand and cultivate their many talents. The educational community, together with its committed partners, is poised for change and prepared to do the work needed to pursue excellence.

Brown has played an important role in the development of the Rhode Island Race to the Top Round Two application. Brown's Urban Education Policy Program, through the work of Professor Kenneth Wong, Ph.D. and with support from two graduate assistants, has assisted Commissioner Gist in designing a more equitable school funding formula, thus meeting a key requirement of the application. Brown's Education Department is also working with RIDE and other partners (such as Teach for America) to expand the pipeline of well-trained teachers and school leaders, contributing to more equitable distribution of effective educators particularly in urban, low-income communities. Other academic departments at Brown in the physical sciences are ready to support professional development initiatives in the STEM areas as identified in the application.

The Rhode Island Department of Education has shown steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students, institutions of higher education, and community organizations. With this unique and powerful collaboration and investment supporting them, Rhode Island students can reach the top.

I appreciate your careful consideration of Rhode Island's Race to the Top application and hope that you agree that our state is ready to do what is right and necessary to give each of our children the education that they deserve.

Sincerely,

Ruth Simmons

CHisPA CENTER for HISPANIC POLICY & ADVOCACY
—Working Successfully with Communities in Transition—

401.467.0111 phone ▪ 401.467.2507 fax ▪ www.CHISPAri.org
421 Elmwood Avenue ▪ Providence, Rhode Island 02907

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*Affiliate*

May 14, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I wish to express the Center for Hispanic Policy & Advocacy's (CHisPA) strong support for Rhode Island's Race to the Top Round Two grant application. As an organization that houses an alternative high school, The Bridge School, we believe that it is imperative that Rhode Island close the achievement gap for our Latino students. Recent NEAP math scores show that not only is Rhode Island producing wide inequities for its Latino students, its Latino students rank last among all other states in test scores – CHisPA is committed to changing this trend. Improving education in Rhode Island is a top priority for CHisPA because the students of today are the leaders and workers of the future. As it stands, Latino student's and English language learners scores in all grade levels in Rhode Island are currently below the national average across all levels of proficiency.

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart its vision for improving education for all students: transforming persistently struggling schools, closing achievement gaps, and helping schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement.

The Center for Hispanic Policy & Advocacy is confident that Rhode Island's leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the state's Race to the Top application. We have been pleased to observe the Rhode Island Department of Education's steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students, and community organizations, as it goes about this important work.

I appreciate your careful consideration of Rhode Island's Race to the Top application.

Sincerely,

(b)(6)

Michelle Cortes-Harkins
Executive Director

May 13, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

We are writing to voice the support of the **Cesar Chavez Committee of R.I.** and **Avancemos Alliance** for the Race to the Top application. As Latino American organizations, we have a vested interest in the education of Latino youth in Rhode Island. Our members are terribly concerned about the dropout rate for Latinos in Rhode Island. Presently, our state's educational system is failing our youth and we fear for the future of our youngsters. We were recently informed by Commissioner Gist that Rhode Island's Latino students are among the lowest performing in the country. The urgency to address their needs is of the highest importance to us. With the resources afforded by Race to the Top funds, we know reform can take place to begin to address this travesty.

We support the reform efforts being advanced by Commissioner Gist and her staff. With Commissioner Gist at the helm of Rhode Island's educational reforms, we feel confident our Latino students will begin to show improvement. We support the reform efforts that will rebuild the infrastructure of our schools and hold educators accountable for our children's education. However, reform requires the necessary resources.

We fully support the agenda in Rhode Island's Race to the Top application. We will continue to advocate for reform whether or not R.I. is granted Race to the Top funding. However, we are keenly aware of the necessity for funds at this time. We ask that you consider Rhode Island and our students in the screening process. While we advocate for Latino students, our true intent is to improve the education of every child in the state.

Please consider Rhode Island's Race to the Top application. The times are critical in our state. We are in desperate need to improve the education and lives of our Latino youth in the state. The distinction of having the lowest performing Latino students in the country needs to be addressed. We will be grateful for the resources to address and correct the problem.

Respectfully,
***Sandy Riojas*** and ***Julio Cesar Aragon***,
on behalf of the **Cesar Chavez Committee of R.I.** and **Avancemos Alliance**

May 14, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.D. 20202

Dear Review Committee Member:

We are writing to express support by the Child Opportunity Zone (COZ), Rhode Island's full service community school initiative, for the state's application for funds from the federal *Race to the Top*. We understand that the State seeks a grant from the U.S. Department of Education to transform education in Rhode Island by investing in the key components of: 1) ensuring educator excellence; 2) accelerating all schools toward greatness; 3) establishing world class standards and assessments; and 4) developing user-friendly data systems.

We agree that *Race to the Top* represents Rhode Island's best chance to engage in the fundamental reforms that are needed to turn around persistently struggling schools and close achievement gaps so that all students are prepared to succeed in a high technology global economy. Our full service community school initiative, providing transformational, community and educational services in ten communities throughout the state, is in a unique position to help make this vision a reality. For the past seventeen years, we have provided services in these ten communities that were designed to remove barriers to learning, particularly in underperforming districts, make community assets fully available to address the needs of learners, and build bridges between schools, families and communities--proven strategies for student support.

We stand ready to support and further the state's agenda for transforming education. By joining community-based agencies and groups committed to this same goal, we know that Rhode Island can win this *Race to the Top*.

Sincerely,

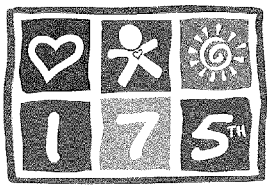
(b)(6)

Terese Curtin, Co-Chair
Rhode Island Alliance for
Full Service Community Schools

(b)(6)

Mary Parella, Co-Chair
Rhode Island Alliance for
Full Service Community Schools

Making a difference...
one child at a time.



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401.729.5899 TDD

childrensfriendri.org

May 10, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I wish to express my strong support for Rhode Island's Round 2 Race to the Top grant proposal. Children's Friend operates Head Start and Early Head Start programs in Providence and the Blackstone Valley. We are one of the largest providers of early childhood services in Rhode Island, serving the neediest children and families within these communities. We know that a comprehensive, high quality early education program is critical to preparing children for success when they enter school. We also recognize teacher preparation as one of the critical components of high quality education programs. All of our Head Start classrooms have degreed teachers, as well as professional development plans – one of the components of high quality early childhood programs. We also operate CHILDSPAN. CHILDSPAN provides professional development opportunities to infant, toddler, and preschool early educators, as well as school age child care providers. Strengthening the quality of programs that provide services before children enter school, as well as providing them high quality experiences that wrap around the school day and meet family needs, is a priority of the agency.

The agenda set forth in Rhode Island's Round 2 Race to the Top proposal promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart its vision for improving education for all students: transforming persistently struggling schools, closing achievement gaps, and helping schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement.

Children's Friend is committed to improving the quality of our early childhood programs to ensure that children enter school prepared to succeed. The ways that we are doing this is through highly qualified teachers, ongoing professional development, and regular teacher evaluation, establishing and measuring child outcomes and using the data to improve our program. When children leave our program and enter the public schools, they deserve the same commitment to high quality education so that they can continue to build upon the gains that they made during their preschool experience. Rhode Island's Round 2 Race to the Top

CHILDREN'S FRIEND

proposal has those components that are shown to make a difference in ensuring that all our schools are high performing. All of our children deserve to be in high performing schools. This is particularly critical for those children from low-income communities who are entering school with the challenges associated with poverty. Children's Friend will continue to ensure that children have a "Head Start" when they enter kindergarten. The schools need assistance in ensuring that those gains are not lost as children progress through the system. Our children cannot wait and we cannot lose another generation – reforms need to be implemented now.

I am confident that Rhode Island's leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the Rhode Island's Round 2 Race to the Top proposal. I have been pleased to observe the Rhode Island Department of Education's steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students, and community organizations as it goes about this important work. There is a great spirit of cooperation within our state, and we are ready to work together, as a community, to increase student achievement in the state of Rhode Island.

I appreciate your careful consideration of Rhode Island's Round 2 Race to the Top proposal and ask that you keep me informed as the review process progresses.

Sincerely,

(b)(6)

David Caprio
Executive Director

May 14, 2010

Race to the Top Review Committee
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I am writing today to express my support for the Rhode Island's Race to the Top Round Two Application. I am the Director of the *Children's Holistic Collaborative* and we believe that it is a great time of change for our children and for ourselves.

Improving education is a top priority because children spend the most amount of weekly time in school. In many instances, families have handed over the responsibility of raising their children to the educators. Many amazing teachers have accepted that responsibility with an open heart; however, in many cases it has caused emotional depletion, blurred boundaries, and resentment from under appreciation. The children feel and experience EVERY thing that a teacher brings to class and many of their own behaviors are reactions to that energy; meanwhile the families are not challenged to grow.

These open discussions on the Race to the Top have initiated a well-needed look at ALL of the educational needs in the state. SO many individuals and organizations have stepped forward out of the world of the web and are sharing their interests and efforts towards helping children and their communities. I have full confidence in the intentions of Commissioner Gist and her staff as they work to create change through reform and taking hard and uncomfortable looks at the state of Education here in Rhode Island. Whether we win the bid or not, change has begun here in Rhode Island and our eyes are on improvements, communication, and balance.

I have full confidence that Rhode Island is capable and determined enough to revolutionize education as a model that all other states will look towards with pride, admiration, and inspiration. Rhode Island was founded as a haven for freedom of religion. Many religions came here first to establish congregations. May Rhode Island be a haven for a New Way of raising children where they are empowered, the teachers are empowered and the families are empowered. I know it is our destiny as a state and I know that we will accomplish this common goal.

Spirit cannot be controlled by any model or structure. We all have Spirit, share Spirit, and Spirit will move us towards the New Way of health, wholeness and Joy.

Blessings,

Deborah Gleadow
Mother, Teacher, Healer, Minister and Initiator of Change

(b)(6)

give a year.
change the world.

CITY YEAR RHODE ISLAND
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www.cityyear.org

May 10, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I wish to express my strong support for Rhode Island's Race to the Top grant application. Rhode Island's leadership and commitment to education reform as displayed in its Race to the Top proposal will allow City Year Rhode Island the ability to focus addressing Rhode Island's high school dropout rate and keep many of the state's high risk students in school and on track to graduate. In fact, national education thought leaders believe Providence is uniquely positioned to make a great leap forward against the national dropout epidemic. And with support from the state and its Race to the Top funding, City Year Rhode Island can help Providence become a breakout city in reversing the dropout trend.

Improving education in Rhode Island is a top priority. The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart its vision for improving education for all students: transforming persistently struggling schools, closing achievement gaps, and helping schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement.

The Race to the Top Fund presents an unprecedented opportunity to help City Year Rhode Island scale its impact. City Year Rhode Island represents a key component in turning around Providence School's lowest-achieving schools by providing whole school and focused supports to ensure students stay in school and on track to graduate. CYRI places diverse teams of idealistic, energetic and highly trained young adults in schools for in-school and after-school hours during the school year utilizing research-based programming, the centerpiece of which is a holistic school partnership model called Whole School, Whole Child. This model maps City Year Rhode Island's unique assets onto what research has determined to be the critical path for addressing the high school dropout crisis through the early warning indicators of poor attendance, disruptive behavior and course failure in math and English. As a component to the Providence Schools turnaround strategy, City Year Rhode Island can help transform low performing schools by extending learning time and creating community-oriented supports. Through running after-school and community engagement programs, City Year corps members are uniquely positioned to provide more time for students to learn and for teachers to collaborate, more time for enrichment activities, and on-going mechanisms for family and community involvement.

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I am confident that Rhode Island's leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the state's Race to the Top application. I have been inspired to observe the Rhode Island Department of Education's steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students, and community organizations as it goes about this important work. There is a great spirit of cooperation within our state, and we are ready to work together, as a community, to increase student achievement in the state of Rhode Island.

I appreciate your careful consideration of Rhode Island's Race to the Top application.

Sincerely,

(b)(6)

Jennie Johnson
Executive Director
City Year Rhode Island

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Mayor of Providence

David N. Cicilline

May 19, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I am writing today to express my strong support for Rhode Island's Race to the Top Round Two application. The City of Providence has been working improve outcomes for students through district reform efforts, including supporting quality teachers, integrating community based wrap around services with academic interventions and improving data systems and accountability. Race to the Top represents a common federal and local agenda towards improving the academic achievement of our students and building a stronger community.

Reform is hard work, but it is the work that has broad based support here in Rhode Island and especially in Providence. This is because we fundamentally understand that we must ensure that all children in the city receive a quality education, graduating as well-rounded citizens, prepared for college or career. This is as crucial for our children and families as it is for our future workforce, economic vitality and quality of life. Race to the Top represents an opportunity to energize our efforts around an unprecedented opportunity for federal support.

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. Our state, my office, the Providence Public School District and the Providence Teachers Union is committed to carrying out these reforms regardless of whether it is awarded additional funding. Still, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart the transformation of persistently struggling schools, to begin closing achievement gaps, and to help schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement.

City of Providence, Rhode Island 02903
Phone (401) 421-7740 Fax (401) 274-8240

I am confident that Rhode Island's leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the state's Race to the Top application. Our work in creating a unique partnership between the Providence Teachers Union and the Providence Public School District is evidence to our local commitment to the change that is needed to improve outcomes for students.

I have been pleased to observe the Rhode Island Department of Education's steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students, and community organizations, as it goes about this important work.

I appreciate your careful consideration of Rhode Island's Race to the Top application.

Warm Regards,

David N. Cicilline,
Mayor, City of Providence

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Race to the Top Review Committee
US Department of Education
400 Maryland Avenue, SW
Washington DC 20202

Dear Committee Members,

I am writing today to express Democracy Prep Blackstone Valley's (DPBV) strong support for Rhode Island's Race to the Top Round Two application. DPBV is a public school program focused on closing the achievement gap and preparing all students for success in college and citizenship. DPBV is the state's first "mayoral academy," a type of public charter school that is created in partnership with Rhode Island mayors.

Improving education in Rhode Island is a top priority. Rhode Island has a widening achievement gap and the lowest Latino NAEP scores in the nation. Our public schools have much work to do to turn our failing system around.

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. Our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart the transformation of persistently struggling schools, to begin closing achievement gaps and to help schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement.

Democracy Prep Blackstone Valley is confident that Rhode Island's leaders are prepared to implement the ambitious, innovative plans for reform that are outlined in the state's Race to the Top application.

I appreciate your careful consideration of Rhode Island's Race to the Top application.

Sincerely,

Seth Andrew
Founder
Democracy Prep Public Schools

Jeremy Chiappetta
Executive Director
Democracy Prep Blackstone Valley

May 17, 2010
Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I am writing today to express my support for Rhode Island's Race to the Top Round Two application. I am a middle school social studies teacher and was a 1999 Milken Award recipient. As such I have been invited to serve on Commissioner Gist's Education Cabinet. In that capacity I have had the opportunity to meet with her on several occasions to hear her vision for the state and to offer feedback for the plan. I have been impressed by her passion and am in agreement that radical reforms are needed in education in Rhode Island.

Improving education in Rhode Island is a top priority. The economic and political future of our state and nation require a highly educated, skilled and involved citizenry. This can be accomplished only with an educational system which has the capacity to educate all students so they reach their full potential.

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart the transformation of persistently struggling schools, to begin closing achievement gaps, and to help schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement.

I am confident that Rhode Island's leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the state's Race to the Top application. I have been pleased to observe the Rhode Island Department of Education's steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students, and community organizations, as it goes about this important work.

I appreciate your careful consideration of Rhode Island's Race to the Top application.

Sincerely,

Denise E. Frederick
Teacher, Wickford Middle School
North Kingstown, RI

# EAST BAY EDUCATIONAL COLLABORATIVE

317 Market Street Warren, RI 02885 401-245-4998 401-245-9332 (Fax) kowalczj@ride.ri.net


May 25, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

On behalf of myself and the Board of Directors of the East Bay Educational Collaborative (EBEC – a 501(c)3 Educational Service Agency), I strongly support Rhode Island's *Race to the Top: Round Two* application. ***I look forward to partnering with RIDE to accomplish many of the applications stated goals, including:***

1. Providing differentiated PD for teachers and administrators regarding new standards and new resources related to the standards (new standards to be the base for the Class of 2014).
2. Partnering with RIDE for PD related to RIDE-contracted interim assessments and use of data (new data system).
3. Partnering with RIDE in the development/piloting of prototype formative assessments in core areas
4. Providing and/or managing intervention services and improvement strategies in low achieving schools.
5. Deploying our ISPs[1] to support the DANA Center efforts in areas such as using protocols for:
    - standards awareness
    - crosswalks
    - in-depth study of the standards
    - interdisciplinary implementation of standards
6. Increasing ISP capacity by training others in a train-the-trainer model for several of the Dana protocols.
7. Managing and implementing the "site based team" training to be carried out with all RI schools.
8. Provide other services within the scope of our capacities, mission ("Nurturing world class educational practice") and vision ("all schools operating as learning communities . . .")

***EBEC is*** prepared to perform its role in accomplishing the important plans for reform that are outlined in the state's submission.

I appreciate your positive consideration of Rhode Island's Race to the Top application.

Sincerely,

(b)(6)

Jerry Kowalczyk
Executive Director

# East Providence School Department

80 BURNSIDE AVENUE
EAST PROVIDENCE, RI 02915-3295

MARIO F. CIRILLO, Jr., Ed.D
SUPERINTENDENT OF SCHOOLS


May 14, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I am writing today to express the East Providence Public Schools strong support for Rhode Island's Race to the Top Round Two application. As Superintendent, I realize that the procurement of Race to the Top will allow the East Providence Public Schools to continue to transform education by ensuring educator excellence, establish world-class standards and assessments, and wise investment of resources.

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart the transformation of persistently struggling schools, to begin closing achievement gaps, and to help schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement.

I am confident that Rhode Island's leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the state's Race to the Top application. I have been pleased to observe the Rhode Island Department of Education's steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students, and community organizations, as it goes about this important work.

I appreciate your careful consideration of Rhode Island's Race to the Top application.

Sincerely,

Mario F. Cirillo, Jr., Ed.D.
Superintendent of Schools

MFC/pi
Attachments

EDC Education Development Center, Inc.

May 12, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Committee Members:

I am writing today to express Education Development Center's (EDC) strong support for Rhode Island's Race to the Top Round Two application. EDC, a nationally recognized research and development non-profit organization, develops, delivers, and evaluates innovative programs addressing some of the most urgent challenges we face in educating the youth of this nation. Core to EDC's mission is ensuring equity and excellence in PreK-12 education and access to college and career pathways. Our work addresses both the achievement gaps *and* opportunity gaps that can prevent the most disenfranchised students from succeeding.

Over the years, EDC has partnered with the Rhode Island Department of Education (RIDE) as well as other institutions in Rhode Island through federal-state-and district-funded grants. In recent years, EDC has worked collaboratively with RIDE staff on a number of initiatives, among them are: 1) the development of the current regulations for the education of English Language Learners; 2) provision of technical assistance that created indicators for its Basic Education Program Regulations; and 3) serving as a partner in turning around low-performing schools. We have and will continue to bring our capacity in school reform to statewide efforts such as our participation in the Governor's Urban Education Task Force, Research Subcommittee. Through the Regional Educational Laboratory Northeast and Islands (RELNEI) Reference Desk service, staffs from RIDE, districts, and schools have been able to access the best research and evidence-based practices to answer questions at key points of decision-making. We also bring together experts with Rhode Island stakeholders to address critical issues. For instance, we organized a policy briefing on dropout prevention for the Rhode Island Legislature that led to proposed amendments to Rhode Island's legislation addressing the issue of school suspensions.

Throughout our work with RIDE, we have experienced the deep commitment to education that the state of Rhode Island demonstrates for all of its youth. The agenda set forth in Rhode Island's Race to the Top Round 2 application promises tremendous benefits for Rhode Island's students.

We know that Rhode Island will not waiver from its obligation in carrying out proposed reforms, regardless of whether it is awarded funding through Race to the Top. But, we also know that the state and its districts are already functioning at the maximum level feasible, given the diminishing resources available. Funding through Race to the Top will provide Rhode Island with critical resources to jumpstart its vision for improving the education of all its students and building the needed infrastructure through inspired and expert educators at all levels.

Through our ongoing partnership with RIDE and other key stakeholders in Rhode Island, we at EDC are confident that state and local level leaders are prepared to execute this ambitious, innovative, and coherent plan for reform represented in the state's application. We are ready to work together with the Rhode Island community on this important endeavor.

Sincerely,

(b)(6)

Joanne P. Brady
Senior Vice President and Director
EDC's Learning and Teaching Division

(b)(6)

Maria-Paz B. Avery, Director
High Performing Schools Initiative
EDC's Learning and Teaching Division

the broad foundation

**Eli Broad**
Founder

May 25, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, Southwest
Washington, DC 20202

**Re: Endorsement of Rhode Island's Phase 2 Race to the Top Application and Plan**

Dear Committee Members:

We wish to express The Eli and Edythe Broad Foundation's strong support for Rhode Island's Race to the Top Phase 2 grant application. Our foundation is a national venture philanthropy focused on dramatically improving urban K-12 public education. Rhode Island is one of the few states in which we have invested because we strongly believe in their dedication and commitment to real education reform, the quality of their reform strategy and their ability to execute their plan.

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. While Rhode Island is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide the State with critical resources to jumpstart its vision for improving education for all students: transforming persistently struggling schools and helping schools build the infrastructure that inspired, expert educators will need to improve student achievement. In addition, Rhode Island is strongly committed to serving all students and to closing achievement gaps between income and ethnic groups.

We are confident that Rhode Island's leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the State's Race to the Top application. We have been pleased to observe the Rhode Island Department of Education's steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students, unions and community organizations as it goes about this important work. There is a great spirit of cooperation within the State that makes Rhode Island a clear leader in education reform.

We appreciate your careful consideration of Rhode Island's Race to the Top application.

Sincerely,

(b)(6)

Eli Broad

The Eli and Edythe Broad Foundation
10900 Wilshire Boulevard, Twelfth Floor | Los Angeles, California 90024

T 310.954.5001
F 310.954.5014
ebroad@broadfoundation.org
www.broadfoundation.org

State of Rhode Island and Providence Plantations
Office of the Lieutenant Governor

Elizabeth H. Roberts
Lieutenant Governor

May 19, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I wish to express my support for Rhode Island's Race to the Top Round Two grant application. The application has a strong focus on improving educational attainment for our most disadvantaged students by ensuring that all Rhode Island children are taught by the most skilled and capable educators throughout their school years.

Our state is committed to carrying out the reforms set forth in the application regardless of whether it is awarded additional funding, however the impetus of Race to the Top funding will make a critical difference. With your support, we will gain traction to ensure that all of our students successfully complete their public education and attain the educational level they will need to succeed beyond graduation. We already have many strengths to build upon, but we must take the steps set forth in our Race to the Top Round Two application to close the gaps between the experience of the students in our excellent, highest performing schools and those who have lagged behind.

Our small size and tight-knit community make us able to conduct statewide reforms at scale in a way that very few states can manage. Both during my decade-long service as a state senator and in my current capacity as Lieutenant Governor this is what has impressed me most about Rhode Island. Our size gives us the ability to work together in very unique ways toward a statewide goal. The economic hardships we now face as one of the states hit hardest by the recession have strengthened the resolve of citizens and policy makers to improving our public education system and we are committed to truly transform public education in Rhode Island.

Sincerely,

Elizabeth Roberts
Lieutenant Governor

State House, Room 116 Providence, Rhode Island 02903-1196 401-222-2371
Web Address: www.ltgov.state.ri.us.

***May 10, 2010***

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I am writing today as a parent from Cumberland, RI to express strong support for Rhode Island's Race to the Top Round Two application. Though my own children are still not in school (the oldest begins K in the fall), I have taken it upon myself to become informed and involved with school issues both at the state and local level. Our town has been chronically underfunded and we are seeing great disparity in achievement between schools within our town and across the state. RI currently falls into the 'high spending, low performing' quartile, an unsustainable and unacceptable reality for students and parents.

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart the transformation of persistently struggling schools, to begin closing achievement gaps, and to help schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement.

I am confident that Rhode Island's leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the state's Race to the Top application. I am grateful for Commissioner Gist 's leadership and believe that finally, the Rhode Island Department of Education's has shown steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students, and community organizations to improve education for all RI students.

I appreciate your careful consideration of Rhode Island's Race to the Top application and promise that if we win the competition, I, as a parent, will do everything in my power to fight for excellent schools for all of Rhode Island's children and families.

Sincerely,

Erika Sanzi

Cumberland, RI

(b)(6)

Family Service of Rhode Island

FOR BRIGHTER FUTURES

May 11, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I am writing today to express Family Service of Rhode Island's (FSRI) strong support for Rhode Island's Race to the Top Round Two application. We are a Providence-based human service non-profit agency who has worked for many years to help children and families struggling with barriers such as poverty, educational and social service issues build brighter futures for themselves. We believe these issues are greatly driven by lack of education. Anything that will improve or increase the odds that every child reaches their potential is extremely important.

Improving education in Rhode Island is a top priority. In March 2010 FSRI kicked off Providence's effort to bring the benefits of a national model to the city, a model that has improved educational and social outcomes for poor children and their families in New York. The official name is the Providence Children's Initiative. We called it this because children are what this is all about. Academic excellence is a principal goal. The future success of our children is rooted in our ability as a community to provide high quality learning experiences in our schools.

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart the transformation of persistently struggling schools, to begin closing achievement gaps, and to help schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement.

Family Service of Rhode Island is confident that Rhode Island's leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the state's Race to the Top application. I have been pleased to observe the Rhode Island Department of Education's steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students, and community organizations, as it goes about this important work.

I appreciate your careful consideration of Rhode Island's Race to the Top application.

Sincerely,

(b)(6)

Margaret Holland McDuff
Chief Executive Officer


55 Hope Street • PO Box 6688 • Providence, RI 02940-6688 • (401) 331-1350

May 17, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Room # 3E108
Washington, DC 20202

Dear Committee Members:

I am writing today to express my strong support for Rhode Island's Race to the Top Round Two application. As Treasurer of Rhode Island, I am especially attentive to steps that will improve the economy, both locally and nationally. I believe that receiving a grant for Race to the Top would do just that. Quality education is essential for quality of life, and Rhode Island strives to be at the forefront of success in these areas.

The agenda set forth in Rhode Island's Race to the Top Round Two application promises enormous benefits for Rhode Island students and Race to the Top funds would undoubtedly provide Rhode Island with critical resources to jumpstart its vision for improving education for all students.

This will benefit our state by providing much needed resources for education. It is well-documented that education, economy, and quality of life are closely interlinked, and as a Rhode Island General Officer, and a lifetime RI resident, I want to work toward success in these areas.

I am confident that Rhode Island's leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the state's Race to the Top application. I am particularly pleased to see Race to the Top's emphasis on collaboration, particularly between labor and management and support Rhode Island Department of Education's steadfast commitment to working collaboratively with state and local officials, school districts, teacher unions, teachers, administrators, parents, students and community organizations as it goes about this important work. There is a great spirit of cooperation within our state, and we are ready to work together, as a community, to increase student achievement in the state of Rhode Island.

I appreciate your careful consideration of Rhode Island's Race to the Top application and ask that you keep me informed as the review process progresses.

Sincerely,

Frank T. Caprio

Frank T. Caprio
Rhode Island General Treasurer

Frenchtown Elementary School
Parent-Teacher Group

May 10, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

We are writing on behalf of Frenchtown Elementary School's Parent Teacher Group to express our strong support for Rhode Island's Race to the Top Round Two application. As parents of East Greenwich students in grades K-3, we want our children to have the best possible education. We believe that the opportunities presented by the Race to the Top grant will result in even stronger teachers and leaders in our children's classrooms.

We are particularly interested in the potential of the Race to the Top application to offer our teachers different kinds of assessments and better access to data to help them to target their teaching to our individual children's needs and abilities. Also, we are excited about the ways the funding will provide us - as parents - improved access to data about education in our school and around our state.

Last week, Frenchtown's third grade students took a field trip to Slater Mill, the first successful water-powered cotton spinning mill in North America. Slater Mill was one of the birthplaces of the American Industrial Revolution and as such it changed opportunities for Rhode Islanders and Americans. We believe that winning the Race to the Top grant has a similar potential for increased opportunity in Rhode Island. We know that the leaders in our state - from the State House down to our school - can carry out the ambitious, innovative plans for reform outlined in our application.

Thank you for your careful consideration of Rhode Island's Race to the Top application.

Sincerely,

(b)(6)

Julie D'Amico
Co-President

(b)(6)

Betsy Shimberg
Co-President

1100 Frenchtown Road East Greenwich, RI 02818

May 12, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I am writing today to express my strong support for Rhode Island's Race to the Top Round Two application. I have been teaching in the Barrington Public Schools for over 20 years and I know the importance of quality educators in every classroom. I was lucky enough to be selected for the Milken Educator Award ten years ago. This award acknowledges the importance of teacher quality in student achievement. Deborah Gist's number one priority is to put an excellent teacher in every Rhode Island classroom – not just in one or two districts, but in every district. She is a breath of fresh air and is not been afraid to take on entrenched interests. She has not wavered in her commitment to what is right.

I happily serve on one of Commissioner Gist's informal teacher "kitchen cabinets" and I am heartened by her willingness to put herself out in front of sometime hostile audiences - and not back down. This is not going to be easy work and she knows it. The level of commitment and sheer energy she has put into this initiative is nothing short of Herculean!

The agenda Deborah Gist has set forth in Rhode Island's Race to the Top application promises enormous benefit for Rhode Island students. She is committed to carrying out these reforms regardless of whether Rhode Island is awarded additional funding or not. However, these reforms – especially in the field of teacher evaluation - will be expedited with federal resources. The Race to the Top's endorsement will provide Rhode Island with critical resources needed to jumpstart the entire transformation of Rhode Island schools.

Deborah and the rest of her staff at the Rhode Island Department of Education is committed to working collaboratively with state and local officials, school districts, teachers, parents, students, and community organizations. Rhode Island is a microcosm of many larger cities across the country and a perfect "natural experiment" for the changes that will bring higher achievement levels. We will be easier to monitor and track over time. We may be the smallest state in the Union, but we will get things done with your help! I urge you to give serious consideration to Rhode Island's Race to the Top application.

Sincerely,

Geri McCarthy
Milken Educator 1999-2000
Social Studies Department Chair
Barrington High School
Barrington, Rhode Island
mccarthyg@bpsmail.org

May 16, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

We are writing today to express the Grantmakers Council of Rhode Island's member support for our state's Race to the Top Round Two application. The Grantmakers Council of Rhode Island (GCRI) is a formidable organization of socially responsible and committed grantmakers. GCRI is over thirty members strong, contributing over $65 million to the Rhode Island community.

We believe that improving education in our state is a top priority. A strong system of public education is not only what's best for students, educators, and families, it is what's best for Rhode Island. These federal resources will help improve our education system and the course of Rhode Island's economy.

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart the transformation of persistently struggling schools, to begin closing achievement gaps, and to help schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement.

The following members of the Grantmakers Council are confident that Rhode Island's leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the state's Race to the Top application. We have been pleased to observe the Rhode Island Department of Education's steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students, community organizations, and The Grantmakers Council of RI, as it goes about this important work.

We appreciate your careful consideration of Rhode Island's Race to the Top application.

Sincerely,

Lynne Kelly
Community Relations Manager
*Collette Vacations*

Gerard O'Halloran
*O'Halloran Foundation*

Chuck Holland
*Social Venture Partners RI*

Harvey Perry II
Director, Office for Nonprofit Resources
*Washington Trust Company*

Carol Golden
Executive Vice President
*Rhode Island Foundation*

Karen Davis
Vice President
Community Relations
*Hasbro Inc.*

May 3, 2010

Deborah Gist
Commissioner of Education
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Rhode Island, RI 02903

Dear Commissioner Gist:

On behalf of the New England Secondary School Consortium and the Great Schools Partnership, I want to express our enthusiastic endorsement and support of Rhode Island's second round Race to the Top application. The Rhode Island Department of Elementary and Secondary Education, as the representative of its state and public schools, has been a true asset to the New England Secondary School Consortium (www.newenglandssc.org) since it joined our regional partnership in October 2009. As you know, the five member states of Connecticut, Maine, New Hampshire, Rhode Island, and Vermont believe that our bold vision, shared goals, and innovative strategies will empower us to close persistent achievement gaps, promote greater educational equity and opportunity for all students, dramatically improve teacher quality, enhance the reliability and regional comparability of our data systems, and lead our educators into a new era of secondary schooling. The Consortium's collective commitment is truly unprecedented in its ambition and scope, while our multistate strategy is grounded in a set of agreed-upon beliefs and proven transformative strategies that are all highly aligned with the objectives and assurances of the American Recovery and Reinvestment Act's Race to the Top competition.

Above all, it is an honor to be able to say, without hesitation or equivocation, that our five states are not only committed to realizing systemic educational improvements at scale across ours states and the region, but to producing a measurable beneficial impact on the aspirations, achievement, and life outcomes of every one of our adolescents, regardless of race, socioeconomic status, geographic location, the educational attainment of their parents, or any other factor.

For more than two years, the Consortium, in collaboration with its funders and partners, has been designing, planning, and implementing a variety of systemic school-improvement strategies intended to bring greater coherence, alignment, and common purpose to the promotion of best practices, school innovation, and forward-thinking educational policies. A leadership team of dedicated policy makers and state education agency staff has established high-functioning, collegial relationships within and among the Consortium's five member states and its partnering organizations, which include the New England Association of Schools and Colleges, the New England Board of Higher Education, and the Council of Chief State School Officers. Our partnership is guided by the New England Secondary School Consortium Council, a regional leadership team encompassing the five commissioners of education for the Consortium states, state board of education members, governor representatives, influential lawmakers from both

legislative houses, and prominent business leaders from within each state. In a word, we are marshalling the expertise, leadership, and political will needed to successfully support the effective execution of Rhode Island's Race to the Top proposal, as well as its aligned school-improvement initiatives, including the groundbreaking Rhode Island High School Diploma System, recently proposed teacher-quality program, the School Accountability for Learning and Teaching program, the Urban Education Task Force, the 21st Century Community Learning Centers Initiative, and eRIDE, the department's new information services system, among others.

If our goal is to ensure that the educational performance and attainment of our public high school students will not only be competitive with their peers worldwide, but that every student graduates prepared for success in the colleges, careers, and communities of the 21st century, the Consortium must work to improve school-based educational practices and their governing policies; develop 21st century learning standards and new skilled-based assessments and data systems that can more accurately measure the attainment of those standards; strengthen statewide educational systems design and the quality of classroom instruction students experience every day; and create a new generation of high-performing, internationally competitive learning models while turning around our chronically underperforming schools—priorities that clearly support Rhode Island's Race to the Top application.

During the coming year, the Consortium will be working closely with Rhode Island and our other state and organizational partners to establish networks of schools for the purposes of best-practice exchange, resource sharing, and educator development. Schools identified as low performing will be invited to participate in these networks, which will provide coordinated regional support structures for systemic and continuous improvement, including ongoing professional development and school coaching. And not only will these schools be connected within states, but they will have opportunities to work with secondary-school colleagues across state lines.

Rhode Island, like the other four Consortium states, has signed on to the Common Core State Standards Initiative. To enhance and complement this groundbreaking initiative and build upon the strong success of the New England Common Assessment Program, the member states will be developing—with the goal of co-adopting and assessing—forward-thinking, skill-based, 21st-century standards that reflect the ways in which students will learn, work, live, and lead in the colleges, careers, and communities of tomorrow. To ensure that these standards are not simply adopted, but meaningfully implemented and assessed in our public schools, the Consortium is also working to develop a multistate performance-assessment system that has the potential to provide regional comparability of student learning beyond the traditional standardized test.

Rhode Island has also taken the lead, in collaboration with the member states and the Donahue Institute at the University of Massachusetts, on the development of common, high-impact metrics for determining the efficacy of public secondary education across New England. One of the Consortium's explicit goals is to "more accurately measure student learning" through innovative performance-based assessments, more robust longitudinal data systems, and regional—even national—comparability of student data. As part of our regional data team, the Rhode Island Department of Elementary and Secondary Education has been instrumental in the effort to establish baseline performance data for the five states using a common, comprehensive methodology for calculation, reporting, and analysis. In addition to several metrics for measuring student

achievement during the critical secondary school years, our regional data team is also developing a plan to gauge postsecondary aspirations and success, including remedial course-taking data and college enrollment and completion rates using the National Student Clearinghouse's StudentTracker for High Schools system.

This collaborative regional work on standards, assessment, data, and school-improvement are critical components of a much larger and more systemic rethinking of secondary education in New England. In keeping with national efforts to improve the quality of state educational systems—including the Common Core State Standards Initiative, the Data Quality Campaign, and Race to the Top Assessment Program, among several others—Rhode Island is on the forefront of promoting educational policies and practices that will make the measurement of educational efficacy and student outcomes more transparent, reliable, and actionable for policy makers, school leaders, teachers, parents, and citizens.

It is our sincere hope and expectation that the US Department of Education will look favorably on Rhode Island's Race to the Top application and the work of the New England Secondary School Consortium—both of which have come to fruition only after years of investment, collaboration, commitment, and hard work—while also seeing in their design and execution the hallmarks of the kind of innovative leadership that will bring good ideas, effective policies, and proven educational models to scale in New England and across the country.

Sincerely,

David Ruff
Executive Director
Great Schools Partnership

*This letter has been prepared by the Great Schools Partnership, Inc. on behalf of the New England Secondary School Consortium, its five member states, and its funders and partners. The Great Schools Partnership is the lead coordinator of the Consortium.*

GREATER PROVIDENCE CHAMBER OF COMMERCE
FOUNDED IN 1868

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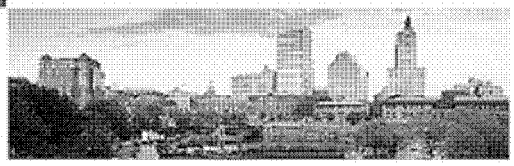

May 14, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Committee Members:

I am writing to express the strong support of the Greater Providence Chamber of Commerce and our 2,000 plus business members for the State of Rhode Island, Race to the Top grant application. We were pleased to have been chosen to represent the business community on the Race to the Top Steering Committee and are supportive of Commissioner Gist's efforts to reform education in Rhode Island.

The education system plays a pivotal role is shaping the quality of the workforce which is so important to the business community and their ability to find skilled workers. The economy of our state and nation is being transformed from one based on the manufacturing of goods, to one based on knowledge-based businesses which requires a very different set of skills for its workforce.

The Greater Providence Chamber of Commerce has been active in helping to reform our educational system and will continue to assist in these efforts.

We as a state are committed to implementing the reforms contained in the application however Race to the Top would provide critical resources to jumpstart the transformation of persistently struggling schools, to begin closing the achievement gaps, and to help schools build the infrastructure that will support effective educators.

This application truly represents a collaborative effort, one which the Greater Providence Chamber of Commerce has been a part of and we look forward to continue to be a participant on the Steering Committee that will remain in place to ensure the implementation of the Race to the Top grant. The Chamber is committed to the educational reform program in Rhode Island for the benefit of our students and future workforce.

We strongly urge your consideration of this grant application.

Sincerely,

Laurie White

Laurie White
President

# State of Rhode Island and Providence Plantations

SENATOR
HANNA M. GALLO
285 Meshanticut Valley Parkway
Cranston, Rhode Island 02920
District 27

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Senate Chamber

Chairperson
Committee on Education

Committee on Corporations

Joint Chair
Commission on Civic Education

Joint Chair
Committee to Establish
a Permanent Education Foundation
Aid Formula for Rhode Island

May 19, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members,

I am writing to express my support for Rhode Island's Race to the Top Round Two application developed by the Rhode Island Department of Education.

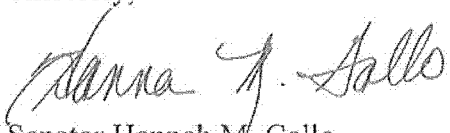
Over the past several years, we have witnessed steady and consistent improvement among Rhode Island student achievement. The effort of our teachers, community leaders, and most importantly, our students, is commendable; but much more work remains to be done. Therefore, the state must take advantage of every opportunity to ensure that all children in Rhode Island have the chance to reach their full potential and achieve success in life.

This month, I sponsored the Joint Resolution supporting the state's Race to the Top Round Two Application, consistent with the four reforms outlined by the United States Department of Education: college and career-readiness standards and high quality assessments for all students; pre-K to higher education data systems; teacher effectiveness and equitable distribution of effective teachers; and intensive support and effective interventions for the lowest performing schools.

Participation in the Race to the Top will provide greatly needed resources for our state to continue to innovate and improve public education for all students, while providing specific assistance for students in low-performing schools. Race to the Top funding will help further our goal of preparing all students to effectively compete in the high skilled, high wage, 21st century workforce.

I appreciate your careful consideration of this matter. If I can be of any assistance to you, please do not hesitate to contact me.

Sincerely,



Senator Hannah M. Gallo
Chair – Committee on Education

Cc: Rhode Island Department of Elementary and Secondary Education

BRIAN GOLDNER
PRESIDENT & CEO

May 11, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I am writing today to express both Hasbro's and my own strong support for Rhode Island's Race to the Top Round Two application.

Improving education in Rhode Island is a top priority because Hasbro is a major employer in the state of RI. We increasingly compete on a global stage, and employees must be well-educated and trained to be successful in this environment. We hire a large number of people in the community, many of whom have children in the RI school system who understand the value a great education. I also recognize the value of a good education especially after receiving one myself; I also have committed myself to be a live-long learner.

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart the transformation of persistently struggling schools, to begin closing achievement gaps, and to help schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement.

I appreciate your careful consideration of Rhode Island's Race to the Top application.

Sincerely,

(b)(6)

Brian Goldner
President & CEO
Hasbro, Inc.
1011 Newport Avenue
Pawtucket, RI 02862
Tel: 401-727-5202
Email – bgoldner@hasbro.com



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HARI

**The Hospital Association of Rhode Island**
100 Midway Road – Suite 21
Cranston, Rhode Island 02920
(401) 946-7887 Fax (401) 946-8188

**Edward J. Quinlan**
President

May 20, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I am writing today to express the strong support for Rhode Island's Race to the Top Round Two application. The Hospital Association of Rhode Island (HARI) is an active partner with public and private educational organizations in our state at all levels, and keenly aware of the need and opportunity to modernize our system. HARI represents the state's leading hospitals, which employ nearly 25,000 men and women.

Improving education in Rhode Island is a top priority. Our state, struggling with a deep and lingering recession, has established a knowledge-based economy as its principal economic development strategy. That commitment will require unprecedented collaboration, with educational excellence as a core value.

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart the transformation of persistently struggling schools, to begin closing achievement gaps, and to help schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement.

***The Hospital Association of Rhode Island is*** confident that Rhode Island's leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the state's Race to the Top application. I have been pleased to observe the Rhode Island Department of Education's steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students, and community organizations, as it goes about this important work. The leadership provided by Judge Robert Flanders and Deborah Gist has been truly extraordinary.

I appreciate your careful consideration of Rhode Island's Race to the Top application.

Sincerely,

(b)(6)

Edward J. Quinlan
President

International
CHARTER SCHOOL

Teaching in the languages of our community: English, español, Português

May 13, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

On behalf of the International Charter School (ICS), I wish to express my strong support for Rhode Island's Race to the Top grant application. A variety of colliding factors make Rhode Island poised to dramatically improve the quality of public education for our children at this very moment in time. Our Governor, our legislature, our new and dynamic Commissioner of Education Deborah Gist, and our Board of Regents are all speaking with one voice and are taking the actions needed to enable Rhode Island to create the highest quality education system. Public charter schools offer one way to provide parent choice and to innovate and charter schools play a key role in our Race to the Top application.

ICS is one of thirteen charter schools in Rhode Island that is demonstrating the potential of charter schools to provide our traditionally underserved students with opportunities for excellence. ICS is the only elementary school in our state dedicated to a dual language model, building on the language and educational needs and resources of our community. Sixty-five percent of ICS students qualify for free/reduced price meals, 55% are Hispanic, and 51% of our students are English Language Learners. As you are aware, too often, these students too often are not successful in our nation's schools. However, at ICS, these students are successful. While the vast majority of the our sending districts score well below the state average, ICS is making gains, and currently has student scores that are 10% higher than the vast majority of our sending districts. And at every grade level tested by the state assessments in reading and math, ICS Hispanic and Limited English Proficient students outperformed the state, sometimes by as much as 30 percentage points. We are confident that our success can be accelerated and expanded through the initiatives proposed in Rhode Island's Race to the Top application.

The potential for change in Rhode Island is not limited to our one school, however. The many initiatives in the application where charter schools play a role in transforming low performing schools will enable the state to make dramatic change in many settings. Moreover, our Race to the Top Application provides robust opportunities for *all* educators, schools, and districts to make dramatic improvement through the initiatives outlined throughout the proposal. Our Commissioner has been heard to say on more than one occasion, "Some people say, I'm a fan of charter schools. Let me be clear: I am a fan of high-quality schools, whatever the form." Her commitment to improving education for all of Rhode Island is evident in the Race to the Top Proposal being submitted.

In my many years of being an educator, I have not seen the level of consensus, commitment and determination at both the federal and state level to make changes. Rhode Island is indeed equipped to take full advantage of the additional funds that would be provided through Race to the Top to



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enhance the educational opportunities for children in Rhode Island, particularly those students at risk of failure.

Please do not hesitate to contact me if you have an questions or concerns.

Sincerely,

(b)(6)

Julie Nora, Ph.D.
Director

May 13, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I wish to express my strong support for Rhode Island's Race to the Top Round Two application. I am a resident of Newport, Rhode Island and an assistant principal at Mt. Hope High School in Bristol Warren, Rhode Island. While we are a small state, we are also a diverse one with a significant percentage of students coming from economically disadvantaged communities. Although progress has been made across the state in reducing the dropout rate and improving assessment scores, much work needs to be done to help close achievement gaps and bring all students to proficiency in reading, writing and mathematics so that they are college-ready. Ultimately, the development of a positive economic climate in Rhode Island depends on this work.

With the recent creation of middle and high school regulations focused on proficiency and personalization, Rhode Island is positioned to make great, sustainable changes in the way it educates its students. Race to the Top offers us a tremendous opportunity to support reform strategies that we know improve student achievement. Specifically, we look to the establishment of world class standards in all classrooms in all schools to promote challenging, rigorous thinking by all students. The emphasis on thinking skills inherent in the Common Core standards will help to improve students' depth of knowledge and understanding as they are integrated with Rhode Island's Grade Span and Grade Level Expectations. State-led, deep professional development for teachers and administrators is essential to the notion of guaranteeing viable, high quality curriculum, instruction and assessment for all students. Ensuring educator excellence by building an effective evaluation system will support the integration and implementation of this professional development.

This past year, I was honored to receive the 2010 Milken Educator Award and was named the Assistant Principal of the Year for Rhode Island. As a distinguished educator in our state, it is clear to me that the elements proposed in the application will clearly benefit all stakeholders as we strive to improve student learning.

I look forward to working collaboratively with Commissioner Gist and her team to make a substantial difference in the lives of educators and students throughout Rhode Island. It is essential that we ensure that each student is ready for success in college, career and life.

I appreciate your careful consideration of Rhode Island's Race to the Top Round Two proposal and sincerely hope that you are able to support it.

Sincerely,
Jaime Crowley
Assistant Principal
Mt. Hope High School

May 24, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I am writing today to express my strong support for Rhode Island's Race to the Top Round Two application. As candidate for Governor I have placed education at the forefront of my campaign. Too often reports and studies are released that reveal our schools are performing well below the national standard. The Rhode Island Department of Education and Commissioner Gist have worked very hard to identify the factors which contribute to these poor performances and, with this money, significant steps can be made to remedy the problems plaguing our state's students.

Improving education in Rhode Island *must* be a top priority. I understand that this federal funding is necessary to revitalize our public school system. Once our education program is brought up to the standards we've set for ourselves I am certain a thriving, prosperous local economy is sure to follow.

The Rhode Island Department of Education has been diligent in outlining how the funding from Race to the Top will be used. Some of the improvements to our school systems will include mentoring and training for all teachers and administrators, educator evaluation systems, user-friendly data systems and support networks for the lowest-achieving schools. With Commissioner Gist leading this effort, I am confident that all of the funding awarded to Rhode Island will be put into programs which place student performance first.

I have seen the dedication of the Rhode Island Department of Education first-hand, and it is nothing short of impressive. I am also very confident that Rhode Island's leaders are prepared to execute the well-researched, innovative plans which have been outlined in the state's Race to the Top application. The Department of Education has continued to work collaboratively with state and local officials, school districts, teachers, parents and students, as it carries out this critical mission.

I appreciate your careful consideration of Rhode Island's Race to the Top application.

Sincerely,

John Robitaille
Republican Candidate for Governor
(b)(6)

State of Rhode Island and Providence Plantations

HOUSE OF REPRESENTATIVES

REPRESENTATIVE JOSEPH M. MCNAMARA *District 19*
*Chairman, Committee on Health, Education and Welfare*
*Committee on Environment and Natural Resources*

May 18, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I wish to express my strong support for Rhode Island's Race to the Top, Round Two grant application. The members of the Rhode Island General Assembly realize that educational attainment provides a vital link to economic development in our state. High School graduation is the minimum requisite for college entry and employment skills in a global economy. We must ensure that all of our students have effective teachers who offer a rigorous and engaging curriculum that is aligned with high standards. We also must provide multiple pathways to graduation for all students, including accelerated programs for students lacking credits and English language learners. The agenda articulated in Rhode Island's Race to the Top application will help raise the bar for all Rhode Island students.

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart its vision for improving education for all students: transforming persistently struggling schools, closing achievement gaps, and helping schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement.

I am confident that Rhode Island's leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the state's Race to the Top application. I have been pleased to observe the Rhode Island Department of Education's steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students, and community organizations as it goes about this important work. There is a great spirit of cooperation within our state, and we are ready to work together, as a community, to increase student achievement in the state of Rhode Island.

I appreciate your careful consideration of Rhode Island's Race to the Top application and ask that you keep me informed as the review process progresses.

Sincerely,

Joseph M. McNamara
Chairman, Health Education & Welfare
Representative – District 19

JMM/lac

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ROOM 135 STATE HOUSE, PROVIDENCE, RHODE ISLAND 02903

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f 401 681-4823
KenBlockforGovernor.com

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

May 14th, 2010

Dear Committee Members:

I am writing to you to express my strong support for Rhode Island's Race to the Top Round Two application. As the Moderate Party candidate for Governor, a business owner and the father of two children attending public schools the quality of Rhode Island's schools is an issue of great importance to me.

We know that one of the best predictors of a child's future success is the quality of his or her education. The jobs of the twenty-first century require a different set of skills than twentieth century jobs and only through education can we properly prepare our students for the challenges they will face in the future. We **must** provide our students with the tools and opportunities they need to compete if we are to realize their promise and retain their talent.

Due in large part to Commissioner Gist's leadership and the hard work of her team, Rhode Island is, for the first time, truly positioned to make the necessary changes that will allow us to break the cycle of failure that has plagued many of our schools. The citizens of Rhode Island are hungry for change. We believe, as Commissioner Gist does, that every child can learn, that there are no excuses and that we must do a better job of educating our children.

Although the state has committed to carrying out the Race to the Top reforms, regardless of winning Race to the Top support, Rhode Island stands a much greater chance of succeeding if we receive the critical resources the award would provide.

I appreciate your careful consideration of Rhode Island's Race to the Top application.

Sincerely,

Ken Block
Moderate Party Candidate for Governor
175 Metro Center Blvd. #7
Warwick, RI 02886
info@kenblockforgovernor.com
401-681-4174

KIDS FIRST

May 10, 2010

Race to the Top Review Committee
U.S. Department of Education 400
Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I wish to express my strong support for Rhode Island's Race to the Top Round Two grant application. Rhode Island's grant application proposes initiatives that put children first and would stand to improve their lives. This is something that I and Kids First care deeply about. Additionally, based on our recent experiences working with Commissioner Deborah Gist and her key staff members at RIDE, we have great confidence in their ability to carry out Rhode Island's proposed plan.

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart its vision for improving education for all students: transforming persistently struggling schools, closing achievement gaps, and helping schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement.

Kids First has been working closely with all 36 RI school districts for the past 12 years. Our focus is primarily improving student and staff nutrition and physical fitness and that brings us in contact with some of the best and greatest teachers and administrators in the state. This Race to the Top plan builds a system for teacher and administrator performance measurement AND recognition, as well as mentorship and professional development opportunities to support all teachers and administrators to improve their performance. We believe this WILL result in better student performance and improved overall student wellbeing.

I am confident that Rhode Island's leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the state's Race to the Top Round Two application. I have been pleased to observe the Rhode Island Department of Education's steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students, and community organizations as it goes about this important work. There is a great spirit of cooperation within our state, and we are ready to work together, as a community, to increase student achievement in the state of Rhode Island.

I appreciate your careful consideration of Rhode Island's Race to the Top Round Two application and ask that you keep me informed as the review process progresses.

Sincerely,

(b)(6)

Dorothy A. Brayley
Executive Director

RI TEAM NUTRITION TRAINING INSTITUTE

5 Richmond Square
Providence, RI 02906
Phone (401) 751-4503
Fax (401) 421-0248

*We guide communities to improve the nutritional & physical wellbeing of our children*

E-Mail: dbrayley@kidsfirstri.org
Visit us at www.kidsfirstri.org

THE LEARNING COMMUNITY
a public charter school

May 13, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Committee Members:

We write to express The Learning Community's strong support for Rhode Island's Race to the Top Round Two application. As a high poverty school that is closing the achievement gap and as a participating LEA in Race to the Top, The Learning Community commits to work with and be a resource to the State and other LEAs as we collectively implement the Race to the Top priorities and initiatives.

The Learning Community is proving that poverty is not a barrier to student achievement; we are among the highest scoring urban schools on state standardized tests, notwithstanding that 88% of our students qualify for free or reduced price lunch. The reform plan adopted by the Commissioner Deborah Gist and the Board of Regents will ensure that *all* schools provide a rigorous and equitable education and that *all* students can achieve success. The reform plan will move forward regardless of whether Rhode Island is declared a winner in this competition, but Race to the Top funding would most certainly expedite the transformation process.

Rhode Island law calls for charter schools to be vanguards, laboratories, and vehicles for research and development in curriculum, instruction, and family engagement. The Learning Community takes this charge seriously, and we are actively sharing our practices with other public schools in Rhode Island—including an intensive and mutually beneficial partnership with the Central Falls School District, cited in Section F of the State's application.

Race to the Top funding would offer new and exciting opportunities for The Learning Community, working with the Rhode Island Department of Education and other LEAs, to share the ingredients of our success: recruitment, development and retention of highly effective teachers; high-quality standards and assessments; data-driven instruction; meaningful family engagement; and robust and flexible safety net systems. In particular, we look forward to serving as a resource in the areas of formative assessments and teacher evaluation and professional development, all of which have been a focus of our work since inception. And, of course, we look forward to learning from the experiences of other successful schools and local and national experts.

At The Learning Community, we believe that literacy empowers each individual to have a voice, assume community responsibility and take social action. We expect leadership at every level. We grow teacher leaders, student leaders and community leaders.

21 Lincoln Avenue Central Falls, Rhode Island 02863 phone: 401-722-9998 fax: 401-722-0990
www.thelearningcommunity.com

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students, and The Learning Community is confident that Rhode Island is prepared to execute the ambitious, innovative plans for reform outlined in the state's Race to the Top application.

We have also been pleased to observe the Rhode Island Department of Education's steadfast commitment to facilitating a Race to the Top design process that reflects and draws on Rhode Island's democratic spirit, incorporating input from schools, districts, teachers, and parents.

Thank you for your time and your consideration of Rhode Island's Race to the Top application.

Sincerely,

(b)(6)

Sarah Friedman
Co-Director

(b)(6)

Meg O'Leary
Co-Director

*Len DeAngelis*
*d.b.a.*
*Class Acts*
*...serving education, writing, and art*
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**lendeangelisart.com**

**11 May 2010**
**Race to the Top Review Committee**
**U.S. Department of Education**
**400 Maryland Avenue, SW**
**Washington, DC 20202**

**Dear Committee Members:**

**"Rhode Island will persist, as the determination to find the best venues for our students' potential is inexhaustible. We do not tire; we strive."**
**The above closed my first letter of support, and I begin this letter emphasizing persistence, indefatigability, and striving.**

**RI exemplifies the energy necessary to best return the dividends of national investment. The state's educational structure will continue to work against all odds, and all challenges to do the job our consciences require. Our commissioner continues to get personal and professional national recognition which attaining R2T could have been one more achievement.**

**Like Avis, we try harder. Thus, you have another opportunity to "ride" on "RIDE's" [Rhode Island Department of Education] p"ride." RI seeks to remain worthy of your investment, returns, and trust. Kindly favor the state with your support.**

**Peace,**

**Leonard A. DeAngelis**
**Len DeAngelis**
**State College Boston, B.S. in Ed., '63; Boston College, M.A., '65; USNR-R; Middletown Teacher of the Year, '89; R.I. Teacher of the Year, '90; Disney's American Teacher Award, '90; English Department Chair, MHS, '94-0; Stopover Services Board, '01-'06,Secretary,('02-'03) President, '03-'04); R.I. Council of Teachers of English Board, '94-present; Salve Regina University, Circle of Scholars Instructor, '02-present; Edward L. King Senior Center, Instructor, '00-present; Art League of RI, Corresponding Secretary, '03-'06, Nancy Gaucher-Thomas Award, '05, president, '06-'07; Governor's Scenes of R.I., exhibitor, 2008; Rhode Island Watercolor Society, artist member, 2008**

# LINCOLN CHAFEE INDEPENDENT CANDIDATE FOR RHODE ISLAND GOVERNOR

21 May 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I am writing today to express my support for Rhode Island's Race to the Top Round Two application. Improving education in Rhode Island will be a top priority for me as governor, and I hope to work with the Department of Education to ensure a quality education for every child in our state.

Lately, I have been pleased to observe the Rhode Island Department of Education's steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students, community organizations and appropriate bargaining units, as it goes about this important work.

I appreciate your careful consideration of Rhode Island's Race to the Top application.

Sincerely,

(b)(6)

Lincoln D. Chafee

Chafee for Governor • PO Box 9187 • Providence, RI 02940 • (401)456-0003 • chafeeforgovernor.com

*Paid for by Chafee for Governor*

**Race to the Top – Round Two**

**Statement of Support – May 5, 2010**

I express my strong support for Rhode Island's Race to the Top Round Two application. Improving education in Rhode Island is a top priority.

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart the transformation of persistently struggling schools, to begin closing achievement gaps, and to help schools build the infrastructure that inspired, expert educators will need in order to improve student achievement.

I am confident that Rhode Island's leaders are prepared to execute the ambitious plans for reform that are outlined in the state's Race to the Top application. I have been pleased to observe the Rhode Island Department of Education's steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students, and community organizations, as it goes about this important work.

| Printed Name | Signature | Organization Name | Email Address | Phone # |
|---|---|---|---|---|
| Cathy Rost | (b)(6) [redacted] | Narragansett PTO | (b)(6) [redacted] | |
| Donna Vigna Carter | | Educational Consulta | | |
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**Statement of Support – May 8, 2010**

I express my strong support for Rhode Island's Race to the Top Round Two application. Improving education in Rhode Island is a top priority.

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart the transformation of persistently struggling schools, to begin closing achievement gaps, and to help schools build the infrastructure that inspired, expert educators will need in order to improve student achievement.

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| Printed Name | Signature | Organization Name | Email Address | Phone # |
|---|---|---|---|---|
| Jillian Belanger | (b)(6) | Providence Public Schools | (b)(6) | |
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**Race to the Top – Round Two**

**Statement of Support – May 10, 2010**

I express my strong support for Rhode Island's Race to the Top Round Two application. Improving education in Rhode Island is a top priority.

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart the transformation of persistently struggling schools, to begin closing achievement gaps, and to help schools build the infrastructure that inspired, expert educators will need in order to improve student achievement.

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| Printed Name | Signature | Organization Name | Email Address | Phone # |
|---|---|---|---|---|
| Bruce Wayne Gaines | (b)(6) | Wolves of Learning | (b)(6) | |
| Kellie DiPalma | | Middletown School Committee | | |
| Liana Fenton | | Middletown School Board | | |
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**Race to the Top – Round Two**

**Statement of Support – May 10, 2010**

I express my strong support for Rhode Island's Race to the Top Round Two application. Improving education in Rhode Island is a top priority.

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart the transformation of persistently struggling schools, to begin closing achievement gaps, and to help schools build the infrastructure that inspired, expert educators will need in order to improve student achievement.

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| Printed Name | Signature | Organization Name | Email Address | Phone # |
|---|---|---|---|---|
| Trish Martins | (b)(6) [redacted] | NCR Special Education | (b)(6) [redacted] | |
| Cynthia Weining | | Parent | | |
| Carmele Geer | | Middletown Public Schools/Parent | | |
| Melissa Paiva | | Midd Pub. Schools/Pare | | |
| LORRIE FEDYSZ | | EBCAP | | |
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**Statement of Support – May 13, 2010**

I express my strong support for Rhode Island's Race to the Top Round Two application. Improving education in Rhode Island is a top priority.

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart the transformation of persistently struggling schools, to begin closing achievement gaps, and to help schools build the infrastructure that inspired, expert educators will need in order to improve student achievement.

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| Printed Name | Signature | Organization Name | Email Address | Phone # |
|---|---|---|---|---|
| Albert Romanowicz | (b)(6) | — | (b)(6) | |
| Bethany Costello | | GPCC | | |
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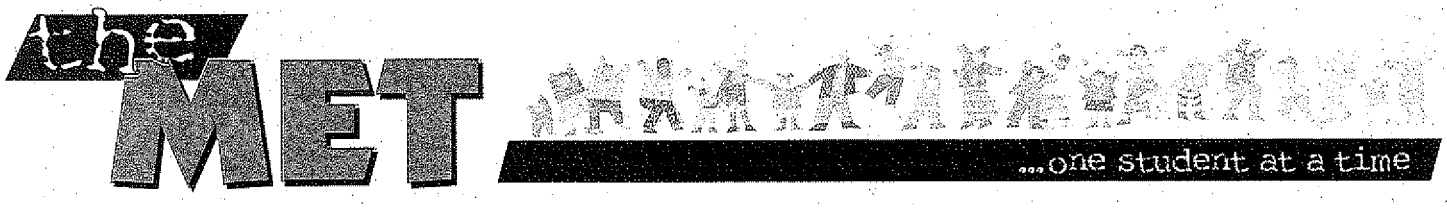


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*CVS Corporation*

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*Special Assistant to the Commissioner*
*Rhode Island Department of Education*

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*Hasbro Children's Hospital*
*Associate Professor, Brown University*

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*Citizens Financial Group, Inc.*

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*President*
*Community College of Rhode Island*

**Gary Grove**
*CEO & Chairman*
*Pilgrim Screw Corporation*

**Mary Sylvia Harrison**
*President & CEO*
*RI Children's Crusade*
*for Higher Education*

**Rosa Morales**
*Rhode Island Department*
*of Health*

**Hon. Charles Walton**
*Director of College Opportunity*
*& Support Programs*
*Community College of Rhode Island*

**Balbina Young**
*Honorary Advisory Board Member*
*Councilwoman, Ward 11*

325 Public Street
Providence, RI 02905
(401) 752-2600
TTY/TTD 1-800-745-5555
www.metcenter.org

May 12, 2010
Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

The Metropolitan Regional Career and Technical Center (The Met), a Big Picture Learning School, strongly supports Rhode Island's Race to the Top Round Two application. At The Met School, students pursue academic achievement through their individual interests. The Met's student-centered learning approach has proven successful in unlocking students' passion for learning resulting in lower drop-out rate and increased college attendance. By leveraging distinct internship experiences, students elevate their potential.

The model for 80 schools across the country, The Met is the leader in school reform. Faculty and staff propel students forward in their relentless drive to prep for college, life, and achievement of their education goals.

We the undersigned, as the leadership team, representing our community of educators and staff, are passionately focused on our mission to educate and empower youth through relentless commitment to student-centered learning and personal growth. We believe that we can lead vital change in education and impact our community by producing skilled graduates, lifelong learners, and responsible citizens who enjoy their life and work. We are committed to the Strategic Plan and vision and systems set forth by the Rhode Island Department of Education and Rhode Island's Round Two Race to the Top application. Improving education in Rhode Island is our top priority.

The Met agrees with the innovation and goals that are set forth in the application which will provide:

- Training for educators regarding new world-class standards;
- Training in the use of data to improve instruction;
- Support for a new system that will track education data over multiple years;
- Information for teachers and families on student growth and achievement at the classroom, school, and district levels;
- Data and other support for an educator-evaluation system that we will design in partnership with educators;
- Support toward developing new models of teacher compensation;
- Stronger induction programs for new teachers and school leaders;
- Training in the management of human resources;
- Development of a deeper applicant pool for subjects that are hard to staff;
- Increased supports for principals and teacher leaders; and

• Partnerships with professional organizations that have proven records of success.

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart the transformation of persistently struggling schools, to begin closing achievement gaps, and to help schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement.

The Met is confident that Rhode Island's leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the state's Race to the Top application. We are a vibrant part of this effort and look forward to ongoing collaboration and innovation to realize our goals. We have been pleased to observe the Rhode Island Department of Education's steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students, and community organizations, as it goes about this important work.

We appreciate your careful consideration of Rhode Island's Race to the Top application and urge you to give it your fullest support.

Sincerely,

(b)(6)

Dennis Littky, co-founder, co-director
The Metropolitan Regional Career and Technical Center (The Met)
Big Picture Learning
College Unbound

(b)(6)

Nancy Díaz Bain, co-director
The Metropolitan Regional Career and Technical Center (The Met)

Newport County Chamber of Commerce
35 Valley Road
Middletown, Rhode Island 02842

tel: 401.847.1600
fax: 401.849.5848
web: www.NewportChamber.com

May 13, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members,

We are writing today to express the Alliance for a Livable Newport's strong support for Rhode Island's Race to the Top Round Two application. The ALN is comprised of a diverse group of residents and neighborhood associations with a mission of improving the quality of life throughout Newport and partnering with local government, schools and businesses to benefit all our neighborhoods.

Improving education in Rhode Island is a top priority, not only for our Alliance but for concerned citizens throughout our city.

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart the transformation of persistently struggling schools, to begin closing achievement gaps and to help school build the infrastructure that inspired, expert educators will need in order to improve student achievement.

The Alliance of a Livable Newport is confident that Rhode Island's leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the state's Race to the Top application. The ALN has been pleased to observe the Rhode Island Department of Educations' steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students and community organizations as it goes about this important work.

We appreciate your careful consideration of the Rhode Island Race to the Top Application.

Sincerely,

Jody J. Sullivan, Executive Director
Newport County Chamber of Commerce

**May 10, 2010**

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I am writing today to express my strong support for Rhode Island's Race to the Top Round Two applicati on. As a member of the community, and a school volunteer, I value a quality education for all of my fellow constituents' children as well as for my own children. It is my hope that should the state of Rhode Island be chosen, it would help bolster the changes we desperately need to better equip our students to be successful as well as competitive in our society.

Improving education in Rhode Island is a top priority. Rhode Island needs to move forward in an ever demanding economy/ world marketplace and produce innovators and thinkers that can meet the challenges before us in terms of new technologies, securing new energy resources, and many, many more areas that keep an economy robust.

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhod e Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with critical resou rces to jumpstart the transformation of struggling schools, to begin closing achievement gaps, and to hel p schools to build the infrastructure that inspired, expert educators will need in order to improve studen t achievement.

I, Nichole Wood, a concerned member of the community am fully confident that Rhode Island's leaders are prepared to execute the ambitious, innovative plans for educational reform that are outlined in the state's Race to the Top application. I have been pleased to observe the Rhode Island Department of Education's steadfast commitment to working collaboratively with state and local officials, school districts, parents, teachers, students, and community organizations as it goes about this important work for our students here in the state of Rhode Island.

I appreciate your careful consideration of Rhode Island's Race to the Top application.

Sincerely,

Nichole C. Wood

**EXECUTIVE COMMITTEE**

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Paul D. Frechette, CPA
*Batchelor, Frechette, McCrory, Michael & Co*

**Chair-Elect**
Frederick W. Reinhardt, III
*Navigant Credit Union*

**Immediate Past Chair**
Joseph P. Pratt
*Fidelity Investments*

**Treasurer**
Dave R. Marquis
*ChemArt*

**Secretary**
Leslie W. Taito
*RIMES*

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Michael A. Gamboli, Esq.
*Partridge Snow & Hahn LLP*

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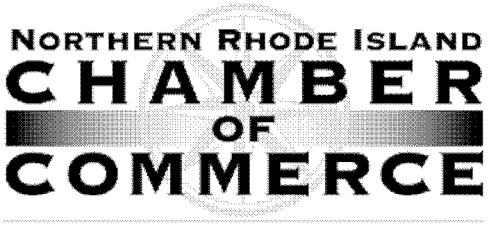
*National Grid*

Robert K. MacKenzie, CPCU
*The Amica Companies*

**President/CEO**
John C. Gregory, IOM
*Northern Rhode Island Chamber of Commerce*




**6 Blackstone Valley Place, Suite 301**
**Lincoln, RI 02865**
**(401) 334-1000 • Fax (401) 334-1009**
**www.nrichamber.com**

May 18, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I am writing today to express the Northern Rhode Island Chamber of Commerce's (NRICC) strong support for Rhode Island's Race to the Top Round Two application. NRICC has been involved in various education initiatives at different levels for over 20 years and we recognize the value of a strong education system.

That's why we agree that improving education in Rhode Island is a top priority. Without an improvement in education we are missing a critical component of Economic Development.

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart the transformation of persistently struggling schools, to begin closing achievement gaps, and to help schools build the infrastructure that inspired, expert educators will need in order to improve student achievement.

NRICC is confident that Rhode Island's leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the state's Race to the Top application. I/WE have been pleased to observe the Rhode Island Department of Education's steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students, and community organizations, as it goes about this important work.

I appreciate your careful consideration of Rhode Island's Race to the Top application.

Sincerely,

John C. Gregory, IOM
President/CEO
401-334-1000
jgregory@nrichamber.com

*Thursday, 13th May 2010*

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

We are writing to you today to express our strong support for Rhode Island's *Race to the Top* Round Two applications. Education is the means for preparing the future citizens of this state, of this nation. It is a matter of survival and success.

Improving education in Rhode Island is a top priority. Having witnessed the current state of the provided education, we believe that the agenda set forth in Rhode Island's *Race to the Top* application promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart the transformation of persistently struggling schools, to begin closing achievement gaps, and to help schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement. We are confident that Rhode Island's leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the state's *Race to the Top* application.

We have been pleased to observe the Rhode Island Department of Education's steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students, and community organizations, as it goes about this important work.

I appreciate your careful consideration of Rhode Island's Race to the Top application.

Sincerely,
Basile Panoutsopoulos, Ph.D.
Lily Wong – Panoutsopoulos
(Parents of two sons at the fifth and seventh grades)

(b)(6)

**THE PARENT LEADERSHIP TRAINING INSTITUTE OF PROVIDENCE**

May 13, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Review Committee:

The Parent Leadership Training Institute wishes to reiterate its support for Rhode Island's Race to the Top grant application. The Parent Leadership Training Institute (PLTI) seeks to enable parents to become leading advocates for children and families. Graduates of our training program form a parent constituency who understand how law and public policy are made, and how positive change happens for children. They believe strongly in the importance of improving Rhode Island education not only for the benefit of their own children, but also for all children.

A primary interest of our parent graduates is student success and a strong education system that includes parents as an element in school success. We believe that the agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. We are encouraged by the cooperation and collaboration exhibited between teacher's unions, school superintendents and school boards under the leadership of our superb Education Commissioner Deborah L. Gist. We are confident that the progress that has been made to reform education in RI will continue regardless of whether or not the state is awarded additionally funding. However, we believe that Race to the Top funding would undoubtedly provide Rhode Island with critical resources to jumpstart its vision for improving education for all students: transforming persistently struggling schools, closing achievement gaps, and helping schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement.

I am confident that Rhode Island's leaders are prepared to execute the ambitious, innovative plans for reform that our outlined in the states' Race to the Top application. The Parent Leadership Training Institute stands ready to lend the support of parent advocates to the reform efforts laid out in the RI application. We are ready to work together, as a community, to increase student achievement in the State of Rhode Island.

I appreciate your careful consideration of Rhode Island's application.

Sincerely,

(b)(6)

Ina Anderson
Coordinator, Parent Leadership Training Institute

17 Gordon Avenue, Suite 202, Providence, RI 02905

# Congress of the United States
Washington, DC 20515

May 25, 2010

Mr. Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Ave. SW
Washington, DC 20202

Dear Secretary Duncan:

We are writing today to express our strong support for Rhode Island's grant application for phase two of the Race to the Top program. This proposal enhances our state's phase one submission, which was ranked number eight overall in scoring.

This Race to the Top application highlights Rhode Island's strategic plan to build systems of support for educators and prepare our students for the 21st Century. The funding will help implement data system, leadership development and common core standards initiatives. Rhode Island has already begun to execute the ambitious and innovative plans outlined in this application, and our state is ready to be a leader in revamping our country's education system.

Throughout this process, the Rhode Island Department of Education has worked to build a partnership among state and local officials, school districts, teachers, parents, students and community organizations. We have been pleased to observe this collaboration, which was integral in strengthening each part of the application and addressing concerns. We all know that investing in our students is vital to our workforce, our economy and the future of our state.

We commend this proposal, which will continue to advance the goal of a world-class education system in Rhode Island, and we urge your most careful consideration of this application in accordance with all applicable rules and regulations. Thank you for your time and attention to this matter.

Sincerely,

Patrick J. Kennedy
Member of Congress

James R. Langevin
Member of Congress

Cc: Race to the Top Review Committee Members

PRINTED ON RECYCLED PAPER

# Principal Residency Network

P.O. Box 9259 • Providence, RI 02940 • Tel 401-316-8380 • PrincipalResidencyNetwork@gmail.com

May 12, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

The Principal Residency Network is Rhode Island's only residency-based administrator certification program dedicated to the development of principals who champion educational change through leadership of schools for the purpose of improving student achievement.

Aspiring principals are paired with an outstanding mentor for an intensive residency, learn in a cohort, and demonstrate their proficiency in the Rhode Island Leadership Standards through performance assessments.

Over 90% of PRN graduates have lead in Rhode Island schools.

Dear Committee Members:

I am writing to express the Principal Residency Network's strong support for Rhode Island's Race to the Top application. Over the last ten years, the Principal Residency Network (PRN) has created and refined an innovative, effective residency-based principal preparation program – over 90% of our 50 graduates have lead schools in over 60% of Rhode Island districts and charter schools. Recent data shows that our graduates are improving achievement in many areas at a greater rate than the state average improvement rates. We welcome the accountability and monitoring efforts for preparation programs that is detailed in the Race to the Top application to both confirm our own progress monitoring data and to use to continue improving our program.

Our emphasis is on training principals as school leaders who have the moral courage and are capable of transforming low- and high-performing schools through instructional leadership. However, many graduates in their new leadership positions are faced not only with cultural resistance to change, but the policy conditions that reinforce this resistance. Rhode Island's Race to the Top application provides vast improvement to many of these conditions that impede our graduates' ability to fully implement the leadership practices they know transform schools into vibrant communities of learning. We support the initiatives in the application because we believe they have the potential to greatly accelerate our PRN graduates' ability to impact teacher quality, school climate, and student achievement.

The PRN has grown over the last decade in an educational culture that has not always valued and prioritized quality educator preparation and has not embraced all educators' responsibility for student achievement. We are extraordinarily grateful for Commissioner Gist's leadership on both these accounts. We wholeheartedly support R.I.'s Race to the Top application and strive to grow our partnership with the Rhode Island Department of Education to support and help implement the initiatives described in the application.

Sincerely,

(b)(6)

Donna Braun, Ed.D.
Director

*The Principal Residency Network is a program of the Center for Leadership and Educational Equity, a R.I. non-profit.*

May 14, 2010
Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202
Dear Committee Members:

Progreso Latino (PL) is the largest Latino CBO in RI serving the Latino and immigrant communities since 1977. The agency is working closely with LEAs to ensure that parents and their children are engaged as important stakeholders in the educational process. The agency also serves hundreds of parents so that they can improve their educational skills and advance the educational outcomes of their children. The Rhode Island Race to the Top grant application is a momentous opportunity to further focus and strengthen school/community collaborations in order to better address student needs within and beyond the classroom and to advance student performance. PL also supports this application because it proposes thoughtful strategies and actions that focus on teacher and principal preparation, evaluation, and support that are clearly aligned to instruction and student outcomes. In addition, student extended learning and alternative educational opportunities are emphasized in order to provide the state's diverse learners with options that will guarantee increased results.

Education continues to be the principal means for Latinos and other immigrants in the state to realize long-term socioeconomic progress as part of the broader community. A high percentage of Latinos and immigrant students in our urban schools are not succeeding and innovative student centered approaches that acknowledge and build on student culture, language, and experience within a rich curriculum are essential elements to be emphasized by this initiative .

The proposals set forth in this application are focused on the most important ingredient for student success: instructional leadership and effectiveness. This opportunity will give teachers in urban schools the professional development and technical support they need to incorporate educational strategies that will make a difference in the lives of the diverse constituencies in our state's student population. Educational leaders, teachers, parents, and students will have access to information technologies that will help them to effectively measure progress and plan for success. LEAs as well as other community partners such as Progreso Latino will have a voice and an important role to contribute in order to ensure that education is student centered and meets the needs of English language learners and all students.

Sincerely,
(b)(6)

Mario Bueno
Executive Director
626 Broad Street, Central Falls, RI 02863
401-728-5920 x 312

p: 401.455.9880
f: 401.331.6840
www.provplan.org

10 Davol Square, Suite 300
Providence, RI 02903

ProvPlan

May 10, 2010

**Richard R. Spies**
*Chairman*
Executive Vice President for Planning
& Senior Advisor to the President
Brown University

**Patrick J. McGuigan**
*Executive Director*

**Andrew Hodgkin**
*Vice Chair*
Chief of Staff
Office of the Governor

**Patricia Martinez**
*Secretary*
Director
Rhode Island Department
of Children, Youth
and Families

**John C. Simmons**
*Treasurer*
Executive Director
Rhode Island Public
Expenditure Council

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**Richard Kerbel**
Director of Administration
City of Providence

**Macky McCleary**
Associate
McKinsey & Company, Inc.

**Beverly E. Najarian**
Deputy Chief of Staff
Office of the Governor

**Marion E. Orr**
Fred Lippitt Professor of
Public Policy &
Professor of Political Science
Brown University

**Sandra M. Powell**
Director
Department of Labor and Training

**Robert A. Silvestre**
Professor Emeritus
Community College
of Rhode Island

**Warren Simmons**
Executive Director
Annenberg Institute for School Reform

**Matthew G. Stark**
Director of Policy & Legislative Affairs
Providence City Hall

**Angel Taveras**
Attorney at Law
Taveras Law Offices, PC

**Laurie White**
President
Greater Providence
Chamber of Commerce

Race to the Top Review Committee
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

On behalf of The Providence Plan, I am writing to lend my support to the Rhode Island Department of Education's (RIDE) Race to the Top Round Two application.

The Providence Plan is a nonprofit with a mission to improve the economic and social well-being of our city and its residents. We are often described as a "Think and Do Tank," a term that captures the dual nature of our work. A portion of our activity – our thinking – is dedicated to providing policymakers and community organizations with access to reliable data, information, and analysis. The other half – our doing – is engaged in implementing education, workforce development, and nonprofit-support initiatives that fulfill unmet needs in Rhode Island.

Through our programmatic work, The Providence Plan has firsthand knowledge of the hurdles Rhode Island's young people face in an increasingly competitive global economy. We believe education has a central role to play in helping future generations prepare to tackle these challenges, but we also know that for our state education system to be effective, it needs an ambitious and student-centered vision to guide its work.

With goals to "ensure educator excellence," "accelerate all schools toward greatness," and "establish world-class standards and assessments," the bold agenda set forth in Rhode Island's new Race to the Top application goes a long way toward ensuring our education system can support student success. ProvPlan was pleased to have been included as a member of the steering committee that helped develop this proposal.

For our organization, one of the most interesting components of the state's application is its commitment to "develop user-friendly data systems." The Providence Plan has a long track record of collaborating with the RIDE on data and information projects. Through our joint data-sharing agreement, we have been able to work with the department to examine the effect of mobility on student achievement, explore the potential for neighborhood schools, analyze shifting school populations, and understand the impacts of school consolidation. We look forward to continuing to deploy our unique information capacity in support of the state's Race to the Top work, which will provide a major stepping stone for using data to inform decision making in classrooms and schools across the state. Such an investment is critical to improving student learning, closing achievement gaps, and readying Rhode Island's children for the 21st century workforce.

Overall, The Providence Plan is one of the many organizations that stand ready, willing, and able to support the successful implementation of Rhode Island's newest Race to the Top proposal. On behalf of our state's next generation of students and leaders, I thank you for giving RIDE's application your strongest consideration.

Sincerely,

(b)(6)

Patrick J. McGuigan
Executive Director

DAVID N. CICILLINE
*Mayor*

THOMAS M. BRADY
*Superintendent*

Providence Schools

Providence Public School District
Office of High School Level Education
797 Westminster Street
Providence, RI 02903-4045
tel. 401.456-9215
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May 18, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members,

I am writing today to express my strong and steadfast support for Rhode Island's Race to the Top Round Two application. I am a member of Rhode Island's Race to the Top Steering Committee and I currently serve as the Executive Director of High Schools for the Providence Public School Department, the largest school district in Rhode Island. We are an urban district that has been in restructuring for more than 10 years. Providence has 5,745 English language learners which represents 23% of total students enrolled in its public schools. Of the 25,615 total Providence public school students, 21,360 are designated as "low income students" and qualify for free or reduced lunch. In addition, Providence has the 3rd highest child poverty rate in America.

Improving education in Rhode Island is a top priority as we must ensure that our students, the bulk of whom attend school in the Providence Public School District, receive a high quality college preparatory/ready education. By this I mean an education that not only prepares students with the necessary skills and knowledge to ensure they are competitive enough to meet college and career goals; but one that provides our young people with the motivation to stay and "give back" to their community. Our survival as a state depends on our ability to not only attract new individuals, but our ability to educate our young people well and convince them that Rhode Island is the place in which they want to work, live, and play.

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart the transformation of persistently struggling schools, to begin closing achievement gaps, and to help schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement.

I am proud to be a member of the first Rhode Island school district, Providence, to officially support this work as it demonstrates our commitment to improving the quality of life for our students and families. I am confident that Rhode Island's leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the state's Race to the Top application. I am not only a Rhode Island educator and a member of the Race to the Top Steering Committee, I am also a parent of three students who have attended Providence schools and matriculated to university and I have been a resident of Providence, Rhode Island for the past 12 years. I have been pleased to observe the Rhode Island Department of Education's steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students, and community organizations, as it goes about this important work.

I appreciate your thoughtful consideration of Rhode Island's Race to the Top application.

Sincerely,

Nkolika Etell Onye
Executive Director of High Schools
Providence Public Schools
(nkoli.onye@ppsd.org)

An Equal Opportunity Employer. The Providence School Department does not discriminate on the basis of race, age, sex, religion, sexual orientation, gender identity or expression, national origin, color, disability or veteran status. Vision: The Providence Public School District will be a national leader in educating urban youth. Mission: The Providence Public School District will prepare all students to succeed in the nation's colleges and universities, and in their chosen professions.

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I am writing today to express the my strong support for Rhode Island's Race to the Top Round Two application. I am a mother of three children who will be in Kindergarten, first, and second grade next year. I want the best that public education can offer for my children. Improving education in Rhode Island is a top priority. All children deserve to meet their potential. The state needs to be able to give every child a chance at the American dream.

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart the transformation of persistently struggling schools, to begin closing achievement gaps, and to help schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement.

I am confident that Rhode Island's leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the state's Race to the Top application. I/WE have been pleased to observe the Rhode Island Department of Education's steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students, and community organizations, as it goes about this important work.

I appreciate your careful consideration of Rhode Island's Race to the Top application.

Sincerely,

Rachel Toncelli
(b)(6)

READY

READY TO LEARN PROVIDENCE

May 10, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I wish to express my strong support for Rhode Island's Race to the Top grant application. Ready to Learn Providence is an early childhood/school readiness initiative with the vision that *all children will enter school healthy and ready to learn*. For the past seven years, we have raised over 15 million dollars to help close the "preparation gap" so that by the time children enter kindergarten, they are meeting literacy and numeracy benchmarks. We are excited that the Race to the Top RFP recognizes the importance of early learning in Invitational Priority 1 which speaks to the need for enhancing the quality of preschool programs, in particular practices that improve school readiness including social, emotional, and cognitive and improve the transition between preschool and kindergarten.

Once children enter the K-12 system, we must ensure that they continue to thrive and excel. The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart its vision for improving education for all students: transforming persistently struggling schools, closing achievement gaps, and helping schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement.

The national research consistently demonstrates that children who enter school significantly behind have a difficult time catching up. Ready to Learn Providence is doing our part to ensure that children enter school meeting the appropriate targets. We are currently partnering with RIDE on a number of ambitious projects, including the state's first publicly funded pre-k project, Rhode Island Early Learning Standards work, and Family Engagement strategies. I am confident that Rhode Island's leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the state's Race to the Top application. I have been pleased to observe the Rhode Island Department of Education's steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students, and community organizations as it goes about this important work. There is a great spirit of cooperation within our state, and we are ready to work together, as a community, to increase student achievement in the state of Rhode Island.

I appreciate your careful consideration of Rhode Island's Race to the Top application and ask that you keep me informed as the review process progresses.

Sincerely,

(b)(6)

Leslie Gell
Director

*A Program of*
*The Providence Plan*

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(b)(6)

Rhode Island
**AFTER SCHOOL PLUS** Alliance

May 11, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I am writing to express the strong support of the Rhode Island Afterschool Plus Alliance for Rhode Island's Race to the Top Round Two grant application.

As a statewide organization dedicated to ensuring that all of Rhode Island's children and youth have access to high quality expanded learning opportunities, including afterschool and summer programs, improving education in Rhode Island is of utmost concern to the Rhode Island Afterschool Plus Alliance. We work with school districts and community partners to enable them to work together *to offer the most effective and engaging learning day for each student.*

As there are increasing demands on educators to deliver high quality 21st Century outcomes within a traditional six-hour, 180 day school year, it is imperative that educators and policymakers must work together to provide the resources, supports, and services that can alleviate opportunity gaps and better ensure that students graduate from high school prepared for higher education and the workforce. We know that time is a resource that must be fully utilized to achieve education goals, and expanded learning opportunities, such as afterschool and summer learning programs, are a key support to help students reach those goals. The field of afterschool and summer learning has amassed evidence-based research of how high quality programs can compliment the work of the traditional school day. Given this research, and the growing strain on our public education system, it only makes sense for these two "worlds" to work together in closer partnership for the ultimate benefit of Rhode Island's children and youth.

Expanded learning means not just extending time, but providing high-quality, engaging, enriching learning opportunities during that time. It is ***more time well used,*** which helps students, teachers, community-based organizations, and families in many ways. Afterschool and summer learning programs have successfully engaged students by embedding their interests into their education and connecting core academics to real world experiences. Whether simulating crime scene labs to make biology lessons come to life; using music, theater and arts to teach reading, math and teamwork; using baseball and softball to improve literacy skills; or infusing reading and physics curricula into learning how to sail a boat, the possibilities of summer and afterschool are unlimited. For our older youth, afterschool can provide critical academic supports including credit attainment and recovery opportunities. Programs can be leveraged to reach students who fail one or more courses, become disengaged or want alternatives to the traditional path to graduation. Economically disadvantaged students in particular are missing out on the diverse learning opportunities that higher-income parents deem essential for the successful development of their children - art, music, athletics, mentoring – opportunities that develop the skills and sense of self that research shows are a key factor for success in today's world.

The agenda set forth in Rhode Island's Race to the Top Round Two application promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart its vision for improving education for all students: transforming persistently struggling schools, closing achievement



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http://www.afterschoolri.org

gaps, and helping schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement.

The definition of increased learning time in the Race to the Top application includes "...instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based opportunities that are provided by partnering, as appropriate, with other organizations...". Rhode Island, through partnerships among the Rhode Island Afterschool Plus Alliance, the Rhode Island Department of Elementary and Secondary Education, the Governor's Office, and private foundations, is currently in the process of implementing pilot projects in low-performing schools with community partners that seek to increase student achievement through the provision of several types of expanded learning that meet the definitions and requirements of this definition and several other sections of the Race to the Top application. Specifically, those initiatives are:

**1) Expanded learning time pilot:**
Four urban schools (Veazie St. Elementary and Gilbert Stuart Middle School in Providence, Citizens Memorial Elementary in Woonsocket, and Calcutt Middle School in Central Falls) received planning grants from the Rhode Island Department of Elementary and Secondary Education to create expanded learning time in their schools. It is critical to understand that ELT is not simply lengthening the school day, but instead it means fundamentally rethinking each school's vision, mission and schedule when it provides more time for:

- Substantially more instruction opportunities for core academics;
- Faculty and staff to collaborate and participate in professional development; and
- Integrated enrichment opportunities and varied learning experiences during the school day through strong and meaningful partnerships with community-based organizations (CBOs) and other school-based partners, including afterschool and summer programs.

**2) Expanded learning opportunities and high school graduation credit pilot:**
Five urban high schools (Juanita Sanchez Complex in Providence, Central Falls High School, Woonsocket High School, and the Woonsocket Career and Technical High School) and their community partners have received planning grants from the Rhode Island Afterschool Plus Alliance in partnership with the Rhode Island Department of Elementary and Secondary Education to devise methods of attributing credit towards high school graduation to students who participate in high quality expanded learning opportunities, including afterschool and summer programs.

**3) Summer learning pilot:**
Seven sites in four urban communities (Pawtucket (Jenks, Goff, and Slater Middle Schools), Providence (middle school students from several middle schools), Woonsocket (Coleman Elementary School), and Central Falls (Calcutt Middle School) are in their second and third years of implementing pilot programs that seek to mitigate summer learning loss of underserved learners through the provision of programming that connects the best aspects of in-school summer programs with the best aspects of community based enrichment and experiential summer learning.

These projects are currently in planning or early implementation stages, and are supported by some state funding combined with significant private funding. Should Rhode Island receive Race to the Top funding it would increase the likelihood that these projects could be enhanced and brought to scale.

I am confident that Rhode Island's leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the state's Race to the Top application. I have been pleased to observe the Rhode Island Department of



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http://www.afterschoolri.org

(b)(6)

Rhode Island
**AFTER SCHOOL PLUS** Alliance

Education's steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students, and community organizations as it goes about this important work. There is a great spirit of cooperation within our state, and we are ready to work together, as a community, to increase student achievement in the state of Rhode Island.

I appreciate your careful consideration of Rhode Island's Race to the Top Round Two application and ask that you keep me informed as the review process progresses.

Sincerely,

(b)(6)

Sarah Cahill
Executive Director



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**Rhode Island Association for Supervision And Curriculum Development**

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May 13, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Review Committee Members:

I am writing on behalf of RI ASCD to express the organization's strong support for Rhode Island's Race to the Top grant application. RIASCD is committed to the improvement of teaching and learning for the success of all learners in our state. Our strength is the diversity of more than 500 members who represent all roles in education including teachers; school and district level administrators; RI Department of Education personnel; college professors, administrators, and pre-service students; and retired educators from all levels. The goals of Rhode Island's Race to the Top application are consistent with our mission.

The agenda detailed in Rhode Island's application promises enormous benefits for all Rhode Island students. While it is our understanding that the state is committed to fulfilling the goals of the reform regardless of the Race to the Top grant, funding under Race to the Top would assure immediate and critical attention to educational improvement in our state.

RIASCD is especially intent on working with the Rhode Island Department of Education and other professional organizations in our state to provide the professional development those educators need to hone existing skills and develop new talents. We anticipate that RIASCD, in partnership with RIDE and others will be involved in providing effective educator training. Our Pre-Service Teacher Conference, now in its sixth year, is a model of professional training and an excellent tool for beginning teachers.

I have been impressed with the work that the Rhode Island Department of Education has done to this point in bringing together professionals, parents, community leaders, students and others to discuss the educational "state of our state." The vision and hope that these dialogues have fostered is energizing. The agenda is ambitious, but the resolve is as well.

On behalf of RIASCD, I appreciate your careful consideration of Rhode Island's Race to the Top application.

Sincerely,

(b)(6)

Elizabeth G. Brito, Executive Director
RIASCD

**Rhode Island Association for the Education of Young Children**

**An Affiliate of the National Association for the Education of Young Children**

***Promoting excellence in early childhood education***

May 10, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

The Rhode Island Association for the Education of Young Children (RIAEYC) most strongly supports the Rhode Island Department of Education's Race to the Top Round Two application.

RIAEYC, the state affiliate of The National Association for the Education of Young Children (NAEYC), works to achieve quality education and healthy development for Rhode Island's youngest children. RIAEYC is also home to BrightStars, Rhode Island's Quality Rating and Improvement System for early learning and child care programs. Through our work, RIAEYC supports best practices in early education and care.

Building on current investments in early education, Race to the Top funding will enable our state to expand critical early learning programs and interventions. Through this important work, our vision of closing achievement gaps and improving education for all will be realized.

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island children and youth. Race to the Top funding will provide Rhode Island with critical resources to jumpstart its vision for improving education: transforming persistently struggling schools, closing achievement gaps, and helping schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement.

I am confident that Rhode Island's leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the state's application. I have been pleased to observe the Rhode Island Department of Education's steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students, and community organizations as it goes about this important work. We are ready to work together, as a community, to increase student achievement in the state of Rhode Island.

I appreciate your careful consideration of Rhode Island's Race to the Top application. RIAEYC is pleased to offer support and will continue to be a full partner in this important work on behalf of all Rhode Island children and youth.

Sincerely,

(b)(6)

Tammy Camillo
Director

**655 Main Street, Suite 201 East Greenwich, RI 02818**

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**Rhode Island Association of School Business Officials**
**Building # 6, Rhode Island College Campus**
**600 Mount Pleasant Avenue**
**Providence, RI 02908**

**President**
Ronald D. Tarro

**Immediate Past President**
Cynthia S. Brown

**President-Elect**
Robert V. Ross

**First Vice President**
Melissa Devine

**Second Vice President**
Lori A. Miller

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Maryann Crawford
Anthony Ferrucci
Steven Janelle
John Ritchotte

**Executive Director**
Jane F. Correia

May 10, 2010

Race to the Top Review Committee
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

The Rhode Island Association of School Business Officials (RIASBO) wishes to express our commitment and support for Rhode Island's second round Race to the Top grant application. The mission of the Rhode Island School Business Officials is to promote the highest standards of school business management, professional growth and the effective use of educational resources by providing programs, services and networking opportunities for the benefit of its members.

During the past few years business officials have been faced with fiscal challenges not seen for decades and have learned to do more with less. We have joined our efforts with the RI Department of Education (RIDE) in several areas of efficiencies to ensure the continuation of services for all our students. As an organization we search for best practices and new initiatives to foster our educational Institutions.

With the assistance of RIDE each district has implemented a Uniform Chart of Accounts. This new initiative has created a consistent mechanism for financial reporting and the ability to analyze financial data specific to each school by subjects and programs. This accomplishment would not have been possible without the leadership and assistance of RIDE.

As an organization that works collaboratively with RIDE, we are confident that our Rhode Island leaders have the drive and foresight to continue with educational reform and ultimately provide greater opportunities for all our children.

Race to the Top funding will, without a doubt, provide our state critical funding to support the initiatives already underway. We are confident that, with these resources, our state will be better prepared to begin closing the gap on student performance.

Thank you in advance for your time and consideration of Rhode Island's Race to the Top application.

Sincerely,

(b)(6)

Ronald D. Tarro
RIASBO, President

RHODE ISLAND ASSOCIATION OF SCHOOL COMMITTEES

May 17, 2010

BOARD OF REGENTS FOR
ELEMENTARY AND SECONDARY EDUCATION

MAY 19 2010

OFFICE OF THE
COMMISSIONER

Deborah A. Gist
Commissioner of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Dear Commissioner Gist:

The Executive Committee of the Rhode Island Association of School Committees (RIASC) supports RIDE's application for Race To The Top 2.

RIASC would like to commend you and your staff for the effort you have undertaken, thus far, to bring $75 million in Federal grant money to Rhode Island. As educational leaders, we share your sense of urgency in addressing Rhode Island's low performing schools. The underpinning of our democratic society rests on an informed and educated populace.

Students unable to meet the basic responsibilities of citizenship undermine the social and economic fabric of our state. We, as school committee members, take very seriously our charge, in Rhode Island General Law, § 16-2-9.1 to *"Recognize that the first and greatest concern must be the educational welfare of the students attending the public schools."*

The concern for our students' welfare is a responsibility that should be shared by all Rhode Islanders. Toward that end, we would implore our fellow school committee members, every elected official and all of our educational professionals to endorse the Department's RTTT 2 application. Now is the time to join hands, not point fingers. Our students deserve nothing less.

Sincerely,

(b)(6)

Virginia Harnois, Smithfield
President

David Coughlin, Pawtucket
President-Elect

Cathy Kaiser, Jamestown
Secretary/Treasurer

Michael Crowley, Middletown
Immediate Past President

Michael Traficante, Cranston
Board Member

Jean Ann Guliano, E. Green.
Board Member

Jim Hasenfus, Barrington
Board Member

Katherine Patenaude, Cov.
Board Member

Christopher Friel, Warwick
Board Member

John Saviano, Bristol/Warren
Board Member

Jan Bergandy, Tiverton
Board Member

Scott Mueller, S. Kingstown
Board Member/ Past President
Natl. School Boards Assn.

Jo Eva Gaines, Newport
Past President

Timothy Duffy
Executive Director

cc: R. Flanders

Building # 6 RIC Campus 600 Mt. Pleasant Avenue Providence, RI 02908-1991
*tel:* (401) 272-9811, Ext. 10 *fax:* (401) 272-9834

RIASP

**Rhode Island Association of School Principals**

May 13, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Race to the Top Review Committee Members:

On behalf of the Rhode Island Association of School Principals (RIASP), I want to express our strong support for Rhode Island's Race to the Top (RTTT) grant application. Rhode Island principals have been engaged in the work of reforming Rhode Island's schools for the better part of the last decade. Working collaboratively with the Rhode Island Department of Education (RIDE) and numerous educational organizations in RI as well as with institutions of higher learning, RIASP has actively engaged in development of the RI Educational Leadership Standards and is helping to build a cohesive leadership system for Rhode Island schools.

All of RIASP's work is focused on providing principals and building leaders with the preparation, knowledge, training, coaching, and ongoing support necessary to be highly effective instructional leaders. The RIDE's strategic agenda focus of ensuring educator excellence by requiring thorough preparation, ongoing professional development, and a high quality system of supports for both new and veteran educators is completely consistent with the vision and mission of RIASP. The commitment Commissioner Gist and her team at RIDE have demonstrated in reaching out to all constituent groups for input and participation in the design and implementation of educational reforms in RI speaks volumes. Already working together, members of the RI educational community believe that receipt of RTTT grant funding will spur further collaboration and a cohesive, systemic path to improving RI schools and student achievement.

With RIASP's primary role being that of coordinating professional development for building leaders, we previously partnered with Rhode Island College and RIDE in delivering embedded professional development to one of RI's consistently lowest performing districts. This collaboration has expanded to include additional educational organizations in RI and led to plans to provide coaching for new principals throughout the state via a three year cohort model of ongoing and sustained support. Soon, we will begin training coaches to deliver embedded professional development for district leadership teams. Receipt of RTTT grant funds will help to ensure this essential work to promote educator excellence in Rhode Island.

The RIDE secondary reform process, promulgated through the RI Board of Regents for Elementary and Secondary Education adopted regulations, has been nothing short of transformative for Rhode Island schools and districts. Use of multiple measures and varied pathways for students to demonstrate and achieve proficiency has already begun to impact student achievement. Couple that with the newly adopted RI Educator Evaluation Standards

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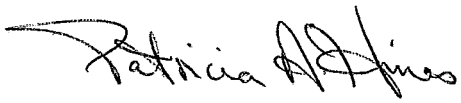
which require that student growth serves as a measure of educator performance and RI is well on its way to transforming education in the state. RIASP, RIDE, institutions of higher education, educational organizations throughout RI, and all districts in the state are now viewing school reform as a pre-K to post secondary process best accomplished through collaborative, systemic, multi-faceted work. Receipt of RTTT grant funds will enhance our ability to reform RI schools, close achievement gaps, and increase student proficiency.

RIASP is confident that RI's leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the state's RTTT application. The RIDE's steadfast commitment to work collaboratively with state and local officials, school districts, principals, teachers, parents, students, educational and community organizations is not only evident, but typified by the many meetings and public forums held to discuss the RIDE agenda and the education reform initiatives. The process is public, transparent, and collaborative. Each step in the process of developing RIDE's strategic agenda has been shared with every constituent group and input sought and incorporated into the RTTT application. This spirit of cooperation on the part of Commissioner Gist and RIDE clearly demonstrates that we are ready, as a community, to improve student achievement in the state of Rhode Island.

Thank you for your consideration of Rhode Island's Race to the Top application, we are ready to take on the work of transforming RI schools.

Sincerely,



Patricia A. Hines
Executive Director
Rhode Island Association of School Principals

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Rhode Island Association of School Principals

May 10, 2010
Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I wish to express my strong support for Rhode Island's Race to the Top grant application. As the President of the Rhode Island Association of School Principals, I represent principals in Rhode Island who are eager to begin the work of building systems of support for educators and students in Rhode Island. I have also been on the Commissioner's Steering Committee and have participated in a remarkably collaborative and transparent process of building capacity in Rhode Island.

Although Rhode Island has made progress in meeting reform agendas, especially in the areas of standards and assessment and data systems to support instruction, we still have much work ahead of us. Principals in Rhode Island agree that transforming schools in our state requires highly effective teachers and leaders who are held to high expectations and are accountable for student success. Our application for Race to the Top funds will allow our state to more effectively develop systems of evaluation, assessment, accessible data, standards-based curriculum and professional development in order to meet the initiatives in our state strategic plan and the requirements of our Basic Education Plan. This grant will also ensure that Rhode Island has a comprehensive system of supports for school intervention that meets the academic and social emotional needs of ALL learners at all grade levels.

I believe that Commissioner Deborah Gist and her team at RIDE have demonstrated the leadership and tenacity that will guide education systems in Rhode Island resulting in dramatic improvements in student achievement. The agenda in our Race to the Top application is bold and ambitious and promises enormous benefits for Rhode Island students. I am confident that Rhode Island is poised to move forward on behalf of all students to ensure that every student is ready for college and career.

I appreciate your careful consideration of Rhode Island's Race to the Top application and I hope that our spirit and commitment to improving education in our state is evident.

Most sincerely,

Norma Cole, Principal
Stone Hill School
Cranston, RI

President,
Rhode Island Association of School Principals

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RIBGHE

May 13, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I write to once again express my strong support for Rhode Island's "Race to the Top" grant application. As President of the Community College of Rhode Island (CCRI) for the past four years, I have seen first-hand the problems that arise when high school students are not prepared for postsecondary education or for the workplace. The amount of time and resources, both human and financial, that CCRI has had to expend on remedial education during this period is staggering. Since January 1st, I also have responsibilities as Rhode Island's commissioner of higher education and, in my dual role, I am committed to working closely with our Commissioner of Elementary and Secondary Education Deborah Gist to achieve transformational change in our state's K-12 system.

In addition to the many other collaborative endeavors that the Rhode Island Board of Governors for Higher Education (RIBGHE) and the Rhode Island Department of Elementary & Secondary Education (RIDE) share, we enthusiastically commit to working with RIDE on the following initiatives outlined in Rhode Island's Race to the Top second –round proposal:

1. To explore the use of individual student scores from RIDE's high school assessments for possible use by RIBGHE institutions, including placement of post-secondary students into initial credit-bearing courses (i.e., non-developmental courses) in English and mathematics at Rhode Island College, the Community College of Rhode Island and the University of Rhode Island.
2. To strengthen and deepen our current collaborative efforts already begun with RIDE to exchange data, engage in mutually beneficial research agendas, and to consider policies for making more efficient use of student assessment data across the P-20 educational endeavor.
3. To create productive mechanisms for working with our higher education faculty members who play a role in teacher preparation (both pedagogical and content) as they continue the important work of inculcating GSE and GLE expectations into higher education classroom sessions with pre-service teacher candidates.

These and other initiatives within the aggressive agenda set forth in Rhode Island's "Race to the Top" application carry great promise and would provide significant benefits for Rhode Island students. Our state's political, education and community leaders are committed to implementing these reforms regardless of whether the state is awarded additional funding. Nonetheless, a "Race to the Top" award would provide Rhode Island with critical resources to jumpstart its vision for improving education for all students:

transforming persistently struggling schools, closing achievement gaps, and helping schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement.

All elements of our state's higher education system recognize the realization of this vision would result in improved student performance, lower dropout rates, higher graduation rates and, overall, a better-quality student entering our system. That translates to higher retention and completion rates for our institutions and directly relates to the primary goal of our governing board which is to provide more Rhode Islanders with postsecondary degrees.

I am confident that Rhode Island is prepared to execute the ambitious, innovative plans for reform that are outlined in the state's "Race to the Top" application for this round of funding. Commissioner Gist and her team have made a dedicated effort to reach out to state and local officials, school districts, teachers, parents, students, and community organizations to both inform and involve them in this application process. I am impressed with their approach and in the manner with which they have factored in the feedback they have received as they go about this important work. The higher education system is pleased to be a part of this collaborative effort in working to increase student achievement in the state of Rhode Island.

I appreciate your consideration of Rhode Island's application and ask that I be kept informed as the process unfolds.

Sincerely,

Ray M. Di Pasquale, Commissioner

GREAT SCHOOLS FOR ALL

RI-CAN

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202
Dear Committee Members:

I am writing today to express RI-CAN's support for Rhode Island's Race to the Top round two application. RI-CAN (Rhode Island Campaign for Achievement Now) is an education reform policy and advocacy organization, working to ensure that every Rhode Island student has access to a great public school. The goals of RI-CAN are aligned with the agenda of Race to the Top, as well as the strategic plan for the Rhode Island Department of Education.

At RI-CAN, we believe that demographics are not destiny and that the best way to eliminate poverty is to close the achievement gap.

Commissioner Deborah Gist's arrival to the state made education the critical issue in Rhode Island. We will reform education with or without Race to the Top funding, but winning the competition would provide Rhode Island with resources to jumpstart the transformation of persistently struggling schools and begin closing achievement gaps.

As part of the Race to the Top Steering Committee for round two, I can testify that Rhode Island is ready to execute the ambitious, innovative plans for reform outlined in the state's application. The inclusiveness and transparency of the process has been remarkable. Whether or not this collaborative process will garner union support for our application is still in question, but every attempt has been made by the Department of Education to collaborate without watering down reform.

Thank you for your consideration of our application.

Sincerely,

(b)(6)

Maryellen Butke, PhD
Director, RI-CAN
24 Firglade Ave.
Providence, RI 02906

RHODE ISLAND
COLLEGE

Feinstein School of Education
and Human Development

May 17, 2010

Ms. Deborah Gist, Commissioner
Rhode Island Department of Education
255 Westminster Street – The Shepard Building
Providence, RI 02903-3400

Dear Ms. Gist:

The faculty members and administrators of the Feinstein School of Education and Human Development (FSEHD) at Rhode Island College actively support the Rhode Island Department of Education (RIDE) as it develops, submits, and implements a Race to the Top application.

Feinstein School has a committed relationship with RIDE to improve the learning of students, the engagement of parents, and the preparation of teachers to Rhode Island. The Sherlock Center on Disabilities, a unit of the Feinstein School, has an active and ongoing partnership with RIDE to provide students, parents, and teachers, throughout the state, with invaluable information, practical assistance, and professional development in numerous developmental disabilities areas. Two faculty members working within the Rhode Island STEM Center, another unit of the Feinstein School, are active participants on the RIDE Steering Committee to guide the development of the Race to the Top proposal. The Interim Dean of the Feinstein School serves as the chair of a sub-committee of the Rhode Island Certification Policy Approval Board that is working to identify and develop a plan for a new RIDE system of teacher re-certification that focuses not only on teacher performance but also on teacher professional development in areas of need identified by Local Education Agencies (LEA). The Feinstein School has created agreements with 29 of 36 local school districts to work together to identify and provide services to the districts that address instructional and learning needs of teachers and students. Two Local Education Agencies and the Feinstein School are in partnership to provide practicing teachers with the skills necessary to teach English Language Learners (ELLS). In return, the practicing teachers provide teacher candidates with classroom settings and opportunities to work with English Language Learners. Through a grant, the Feinstein School and three school districts are partners in an effort to help practicing elementary teachers improve their mathematics knowledge and mathematics teaching skills in order to improve the mathematics proficiency of elementary grade students.

The Feinstein School continues to identify ways to be a partner with and to offer active, ongoing support to the Rhode Island Department of Education in its quest to improve K-12 education in Rhode Island. The Feinstein School and Rhode Island College actively support RIDE in its goal to attain a Race to the Top grant.

Sincerely,

Nancy Carriuolo

Nancy Carriuolo, President
Rhode Island College

Roger G. Eldridge Jr.

Roger G. Eldridge Jr., Interim Dean
Feinstein School of Education and Human Development
Rhode Island College

Providence, RI 02908-1991
(401) 456-8110
Fax (401) 456-8590
TTY/TDD via RI Relay 1-800-745-5555

# *Rhode Island Commodores*

*May 6, 2010*

*Race to the Top Review Committee*
*U.S. Department of Education*
*400 Maryland Avenue, SW*
*Washington, DC 20202*

*Dear Committee Members:*

*We, the members of the Board of Governors of the Rhode Island Commodores, are writing to express our strong support for Rhode Island's Race to the Top Round Two application. For more than four decades our non-partisan organization of more than three hundred of Rhode Island's top business and civic leaders have played an important role in efforts to improve our state's quality of life. We see Race to the Top as a way to boost our state's efforts to build a top-notch educational system and a better future for our young people.*

*Improving education in Rhode Island is a top priority for our organization. Since each of us is an employer, we see first hand the critical role that education plays in our future workforce and in our citizen's quality of life. That's why the Commodores have consistently and actively supported progressive educational reform initiatives in our state that put our students first and foremost.*

*We believe strongly that the agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for our students. Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart the transformation of struggling schools, to begin closing achievement gaps, and to help schools to build the infrastructure that dedicated educators will need in order to improve student achievement.*

*The Rhode Island Commodores are confident that Rhode Island's leaders are well-prepared to carry out the innovative plans for reform that are outlined in the state's Race to the Top application. We have been pleased to closely observe the Rhode Island Department of Education's steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students, and community organizations, as it vigorously pursues its mission of reform.*

*We would very appreciative of your careful consideration of Rhode Island's Race to the Top application.*

*Sincerely,*

*Donna Cupelo,*
*Region President - Verizon NE*
*Admiral, Commodores*

*Harry Baird*
*President, Business Advisors of Rhode Island, Inc.*

*Paul Choquette*
*Chairman, Gilbane, Inc.*

*Lisa G. Churchville*
*President & General Manager, NBC10*

*Barbara Cottam*
*Executive Vice President, Head of Corporate Affairs, Citizens Financial Group*

*Trudy Coxe*
*CEO & Executive Director, Preservation Society of Newport County*

*Arthur J. DeBlois, III*
*Managing Director, Tameracq Partners, Inc.*

*David M. Dooley*
*President, University of Rhode Island*

*David Duffy*
*Chairman, RI Convention Center Authority*

*Ms. Carol J. Grant*
*Senior Vice President, External Affairs, First Wind*

*Alan Hassenfeld*
*Chairman, Hassenfeld Family Initiatives*

*Kathleen Hittner, MD*
*Senior Vice President for Community Affairs, Lifespan*

*Steven Issa*
*Regional CEO, Sovereign Bank*

*Stephen Marra*
*President, Marra Restaurant Group*

*Albert W. Ondis*
*Chairman & CEO, Astro-Med, Inc.*

*Sandra G. Parrillo, CPCU*
*President and CEO, Providence Mutual Fire Insurance Company*

*Cheryl Snead*
*President/CEO, Bannecker Industries, Inc.*

*Neil Steinberg*
*President/CEO, Rhode Island Foundation*

*Keith W. Stokes*
*Executive Director, Rhode Island Economic Development Corporation*

*Laurie White*
*President, Greater Providence Chamber of Commerce*

*James Winoker*
*CEO, Belvoir Properties, In*

**State of Rhode Island and Providence Plantations**
**315 Iron Horse Way, Suite 101**
**Providence, RI 02908**
**401-278-9100**

May 14, 2010

**Keith W. Stokes**
*Executive Director*

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I wish to express my strong support for Rhode Island's Race to the Top grant application. A well-educated workforce is a vital component of our economic development platform. A Race to the Top grant award would greatly enhance Rhode Island's ability to ensure our children are prepared to contribute to our shared economic growth.

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. While our state is committed to carrying out education reform regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with the critical resources needed to jumpstart its vision for improving education for all students by: transforming persistently struggling schools, closing achievement gaps and helping schools build infrastructure that inspired educators will need to improve student achievement.

I am confident that Rhode Island's leaders are prepared to execute the ambitious, innovative plans for reform outlined in the state's Race to the Top application. Goals as ambitious and critical as these cannot be accomplished without collaboration. Commissioner Gist is dedicated to working with business and higher education leaders to guarantee students a seamless transition to postsecondary education and careers.

I have been pleased to observe the Rhode Island Department of Elementary and Secondary Education's steadfast commitment to working closely with state and local officials, school districts, teachers, parents, students and community organizers as it goes about this important work. There is a great spirit of cooperation in our state. We are ready to work together, as a community, to increase student achievement in Rhode Island.

I appreciate your careful consideration of Rhode Island's Race to the Top application and reiterate my strong support.

Sincerely,

Keith W. Stokes
Executive Director
RI Economic Development Corporation

May 19, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I am writing to express our support for the Rhode Island Race to the Top Round Two (RttT) Application. The R. I. Federation of Teachers and Health Professionals (RIFTHP) represents over 6,000 teachers in Rhode Island, and we appreciate the fact that we will be at the table at the State level in helping to design the implementation plan of RttT here.

The development of the Round Two Application was a collaborative and open process and engaged the leaders of the locals affiliated with the RIFTHP. This accounts for a large majority of the local AFT affiliates in RI signing MOUs. Our locals look forward to working collaboratively with their districts in developing their plans and negotiating whatever provisions are necessary for implementation in districts.

We have an AFT Innovation grant to develop a world-class evaluation and support system and have engaged six urban districts, represented by superintendents and their teams and union presidents and their teams in the development of the system. The R. I. Department of Education has been working closely with us, and we hope that our work and the work of the Department in developing an evaluation system will result in either one "merged" state model evaluation system or two approved models that can be offered to all the districts in Rhode Island.

We are particularly pleased that if we are granted funds that they will be used for professional development, curriculum development and the development of an array of multiple measures that will be used in the teacher and leader evaluation process. We see these elements and the data dashboards as the most important aspects of our Race to the Top Application.

We appreciate your commitment to providing the best for our students and hope that you will give positive consideration to our application.

Sincerely,

(b)(6)

Marcia B. Reback
President

MBR/dmt

cc: Commissioner Deborah Gist
RIFTHP K-12 Presidents

# The Rhode Island Foundation

Neil D. Steinberg
President and CEO

One Union Station, Providence, RI 02903
401 427-4007 ▪ nsteinberg@rifoundation.org

May 12, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Committee Members,

On behalf of the Rhode Island Foundation, I wish to express the strongest possible support for Rhode Island's round two Race to the Top application. The Foundation has been a supporter of Race to the Top from its inception. In fact, I was a member of the delegation that traveled to Washington when Commissioner Gist presented the round one application to the committee in March 2010.

Now, as a member of the Race to the Top steering committee, I have been even more involved in the statewide collaborative process of providing input and building support for the state's round two application. Recognizing that there will always be considerable challenges that remain to be resolved, and Race to the Top is not a panacea that is designed to address every difficult issue, I firmly believe that our application hits all the right points. Success in round two will enable Commissioner Gist and her outstanding team to have the resources to better implement their ambitious vision of real educational reform in our state, addressing the most pressing needs of our educators and our students. State standards, assessment, interventions in the lowest-achieving schools, fair educator evaluation standards that are based on evidence of student performance are all necessary if we are to rectify what has become an unacceptably low level of achievement in our schools – and a real roadblock to economic prosperity in Rhode Island.

At the Foundation, we are convinced that a strong system of public education – one that effectively prepares students for higher education and the jobs of the future – is the foundation on which a robust economy is built. As one of the largest community foundations in the country, we support a wide range of sectors in our state. However, so much hinges on this that we have made improving public education a top priority of our grantmaking, community outreach, and proactive fundraising in the next five years. We stand ready to serve as a convener, an advocate, and a funder for the changes and improvements that will ensure an equitable education for all of Rhode Island's schoolchildren. We believe that the philanthropic and business communities will provide further resources to supplement the Race to the Top funds to take Rhode Island to an even higher level of education achievement.

This is a pivotal moment for our state. Race to the Top is a unique opportunity to bring federal resources to Rhode Island that will positively change the future course of public education and therefore the future course of our economy. The Foundation wholeheartedly endorses the state's round two application and we are proud to be part of the partnership of community, business, education, and social leaders that will continue to move this critical process forward.

We appreciate your careful consideration of Rhode Island's Race to the Top application and ask that you keep us informed as the review process progresses.

Sincerely,

(b)(6)

# State of Rhode Island and Providence Plantations
## General Assembly

May 20, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

We are writing to express our support for Rhode Island's application for the Race to the Top Round Two funding under review by the US Department of Education. For almost a decade, our state has been actively involved in student and school performance measurement and data utilization for continuous improvement. We have the policies and leadership in place to continue to implement an agenda based on accountability and student achievement.

We also have a strong history of working cooperatively, across levels and branches of government, for the betterment of our public education system. This funding will support these efforts in a way that will ensure sustainable evidence-based practices, with performance measurement and interventions. Our state is well-positioned to take full advantage of Race to the Top Round Two funds, and to maximize their use.

We offer our sincere appreciation to you for giving this important application your every possible consideration. Please do not hesitate to contact us if we can be of any assistance or answer any questions with regard to Rhode Island's application or this letter of support.

Sincerely,

M. Teresa Paiva Weed
President of the Senate

Gordon D. Fox
Speaker of the House

Daniel P. Connors
Senate Majority Leader

Nicholas A. Mattiello
House Majority Leader

# State of Rhode Island and Providence Plantations

## General Assembly

May 13, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Committee Members:

We write to express our strong support for Rhode Island's Race to the Top grant application. As members of the Rhode Island Senate Republican Caucus, we are reminded daily that education in our state is a vital priority. From teacher training to student achievement standards, the legislature works to establish quality classroom experiences in our state.

Rhode Island's Race to the Top application outlines an impressive agenda that promises significant benefits for our students. Rhode Island is committed to this agenda that establishes substantial reforms whether or not the state receives additional funding. However, Race to the Top support would provide much-needed resources to achieve these goals. Race to the Top funds would help transform struggling schools, close achievement gaps and improve infrastructure.

Rhode Islanders are, sadly, too accustomed to seeing headlines bemoaning student achievement. Enhancing educator preparation and selection, and allowing districts to work cooperatively, among other things, will help address these issues.

We are confident that my colleagues in the legislature and state education officials are ready to execute the reform plan outlined in the Race to the Top application. We appreciate your thorough review of the application and look forward to your decision. Feel free to contact us with any questions.

Sincerely,

Dennis L. Algiere
SENATE MINORITY LEADER

David E. Bates
MINORITY WHIP

Leo R. Blais
DEPUTY PRESIDENT PRO TEMPORE – MINORITY

Francis T. Maher Jr.
DEPUTY MINORITY LEADER

State House Providence Rhode Island 02903

May 19, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I am pleased to offer this letter of support for Rhode Island's Race to the Top Round Two application and to let you know my organization's strong commitment to fulfilling the goals of improving the quality of education in our state--goals which drive this proposal.

As the Executive Director of the Rhode Island Higher Education Assistance Authority (RIHEAA), I have been proud to work with the Rhode Island Department of Education (RIDE) on a number of initiatives to bring educators, business leaders and community organizations together to produce meaningful results for students across our state. Through the WaytogoRI web portal, our agency has created a platform to reach out to students, educators and parents with valuable, age-appropriate information about career and college planning. In creating this resource, we have worked closely with RIDE and the state's Office of Higher Education (OHE) to deliver much-needed services to every school district in our state.

The Race to the Top application is the result of a similar collaborative approach. RIDE has brought stakeholders to the table and developed an ambitious and exciting reform agenda which promises to transform struggling schools, close achievement gaps and create learning environments where inspired, committed educators can truly make a difference in the lives of their students. The Race to the Top funding will provide us with critical resources to launch this important work at a time when the state of our economy demands immediate action.

I have no doubt the leaders who have come together in this process are fully prepared to embark on innovative path set forth in this application. This process has truly energized all those in our state who care about education, and I hope you and your colleagues will support this application as a means of helping Rhode Island enact this roadmap for change which will improve the lives of every student in our state.

Sincerely,

William H. Hurry, Jr.
Executive Director

**Rhode Island Interfaith Coalition**
c/o Jewish Federation of Rhode Island
130 Sessions Street
Providence, RI 02906
www.interfaithri.wordpress.com

May 25, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

We write to express the Rhode Island Interfaith Coalition's strong support of Rhode Island's Race to the Top application. The application takes a bold approach to alleviating the effects of inter-generational poverty in Rhode Island by providing access to meaningful educational opportunity for our state's young people.

The Rhode Island Interfaith Coalition (the Coalition) is part of a national faith-based initiative working to cut poverty in half within 10 years. As such, the Coalition is an advocate for sound legislation and public policies that address the causes of poverty and that promote economic well-being for all Rhode Islanders. We support Rhode Island's Race to the Top application because it addresses the critical link between education and poverty. As Rhode Island Education Commissioner Deborah Gist said during her keynote address at our Annual *One Voice to Reduce Poverty Conference*, "educational achievement is the way out of poverty."

We strongly endorse Rhode Island's Race to the Top application for the prosperous future it envisions for our state's children by giving them access to a world-class education system. We believe that the Rhode Island Department of Education, under leadership of Commissioner Deborah Gist is poised and ready to carry out the bold agenda set fourth in the application. We are on board, and will fully participate in the work that must take place in order to realize the application's ambitious goals; particularly when it comes to mobilizing our Coalition membership of faith-based advocates and local faith leaders to create and participate in the strong community partnerships that will be essential to carry out the sweeping system changes Commissioner Gist and her colleagues have proposed. We endorse Rhode Island's Race to the Top application in the spirit of partnership and with a shared sense of responsibility inherent in our role as community partners.

We are unwavering in our commitment to support Rhode Island's Race to the Top application as we have seen firsthand throughout our congregations and constituent membership the reality of the way the achievement gap plays out in our young peoples' lives. We believe the reforms the application proposes will empower our children to discover their own capabilities like never before, in a way that will allow them to follow their dreams. When our children are given this opportunity, our entire community will benefit, and we as a community will be much closer to the eradication of poverty. We urge your favorable support of Rhode Island's Race to the Top application.

Sincerely,

Maxine Richman,
Co-Chair, Rhode Island Interfaith Coalition

Rev. Betsy Aldrich Garland,
Co-Chair, Rhode Island Interfaith Coalition

*"One Voice to Reduce Poverty in Rhode Island."*

RHODE ISLAND KIDS COUNT
ONE UNION STATION
PROVIDENCE, RHODE ISLAND 02903
401/351-9400 • 401/351-1758 (FAX)

May 18, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I am writing to express Rhode Island KIDS COUNT's strong support for Rhode Island's Race to the Top grant application. The application reflects the Rhode Island agenda for transforming education and is the result of the stellar leadership and vision of Commissioner Deborah Gist and the input of many hundreds of leaders in school districts and communities across Rhode Island.

As a statewide multi-issue children's policy organization, Rhode Island KIDS COUNT has worked closely with Commissioner Gist since she began her role in July of 2009. She has rapidly established enormous credibility and earned the respect of leaders in state government, school districts and local communities. The team that put together the Rhode Island Race to the Top application has engaged key leaders in a proactive, forward-thinking and courageous agenda to transform Rhode Island schools – all Rhode Island schools – as places of excellence in teaching and learning. In her short time in Rhode Island, Commissioner Gist has shown leadership in several key areas, including early education, educator excellence, and accountability for transforming low-performing schools.

Rhode Island KIDS COUNT works closely with the Rhode Island Department of Education, local districts, public charter schools, elected leadership, and community-based organizations; we know the importance of leadership and collaboration. We believe that Rhode Island is ready to take on the agenda laid out in Rhode Island's Race to the Top application. The newly adopted RI Department of Education (RIDE) Strategic Plan is closely aligned with the Race to the Top goals. In both the Strategic Plan and the Race to the Top application, Rhode Island has prioritized the critical issues that Rhode Island KIDS COUNT believes are essential to closing the achievement gap, improving teacher quality, and giving all Rhode Island students access to an excellent education and the opportunity to succeed.

Rhode Island KIDS COUNT is fully committed to working with RIDE, educators, and other community partners in carrying out these reforms. We commit to continue serving on the Race to the Top Steering Committee, partnering with RIDE and other agencies to expand and improve data systems and data use in the state and on the local level, supporting community partnerships that improve educational success for all students in Rhode Island, providing expertise on the continued development and expansion of Rhode Island's early education programs, and monitoring progress in the state through our ongoing tracking and publication of KIDS COUNT education indicators.

rikids@rikidscount.org
www.rikidscount.org

While Rhode Island is committed to carrying out the reforms outlined in our Race to the Top application regardless of whether we are awarded additional funding, Race to the Top would provide Rhode Island with critical resources to implement key goals and strategies quickly and intensively in order to accelerate progress and achieve results. By transforming persistently struggling schools, closing achievement gaps, and helping schools to build the infrastructure necessary to support all Rhode Island educators in improving student achievement, Rhode Island will ensure that all students are provided with world class educational opportunities.

Because of our size, as well as the current outstanding leadership and momentum, Rhode Island is a perfect state in which to make a Race to the Top investment. We can truly transform education in measurable ways over the next few years. Commissioner Gist and her team at RIDE are clearly organized for change and for mobilizing the systemic transformation that is needed to close the achievement gaps and accelerate student progress. Race to the Top funds will enable Rhode Island to make critical systems changes that ensure educator excellence, accelerate all schools toward greatness, and establish world-class standards and assessments. Rhode Island is prepared to strengthen the use of data at the state level and in the districts to guide instructional strategies and to monitor progress within individual schools and within the PK – 12 education system.

We are confident that RIDE and the state of Rhode Island as a whole are ready to invest resources in ways that leverage the changes outlined in the Race to the Top application. Rhode Island's Race to the Top application reflects a powerful set of measurable goals and strategies that will propel our schools forward to close the gaps that currently exist in student achievement in Rhode Island. There is a clear focus on making progress in the most troubled schools. Rhode Island's leaders are prepared to execute ambitious, innovative plans for education reform and will continue to build on the collaborative work that has been undertaken so far. The momentum for education reform has never been greater. The important policy changes that the Commissioner has already put into place during the first eleven months of her tenure (with the backing of the Governor and the Board of Regents) are clear signs that Rhode Island is already making huge strides to improve our education system and to ensure that every education policy decision is in the best interests of children.

There is a great spirit of cooperation within our state, strong leadership, and a real sense of urgency. We are ready to work together, as a community, to increase student achievement in the state of Rhode Island. Rhode Island KIDS COUNT pledges its full support, staff resources and participation in the implementation of Rhode Island's Race to the Top agenda. I urge your favorable consideration of Rhode Island's proposal. If you have any questions or if I can provide any additional information, please call me at 401-351-9400, ext. 12.

Sincerely,

(b)(6)

Elizabeth Burke Bryant
Executive Director

May 13, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

On behalf of Rhode Island's vibrant public charter school movement, we wish to express our strong support for Rhode Island's Race to the Top grant application. Our state is uniquely poised to make dramatic strides to improve the quality of public education for our children, and our diverse, strong public charter schools are ready to play a key role.

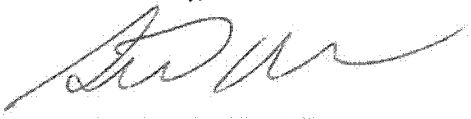
We know that Rhode Island students can perform at the highest levels, and the provisions outlined in Rhode Island's Race to the Top application will help them get there. Rhode Islanders know that now is the time to recommit ourselves to creating a public education system that moves both students and professional educators toward the highest levels of achievement. Additional federal resources would undoubtedly help our state progress more quickly toward this vision for excellence by transforming persistently struggling schools, closing achievement gaps, helping schools to build infrastructure and ensuring all of our educators are performing at their best.

Nationally the public charter school movement is an engine for best practice, and in Rhode Island our public charter school movement is no exception. In every corner of our state public charter schools have shown that student achievement is possible regardless of background or income. Most of our public charter schools serve students from urban, historically underperforming districts. The public charter school movement in Rhode Island is focused on developing and refining strategies to level the playing field for low-income families. Rhode Island Charter schools have already been developing many of the reforms proposed in our Race to the Top application—such as strong educator evaluation systems, formative assessments, programs that are helping underserved populations succeed. A continued focus on this effort is clearly articulated in Rhode Island's Race to the Top application and we look forward to working with the Department of Education to help propel these urban communities toward excellence by expanding the number of high performing public charter schools in Rhode Island and providing additional options for students who are in struggling schools.

Rhode Island's leaders are prepared to execute the ambitious, innovative plans for reform outlined in the state's Race to the Top application. The Rhode Island Department of Education has facilitated an open and inclusive planning process that reflects the strong spirit of cooperation in our state. Rhode Island is home to a variety of strong schools, classrooms, teachers, and learners and now we are poised to build a system that will support strength equitably for all of our children.

We urge you to carefully consider Rhode Island's proposal. Feel free to contact us or our colleagues with any questions as the process moves forward.

Sincerely,



Stephen A. Nardelli
Executive Director
RI League of Charter Schools

Julie Nora, Ph.D.
President
RI League of Charter Schools

CC: Charter Directors

RHODE ISLAND
MAYORAL ACADEMIES
160 Westminster Street, Suite 202, Providence, RI 02903

Race to the Top Review Committee
US Department of Education
400 Maryland Avenue, SW
Washington DC 20202

Dear Committee Members,

I am writing today to express Rhode Island Mayoral Academies' (RIMA) strong support for Rhode Island's Race to the Top Round Two application. RIMA is working in partnership with a coalition of the state's mayors to build a network of high-performing public charter schools.

Rhode Island has a widening achievement gap and the lowest Latino NAEP scores in the nation. We have much work to do to turn our failing system around.

Funding the agenda set forth in Rhode Island's Race to the Top application will enable our state to make much-needed reforms. Rhode Island is committed to carrying out these reforms regardless of whether it is awarded additional funding; however, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart the transformation of persistently struggling schools, to begin closing achievement gaps and to help schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement.

Rhode Island Mayoral Academies is confident that Rhode Island's leaders are prepared to implement the ambitious, innovative plans for reform that are outlined in the state's Race to the Top application. We have been pleased to observe RIDE's steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students and community organizations as the Department goes about this important work.

I appreciate your careful consideration of Rhode Island's Race to the Top application.

Sincerely,

Mayor Daniel J. McKee
Chairman of the Board
Rhode Island Mayoral Academies

800-971-3090 401-244-7496 fax: 800-971-3781
www.mayoralacademies.org

# RHODE ISLAND MIDDLE LEVEL EDUCATORS

255 Westminster Street – Room 600 Providence, RI 02903
(401) 222-8938 Fax: (401) 222-2823
E-Mail: rimle@ride.ri.net

William R. Fasano
Executive Director

Dr. Michael J. Almeida
President


May 12, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I am writing on behalf of Rhode Island Middle Educators (RIMLE) to express our support for Rhode Island's Race to the Top Round Two application. RIMLE is an organization that advocates for the middle level and supports practices that provide a quality education for young adolescents. The organization represents school and district level administrators and teachers, college representatives at the instruction and pre-service level, and retirees – all committed to meeting the unique needs of the adolescent learner academically, socially, and emotionally. In order to ensure all students are college and career ready, it is critical that school and district educators are supported in their efforts to achieve this goal. We believe Rhode Island's Race to the Top application will address this need.

Improving education in Rhode Island is a top priority. The Rhode Island Department of Education's Strategic Plan clearly articulates five priorities to improve education: ensuring educator excellence, accelerating all schools toward greatness, establishing world-class standards and assessments, developing user-friendly data systems, and investing our resources wisely. Rhode Island's Race to the Top application would certainly align and support the implementation of the Strategic Plan.

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether or not it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with the critical resources it needs. These resources would jumpstart the transformation of persistently struggling schools, begin closing achievement gaps, and helping schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement and produce successful high school graduates that are college and career ready.

RIMLE is confident that Rhode Island's leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the state's Race to the Top application. The Round Two application process has provided Rhode Island educators, professional organizations, and citizens with ample opportunity to review the document and provide feedback. As a result, the application has been revised numerous times. We believe the process has been much more transparent and inclusive than Round One and we look

forward to being at the table and actively engaging in a shared, collaborative effort to develop and implement the system(s) outlined in the application.

I appreciate your careful consideration of Rhode Island's Race to the Top application.

Sincerely,

William Fasano

Executive Director

Dr. Michael J. Almeida

President

***MISSION STATEMENT: The Rhode Island Middle Level Educators (RIMLE) are dedicated to providing advocacy and professional development in support of a high quality education for early adolescents.***

RHODE ISLAND PARENT INFORMATION NETWORK
RIPIN
1210 Pontiac Avenue Cranston, Rhode Island 02920 CALL 401.270.0101 - 800.464.3399 (in RI) FAX 401.270.7049 VISIT www.ripin.org

May 10, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

It is with great enthusiasm that I write on behalf of the Rhode Island Parent Information Network (RIPIN) in strong support of Rhode Island's Race to the Top Round Two grant application. For nearly 20 years our organization has helped parents, families, students, and educators obtain the information, support, and empowering experiences they need to be effective advocates for their children, families, schools, and communities. Our mission is to assist individuals, parents, families and children to achieve their goals for health, educational, and socio-economic well being by providing information, education, training, support and advocacy for person/family centered care and systems change.

More than 30 years of research indicates that parental involvement in education can lead to successful educational outcomes – for all students; including those from underserved communities or those with disabilities or who are English language learners - and it is our goal to provide information and support so that parents/families and educators can partner effectively for the benefit of each child. As our state's federally designated and funded Parent Training and Information Center (PTIC) since 1991 and Parent Information and Resource Center (PIRC) since 1997, we are well positioned to continue our collaboration with the RI Department of Education to ensure that families, schools, and communities continue to have the tools they need to support effective parent involvement in education. We believe that the Purposes and Objectives of Rhode Island's application for Race to the Top funding will address the most critical needs of our schools and districts that struggle to ensure that each student performs to the best of their ability.

The agenda set forth in Rhode Island's Race to the Top Round Two application promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would provide Rhode Island with critical resources to jumpstart its vision for improving education for all students: transforming persistently struggling schools, closing achievement gaps, and helping schools to build the infrastructure that engaged, expert educators will need in order to improve student achievement.

We are pleased and interested in RI's Race to the Top goals to ensure educator excellence, move all schools toward academic greatness, and implement world-class standards and assessments. These goals closely relate to current work and objectives at our agency. Currently, RIPIN provides training and technical assistance to help schools ensure that the quality and

effectiveness of teachers includes knowledge and skill in involving parents in meaningful ways. We help schools assess the family friendliness of their policies, procedures, and physical plant and provide opportunities for parents of children in special education to learn about their rights and responsibilities, and to practice their skills, so that they can more effectively engage with the professionals who serve their children. In both our PIRC and PTIC programs, trainings are focused on pathways to post-secondary opportunities for all. Additionally, we provide training on educational standards, help parents interpret performance data on their child and their child's school, provide experiential opportunities for college students majoring in education/special education, and help schools expand their capacity and effectiveness through the highest and best use of parent and community volunteers.

I am confident that Rhode Island's leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the state's Race to the Top application. There is a great spirit of cooperation within our state, and we are ready to work together, as a community, to increase student achievement in the state of Rhode Island.

We strongly support RIDE's proposal and I appreciate your careful consideration of Rhode Island's Race to the Top application and hope that it receives a favorable review. Please keep me informed as the review process progresses. I can be reached at 401-270-0101 x101 or via email at cox@ripin.org.

Sincerely,

(b)(6)

Matthew B. Cox
Executive Director

Rhode Island PTA®
everychild. onevoice.®

RIC East Campus, Bldg. #6 • 600 Mount Pleasant Avenue •
Providence, RI 02908-1924 • Telephone: (401) 272-6405 •
Fax: (401) 272-6409 • E-mail: support@rhodeislandpta.org/ •
Website: www.rhodeislandpta.org/ • Kathleen S. Fielder, President

May 14, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I am writing today to express my strong support for Rhode Island's Race to the Top Round Two application. I am the president of the Rhode Island Parent Teacher Association, a chartered constituent of National PTA, the largest volunteer child advocacy association in the United States. Just completing its 100th year, Rhode Island PTA continues to advocate for ALL children statewide.

Improving education in Rhode Island is a top priority. The mission of PTA includes advocating for a quality education where all students can succeed. PTA believes in forming partnerships to ensure student success.

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart the transformation of persistently struggling schools, to begin closing achievement gaps, and to help schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement.

I am confident that Rhode Island's leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the state's Race to the Top application. I have been pleased to observe the Rhode Island Department of Education's steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students, and community organizations, as it goes about this important work.

I appreciate your careful consideration of Rhode Island's Race to the Top application.

Sincerely,

(b)(6)

Kathleen S. Fielder
President, Rhode Island PTA

(b)(6)

RIPEC

Rhode Island Public
Expenditure Council

86 Weybosset Street
5th Floor
Providence, RI
02903-2800
tel. 401/521-6320
fax 401/751-1915
http://www.ripec.org

May 21, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I wish to express my strong support for Rhode Island's Race to the Top grant application. RIPEC recognizes the key role public education plays in the State's economic competitiveness. The creation of a high-quality workforce is an essential component of any economic development plan. At the same time, education represents the most significant fiscal investment made by states and municipalities and, as such, it is imperative that there is a return on that investment.

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. While our State is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart its vision for improving education for all students: transforming persistently struggling schools, closing achievement gaps, and helping schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement.

As an organization, RIPEC has long advocated for adequately training, supporting and ensuring accountability within the teaching force. The State's application for the R2T funds specifically focuses on these areas within a comprehensive framework for improving teacher effectiveness. Rhode Island's strategic plan, as outlined in the application, also focuses on aligning curriculum, instruction and assessment with the National Common Core Standards, which represents an essential step towards ensuring all Rhode Island students are educated at a level that enables them to be competitive in today's workforce.

I am confident that Rhode Island's leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the State's Race to the Top application. I have been pleased to observe the Rhode Island Department of Education's steadfast commitment to working collaboratively with State and local officials, school districts, teachers, parents, students, and community organizations, as it goes about this important work. There is a great spirit of cooperation within our State, and we are ready to work together, as a community, to increase student achievement in the State of Rhode Island.

I appreciate your careful consideration of Rhode Island's Race to the Top application and ask that you keep me informed as the review process progresses.

Sincerely,

(b)(6)

John C. Simmons
Executive Director

School counselors are positioned to be school leaders who share a vision for school reform and re-structuring that leads to innovative practices that personalizes the educational experience for students, thus improving student achievement (RI R2T objective #3). K-12 school counselors already have a leadership role in the design, implementation, and evaluation of personalization strategies and Individual Learning Plan programs in many districts. Three members of the RISCA served on the Rhode Island Department of Education's (RIDE) advisory committee to develop the guidance for the Individual Learning Plan, a student-centered planning tool mandatory for grades 6 – 12.

RI is in the process of developing a framework for rigorous teacher evaluation. The RISCA endorses the need for quality evaluation instruments and is in communication with RIDE and the Commissioner on the importance of competency based evaluations. The Department of Education listened when school counselors explained the need for an evaluation tool specific to support staff personnel: school counselors, school social workers, school psychologists, school nurses and others. Members of the RISCA, the current president of the American School Counselor Association, and faculty members of the Rhode Island College Counseling Department are working on developing a rigorous evaluation tool that aligns the national professional school counseling competencies with school reform initiatives and will be an exemplar for performance evaluations of K-12 school counselors.

The RISCA has always been dedicated to promoting and providing ongoing professional development for the improvement of school counseling programs to better serve students. R2T funds will strengthen the collaboration between RISCA and the RIDE to improve student achievement through personalization, effective Individual Learning Plan programs, data analysis, and the development of methods to evaluate the efficacy of K - 12 school counseling programs.

The RISCA is confident that Rhode Island's leaders, state and local officials, school districts, teachers, parents, students and community organizations are committed to the goals outlined in our state's RTTI application: improving student achievement, closing the achievement gap, improving graduation rates and increasing college enrollment. We are certain that RISCA school counselors will continue to work collaboratively with all stakeholders to increase student success for all students in the state of Rhode Island.

We appreciate your careful consideration of Rhode Island's Race to the Top application.

Sincerely,

(b)(6)

Donna Blue-Tobin
President, Rhode Island School Counselor Association
School Counselor Department Head
Pilgrim High School
Warwick, RI 02886

RISCA

Rhode Island School Counselor Association

May 22, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I wish to express the Rhode Island School Counselor Association's (RISCA) support for Rhode Island's Race to the Top grant application. The mission of RISCA is to promote excellence in the profession of school counseling and the academic, career and personal/social development of all students. School counselors are educators who collaborate with students, other educators, parents, educational institutions, service agencies and community organizations to facilitate the best education for students in the academic, career and personal/social areas of competency.

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart its vision for improving education for all students: transforming persistently struggling schools, closing achievement gaps, and helping schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement.

School counselors work with K-12 students to develop the knowledge, attitude and skills to choose the best courses that will prepare them for college and challenging careers (RI R2T objective #2). School counselors use data to uncover achievement gaps, thus empowering school counselors to work with all students to ensure equity and access to a rigorous curriculum. Moreover, school counseling programs rely on student data to address potential barriers to high school graduation. In the process, school counseling programs work to ensure students' aspirations in achieving their career goals and ensuring those goals are connected to the required academic and personal/social competencies that lead to graduation.

**RHODE ISLAND SCHOOL FOR THE DEAF**
BOARD OF TRUSTEES
One Corliss Park
Providence, RI 02908

May 13, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I wish to express my strong support for Rhode Island's Race to the Top Round Two application.

For far too many years witnessing too many heartbreaking setbacks and hardships, the Deaf and Hard of Hearing children and parents suffer an inept statewide web of support, follow through and quality education with continual disappointment.

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart its vision for improving education for all students: transforming persistently struggling schools, closing achievement gaps, and helping schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement.

Indeed, the Rhode Island School for the Deaf and constituents are truly committed to succeed with the mission and vision for our Deaf and Hard of Hearing children. However, fragile confidence and risk of failure is rampant due to lack of resources for sustainment and inspiration of our educators and infrastructure. Your contemplation and much hoped for action to award additional funding will work positively to aid the achievement of the highlighted means and goals above. Your action now will enhance the quality of education and ultimately the lives of our Deaf and Hard of Hearing children.

I am confident that Rhode Island's leaders are prepared to execute the ambitious, innovation plans for reform that are outlined in the state's Race to the Top Round Two application. I have been pleased to observe the Rhode Island Department of Education steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students, and community organizations as it goes about this important work. There is a great spirit of cooperation within our state, and we are ready

to work together, as a community, to increase student achievement in the state of Rhode Island.

I appreciate your careful consideration of Rhode Island's Race to the Top Round Two application and ask that you keep me informed as the review process progresses.

Sincerely,

Travis R. Zellner
Board of Trustees, Chairperson
Rhode Island School for the Deaf
401.250.5285
tzellner@rideaf.net

Rhode Island School Superintendents' Association

Colleen Jermain
*President*

John Pini
*Executive Director*

May 13, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

The Rhode Island School Superintendents' Association (RISSA) wishes to express its strong support for Rhode Island's Race to the Top grant application. The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms, approval of the Race to the Top application would, undoubtedly, provide Rhode Island with critical resources to continue its vision for improving education for all students: transforming persistently struggling schools, closing achievement gaps, and helping schools to build the infrastructure that educators will need in order to improve student achievement.

All elements of the proposal have the potential to effect major positive change in Rhode Island schools. The focus on teacher quality and the establishment of a Leadership Academy are two of the major elements of the proposal that RISSA finds particularly essential to improving the quality of teaching and learning in Rhode Island and is extremely pleased that not only practicing teachers will benefit from these supports, but educational leaders will be provided the skills and toolkits they will need to lead and implement these initiatives.

RISSA is confident that Rhode Island's leaders are ready to execute the ambitious, innovative plans for reform that are outlined in the state's Race to the Top application. RISSA has been pleased to observe the Rhode Island Department of Education's steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students, and community organizations as it goes about this important work. There is a great spirit of cooperation within our state, and we are ready to work together, as a community, to increase student achievement in the state of Rhode Island.

RISSA appreciates your careful consideration of Rhode Island's Race to the Top application. RISSA respectfully requests that you keep us informed as the review process progresses. We look forward to hearing some positive news in the near future notifying us of our success in receiving this grant award. We can then achieve our dream of making the smallest state in the Union the biggest and best in high quality educational opportunity for all students– so that every Rhode Island child has the ability to live his/her dream.

Sincerely,

Colleen Jermain
President, Rhode Island School Superintendent's Association

Rhode Island College | Building #6 | 600 Mount Pleasant Avenue | Providence, RI 02908-1924
Phone: 401-272-9811 Ext. 20 Fax: 401-782-4417

RHODE ISLAND
SCIENCE & TECHNOLOGY
ADVISORY COUNCIL

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Vice President for Research, Brown University (Co-Chair)

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Saul Kaplan
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Business Innovation Factory

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Thomas Rockett, Ph.D.
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Thomas Ryan
Chairman, President and Chief Executive Officer, CVS Corporation

Jeff Seemann, Ph.D.
Vice President for Research
Texas A&M University

Donald Stanford
Interim Chief Technology Officer, GTECH Holdings Corporation

May 14, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

It is my pleasure to write to you to express the Rhode Island Science and Technology Advisory Council's (STAC) enthusiastic support for Rhode Island's Race to the Top grant application.

STAC believes strengthening Rhode Island's role as an incubator of scientific and technological innovation is essential for developing a healthy, stable and dynamic economy in the coming decade. Because a STEM-literate population will be a primary component of this knowledge-based innovation economy, improving STEM education and developing a technology literate workforce must be a top priority for public officials and community and business leaders. STEM skills will insure our workers have the knowledge base to transform ideas, insights and inventions into new processes, products and services.

STAC is ready to work together with Commissioner Gist to increase student STEM achievement and to develop top-quality teachers who will guide our students to become the best in the world in math, science, and technology. Although we have a long way to go to achieve our goals, Rhode Island has a number of inquiry-based instruction modules like the Nautilus Live Initiative for deepwater exploration that increase the relevance of science and math to our students. We are committed to working with the Commissioner to continue to improve curriculum and to make more of these types of programs available.

The work proposed in Rhode Island's application is aligned with the goals of the state as outlined in our State Science and Technology Plan and will significantly impact the future well-being of all Rhode Island citizens through investments made in our educational system today. Race to the Top represents a landmark opportunity to transform education in our state and on behalf of our Council I strongly encourage you to fund this application.

Very truly yours,

(b)(6)

Christine Smith

315 Iron Horse Way, Suite 101 Providence RI 02908 Tel. 401-278-9100 http://stac.ri.gov

The Rhode Island State
Council of Churches

[illegible]
[illegible]
[illegible]
Fax [illegible]
[illegible]
[illegible]

The Rev. Dr. Donald C. Anderson,
Executive Minister
[illegible]@councilofchurches.org

Member Denominations
African Methodist Episcopal Church
African Methodist Episcopal Zion Church
American Baptist Churches USA
Church of God in Christ
[illegible]
[illegible] Church in America
[illegible]
[illegible] of Friends
Rhode Island Orthodox Clergy Fellowship
[illegible]
The United Church of Christ
[illegible] Congregations
United Methodist Church

[illegible]
[illegible] Women United
[illegible] Ministers
Hispanic Ministerial Association of Rhode Island
Ministers' Alliance of Rhode Island
[illegible] Churches New England
Universalist Church of Rhode Island

# Rhode Island State **Council** *of* **Churches**

May 13, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I wish to express my strong support for Rhode Island's Race to the Top grant application. Our involvement with many urban churches has made us all too aware of the desperate need for improvement in our educational system in the urban school districts. The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. As an organization that represents over 350 of Rhode Island's churches we are especially excited about the increased opportunities for success of the youth in our urban core. The funding from Race to the Top will help accelerate the existing plans for improvements in our neediest school.

I am confident that Rhode Island's leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the state's Race to the Top application. I have been pleased to observe the Rhode Island Department of Education's steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students, and community organizations as it goes about this important work. There is a great spirit of cooperation within our state, and we are ready to work together, as a community, to increase student achievement in the state of Rhode Island.

I appreciate your careful consideration of Rhode Island's Race to the Top application and ask that you keep me informed as the review process progresses.

Sincerely,

(b)(6)

Donald Anderson
Executive Minister

RISCA
Art is the Anchor

401 222.3880 Tel
222.3018 Fax
RI Relay # 711

Rhode Island State Council on the Arts
One Capitol Hill, 3rd Floor
Providence, RI 02908
www.Arts.RI.gov

May 17, 2010

Race to the Top Review Committee
US Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Committee Members:

I am writing to express our strong support for Rhode Island's Race to the Top application. The Rhode Island State Council on the Arts has a long tradition of collaboration with the Rhode Island Department of Education, and we are working together on a policy level to ensure that the arts help all children to succeed in our state. All students in the State of Rhode Island must demonstrate proficiency in an art form in order to graduate from high school. We are proud of this proficiency-based focus, unique among the states, and driven by student outcomes rather than inputs. We believe that Rhode Island's focus on proficiency and competency makes it a national leader and a role model worth supporting as a winner in the Race to the Top competition.

Here in Rhode Island we have a long-term policy coalition in the arts. This effort is called the Rhode Island Arts Learning Network, and it was established as a result of our partnership with the Rhode Island Department of Elementary and Secondary Education and our State's Office of Higher Education. The vision of this partnership is as follows:

> ***We envision a Rhode Island where all children and youth have equal access to rich and challenging arts learning opportunities in their homes, schools, and communities, thus enabling them to become creative and critical thinkers, effective communicators, responsible citizens, and knowledgeable adults.***

With our statewide partners, in particular the Rhode Island Department of Education, we have begun to build an infrastructure connecting home, school, and community learning to make this possible. More information on this collaborative effort can be found at http://www.riartslearning.net.

We in Rhode Island know that the arts must be instrumental to any education strategy that aims to help all students achieve at high levels. The arts provide different ways of knowing content, and are particularly helpful for students who learn differently and are often left behind. The arts also provide multiple ways of expressing and assessing what students know and are able to do. Providing multiple pathways for learning and assessing learning are critical to reaching high standards for all students, and the arts play a key role for diverse learning pathways. Additionally, as we prepare our students for the global society in which they are living and working, the arts provide multicultural perspectives and ways of communicating and understanding across cultural and language barriers. The arts also require the kind of critical thinking, problem-solving, and teamwork skills that prepare students for a future in the workplace or higher education.

Research such as James Catterall's leaves little doubt that low SES students particularly benefit from sequential arts learning K-12, and since our challenge is particularly to reach students in inner-city low-income schools, the arts are a powerful tool.

We also provide ongoing professional development for teachers with nationally recognized programs such as Arts Talk—arts integration at the high school level. Students who have typically been low achievers academically are integral to that program, and we have watched them come alive as learners when the arts are built into their learning.

If you grant Rhode Island *Race to the Top* funding, be assured that we will work tirelessly with our partners at the Rhode Island Department of Education to help all students succeed.

Sincerely,

Randall Rosenbaum
Executive Director

cc: Deborah A. Gist, Commissioner for Elementary and Secondary Education
Rhode Island Department of Education

Bill Brackett, Chairman
Rhode Island State Council on the Arts

STATE OF RHODE ISLAND & PROVIDENCE PLANTATIONS
HOUSE OF REPRESENTATIVES
OFFICE OF THE MINORITY LEADER
ROOM 106 STATE HOUSE
PROVIDENCE
02903

ROBERT A. WATSON
MINORITY LEADER
401-222-2259

May 17, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I would like to take this opportunity to restate my support for the State of Rhode Island's Race to the Top grant application. During my years in the Rhode Island General Assembly I have been an advocate for a high quality education for all Rhode Island children. We have made progress in improving our educational system but I am confident we can do even better and this program would be a major benefit to our state.

The agenda included in our application would bring significant reforms to our schools and ultimately provide a better quality of education to our students. Race to the Top would surely provide our state with funds that would allow us to make strides in improving student achievement by helping struggling schools, raising test scores and increasing teacher training.

I know that Rhode Island's leaders are ready to execute the ambitious, innovative plans for reform that are outlined in our Race to the Top application. As I stated previously, the Rhode Island Department of Education has made great progress and has demonstrated a commitment to working collaboratively with the entire community to improve education for all Rhode Island students.

Please give this resubmission strong consideration. The time and effort that have been put into this application will only be outmatched by the energy our state will dedicate to participating in the Race to the Top program. I urge you to help Rhode Island increase achievement for our students.

Very truly yours,

Robert A. Watson
House Minority Leader

**EXECUTIVE CHAMBER**

**CITY OF WARWICK** **RHODE ISLAND**

**SCOTT AVEDISIAN**
**MAYOR**

May 19, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I am writing today to express my support for Rhode Island's Race to the Top Round Two application. As Mayor of the state's second largest city, I know how vitally important this funding will be for our communities.

Improving education in Rhode Island is a top priority. Well prepared and enthusiastic students who learn to embrace and successfully meet challenges will only help our community in the future.

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for our students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, federal money would undoubtedly provide our state with critical resources to jumpstart the transformation of persistently struggling schools, to begin closing achievement gaps, and to help schools to build the infrastructure that inspired, expert educators will need to improve student achievement.

I have been pleased to see the state Department of Education's commitment to working with state and local officials, school leaders, teachers, parents, students and the community in general throughout this process.

I appreciate your consideration of Rhode Island's Race to the Top application.

Sincerely,

Scott Avedisian
Mayor

**3275 Post Road • Warwick, RI 02886 • (401) 738-2000 • FAX (401) 738-6639**

# SEGUE Institute for Learning

*Where ALL students are At Promise!*

325 Cowden Street * Central Falls, RI 02863 * Phone (401) 721-0964 * Fax (401) 721-0984 * SegueIFL.org

Thursday, May 12, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I am writing today to express The Segue Institute for Learning's strong support for Rhode Island's Race to the Top Round Two application.

The Segue Institute for Learning is a newly established middle level charter school serving students and families of the Central Falls, RI community. As a full service school; we support innovative approaches and strategies that will bring about positive change for our scholars. These changes will certainly lay the groundwork for the practices that will become part of our school's culture and delivery of education.

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart the transformation of persistently struggling schools, to begin closing achievement gaps, and to help schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement.

The Segue Institute for Learning is confident that Rhode Island's leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the state's Race to the Top application. Throughout the process, I have been pleased to observe the Rhode Island Department of Education's steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students, and community organizations, as it goes about this important work.

I appreciate your careful consideration of Rhode Island's Race to the Top application.

(b)(6)

Angelo Garcia, Director of Operations
The Segue Institute for Learning
AngeloG@SegueIFL.org

State of Rhode Island & Providence Plantations
House of Representatives
House Committee on Finance
Room 305, State House
Providence
02903

STEVEN M. COSTANTINO
CHAIR
401-222-2738

May 17, 2010

Race to the Top Review Committee
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I am writing today to express my strong support for Rhode Island's Race to the Top Round Two application. Over the last 10 years, the General Assembly has created policy conditions for comprehensive education reform resulting in the passage of the *Paul W. Crowley Student Investment Initiative*. Having worked personally with the late Representative Paul W. Crowley on the House Committee on Finance; to which he served with great distinction as Deputy Chairman of the committee and before that as Subcommittee Chairman on Education.

Improving education in Rhode Island is a top priority. This year, I have personally introduced *Bill - H 8094, An Act Relating to Education – Foundation Level School Support*. This act would implement a clear, fair and equitable funding formula. My bill would be a fundamental rethinking of the state's responsibility to property tax payers and local communities. I recognize the flaws in the current approach and am not convinced that the current policy maximizes opportunities for students in our public schools.

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide us with the critical resources to jumpstart the transformation of persistently struggling schools, to begin closing achievement gaps and to help schools build the infrastructure that educators will need in order to improve student achievement.

I am confident that Rhode Island's leaders are prepared to execute all the plans for reform that are outlined in the state's Race to the Top application. I have been pleased to observe Rhode Island's steadfast commitment to working collaboratively with all local officials, school districts, teachers, parent students and community organizations as it goes about this important goal.

Sincerely,

Steven M. Costantino
Representative - District 8

SMC/lcs

BROWN

HOWARD R. SWEARER CENTER
FOR PUBLIC SERVICE

May 12, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I'm writing to express support for Rhode Island's Race to the Top grant application and our desire to partner on its implementation if the state's proposal is selected. The Swearer Center for Public Service at Brown has been deeply involved with public K-12 education and efforts to increase educational opportunity in the state over our nearly 25-year history, and I see a historic opportunity to advance this agenda in significant ways at this particular time, with your help.

From my personal background with K-12 education reform nationally, including the establishment of the national Pathways to College Network in partnership with the US Department of Education in 2000 and the creation of the GE Foundation's $100 million education reform strategy launched in 2005, I know that Rhode Island's proposal focuses on areas that research shows are critical factors in improving student achievement.

Four areas of the Swearer Center's work offer potential for partnership with the state on this agenda, around college preparedness, strengthening schools and student performance, and data.

1. Providence's Pathways to College working group
As part of Providence's Pathways to Opportunity agenda, Mayor David Cicilline identified college access and preparedness as one of the priorities and asked me to chair a working group with this focus. Over several months, we convened a workgroup comprised of organizations working on college access issues which conducted a comprehensive scan of college access services available to Providence students, identified specific strategies for advancing coordination and impact of college access efforts, and developed a data collection framework of specific measures vital for tracking students' preparedness for, entry into, and success in post-secondary education. At the appropriate time, we would be happy to reconvene that group or provide the outcomes from its work (the inventory, strategies, or data collection framework) as helpful to the state agenda.

2. National College Advising Corps at Brown
As one of 14 university-based sites nationally, the National College Advising Corps at Brown recruits, trains, places, and supports recent graduates from Brown and University of Rhode Island in full-time positions advancing college access in the RI public schools. Serving all six urban districts in the state, the Corps's 12 "College Guides" work in collaboration with guidance counselors, teachers, and administrators, and last year supported over 2,000 high schoolers, most of whom would be the first to attend college from their families and the great majority of whom qualify for free or reduced lunch. This year two Guides are based at CCRI. We would be interested in exploring how these College Guides

might work in partnership with the initiatives to be launched under the college preparedness objectives of the proposal.

3. RI Urban Debate League (RIUDL)
The RIUDL currently partners with 11 schools engaging nearly 150 students from Central Falls, Newport, Pawtucket, Providence, and Woonsocket in academically rigorous policy debate, a research-based speech competition in which students argue in teams for and against a resolution which typically advocates for a change in national policy. Multiple studies demonstrate that Urban Debate Leagues improve achievement on traditional measures of academic success such as literacy scores, grade-point averages, high school graduation, and ACT college-readiness benchmarks for English and reading. In Rhode Island, our urban debate curriculum is aligned to state grade span expectations in reading, writing, and civics education. As such, we believe this strategy could be an effective and engaging approach to developing the kinds of knowledge, skills, and college preparedness sought by the proposal.

4. 21st Century Community Learning Center (21CCLC) at D'Abate Elementary School
In January 2009, the Swearer Center took on the role of lead partner for the 21CCLC initiative at D'Abate Elementary School. The initiative now engages roughly half the student population in out-of-school time programs across the academic year at this school in Olneyville, the highest poverty neighborhood in the city. In addition to the school year program, D'Abate had a full summer program for the first time last summer through the 21CCLC, running for six weeks, five days per week, 8:50-5:30 each day, with separate classes for grades K-5. The center is fully integrated with the school and its academic goals, with D'Abate teachers leading many of the programs and assisting other instructors in developing curricula and goals aligned with the in-school math and literacy curricula. We believe this school partnership advances the kind of school improvement desired by Race to the Top.

Rhode Island's leaders have shown their commitment to the ambitious plans outlined in the state's application. There is momentum in our state to take the necessary steps to increase student achievement in significant ways, and we would look forward to engaging with the RI Department of Education and school teachers and administrators to explore the synergies with the strategies outlined above.

Thank you very much for your consideration of Rhode Island's proposal, and of course please let me know if there is any further information I can provide.

Sincerely,

Roger H. Nozaki
Associate Dean of the College for Community and Global Citizenship
Director, Swearer Center for Public Service

50 Valley Street
Providence, RI 02909
tel 401.444.0600
fax 401.444.0635
www.LIVEUNITEDri.org

United Way
United Way of Rhode Island

May 12, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I am writing to express our strong support for Rhode Island's Race to the Top Round Two application.

Simply put, we believe in the power of partnerships. As a result, we work collaboratively with a diverse range of partners, including schools, government agencies, businesses, organized labor, financial institutions, community development corporations, voluntary and neighborhood associations, and the faith community to help people in need. A substantial portion of our work and resources are targeted to helping children achieve success in school and in life.

The agenda set forth in Rhode Island's Race to the Top application promises enormous, long-term benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would: help Rhode Island jumpstart the transformation of persistently struggling schools; begin closing achievement gaps; and help schools build the infrastructure that educators need in order to improve student achievement. We are pleased to see leaders in our community working with one another to shape the ambitious, innovative plans for reform that are outlined in the state's submission. Therefore, I respectfully request your favorable support of this application.

Thank you for your time and consideration.

Sincerely,

(b)(6)

Anthony Maiona
President & CEO

THE
UNIVERSITY
OF RHODE ISLAND

OFFICE OF THE
PRESIDENT

THINK BIG WE DO

Green Hall, 35 Campus Avenue, Kingston, RI 02881 USA p: 401.874.4462 f: 401.874.7149 uri.edu/president

David M. Dooley, Ph.D.
*President*

May 19, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I am writing to express my strong support for Rhode Island's Race to the Top Round 2 application. The University of Rhode Island is committed to improving K-12 education. This is clearly evidenced by the awarding of $28 million in grants to our institution over the past five years to improve teacher preparation and instruction in public schools across the state—including grants from the National Science Foundation and the Department of Education. Strategically, the state's Race to the Top proposal links well with these efforts.

Specifically, the University is committed to working with the Office of Higher Education and the Department of Elementary and Secondary Education on the following goals central to Rhode Island's Race to the Top proposal:

- to increase the college attendance rate for high school students,
- to continue the process of building a longitudinal data system and data sharing agreements with institutions of higher education,
- to provide students with increased dual enrollment opportunities, and
- to increase vertical alignment between PK-12 and higher education.

Rhode Island's Race to the Top application promises to provide important benefits for Rhode Island students. Rhode Island is committed to carrying out the reforms outlined in the state's Round 2 Race to the Top proposal. The resources available through this grant focus on closing achievement gaps for students, increasing graduation rates, and providing assistance for struggling schools.

I sincerely appreciate the opportunity this grant would provide to continue the important work of improving educational outcomes for students.

Sincerely,

David M. Dooley, Ph.D.
President

*The University of Rhode Island is an equal opportunity employer committed to the principles of affirmative action.*

Urban Collaborative Accelerated Program

75 Carpenter Street, Providence, RI 02903-3004 (401) 272-0881 Fax (401) 273-7141 www.ucap.org

CELEBRATING 20 YEARS
1989-2009

May 12, 2010

Ms. Deborah Gist
Commissioner
RI Department of Elementary and Secondary Education
255 Westminster Street
Providence, Rhode Island 02903

Dear Deborah:

I am writing to express the support of the Urban Collaborative for the Strategic Plan that you have outlined for public schools in Rhode Island. Accordingly, our organization is enthusiastically committed to a partnership with the Rhode Island Department of Education for your second round Race to the Top application.

Although the Urban Collaborative is not an LEA, our school acts as an agent for the school districts of Providence, Cranston, and Central Falls. Our school, which serves seriously at-risk middle school students, is built upon research-based best practices. The most significant aspect of our school is that we promote students in grade based upon the acquisition of skills and knowledge rather than "time in seat". As you know, we have serious research that indicates that our practice of "acceleration" is keeping students in school by presenting them with a serious second chance to succeed and to make up for past mistakes. Relative to your application, I think that the participation of the Providence, Cranston, and Central Falls school departments in the Urban Collaborative is a clear demonstration of their efforts to serve all students.

At the Urban Collaborative we embrace the culture of accountability and high performance that is outlined in your strategic plan and Race to the Top application. We seek to close achievement gaps by holding students to high standards and by doing whatever it takes to help students achieve at high levels. Throughout its existence, UCAP has sought to transform the way that public schools do business. A key component of our school is hiring and supporting excellent teachers and evaluating them according to the goals we develop as a school community, in line with Rhode Island Standards. Upon adoption by Rhode Island of the National Common Core standards, we will align our evaluations accordingly.

UCAP does not discriminate on the basis of race, color, age, religion, national origin, sexual orientation, gender identity, sex, marital status, disability or status as a U.S. veteran.

Above all else, the Urban Collaborative seeks to be an active partner with the Rhode Island Department of Education and the urban school districts that are members of the Urban Collaborative. Such a partnership, with grant assistance from Race to the Top, will move the state's urban core in the direction of school improvement, positive change and accountability. Toward these goals, I offer the commitment and partnership of the Urban Collaborative, its staff, and the Board of Superintendents.

Sincerely,

(b)(6)

Robert DeBlois
Director

RD/tb

May 19, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I am writing this letter on behalf of WaytogoRI to show my commitment and support for Rhode Island's Race to the Top Round Two application. WaytogoRI is Rhode Island's state portal for career and college access and electronic transcript exchange. WaytogoRI provides free tools and resources for students, educators, parents, businesses and community organizations.

WaytogoRI thoroughly supports Rhode Island's mission to improve education. WaytogoRI is utilized in every school district in Rhode Island and over 80% of high school students have an account on WaytogoRI. WaytogoRI provides valuable resources for educators to access student information, review lesson plans and use the professional center to pull reports and review data to support instruction.

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart the transformation of persistently struggling schools, to begin closing achievement gaps, and to help schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement.

I am confident that Rhode Island's leaders are prepared to execute the ambitious, innovative plans for reform that is outlined in the state's Race to the Top application. I have been pleased to observe the Rhode Island Department of Education's steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students, and community organizations, as it goes about this important work.

I appreciate your careful consideration of Rhode Island's Race to the Top application.

Sincerely,

(b)(6)

Kathleen Sisson
Program Planner, WaytogoRI

May 12, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

On behalf of Young Voices, I wish to express our strong support for Rhode Island's Race to the Top grant application.

Young Voices transforms urban youth into articulate advocates who push for education reform. Over the past three years, we have worked with more than 200 young people across the State, training them to be strong public speakers with the ability to work with major policy-makers, impacting the lives of thousands of their peers. Through our efforts, youth have presented proposals for stronger educator quality at State Board of Regents hearings, testified at the State House on bills, and sat on the Steering Committee for this application. From our perspective, systems change that ensures teacher quality is paramount. It is also critical that the voice of the community, especially young people, is included in the design of reforms.

We have been thrilled with the progressive and strong direction that the RI Dept of Education (RIDE) has been taking to reform our state's schools. In the past year alone, changes have taken place that will make a real difference in the daily experience of young people. The leadership of our new Education Commissioner, Deborah Gist, as well as our state Board of Regents, has been key to this success. In addition to being both decisive and productive, they have been incredibly open to student input, with Commissioner Gist herself meeting with us on several occasions.

It is critical that we are able to keep this positive momentum going. With new leadership at the State and local levels, now is the time to push for Rhode Island to provide a quality education to every student. The aggressive agenda set forth in Rhode Island's Race to the Top application will result in real benefits for all Rhode Island students. While RIDE is clearly committed to carrying out these reforms regardless of whether our State is awarded additional funding, Race to the Top would undoubtedly provide critical resources to jumpstart our vision: of transforming persistently struggling schools, closing achievement gaps, and helping schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement.

We request that you give this application careful consideration, and deeply hope you are able to support it.

Sincerely,

(b)(6)

Karen Feldman
Co-Director, Young Voices

**150 Miller Avenue * Providence RI 02905 * T: 401-751-3086 * E:kfeldman1@cox.net**

YOUTH IN ACTION

May 10, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

We are writing on behalf of the Board of Directors of Youth In Action to express our strong support for Rhode Island's Race to the Top round two application. Youth In Action is a partnership between youth, adults, and community where young people are at the forefront of creating positive social change. Our Board reflects this partnership and according to our bylaws maintains a youth majority.

At Youth In Action, we believe that communities are stronger when young people are engaged in arenas of influence including government and politics. As high school students in Providence, we are particularly interested in working to make our schools stronger so we can define our own success. We believe that the opportunities presented by the Race to the Top grant will improve our schools by strengthening our teachers and principals.

In December, young people from Youth In Action participated with the Youth 4 Change Alliance to develop a Youth Bill of Rights. This Bill of Rights includes the Right to Education, which states that "students should have access to highly skilled and effective administrators and teachers who will care for, guide, and mentor them. Students' education should reflect their current life and future endeavors and include the support and encouragement necessary to succeed." We believe that Rhode Island's Race to the Top application furthers the goals we stated in the Youth Bill of Rights and we are hopeful that our state's application will be funded.

Thank you for your careful consideration of Rhode Island's Race to the Top application.

Sincerely,

(b)(6)

(b)(6)

Oluwaseun Animashaun (age 17)
Co-Chair

(b)(6)

Masha Paul (age 18)
Co-Chair

(b)(6)

(b)(6)

672 BROAD STREET · PROVIDENCE, RI 02907 · 401-751-4264 · FAX: 401-751-1712 · WWW.YOUTHINACTIONRI.ORG

# Appendix (A)(2)-2

# Board of Regents Profile

**ROBERT G. FLANDERS JR. Esq., Chairman**

(b)(6)

Justice Robert G. Flanders, Jr. was born and grew up on Long Island in North Massapequa, New York and graduated from Chaminade High School in Mineola. He then attended Brown University and graduated magna cum laude in 1971. While a law student at Harvard, Justice Flanders played minor league baseball for the Tigers and served as an editor of the Harvard Law Record.

After graduation from law school in 1974, he began his legal career as a litigation associate with the New York firm of Paul, Weiss, Rifkin, Wharton & Garrison. Returning to Rhode Island in 1975, he joined Rhode Island's oldest and largest firm, Edwards & Angell, where he became a partner and Chairman of the firm's Litigation Department while also serving as assistant executive counsel to the Governor of Rhode Island. He ran for and was elected to the Town Council of Barrington, where he served for two terms. He became the town solicitor for Glocester, Rhode Island and general counsel to the Rhode Island Solid Waste Management Corporation. In 1987, he founded his own business and government litigation firm, Flanders + Medeiros. In 1996, after serving as special prosecutor for the Judicial Tenure and Discipline Commission and being chosen as one of five finalists by a judicial merit-selection commission, Governor Almond named Justice Flanders to a vacant seat on the five member Rhode Island Supreme Court. On March 29, 1996, at age 46, Justice Flanders was sworn in as one of the five Justices of the Rhode Island Supreme Court.

In 2004, after eight years of service on the Supreme Court, Justice Flanders resigned to return to private law practice as a partner in the law firm of Hinckley, Allen & Snyder. He has also served as a "Distinguished Visiting Professor of Law" at the Roger Williams University Law School, where he has taught constitutional law and judicial process courses, and as an Adjunct Assistant Professor of Law and Public Policy at Brown University, where he is teaches courses on constitutional theory and the judicial process.

Justice Flanders serves as a member of various boards of directors and commissions, including the CARE New England Hospital system, Women & Infants Hospital (vice chair of the board), the Providence Performing Arts Center, the Veteran's Memorial Auditorium, the Rhode Island Historical Society, Common Cause of Rhode Island, the Brown University Leadership Advisory Council, and the Greater Providence YMCA, where he served as Chairman of the Board for a three-year term that ended on May 29, 2003.

He and his wife Ann live in East Greenwich, RI and have three adult children and two grandchildren.

**PATRICK A. GUIDA, Esq., Vice-Chairman**

(b)(6)

Patrick A. Guida is an active partner with the Providence law firm of Tillinghast Licht LLP, practicing primarily in the areas of banking and commercial and real estate lending and development. He and his wife live in Barrington, Rhode Island, where each of their children attended the public schools. He received his B.A. from Union College, in Schenectady, New York, and his Juris Doctor degree from Case Western Reserve University, where he served as editor of the Law Review. He was elected to the Barrington School Committee in 1996 and has served as its Chairman since 1998. In 1999 he was elected to the Executive Committee of the Rhode Island Association of School Committees (RIASC) and continues to serve in that capacity. He was first elected as an officer of RIASC in 2000, was elected President in 2002, and re-elected the following year. Mr. Guida was appointed to the Board of Regents in 2001, and elected its Vice-Chair in 2005, and serves as Chairman of its Progressive Support and Intervention Committee. At the national level, Mr. Guida has represented the State of Rhode Island at the National School Board Association (NSBA) National Delegate Assembly since 2000 and has served as the Northeast Region Representative on both the National Nominating Committee and Policies and Resolutions Committee of NSBA.

**COLLEEN CALLAHAN, Secretary**

(b)(6)

A former sixth-grade and special education teacher in Lincoln, Rhode Island, with 21 years of classroom experience, Colleen Callahan has served as the Rhode Island Federation of Teachers and Health Professionals (RIFTHP) Professional Issues Director since 1991. As Director of Professional Issues, Ms. Callahan coordinates the organization's professional development networks, including its statewide Education Research & Dissemination and Redesigning Schools Networks, and is responsible for direct services to members through coursework and on-site presentations. She assists local union leaders in negotiating for and supporting professional issues and school-improvement initiatives and works regularly with the Rhode Island Department of Education and other state agencies on education policy. Ms. Callahan also represents the RIFTHP as the Co-Director of the Rhode Island Skills Commission, a partnership with the Rhode Island Department of Education and local school districts to support standards-based instruction and assessment leading to a Certificate of Initial Mastery. She is serving her second term as an appointed member of the Rhode Island Board of Regents for Elementary and Secondary Education, where she chairs the Board's Committee on Academic and Student Programs and recently co-authored the Regents' High School Regulations.

**AMY BERETTA**

(b)(6)

Amy Beretta is a 1989 graduate of Northeastern University School of Law. In 1997 she formed a law office performing work exclusively for, and employed by, MetLife Auto & Home. Her office is responsible for litigating cases in state and federal courts in Rhode Island and interpreting insurance contract language. She manages and oversees office administration and she acts as an arbitrator in personal injury litigation. Ms. Beretta serves on the Rhode Island Bar Association Ethics Committee, is a board member and Treasurer for the Defense Counsel of Rhode Island, and served on the Rhode Island Supreme Court ADR Task Force. At the local level she has served as a board member, secretary, and treasurer of the Providence Animal Rescue League and, along with her husband, has chaired the Bishop's Ball for St. Joseph's Health Services. She lives in East Greenwich with her husband, Richard, and their two children. She was appointed to the Board of Regents in 2005 and chairs the Board's Appeals Committee.

**ANNA CANO-MORALES**

(b)(6)

Anna Cano Morales earned an undergraduate degree in human development, counseling and family studies from the University of Rhode Island and a minor in Latin American Literature in 1991. In 1998, she received a Master's of Social Work from Rhode Island College. She has worked as a social worker in the following agencies: Rhode Islanders Sponsoring Education (RISE), SStarbirth, Providence Community Health Centers, Women & Infants Hospital, and in Florida's Broward County's Community Health Centers. Anna's interest in children and families led her to volunteer in several community-based organizations for many years. She was a volunteer nursery assistant for over four years at Family Aids Center for Treatment and Services (F.A.C.T.S) and she spearheaded the development and implementation of a faith-based after-school program for children with English as a Second Language needs in Central Falls and Pawtucket through Project Bridges (Proyecto Puentes) based at the Hispanic Evangelical church. Currently she is the Chairwoman of the Central Falls School Board of Trustees and in 2008, Governor Carcieri appointed her to the RI Board of Regents of Elementary and Secondary Education. Anna also serves on the executive board of the University of Rhode Island Foundation's board of directors. Along with her duties as an Associate Vice President for Grant Programs for The Rhode Island Foundation, she currently is on the board of Grant maker's Council RI. Anna lives with her husband, William and their two young sons, (b)(6) in North Providence.

**FRANK CAPRIO, ESQ.**

Judge Frank Caprio was appointed to the Board of Governors for Higher Education in October 1997 to fill a vacancy and was reappointed in 2002, having previously served on the Board from 1992 to 1995. He was appointed the Chairman of the Governors in January 2003 and reappointed in 2005. As the Chairman of the Governors, he also sits as a member of the Board of Regents for Elementary and Secondary Education. He is currently the Chief Judge of the Municipal Court of Providence and a senior partner in Caprio and Caprio Law Offices. Judge Caprio has a bachelor's degree from Providence College and a LL.B. from Suffolk University. Judge Caprio chairs the Board of Governor's Facilities Committee and is an ex-officio member of all other Board of Governors committees.

(b)(6)

**ANGUS DAVIS**

In 1999, Angus Davis co-founded Tellme Networks, a Silicon Valley technology firm that he grew to a profitable business with more than 300 employees and over $100 million in sales. In April 2007, Microsoft made its largest-ever purchase of a private company by acquiring Tellme as a wholly-owned subsidiary.

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Today, Angus develops business and technology strategies to guide Tellme's direction across the Microsoft product family. Prior to Tellme, Angus joined Netscape Communications in 1996, bypassing college to become the company's youngest employee. At Netscape, he served in various roles including product manager for the flagship Netscape Navigator Web browser. Angus has addressed numerous industry conferences on technology and business, and he has been a guest lecturer on entrepreneurship at the Stanford Graduate School of Business, Harvard Business School, Berkeley's Haas School of Business, MIT Sloan and Brown University. In 2006, Business Week named him one of the top tech entrepreneurs under 30. He serves on the board of the non-profit Center for Education Reform, in Washington, DC, and as a founder of Best for Kids, a Rhode Island non-profit seeking to improve public education. Angus was appointed by Governor Carcieri to serve on the Rhode Island Board of Regents in June 2007 to replace a vacancy. A native of Bristol, Rhode Island, today Angus lives in Providence.

**KARIN FORBES**

Karin L. Forbes is the former Vice-Chair of the North Kingstown School Committee. As part of her duties, she was the Chair of the Policy Subcommittee. Mrs. Forbes taught school in East Greenwich from 1968-78. While she was raising her two children, she became involved in her community's educational efforts. She was involved in North Kingstown's Technology and Curriculum Committees, and she worked with the North Kingstown High School community to put forward the Annenberg Institute on Secondary School Reform "Breaking Ranks." At present, she is involved in the Wickford Middle School Advisory Committee and the North Kingstown Rotary Club, where she is a past president. She was appointed to the Board of Regents in 2005. She is currently the Chair of the Board of Regents Education Quality Committee.

(b)(6)

**BETSY P. SHIMBERG**

(b)(6)

Since 1990, Betsy Shimberg has worked with social service, education and civil rights non-profit organizations in Boston, New York City, Trenton and Providence. She has experience as a manager, policy advocate, fundraiser and board member. Ms Shimberg moved with her family to Rhode Island in 2001. Currently, she is an active volunteer in the East Greenwich schools, where she serves as Co-President of the Frenchtown Elementary School Parent-Teacher Group and as a member of the East Greenwich School's Public Relations Committee. She is the Vice-Chair of the Board of Youth in Action, a Providence youth leadership development organization, and the Secretary of the Board of Temple Sinai. She formerly served on the Board of the Paul Cuffee School, a maritime charter school in Providence. She was appointed to the Rhode Island Board of Regents in 2008.

Ms Shimberg received her Bachelor of Arts in history, *magna cum laude,* from Wellesley College in 1990. She is a graduate of Columbia University's School of International and Public Affairs, where she earned a Master's degree in Public Administration in 1997. A native of Cleveland, Ohio, Ms Shimberg and her husband live in East Greenwich, where their two children attend the public schools.

# Appendix (A)(2)-3

# Deborah Gist Bio

**Biography**
**Deborah A. Gist**
**R.I. Commissioner of Elementary and Secondary Education**

Deborah A. Gist, who taught and served directly in schools for more than a decade early in her career, began her service as the Rhode Island Commissioner of Elementary and Secondary Education on July 1, 2009.

Previously, she served as State Superintendent of Education in the District of Columbia, beginning in June 2007. As the first state superintendent of education in the District, she was responsible for transitioning all state-level education functions to the newly formed office of the state superintendent of education and for putting into effect the accountability systems of the federal No Child Left Behind education law.

As state superintendent of education, Gist created new, progressive educator-certification polices for teachers and school administrators, allowing school districts and nonprofit organizations to apply to certify educators, and she enacted new standards for teacher-preparation programs to improve quality, expand opportunity, and encourage innovation. Gist worked with the first state board of education in the District to transition its role to that of a policy-setting body during its first year of existence, and she developed many important state-level education policies, including standards for health and physical education, world languages, arts education, and early-childhood learning.

Before taking on the role as State Superintendent, Gist served for three years as the state education officer in the District. In that role, she restored the confidence of Congress in the Tuition Assistance Grants program, resulting in a federal funding increase of more than 100 percent for a program that now serves more than 5,000 college students in the District each year. She also oversaw dramatic improvements in much-maligned child-nutrition programs in the District, including the Summer Food Service program, which was subsequently named the best-performing summer-food program in America for four consecutive years.

Gist began her career in education 21 years ago, as a teacher in the Ft. Worth, Texas, elementary schools, where she focused on literacy education and applied learning. She later taught in Tampa, Florida, where she founded and directed a center on environmental education and later conceived, designed, and initiated Hillsborough Reads, which served families in 108 elementary schools in Hillsborough County. She won "Teacher of the Year" honors at her schools in both Ft. Worth and Tampa.

In addition to spending 10 years serving directly in schools, Gist was a senior policy analyst at the U.S. Department of Education. She advised the secretary and deputy secretary on top issues, analyzed proposed policy initiatives, and

conducted research and feasibility studies. Gist also served as the marketing and development director of the Discovery Creek Children's Museum, in Washington, and she later worked for the Office of the Mayor, in Washington, as the executive director of the office on volunteerism and service programs, Serve DC. While in Washington, Gist served as a volunteer mentor and a board member for Mentors, Inc.

Gist earned a master's degree in public administration from the Harvard University Kennedy School of Government, where she was also selected as a Kennedy Fellow and received the Littauer Fellowship for academic excellence and community service. She has a Bachelor of Science degree in early-childhood education from the University of Oklahoma and a Master of Arts in elementary education, with an emphasis in curriculum, from the University of South Florida. Gist became a certified public manager, following successful completion of a joint program with the District of Columbia government and the George Washington University. In 2008, she completed a fellowship with the Broad Academy for Superintendents, which prepares talented leaders to take on executive leadership roles in urban education.

# Appendix (A)(2)-4

# Press Clips

# New education commissioner 'ready' to tackle Rhode Island's problems

**01:00 AM EDT on Sunday, July 5, 2009**

**By Jennifer D. Jordan**

**Journal Staff Writer**

(b)(6)

Deborah Gist, posing before a mural painted by fourth graders at the state Education Department's Providence headquarters, has been making the rounds since replacing longtime Education Commissioner Peter McWalters on July 1.

The Providence Journal / Bob Thayer

PROVIDENCE — Deborah A. Gist didn't get a lot of sleep during her first week as Rhode Island's education commissioner, but she didn't seem to need much rest.

The 42-year-old, who has climbed Mount Kilimanjaro and run marathons, exuded energy and enthusiasm as she met with student groups, visited math and reading clinics for low-income students, spent time at a preschool in Fox Point, attended a panel discussion on improving education at the Rhode Island Foundation and helped announce five summer learning programs in Woonsocket — in just two days.

Tuesday, she began an 8 a.m. meeting with her staff at the state Department of Education with a proposition: "Are you ready to change the world?"

"I am ready to go," Gist said shortly before her official first day, July 1. "I am so excited about this opportunity, I honestly feel like I am walking on clouds. I am realistic about the challenges. I recognize the mountain we are about to scale. But I love a good challenge."

Gist knows her biggest hurdle will be significantly improving student achievement among all groups — low-income, minority, white, special education.

Already, after just a few weeks working alongside her predecessor, Peter McWalters, who served as schools chief for 17½ years before departing June 30, she is asking the same question that plagued him:

Despite years of changes and reforms and high per-pupil expenditures and teacher salaries, why do students in Rhode Island continue to lag when measured against the rest of New England and are stuck in the middle of the pack nationally?

"While there has been progress, none of us is satisfied with the progress," she says.

Gist, who held a similar job as state superintendent of schools in Washington, D.C., and twice earned teacher-of-the-year awards while teaching elementary school in Texas and Florida, says improving teacher quality will be at the heart of her work.

"There are excellent schools, teachers and programs here," Gist said. "We need to do everything we can to support our teachers and to make sure we are keeping the very best."

"Whatever agenda we have will have students at the center and teachers as the key for making improvement," she said.

Gist spent most of June working with McWalters to ensure a smooth transition and poring over test score data. She plans to spend the summer traveling around the state meeting with groups including lawmakers, teacher unions, school committees, parent organizations, students, civic and faith-based groups.

"I will meet with any group that wants me to come," she said.

This fall she intends to visit all 36 school districts and every charter and state-operated school by the middle of October.

Her new job has left her little time to relax, run or bike, but she says she doesn't miss those pursuits right now.

"My batteries get recharged by getting stuff done. That's incredibly energizing," she said. "I don't draw a huge distinction between my work and play."

Her husband, Jock Friedly, is a former investigative reporter who runs Web sites that allow users to download information about government salaries. He remains at their home in Washington, D.C., with their dog, but commutes to Providence on weekends. The couple have rented a loft in downtown Providence, which allows Gist to walk to work. Gist brought the couple's cat with her.

Gist, the first woman to serve as Rhode Island's schools chief, takes over during a period of intense financial pressure and increased scrutiny nationally about states' role in improving student achievement.

The General Assembly, facing a deficit, cut roughly $6 million set aside for professional development for teachers. Cities and towns across the state are clamoring for an equitable

formula for distributing state school aid. Rhode Island is the only state in the nation without a formula.

The Rhode Island Department of Education has 121 employees, down from 156 five years ago, and has eliminated several key departments and positions dedicated to helping struggling schools. Gist appears undeterred by these issues.

“Improving schools needs to be the work of the entire department, not just a department,” she said. She also promises to be tough, despite her cheerful demeanor.

“I think it’s unfortunate when people think you can’t be aggressive and operate with a sense of urgency and at the same time, act with kindness,” she said. “It’s not naiveté. It’s not that I don’t realize this will be incredibly difficult.

“I’m just ready.”

# New education commissioner outlines her 3-year plan

**01:00 AM EDT on Sunday, August 30, 2009**

Deborah Gist is a jolt of pure energy. Sitting with the Regents at a recent board meeting, Rhode Island's new education commissioner looked like the petite, fine-boned woman she is. But in her office, one-on-one, she's huge.

Officially Gist started work on July 1, but she was already in and out of the state over the spring, getting up to speed. Weekly, her staff circulates a copy of her bruising schedule of visits to local schools, groups and agencies, and meetings with staff. Her staff seems a little rattled by the whirlwind of changes under way, but also palpably energized by Gist's infectious sense of urgency and purpose.

So, to her fresh eyes, what does Rhode Island's education landscape look like?

"One thing I can say for certain is that right now is the exact right time to be here. We are so set up to be successful with our reform efforts. We already have a strong foundation." Nodding with pleased approval, she ticks off some of the building blocks of that foundation: Rhode Island's strong standards, high-quality assessments [the NECAP tests] and our unique diploma project. "And," she says gratefully, "I have a Board of Regents committed to seeing these reforms through to success."

Ah, good. She feels Rhode Island's education reforms are solid, and only lack momentum. In truth, the excellent work already under way could use a dose of her personal voltage.

Furthermore, she says, "We're in a climate nationally where aggressive reform is expected and encouraged. And I think the people of Rhode Island are pushing for improvement. Young people are pushing. Teachers are excited. Even the fiscal crisis is pushing for improvement by making us take a much deeper look at how we're doing business in the first place. [At the Department of Education], we're certainly looking at how the state could achieve efficiencies."

What does she find the most frustrating?

"I lose it when we are not questioning what we're doing. Or when questioning what we do is perceived as being negative." She shakes her head a little. "We should be like the 3-year-old asking 'But why? But why? But why?' Is the way we're doing things getting the best results? And the first person I hold accountable is myself. And that's for everything from reform to results."

As she looks across the landscape, what serious challenges does she see?

"Achievement."

She takes a rare pause and looks at me as if to say, "You needed to ask?" "Our results are the worst in New England."

She describes a few specifics that she believes gum up efforts to deliver high-quality instruction, citing in particular various impediments to getting the right high-quality teacher in front of every

student. A local teachers' union is taking her to federal court to argue that "bumping," a senselessly disruptive aspect of hiring staff by seniority, is an inviolable right won in contract negotiations, regardless of its obviously negative effect on the quality of education.

Gist throws her hands up and concludes, "What I see is that people want to be child-centered, but we have a system that is not."

Not one to complain, however, Gist's energy starts to crackle again as she directs my attention to her vision for how the state's education landscape will have changed three years from now. She has five big priorities. None have specifics attached to them yet, because Gist will first ask educators and the public how they think these priorities might best be achieved. She has her own ideas, of course, but only if the reforms taste, look and feel like Rhode Island will Rhode Island accept them.

Her priorities are in her words; I'm summarizing what they mean:

1. "Ensure educator excellence": Recruit, support and evaluate highly effective teachers and leaders.

2. "Accelerate school performance": Engage broad community support, especially from parents, in promoting excellence and equity. Intervene assertively in persistently struggling schools.

3. "Establish internationally competitive standards and high-quality assessments": Rhode Island's ongoing efforts to anchor our standards in internationally-recognized best practice must remain a priority.

4. "Develop data systems that drive student performance": Upgrade our current systems and get more user-friendly data into the hands of all stakeholders.

5. "Develop finance systems that drive student performance": Establish fair and equitable funding, and become vigilant stewards of the taxpayers' investment.

Gist, her staff and the field must now identify exactly how they will make those visions real within her ambitiously tight, three-year time frame.

"And we're not waiting!" she says fiercely as we're walking out of her office. Then she bursts out laughing. "That's the biggest understatement yet since I got here." She smiles and says in a more businesslike tone, "We're not waiting."

Whew. I believe you.

Julia Steiny, a former member of the Providence School Board, consults for government agencies and schools; she is co-director of Information Works!, Rhode Island's school-accountability project. She can be reached at juliasteiny@gmail.com, or c/o EdWatch, The Providence Journal, 75 Fountain St., Providence, RI 02902.

Correction: Greg Peters, in last week's column, is the executive director of the San Francisco Coalition of Essential Small Schools.

## WW, Cov. 'racing' towards school funds

ANGELENA CHAPMAN
achapman@ricentral.com
West Warwick Superintendent of Schools Kenneth Sheehan hand delivered the Memorandum of Understanding to sign on for the second round of Race to the Top Tuesday morning. Sheehan said West Warwick was the first to have all three of the necessary signatures from the superintendent, the school committee chair and the West Warwick Teachers Alliance
Sheehan said Education Commissioner Deborah A. Gist had done the "homework" to see how Rhode Island's application could be improved from the first round. Rhode Island placed eighth out of 41 states that applied for funding in the first round. Sheehan said Gist was able to look at all eight of those applications and see how the states had scored. It gave us a "better base" to go from, he said.

# Gist targets 3 districts at Regents meeting

**01:00 AM EDT on Friday, September 4, 2009**

**By Jennifer D. Jordan**

**Journal Staff Writer**

CENTRAL FALLS — Rhode Island's new education commissioner announced when she was hired that she would not shrink from hard work or tough decisions, and that feisty spirit was on display Thursday, when she openly criticized districts she suspects are not putting the needs of students first.

Thursday afternoon, Education Commissioner Deborah A. Gist, who took over July 1, opened a monthly Board of Regents for Elementary and Secondary Education meeting by referring to controversies that have emerged in three districts.

Gist told the Regents she is working with Woonsocket school officials to ensure they are offering adequate literacy support, despite a budget deficit. The Woonsocket School Committee recently announced it could not afford to hire six reading specialists, despite state requirements, a decision that the commissioner promptly challenged in a forceful letter.

Gist also announced she would hold a hearing about North Smithfield's decision to require student athletes to pay to play sports, which contradicts state law.

Education officials originally said they would wait to see if parents filed a formal complaint. No one has done so, but the state Department of Education has heard from several residents informally, and has decided to take action, Gist said.

Gist also sharply criticized a report that teachers in East Providence, who are battling in court with the School Committee over pay cuts, have voted to adopt a modified work-to-rule action. The 500 teachers said they will continue to provide tutoring and write recommendations for students, but will refuse to chaperone dances, buy school supplies or provide other voluntary services to students.

Such a decision, Gist said, "is the exact opposite" of what teachers agree to when they become educators. "So I am very concerned," Gist said.

Gist thanked teachers in more than a dozen communities who agreed to return to the classroom even though they do not have new contracts in place.

"I want to commend a number of teacher unions across the state that continue to negotiate in good faith and have decided to continue serving students," she said. "I appreciate them and the decisions they are making."

In another departure from previous practice, the Regents — for the second time in as many months — held their meeting in a community school, drawing dozens of local students, teachers and parents to the Calcutt Middle School on Thursday.

In other business, the Regents approved an $8.8-million facility for the East Bay campus of the state-operated Metropolitan Career and Technical Center, an alternative high school named in honor of Newport's late state representative, Paul W. Crowley.

The school's current location at the Florence Gray Community Center, was never meant to serve as a school and the space is inadequate for the 100 students who now attend, said Met officials.

The Regents also approved $20.5 million for repairs to nine Central Falls schools, many of which need new windows, roofs, ventilation systems and safety-code upgrades. Because the state covers about 97 percent of Central Falls school construction costs, the state share is expected to be $19.8 million.

# How Can College Completion Rates Be Improved?

A book about college graduation rates released last week, *Crossing the Finish Line*, revealed some alarming statistics. Just 33 percent of the freshmen who enter the University of Massachusetts (Boston) graduate within six years; at the University of Montana, less than 41 percent graduate; and at the University of New Mexico, only 44 percent do so. The findings are based on the records of roughly 200,000 students at 68 colleges. The book's bottom line: America faces a college dropout crisis.

What can be done to boost college completion?

*-- Eliza Krigman, NationalJournal.com*

(b)(6)

***Responded on September 18, 2009 7:10 PM***

**Deborah A. Gist**
*Commissioner of Elementary and Secondary Education, Rhode Island*

As evidenced by the many thoughtful responses to this week's question, "How can college completion rates be improved?," there is no single solution to this crisis. My thinking on this issue follows along the lines set forth in the report that a coalition of D.C. education agencies (including the DC State Education Office, where I was state superintendent, and the DC Public Schools) issued in 2006: "Double the Numbers for College Success." This report groups possible solutions into four general areas: strongly supporting students and public schools, increasing high-school success, helping students with college enrollment, and helping students succeed in college.

I believe we can begin to accomplish these goals by focusing on what many have called the new three R's of education: rigor, relevance, relationships.

We have taken major steps in Rhode Island regarding relationships. The Board of Regents Secondary School Regulations and the Rhode Island Diploma System require that all of our high schools focus on personalization, through such means as an advisory structure. The regulations encourage schools to function as "small learning communities," and they establish as a goal that every student must be well-known by at least one adult in the school to whom he or she can look to for support.

The regulations also require that all students have an individual learning plan upon *entry* into high school. These plans outline a course of study for the student, and they articulate the student's goals and aspirations. So we have made a lot of progress in getting our high-school students, early on, to consider their future and to focus on what they will need to accomplish to succeed in college.

Much of our work going forward will involve the other two "R's," relevance and rigor.

As to relevance, we need to prepare our students for the 21st-century global economy. They will need excellent skills in technology, the sciences, and world languages, and they will benefit from real-world learning experiences through such programs as internships and service learning.

As to rigor, we must raise the bar, and then give students the support that they need to reach that standard. I am deeply concerned about unequal educational opportunities in our schools. In Rhode Island, our AP participation rate is quite low, and it's zero in many of our urban high schools. This must change.

My primary goal as commissioner is to transform Rhode Island education so that all Rhode Island students are ready for success in college, careers, and life. Achieving this goal will require us to work closely with our partners in higher education. Through our Governor's PK-16 Council in Rhode Island, we have taken steps to align high-school graduation requirements with college-readiness standards.

We can do much more, however. A big part of my work as commissioner will be to ensure that all students have greater opportunities for dual-enrollment courses or early-college-access programs. I plan to build better connections between high-school students and students from their communities who are already in college. Our colleges that enroll primarily first-generation college students need to build their advisory systems – perhaps along the same model as our high-school advisories, with one adult knowing and supporting every enrolled college student. Colleges should also continue to improve their peer-support systems to help students stay enrolled and on course toward graduation.

Most of all, we need to ensure that our high-school students graduate ready for college, so we have to improve performance and close achievement gaps across our entire public-education system. We must establish world-class standards and assessments and hold the highest expectations for our entire education community, students and educators as well. At the same time, our colleges must meet the needs of their entering students and provide them with an education that will prepare them well for success in college, careers, and life.

# Dubois, Gist work together to solve school woes

**By KRISTIN RUSSO, Valley Breeze Staff Writer**

WOONSOCKET -- A flap between Education Commissioner Deborah Gist and local school officials has led to the two sides working together toward a plan for the School Department to meet its obligations without adding to its burgeoning budget deficit.

After the School Committee voted last month to defy Gist's order to add six staff members to the payroll in the face of a $6.1 million budget shortfall, Gist sent a letter to the committee that implied its action could prompt an examination of the superintendent's certification and leave committee members vulnerable to personal legal liability.

At the time, School Committee Chairman Marc Dubois called Gist's letter a "form of bullying," but Gist recently clarified her statements, saying that her response was meant to be informative in nature and was not meant to carry a threatening tone.

"There are state and federal regulations that they (the School Committee) are required to uphold. I didn't make them up; they are based on existing law. It seemed like they didn't understand the implications of not meeting those obligations," Gist told The Valley Breeze.

In addition, Gist said that the six positions she had required Woonsocket to fill "were not new." She said that the School Committee had requested waivers for the mandated services that those positions meet, and that she denied those waivers, but that the positions themselves and the services they provide were not new as a result of the waiver requests.

She added, "The bottom line is, I completely empathize with every district in the state as they face the challenges of trying to fund their budgets. This is a nationwide problem. Communities everywhere are struggling to meet their obligations in difficult economic times."

Also in the letter, Gist extended an invitation to work with Woonsocket school officials to help them find ways to meet state requirements despite limited funding. Superintendent Robert Gerardi said he has taken the commissioner up on that offer.

"We have spent many phone conversations and e-mails trying to figure out how to solve these problems," said Gerardi.

Gerardi said that as a result of the open lines of communication between his and Gist's offices, a plan was devised to meet the needs the six positions are meant to fulfill without the $276,000 price tag. Two variances will be needed to enact the plan, but Gerardi said, "Variances are easier to get than outright waivers."

The plan entails using funds from a one-time settlement with the Northern Rhode Island Collaborative to hire a middle school library clerk and an English Language Learner tester-

parent liaison.¬ Funds to hire two reading specialists will come from the consolidation of three special education classrooms into two.

"The consolidation is the result of decreased student enrollment," Gerardi said.

Gerardi said the plan components that will require variances from the state are the assumption of Limited English Proficiency administrator responsibilities by the current director of Literacy and Professional Development, and the use of volunteer high school seniors to serve as library clerks in the library.

Gerardi said the high school library has "operated with just one clerk for a long time because we have student volunteers to fill that role. And the volunteer clerk position allows seniors to earn their required community service hours."

He added, "It makes sense to request this variance because we're providing the service in the library as required, but we're also benefiting the students. It's a win-win."

While the plan doesn't add to the school's deep budget deficit, it doesn't help reduce it either.

"No, it won't help with the deficit," said Dubois.

Dubois said the committee is investigating other ways to make drastic cuts, including dropping the health care plan that is dedicated solely to school employees and joining the city's health care plan.

"We are looking into this possibility, and the projected savings would be about $1.3 million," said Dubois.

Dubois also reported that the School Committee had received a letter from the teachers' union offering to work with school officials in an effort to close the budget gap.

"They seem to understand the challenges we face and they said they're willing to sit and talk with us," said Dubois. "I think that's a step in the right direction."

Dubois said with recent and projected cuts, the school budget deficit now hovers around $5.5 million.

*Monday, September 21, 2009*

# What Is The Solution To The High School Dropout Crisis?

The nation's economy lost roughly $335 billion in additional income from high school students who should have graduated with the class of 2009 but dropped out, according to a brief that the Alliance for Excellent Education released last week. President Obama and Education Secretary Arne Duncan often talk about the serious problem of high school "dropout factories" that graduate 60 percent or fewer of their students. But there is no broad consensus on how to address the issue. One solution, proposed by a Texas education official, is for states to voluntarily ban the hiring of high school dropouts as a way of keeping kids in school. What do you think is the best way to solve the high school dropout crisis?

-- *Eliza Krigman, NationalJournal.com*

(b)(6)

***Responded on September 25, 2009 1:46 PM***

**Deborah A. Gist**
*Commissioner of Elementary and Secondary Education, Rhode Island*

As others who have responded to this question have noted, there is no single solution to the dropout crisis. I think most would generally agree that we must make our schools more relevant and welcoming to students. In Rhode Island, under our new Secondary Schools Regulations, we have committed to personalization in all high schools, through establishing advisory programs and mentorships and by transforming larger schools into small learning communities. We are working to engage students as well as to raise rigor through our proficiency-based graduation requirements, under which all students must complete a standards-based senior project or an electronic portfolio of their work. While visiting schools during my first months as Education Commissioner, I have seen lots of evidence that students feel challenged and excited by these programs, and I am confident that these initiatives will help us keep our students on track toward graduation – a meaningful graduation.

But what about the students who struggle? What about the pregnant teenager, the student who has to work 8 hours a day to help a struggling family, the student who leaves school out of boredom or alienation? For those students, all of us must offer much more and do much better.

First of all, it's important, as others have put it, to "get it right the first time." We need to carefully track student performance from the beginning and deal with our concerns about

performance immediately. We need an early-warning system with better monitoring and interventions in the early grades to help struggling or troubled students when they are most vulnerable. In addition, many students can certainly benefit from good mentoring programs, transition programs after middle school, and high-quality 9th-grade academies.

Second, we have to make good on our promises to offer students multiple courses of study and a variety of ways to attain course credits. We should be able to say to all high-school students: You can create, with assistance, your own pathway to meet the graduation requirements. These opportunities could include more hands-on opportunities for students to apply their learning. We should certainly create more options for credit-bearing courses by forming partnerships with adult-education centers, community colleges, workforce-development agencies, and workplace settings. The State of Vermont has been a leader in the area.

Third, we must respond to the needs of students where they are in their lives rather than where they are in their schoolwork. That is, for students who want to stay in school but cannot manage a traditional schedule, we should reconfigure the school day. We must rethink the current views of time and space for school. The day can start earlier or run later, through a twilight program. We can offer additional instruction time during the school day and after school. We can offer dual-enrollment opportunities, e-learning courses, and even an entire virtual high school.

Fourth, we should build stronger partnerships with community groups and with business leaders. We can work with social-service agencies and libraries to ensure that students have a safe and quiet place to study and to complete their homework. We can partner with childcare facilities and with social-service agencies to provide wraparound services for students in need. We must ensure that family responsibilities do not become a barrier to high-school completion.

As to business partners, we need to work with them to develop lots of ways in which students can participate in mentorships, internships, career exploration, and career training – all linked to a rigorous and relevant course of study.

Finally, I'd like to note that a lot of good thinking is underway in Rhode Island on this issue. The Governor's Urban Education Task Force, chaired by Warren Simmons, of the Annenberg Institute for School Reform, at Brown University, has looked closely at the issue of pathways for at-risk youth, and the group will release a set of recommendations to the governor next month. Our partners at Rhode Island Kids Count will join us to lead an all-day dropout-prevention summit on October 8th. Last year, Rhode Island Kids Count issued an excellent issue brief that included a set of recommendations on improving the graduation rate in Rhode Island:

http://rikidscount.org/matriarch/documents/HSGradRate%20Supplement.pdf

With world-class educators, strong partnerships, hard work, creative thinking, and unwavering commitment, I am confident that we can solve the dropout crisis in Rhode Island and across the nation.

# Kostrzewa: Business crowd wants results from new R.I. education commissioner

**01:00 AM EDT on Sunday, October 4, 2009**

(b)(6)

Underperforming students. School districts challenging state mandates because they no longer can afford them. Teachers locked in tough, contract talks refusing to perform traditional volunteer services, such as chaperoning dances.

Deborah Gist, the new commissioner of Elementary and Secondary Education, has been hearing it all as she makes her way around Rhode Island.

"The people I meet make a face," she says, "They tell me I have a really tough job."

That's an understatement.

Rhode Island's education system — never considered a top performer — is showing new strains caused by the recession. The conflicts stem from less money for the schools and an entrenched group of people who beat back change.

Gist is not the first reformer to land in Rhode Island. But for all the nonnatives who have moved here and tried to turn the state upside down, Gist may have the biggest challenge.

Still, after four months of touring the state, she remains undeterred, to say the least.

She told a Greater Providence Chamber of Commerce breakfast crowd that she is committed to making Rhode Island's elementary and secondary schools "the envy of the world." And then she trotted out a comparison to Finland.

She explained that Finland in 1992 had a struggling economy and education system that was looked down upon in the international community. But now, she said, after a series of reforms, Finland competes among the top five countries in educational and economic performance.

So why not Rhode Island? she asked.

The rhetoric caught the group's attention, but the business crowd has heard big plans before. They are bottom-line oriented and will wait for the evidence that Gist's plan is working. They'll want to see the metrics that show improved performance in the schools. They'll want proof that their tax dollars are being spent wisely and efficiently to educate youngsters who contribute to the state and its economy.

And they won't wait forever.

Gist said she's not starting from scratch. Rhode Island already has a base on which to build, she said, such as the recently recommended core education standards in English-language arts and math and the new graduation requirements.

And she set out her priorities to transform education.

"There is nothing more important than the quality of teachers in the classroom," she said. That's the first thing students mention when they talk about quality education, and it has to start with excellent educators in grade schools."

Gist wants tougher teacher evaluations and has drafted new measurements based on observation, parent input and student input.

Gist also talked about setting and achieving world-class standards and assessments that move Rhode Island students from the middle of the pack in the United States and the bottom of the rankings in New England to the top.

She says the state needs a user-friendly data systems to make information easily available to everyone.

And she cited the need to strengthen the school system with equitable, effective investments in education and a transparent, efficient, consistent statewide funding formula.

Nobody can argue with any of those priorities.

The tension will come when they conflict with the goals of teachers unions — those with a vested interests who resist changes — and public officials who control the purse strings at a time of declining revenues. And that decline will not stabilize soon.

Gist is 42. Watching her meet and greet Rhode Islanders, she shows energy and passion for the job. She has experience. She worked eight years as a teacher before administering for several years an urban school district in Washington., D.C.

And she has a plan to turn around education here. But she cautions it will be a marathon, not a sprint.

Rhode Islanders will give her time, but not much.

Other reformers have been worn down by Rhode Island's entrenched way of doing things, and moved on. Rhode Islanders will be watching how long Gist lasts.

John Kostrzewa is assistant managing editor/Commerce & Consumer news. Reach him at (404) 277-7330, or at jkostrze@projo.com

# R.I. education chief seeks higher standards for prospective teachers

**01:00 AM EDT on Sunday, October 11, 2009**

**By Jennifer D. JordanJournal Staff Writer**

(b)(6)

Jenna Bard, a teacher at Northern Lincoln Elementary School, asks a question of Education Commissioner Deborah A. Gist on Friday during a visit to the school. Gist wants to make it more difficult to become a teacher in Rhode Island.

The Providence Journal / Bob Thayer

It's going to get harder to become a teacher in Rhode Island.

Education Commissioner Deborah A. Gist, who has made teacher quality the cornerstone of her three-month-old administration, is raising the score that aspiring teachers must achieve on a basic skills test required for admission to all of the state's teacher training programs.

Currently, Rhode Island's "cut score" ranks among the lowest in the nation, alongside Mississippi and Guam. Gist wants to raise it to the highest.

"Teacher quality is the single most important factor for student success in school," Gist said. "This is a first step in raising our expectations across the board for our educators and our system."

Gist says she intends to transform "the entire career span of a teacher," including who is allowed to train to become a teacher, the rigor of the programs, mentoring of new teachers, support and training for veteran teachers, and the reward of higher pay for high performance.

"We need to look at how we improve at every point along the span," Gist said. "Looking at teacher cut scores before they ever get accepted to a preparation program is a way to safeguard the early gate."

Gist and her staff reviewed other states' cut scores and found Virginia's to be the highest in reading, math and writing. Gist set Rhode Island's score one point higher than Virginia's in each subject, saying she wants to make Rhode Island's education system the envy of the nation.

"I have the utmost confidence that Rhode Island's future teachers are capable of this kind of performance," she said.

The colleges and universities that train new teachers have balked at raising the scores that high. Instead, they are proposing they raise the scores by a few points for next September, and phase in additional increases over time.

"It will disenfranchise too many students," said Roger G. Eldridge Jr., dean of the School of Education at Rhode Island College, who estimates that 85 percent of RIC's education students would be unable to reach the higher score and would therefore be barred from the program if it were required next year.

RIC has 1,500 to 1,800 students in various education programs and graduates 350 to 400 new teachers each year, said Eldridge. The majority of Rhode Island's 12,000 public school teachers received their degree from RIC.

"If we're looking at quality teaching, this [the basic skills test] has no bearing on whether someone will be a good teacher," Eldridge said. "It's the performance of a teacher in the classroom, and that's hard to test for. Student teaching and mentoring are the areas we should be looking at in terms of improving teacher quality."

But Gist and the National Council on Teacher Quality say standards must be raised to ensure a highly skilled and effective teaching force. The nonprofit council also supports raising cut scores for teacher exams.

Several of the highest achieving countries, including Finland, South Korea and Singapore, set high bars for who gets into teaching programs and then who makes it into a classroom, said Sandi Jacobs, vice president of the organization.

"Research shows that as far as school-based factors go, teacher quality is the most important variable," Jacobs said. Communication skills, compassion and sensitivity are equally important and cannot be quantified as easily as basic literacy and math skills, she said.

"But we have to separate the state role and the district role," she said. "The state's role is to license teachers and they have to base that on what is measurable — content knowledge and skill. It's then up to the district to determine if they want to hire the person and they will look at a lot of factors that you can't test for to make that decision."

Gist is proposing raising the score of the Praxis I exam, also called the PPST or the pre-professional skills test, from 170 in reading, math and writing to 179 in each subject.

ETS, the company that develops the test, says it is difficult to relate the scores to grade level competency.

Instead, teacher training programs describe the scores by how many people fail the test. With cut scores set at 170, about 30 percent of the students in Rhode Island who take the test fail. When the scores are raised to 179, 54 percent of test takers are expected to fail, Eldridge said.

If a student's combined SAT score is 1,100 or higher in math and English, they are exempt from taking the Praxis I exam.

Several colleges have proposed raising the cut score to 174 next year, and then phasing in increases over the next few years to reach 179, said Steven J. Maurano, acting higher education commissioner. Gist said Tuesday she would be willing to discuss this concept.Eldridge estimates that about 80 percent of RIC's students would reach the 174 score.

Maurano met Monday with the colleges and universities that train teachers: Brown, Johnson & Wales, Providence College, RIC, Rhode Island School of Design, Roger Williams University, Salve Regina University and the University of Rhode Island (The national New Teacher Project also provides training in Rhode Island to about 25 mid-career professionals a year who want to become teachers.)

"Everybody understands what Commissioner Gist wants to do and I think her goals are laudable," Maurano said. "We absolutely want to work with her to do whatever we can to improve the quality of teachers in Rhode Island Schools. The concern that the institutions have is that if you raise the score for the Praxis I too high in one fell swoop, we will deny a significant number of students the opportunity to get into teacher prep programs."

David Byrd, director of the School of Education at URI, estimates the university would lose 30 to 60 percent of its education students next year if the cut score were set at 179.

URI trains about 1,000 students in 26 education programs each year, graduating about 250, Byrd said, and the university already requires higher Praxis I scores than the state requirement: 172 in reading, 171 in math, 171 in writing.

"I would be comfortable with raising the scores to a range of 172 to 176," said Byrd. "We are trying to set a level that does give the assurance that the students come in with a tool kit. But eliminating people when the test does not seem to predict good teaching seems unfair to the individual."The six private colleges graduated 1,587 education students in 2008-2009, including master's and doctoral students, said Daniel P. Egan, president of the Association of Independent Colleges & Universities of Rhode Island, about 15 to 20 percent of whom identify themselves as Rhode Islanders likely to try to get jobs in the state. Egan said the private institutions estimate that 20 percent of their students would be unable to pass the test with a score of 179.

Teacher training programs argue that there are several other safeguards before a student graduates, including requiring that students pass a series of exit exams in specific subjects toward the end of their program, called Praxis II, and perform student teaching for a semester.

Rhode Island requires high cut scores for these exit exams and they are a better indicator of the kind of educator a new teacher will become, say Byrd and Eldridge.

Education officials say they are also concerned that raising the Praxis I scores will eliminate minority teachers, despite the fact that Gist has said she wants a more diverse teaching force.

“We understand that the students most likely to get shut out are minority,” Maurano said.

Gist said the department will work with minority students as well as aspiring teachers with learning disabilities to ensure that does not happen, without lowering standards across the board.

“We’ve got to recruit high quality people of color into the teaching profession,” Gist said.

Robert A. Walsh Jr., executive director of the National Education Association of Rhode Island, said teacher unions do not necessarily oppose tougher requirements to enter training programs, but they question what data the changes are based on.

“I understand the Department of Education is trying to send a message with this particular move,” Walsh said, “but the best way to improve teacher quality is to restore the funds [$5.7 million] for professional development that were cut from the budget.”Sample questions

Here are sample test questions from the Praxis Pre-Professional Skills Test. The answers appear below the questions.

Reading

“Lyndon Johnson’s father once told him that he did not belong in politics unless he could walk into a roomful of people and tell immediately who was for him and who was against him. In fact, even the shrewd Johnson had not quite such occult power, but his liking for this story tells us something useful about him: He set much store by instinct. . . . ”

Which of the following words, if substituted for the word “occult,” would introduce the LEAST change in the meaning of the sentence:

legendary

subtle

invisible

persuasive

supernatural

Answer: The “occult” power described in the first sentence is clearly not a power that people ordinarily have. It could, therefore, best be described as “supernatural.”

Mathematics

If P [divided by] 5 = Q, then P [divided by] 10 =

10Q

2Q

Q [divided by] 2

Q [divided by] 10

Q [divided by] 20

Answer: There are several ways to solve this problem, but the answer is Q [divided by] 2.

Writing/Sentence Correction

In the following sentence some part of the sentence or the entire sentence is italicized. Beneath each sentence you will find five ways of writing the italicized part. The first of these repeats the original, but the other four are different. If you think the original sentence is better than any of the suggested changes, you should choose the first answer choice; otherwise you should select the best answer from one of the other choices.

"Martin Luther King, Jr., spoke out passionately for the poor of all races."

spoke out passionately

spoke out passionate

did spoke out passionately

has spoke out passionately

had spoken out passionate

Answer: This sentence presents no problem of structure or logic. The verb tense is correct and the use of the adverb "passionately" is also correct in this context. . . . thus, the best answer is the first option.

Gist promises reform in Ocean State schools
by Meg Fraser
Oct 15, 2009 | 326 views | 0 | 5 | |
Commissioner of Education Deborah Gist hasn't been in office six months yet, but if she has her way, Rhode Island schools are about to change the way they do business.

"I'm going to use every bit of authority I have, every bit of influence to see that the way we place our teachers best benefits our students," she said.

What Gist is advocating is criterion-based hiring, which puts the power into the hands of the principal when it comes to putting together his or her all-star team of teachers. Abolishing seniority-based hiring, this system emphasizes selecting teachers based on specific vacancies or needs in a school. When a statewide mandate would come to light is unclear.

"We don't have a specific timeline yet but I think you'll see something pretty soon," said Gist in an interview last Thursday at the Beacon offices.

Advocates argue it yields positive results for students and ensures that a qualified individual oversees every learning environment.

Already implemented on a trial basis in a select group of Providence schools, criterion hiring suggests the principal put together a committee in charge of interviewing candidates, which combines administration with teacher representatives. Ultimately, the principal has the final say.

The Providence Teachers Union has made no secret of their disapproval of the system. In an opinion editorial in Sunday's Providence Journal, president of the union Steven Smith said the union objects to criterion-based hiring (CBH) because there is no criterion to begin with.

"CBH was supposed to provide stability within the district. This has not been the case," Smith wrote.

Part of the argument against the new system is that without a formula, educators involved in the decision-making could play favorites.

"I'd be concerned with one person being allowed to have that much influence because it may be subject to capriciousness," said Frank Flynn, president of the Cranston Teachers' Alliance.

Over in Warwick, Former president of the Warwick Teachers' Union, Sam Holtzman has suggested that while involving the principal in the decision makes sense, there needs to be some kind of oversight. Education, he said, is unlike the private sector where most performance indicators are quantifiable.

"It's human nature to try to get one's friends into positions and that would be the part that I would be very fearful of. We are in a union setting, so I think it does need to have a union member in that interviewing committee just to ensure that it is a valid process," he said.

In Thursday's interview, Gist seemed fearless.

"I don't see any hurdles," she said, pausing before adding with a coy smile, "I've got long legs."

When asked how this move might impact relationships with unions going forward, Gist was quick to note that she does not support binding arbitration but believed that push come to shove, teachers would do

what's best for the students.

"I think any sort of decision that individual teachers or groups of teachers make that affects students is unacceptable," she said.

On that same thread, she thinks educators will not allow politics to intervene to the detriment of students. By holding principals accountable for the choices they make, she thinks the system can run smoothly.

The commissioner said that starts before teachers reach the classroom. She has promoted education reform from day one, and said the financial aspect is not the key.

"In our country we've put more money into education and that hasn't necessarily moved the needle," she said, pointing out that Rhode Island is the ninth highest funded state in terms of education. "What I really want to encourage people to do is rethink how we do things."

Currently, Rhode Island standards for entrance into teacher preparation programs are at the low end of the spectrum with a 170 on the Praxis Pre-Professional Skills Test, along with North Dakota, Guam and Mississippi.

"We're getting ready to raise that bar. It's making sure that our preparation programs are of an exceptional quality," she says, by raising the score requirement to 179.

Flynn said he agrees with the idea, but is hesitant of how quickly such a change would be implemented.

"I think they certainly think they need to look at standards for letting people into these programs at the college level," he said. "I don't know if it's appropriate to jump from where they are to one of the highest in the nation."

He says that could put students already in the system at a disadvantage. Moreover, he believes it's important to look at more than just test scores.

"Just a test alone shouldn't be the only criteria. We've had some people who have been very bright and had professional careers in other areas that clearly were very intellectually proficient, but had great difficulty actually instructing students," he said.

Gist said the road to success will be found by looking at the teacher as a whole though, and that includes test scores. She plans to review the student teaching process as well as the evaluation process for teachers already in place. What that will lead to is merit-based pay.

By evaluating teachers in the categories of rigor, relevance and relationships, she believes Rhode Island can move forward in transforming education. How her plans will roll out here in Cranston remains to be seen.

"Students want exceptional teachers in their classrooms. That's the thing I'm hearing across the board," Gist added.

Read more: Cranston Herald - Gist promises reform in Ocean State schools

## Rhode Island to Submit New Bid for Federal Education Money

*Associated Press (05/23/10)*

Rhode Island Education Commissioner Deborah Gist is submitting another application in the Race to the Top competition for federal education funding. Gist notes the support the application has received from school districts and teachers' unions. Rhode Island lost out in the first round of funding, but is submitting another application for $75 million in federal funds.

States' Race to the Top: Where Are They Now?
10/21/09

**Rhode Island**. The state just announced yesterday that it would be receiving assistance from three foundations, totaling $245,000, to prepare a reform strategy.

Rhode Island was one of the states that responded early to the Race to the Top challenge. At the end of June, the state approved funding for "mayoral academy" charter schools. The first such school, Democracy Prep Blackstone Valley, opened this Fall with 76 kindergarten students from surrounding districts. The school has a longer school day (8-4) and year (190 days rather than 180) and innovative staffing and salary policies. The official "ribbon cutting" took place on October 6th. There are already over 100 students on the waiting list for next year.

Rhode Island Education Commissioner Deborah Gist, who has stressed the importance of teacher quality and data systems, has assembled a Race to the Top steering committee which met for the first time in September and plans to convene subsequent meetings in November.

# School superintendents told to abolish teacher seniority

**10:53 AM EDT on Saturday, October 24, 2009**

**By Linda Borg**

**Journal Staff Writer**

PROVIDENCE — Dropping a bombshell on the teachers' unions, state Education Commissioner Deborah A. Gist ordered school superintendents to abolish the practice of assigning teachers based on how many years they have in the school system.

Gist, who sent a letter to superintendents on Tuesday, is upending tradition and taking on two powerful unions, the National Education Association Rhode Island and the Rhode Island Federation of Teachers and Health Professionals (RIFT), who together represent 12,000 public school teachers.

On Friday, the unions said they were blindsided by Gist's announcement, adding that the commissioner made no attempt to confer with labor before going public with the decision.

"We're going to court," said Marcia Reback, president of the Federation of Teachers. "I'm startled that there was no conversation with the unions about this. I'm startled there were no public hearings, and I'm startled at the content. This narrows the scope of collective bargaining."

Gist says she has the authority to do away with seniority under the new Basic Education Plan, which the Rhode Island Board of Regents approved in June and which takes effect July 1.

In my view," Gist said in a news statement, "no system that bases teacher assignments solely on seniority can comply with this regulation."

"Our response is that we have authority to set educational policy and to establish rules and regulations that are in the best interest of students," said Regents Chairman Robert G. Flanders Jr. "To the extent that there are contract provisions that are at odds with the Basic Education Plan, it's our view that those provisions would be unlawful. If a challenge were to be brought, we would expect to prevail."

According to the new regulations, districts must select and train only the most highly effective staff, and teacher assignments must be based on student need. The Basic Education Plan requires that each district "shall maintain control of its ability to recruit, hire, manage, evaluate and assign its personnel."

Districts have until July 1 to negotiate the new policy, and Gist told superintendents that "any contract law that conflicts with existing state law may be unenforceable." However, Elliot Krieger, a spokesman for the Education Department, said that there is nothing in Gist's letter that says that school committees must re-open contracts to deal with the issue of seniority.

Gist's shot across the bow at labor comes just four days after the RIFT announced that it had secured a $200,000 grant to create a rigorous new-teacher evaluation system. The union will partner with four urban districts to develop the evaluation system.

Asked about the timing of her announcement, Gist said, "I've been very clear that every decision I make will be made in the best interest of children. And there is nothing more important than the placement of a highly qualified teacher in every classroom."

Reback contends that teacher assignments rest squarely within the purview of collective bargaining and said that the commissioner doesn't have the authority to intervene.

"There is nothing in state statute that gives her the right to dictate what will be in school committee contracts," Reback said Friday.

She also said that there is nothing in the new regulations that mentions abolishing seniority, and said that state education officials promised that public hearings would be held on the details of the Basic Education Plan.

"The commissioner has taken very broad language," Reback said, "narrowed it significantly and ordered school committees to negotiate [with] her interpretation."

While the unions were seething on Friday, school committees were quietly applauding Gist's dramatic move.

"It's a big deal," said Tim Duffy, the executive director of the Rhode Island Association of School Committees. "We've been crying out for this sort of management prerogative for a long time. What Gist is saying is, 'We're putting you on notice that you can't lock in a system based on seniority.' "

Duffy said that Gist's decision reflects a national sea change that is giving superintendents and principals more authority to put the most-qualified teachers in classrooms with the greatest needs.

The first nibble at seniority was actually made by former Education Commissioner Peter McWalters, who ordered Providence to abolish seniority as a way of filling teacher vacancies. The district began the new "criterion-based" hiring system in six pilot schools this fall and will adopt it districtwide in September.

McWalters argued that he had the authority to intervene under state law, because Providence is classified as an "intervention" district, and under the federal No Child Left Behind Act, which gives states broad latitude to intervene in failing school districts. The Providence Teachers Union, however, has filed a federal lawsuit challenging the commissioner's authority.

From the moment she arrived in July, Gist made it clear that she would not shrink from making unpopular decisions. At a Regents' meeting last month, she publicly criticized three school districts that she said were not putting the needs of students first.

Two weeks ago, she took aim at teacher training, saying that Rhode Island's "cut" score (the score that aspiring teachers must reach on a basic skills test) is among the lowest in the nation. And she successfully urged the Regents to take over the Rhode Island School for the Deaf, which has suffered from years of leadership turmoil and low test scores.

“I will use every tool available to put a system in place that is child-centered,” Gist said Friday. “We have a lot of systems that focus on the grown-ups. Change is always hard. It’s always going to mean that people feel uncomfortable.”

# Julia Steiny: Ending hiring of teachers by seniority will help students

**01:00 AM EDT on Sunday, November 1, 2009**

**By**

(b)(6)

Bliss. For me this is a moment of education nirvana. Henceforth in Rhode Island, an available teaching job will always be an opportunity for a school community to find the best possible person to meet the needs of their kids. This is exciting.

On Oct. 20, Education Commissioner Deborah Gist sent a letter to the superintendents giving them a heads-up that as of July 1, 2010, when Rhode Island's new Basic Education Plan (BEP) becomes law, schools may no longer rely on seniority as the criterion for hiring. She wants them to be sure that by next July, the districts will have ironed seniority out of the labor contracts as the sole or principal criterion by which a teacher is chosen for a job.

The ex-commissioner, Peter McWalters, and the Board of Regents spent years establishing precedents so a challenge to seniority could survive the inevitable firestorm from the unions. Using Providence's Hope High School as a model case, McWalters mandated professional hiring — by criteria, interview and committee decision. Hope's test scores and school climate improved dramatically.

And by the end of his tenure, McWalters had also replaced the hopelessly out-dated BEP, which was 400 pages of "inputs" — kids should have so many minutes of English, bathroom stalls, books in the library. The new BEP is 45 pages of modern, best-practice principles such as the one Gist quotes in her letter to the supers: "Each LEA (Local Education Authority) shall maintain control of its ability to recruit, hire, manage, evaluate and assign its personnel."

So McWalters had already done a lot to loosen the wing nuts. But before a speck of corrosion set in, Gist took the mechanism apart.

Completely. And overnight. It's a bell that won't unring. The public knows that all organizations need to hire the best. It's easy to understand. Who hires any employee — professional or housekeeper — by determining who has the oldest hire date on a list?

So ending hiring-by-seniority will wipe out arguably the most damaging holdover from the antiquated factory-model of schooling.

No longer will senior teachers "bump" out less senior teachers. No longer will teachers go to a job fair, aka "cattle call," and hold up signs with their hire date to determine which has the right to fill an open job. No longer can principals blame their students' poor performance on teachers who were not selected, but hired via seniority.

No, at last seniority is no longer the coin of the realm.

Years ago, when I was newly on the Providence School Board, education seemed to me to be an excuse for adults to collect taxes in the name of the kids and then pass the money among themselves. "Fair" meant fair access to the spoils. Whatever you think of the current accountability craze, test results have thrown some light on the kids themselves, for a change, revealing how little their needs had been considered.

Over the years, myriad panels, commissions and committees have assembled to reform Rhode Island's education-personnel practices. In one such meeting, years ago, a Textron head of human resources was trying to understand Providence's incredibly convoluted personnel practices. For perhaps the third time that day, officials explained that a "clean and clear" vacancy was very rare. The city maintained lists of teachers in content areas, arranged by seniority, who were "owed" the available jobs when they came open. So, no, the system had no experience with hiring the best. In a memorably gratifying moment, this elegantly suited Textron VP put up her hands in surrender and with shock on her face barked, "At what point does merit become an issue?" I hollered, "NEVER!" The committee laughed — at me, at the flummoxed VP, perhaps at their own complicity, but mostly at the absurdity of the hiring lists.

So in Jennifer Jordan's Providence Journal story of Oct. 24, when Marcia Reback, president of the Federation of Teachers, said, "I'm startled there were no public hearings," I laughed out loud. For starters, the BEP had four public hearings. And in our 20-year acquaintance, Reback and I have both sat through hours of hearings on personnel management. The subject has been debated to death. The issues have just never been put so succinctly as Gist's "Stop it."

Surely between now and the July 1, 2010, deadline, the Board of Regents will endure hearings. I challenge the unions to demonstrate, with hard data, how hiring by seniority is in any way beneficial to children, to the quality of education, to the climate of the school community, or indeed to anything the taxpayer imagines they've paid for with their hard-earned investment in education. I don't think regular, hard-working teachers will appreciate the argument that contract law somehow trumps the interests of children.

The unions could take the high road even now and say: We're tired of protecting the worst. We've decided we'd like to protect the best. We want to represent teachers that adore their work, have terrific rapport with kids and communicate their subjects with infectious relish. We've decided to join Gist in her quest to reinvent this tired old manufacturing way of doing business so the state can become a family friendly, economic powerhouse built by a work force so skilled, creative and happy that the other states are green with envy.

In the meantime, to Deborah Gist, Peter McWalters and the Board of Regents who worked with them both to accomplish this: thank-you.

Julia Steiny, a former member of the Providence School Board, consults for government agencies and schools; she is co-director of Information Works!, Rhode Island's school-accountability project. She can be reached at juliasteiny@gmail.com, or c/o EdWatch, The Providence Journal, 75 Fountain St., Providence, RI 02902.

# Editorial: Students over seniority

**01:00 AM EST on Saturday, November 7, 2009**

It is encouraging that Rhode Island leaders are beginning to base their policies more on what serves public-school students than on what pleases powerful special interests. Latest is Rhode Island Education Commissioner Deborah Gist's order to school superintendents to abolish the practice of assigning teachers most heavily on the basis of seniority.

Those running the schools on the public's behalf should be filling openings on the basis of what will most greatly benefit students, she said. What a concept! Ms. Gist said the new Basic Education Plan, passed by the Rhode Island Board of Regents under state law, requires such a focus on students.

Expressions of high dudgeon are coming from the expected quarters, of course.

"We're going to court," said Marcia Reback, president of the Rhode Island Federation of Teachers. "I'm startled that there was no conversation with the unions about this. I'm startled there were no public hearings, and I'm startled at the content. This narrows the scope of collective bargaining."

Two points:

The harm caused by rigid seniority in teacher assignments has been discussed for years, even if Ms. Gist did not vet this particular interpretation of the Basic Education Plan with Ms. Reback or her cohorts over at the National Education Association. (We can imagine how that "conversation" would have gone!)

Ms. Reback's primary concern is not the students themselves. One would not expect it to be, of course. But that's the point. Ms. Reback is the very capable leader of an economic-interest group, like a business corporation, whose aim is to maximize profits. The teachers unions seek more money, power and fringe benefits, such as less work and bigger pensions. Other issues are secondary. (That is not to say that schoolteachers don't want to help young people; of course they do!)

If the teachers' unions fight in court against superintendents' right to assign teachers, the state expects to prevail, said Regents Chairman Robert Flanders.

If Rhode Island does not prevail in such a battle, that will offer yet one more sign that state labor law is stacked heavily against the public interest and thus should be reformed. When it comes to the government (supposedly run by and for the public), key management prerogatives should not be part of collective bargaining. Meanwhile, the Regents and Ms. Gist deserve the public's thanks for waging this battle on behalf of the state's public-school students.

# R.I. education commissioner unveils sweeping reform plan

**01:00 AM EST on Monday, November 23, 2009**

**By Jennifer D. Jordan**

**Journal Staff Writer**

Gist

PROVIDENCE — State education officials have unveiled an ambitious plan to increase student proficiency, revamp failing schools, improve teacher quality and shrink gaps between low-income and middle-income students, even as the state struggles to dedicate enough resources to public education.

State Education Commissioner Deborah A. Gist shared a draft of her strategic plan with the Board of Regents for Elementary and Secondary Education on Thursday. The 20-page plan is the result of more than four months of work by Gist, who became the state's top schools chief July 1, and her staff at the state Department of Education.

The document is Gist's blueprint for how she wants to improve the school system over the next three to five years. The regents are expected to endorse the final draft at a Dec. 3 meeting.

"I want the plan to be ambitious," Gist told the regents. "I also want it to be doable."

Gist said the plan is "a living document" and will be updated or modified along the way, as education officials gather more information.

"We need to keep our eyes wide open and be flexible," she said. "In many ways, it represents not just the work that's happened since I've been here, but also the work that's gone on for several years. We are getting a little more ambitious and emphasizing … the sense of urgency we have about this work."

The plan calls for several significant changes, including:

• Increase the state's high school graduation rate to 80 percent by 2012 and to 85 percent by 2015, up from 70 percent.

• Make it harder to become and continue to work as a teacher in Rhode Island.

• Pay the best teachers more, based on data that shows they have improved student performance.

• Reduce achievement gaps by 50 percent among low-income and minority students.

• Expand online courses and develop a statewide virtual high school.

• Transform failing schools, particularly in low-performing urban districts.

• Develop data systems that help teachers improve their instruction.

The document also lays out an aggressive timeline for boosting student proficiency in English, math and science.

For example, just 27 percent of 11th graders score proficient in math on standardized tests. Gist wants 37 percent proficient by 2012, and 52 percent proficient by 2015.

Similarly, just 40 percent of fifth graders score proficient in science; Gist wants that percentage to jump to 50 percent in 2012 and to 65 percent by 2015.

She also wants middle school English scores to climb from 68 percent proficient to 73 percent by 2012 and to 80.5 percent by 2015.

Gist said her staff is still fine-tuning this portion of the plan, as they struggle to balance the need to significantly improve student performance with realistic goals.

A couple of the Regents questioned how districts could achieve these higher standards during a period when most schools are making deep cuts in programs and personnel, and the state is unable to increase its investment in education. In fact, Rhode Island currently relies on tens of millions of dollars in federal stimulus money to prop up school budgets — extra money that runs out after next year.

"This is our plan, regardless of whether additional resources come into play," she said. "We are confident we are organizing our staff and redirecting the resources we already have to these priorities."

Gist said she hopes the state will receive some additional federal aid in the form of Race to the Top funds, competitive grants designed to make states embrace far-reaching education reforms. Rhode Island will apply for a portion of the $4.35 billion in January, she said.

She also hopes, she said, that the state will adopt a fair and equitable school financing formula in 2010 that could help districts achieve these goals.

Since she arrived in Rhode Island, Gist has forcefully criticized the state's low test scores and troubling achievement gaps between the state's most vulnerable students — low-income, minority and special-education — and their more advantaged peers, calling such discrepancies "shameful." Gist has also made teacher quality a cornerstone of her tenure, raising the bar for future teachers and promoting two other changes: an educator ethics code and rigorous yearly evaluations for teachers and principals.

More substantial changes are coming. Gist said the state Education Department will also move aggressively to help the state's lowest-performing schools.

"We absolutely have a commitment to intervening comprehensively in our most struggling schools and districts," she said. "What we are working on right now is developing our strategy to do that successfully."

# Annual teacher evaluations get go-ahead by state Regents

**01:00 AM EST on Friday, December 4, 2009**

**By Jennifer D. Jordan**

**Journal Staff Writer**

LINCOLN — The Board of Regents for Elementary and Secondary Education unanimously approved two initiatives Thursday designed to improve teacher quality: requiring yearly evaluations of all educators and establishing an educator Code of Professional Responsibility for all teachers, principals and superintendents.

Both take effect immediately as state regulations, but education officials say they will work out ways school districts can implement the changes over the next several months, and will offer more details in March.

Education Commissioner Deborah A. Gist has made teacher quality the cornerstone of her five-month-old administration, although these two initiatives — annual evaluations and an educator code of ethics — started under her predecessor, Peter McWalters, who stepped down June 30.

Public input, gathered at a series of forums held this fall, helped shape the final drafts of the evaluations and ethics code.

A student group, Young Voices, pushed for tougher consequences for ineffective teachers and a meaningful voice for students in evaluating their teachers.

"We want to know that recertification won't happen [without taking into consideration] what happens in the classroom on a day-to-day-basis," said Amanda Pereira, an 11th grader at Classical High School. "It is extremely difficult, almost impossible, to get rid of ineffective teachers."

About 100 people packed the Lincoln High School library where the Regents held their monthly meeting as part of its effort to meet in communities throughout the state. Many were there to voice their displeasure over plans to switch Providence's Hope High School's schedule from four longer classes a day to six shorter classes.

The Regents postponed adopting an ambitious strategic plan laying out Gist's blueprint for improving the public school system. Instead, the Department of Education will continue to gather input and refine the plan before submitting a final draft to the board, Gist said.

The Regents also approved a spending plan for the 2010-2011 school year that offers communities roughly the same level of financing as the current year. The state relied on an infusion of federal stimulus money to prop up public schools last year and this year, and will rely on another $30.9 million in stimulus money next year.

Regent Colleen Callahan cast the lone dissenting vote, saying she could not support a budget plan that supplies additional money for public charter schools — $7.3 million — while level-funding local school districts.

The Regents' next work session will be held at 11:30 a.m. on Dec. 17 at 255 Westminster St., Providence.

To see a copy of the strategic plan, visit: www.ride.ri.gov

# Plan to raise standards for new teachers proceeds

**01:00 AM EST on Monday, December 7, 2009**

**By Jennifer D. Jordan**

**Journal Staff Writer**

Starting next fall, it will be harder to become a teacher in Rhode Island.

As promised, Education Commissioner Deborah A. Gist, who has made improving teacher quality the cornerstone of her five-month-old administration, is moving forward with her plan to raise the standards for prospective teachers.

But in a compromise, Gist said she will phase in the tougher requirements over a two-year period instead of one, as she originally proposed.

Over the objection of several of the state's teacher training programs — including the largest at Rhode Island College — Gist is significantly increasing the scores people who want to become teachers must achieve to be accepted into the teacher training programs. She says the change is part of a larger effort to revamp the entire career track of educators, starting with who is allowed to become a teacher.

"We know that while there are many factors that contribute to student success, teachers' own academic achievement is an important factor," Gist said. "This change is just a tiny step in an entire strategy we have to raise expectations for our educators and for ourselves, in supporting educators at every point in their careers."

Gist informed local colleges and universities that they have to increase the "cut scores" students must achieve on a basic skills test required by all of the state's teacher training programs starting next fall, and raise it even higher in the fall of 2011.

Currently, Rhode Island ranks among the lowest in the nation, alongside Mississippi and Guam, with cut scores in math, reading and writing set at 170 in each subject. At that score, about 30 percent of test-takers in Rhode Island fail the test, called Praxis I or the PPST, pre-professional skills test.

Gist says she wants to raise the scores to the highest in the country. She was willing to phase in the changes over two years, she said, to give the eight colleges and universities and one nonprofit program time to adjust and to avoid a dramatic drop in the number of new teaching students in a single year.

In addition to RIC, the University of Rhode Island, Roger Williams University, Providence College, Salve Regina University, Johnson & Wales University, Brown University, the Rhode Island School of Design, and the New Teachers Project train new teachers.

"We worked closely with higher education and we know this is a pretty significant change for them, to go from worst to first," Gist said. Next fall, Gist will require teacher training programs to increase scores to 175 in math and reading and 173 in writing. By 2011, they must raise the

scores to 179 in math and reading and 177 in writing, a level that 54 percent of test takers would be expected to fail, according to RIC's Dean of Education, Roger G. Eldridge, Jr.

Eldridge opposes raising the scores that high, saying the change could have a dramatic impact on the size of teacher training programs next year, particularly at RIC, which trains about 375 new teachers a year.

"I was always in favor of raising them, but not as high as 179," Eldridge said. "I can live with 175. That's fine."

Eldridge estimates his program could shrink by as much as 40 percent next year, but says the college is taking steps to mitigate a steep drop in the number of teaching students.

RIC is planning to require that students take the Praxis I exam in their freshman rather than sophomore year, he said. Students at risk for failing will be given additional tutoring and will take the test again.

"We are hoping the scores will go up," he said. "So I am not as worried as I was about losing a huge number of students. We may lose 10 to 15 percent."

Increasing scores to 179 in a single year "would have decimated us," he said. David Byrd, director of URI's School of Education, said he is comfortable with boosting the cut score requirement. URI already requires higher scores than the state. But Byrd said he is not convinced that it is necessary to make the scores the highest in the nation.

"Being in the range of 173 to 176, I think gives you confidence in the overall skill level of the teacher, but above that level, it no longer predicts the quality of the teacher," Byrd said. "These are tests that evaluate your ability to do math, not to teach math."

Good teachers also need to develop skills such as classroom management, diverse teaching strategies and analyzing data to improve student performance, he said.

Teacher training programs are also concerned that raising the cut scores will disenfranchise minority candidates, even as the state Department of Education wants to encourage more diversity among the mostly white, female teaching ranks, said acting Higher Education Commissioner Steven J. Maurano.

Students who receive strong scores on SAT, ACT or GRE exams are exempt from taking the basic-skills test. Gist wants those scores to increase as well. For example, starting in the fall of 2010, prospective teachers must score 1,100 combined verbal and math on the SAT and 1,150 starting in 2011 to avoid taking the Praxis I.

"We have an opportunity in Rhode Island right now," Gist said. "We don't have a shortage of teachers. We have a surplus of teachers. This is the time to do this, when the system can afford to be more selective."

# R.I.'s education leader takes dead aim at reform

**01:00 AM EST on Monday, December 21, 2009**

**By Jennifer D. Jordan**

**Journal Staff Writer**

PROVIDENCE — Despite the threat of cuts to funding for public schools, Education Commissioner Deborah A. Gist says the state's schools need wholesale transformation and she has issued an aggressive agenda to make that happen.

Among her goals, she says the state must aggressively recruit and train effective teachers and principals, link teacher certification to student achievement and toughen academic standards.

Her plan also calls for intensive intervention in the state's chronically underperforming urban schools.

At the same time, she is asking local school districts if they want to participate in a fast-track agenda and dangling the possibility of millions of dollars in federal aid if they do.

The money would come from her ambitious bid to secure at least $100 million in federal "Race to the Top" funds. In the urban districts, she wants to invite charter management corporations like KIPP and Achievement First to run schools ranked among the bottom 5 percent.

She also wants to establish a leadership program that would train master teachers and principals who would "turn around" the lowest-performing schools.

These struggling schools would also have to agree to publicly release information on teacher performance, something never before done.

Gist has said she intends to pursue these reforms whether or not the state receives the competitive Race to the Top grant, and she has already redesigned the Rhode Island Department of Education to meet her goals. For example, she created the Office of Transformation, which will work closely with underperforming schools.

But given the department's reduced budget and staffing, an infusion of federal funds would be vital to fast-tracking many of the changes.

In a work session Thursday with the Board of Regents for Elementary and Secondary Education, Gist released a draft of initiatives she would require districts to agree to in order to receive the federal money, should Rhode Island be among the handful of selected states.

Districts that want to participate would receive millions of dollars, but would have to commit to rigorous training programs for master teachers and principals; provide intensive professional development for teachers, and learn how to use student data more effectively.

Urban districts that receive funds would have to commit to other reforms, including inviting in charter school operators, teaching coaches and technical assistance experts to help them improve.

Gist addressed concerns that Governor Carcieri's recent announcement that he wants to cut about $40 million from public schools would imperil the state's application.

"We have absolute confidence we are not in jeopardy of making ourselves ineligible because of [the proposed cuts]," Gist told the Regents. "But there is an aspect of our competitiveness that relates to the state's commitment to education that could be affected. However, because the state overall is supportive of education, we are hopeful [the cuts] won't be a problem."

The Obama administration established the $4.35-billion Race to the Top fund to prod states into embracing substantial reforms, including expanding charter schools, improving teacher quality and using data systems to boost student performance.

U.S. Education Secretary Arne Duncan has said only a few states will be selected for the first round of competitive grants, although rejected states will have an opportunity to reapply later in 2010. The first applications are due Jan. 19.

Although Rhode Island has some strikes against its application, including a statewide cap on the number of charter schools and the lack of an education financing formula, Gist says the state also has many strengths.

These include new regulations that require rigorous, yearly evaluations of teachers and principals; a new educator code of ethics; tougher requirements to become a teacher in Rhode Island, and high academic standards that show students are improving in English and math on annual tests.

Duncan said small states such as Rhode Island could receive between $20 million and $75 million, but Gist says she plans to ask for more when the state applies next month.

"We think we need at least $100 million," Gist told educators and community members who met in Warwick in November to discuss the Race to the Top application. If Rhode Island were to be selected, half the money would flow directly to participating districts and the other half would be doled out by her department, she said.

Districts have been asked to let the state Department of Education know if they intend to participate in the Race to the Top program by Jan. 8. Gist asked school committees and teacher unions to also weigh in on the decision.

"We think there will only be a handful of districts that participate," Gist said. Another set of districts may choose to be "involved," which means they would agree to some of the reforms and receive some money from the department to help them.

"But even for the districts that do not participate or are not involved will benefit," she said. "We want to create models other districts can replicate."

# Deborah A. Gist: R.I. is ready for change in education

**11:04 AM EST on Monday, January 4, 2010**

**By Jennifer D. Jordan**

**Journal Staff Writer**

(b)(6)

Since September, Deborah A. Gist has visited every district except New Shoreham, which she plans to visit Monday. She expresses outrage over students' lackluster academic performance. The Providence Journal / John Freidah

The sense of urgency that Deborah A. Gist brought to her job as the state's top education leader six months ago has only intensified since then, with the new commissioner and her staff at the state Department of Education rolling out a dizzying array of reforms. Most are intended to improve the quality of classroom teachers — one of the most critical factors in student success.

In early January, Gist will launch the state's ambitious bid to capture millions of dollars in federal grants in the competitive Race to the Top grant program, which rewards dramatic changes.

"This state is really ready to pull its education system up and be the envy of the world," Gist said. "I see it. I feel it. I hear it from people." Since September, Gist has visited every district except New Shoreham, which she plans to visit Monday, and has met with hundreds of educators, students, and parents.

At each school, she asked students the same question: "Tell me what great teachers do."

The answer, she says, is always the same. "Great teachers care about them, and will do whatever it takes to make them learn. Great teachers make it fun. They make it relevant."

Some educators have bristled at Gist's focus on teacher quality, a reaction she brushes aside.

"I've noticed some teachers reacting defensively," she said. "But I believe all educators should be excellent, and I would encourage them to say, 'Absolutely, we cannot accept where we are right now.' "

Gist, 43, who averages five hours of sleep a night, is studying for a doctorate in educational leadership at the University of Pennsylvania, where she flies monthly for weekend classes.

She has been vocal in her outrage about Rhode Island students' lackluster academic performance, particularly among black and Hispanic students. But Gist seems unfazed by the challenges she faces and the toll the recession is taking on school districts, saying everyone has to step up and "do a little bit more than we did the year before."

"We are the only things standing in the way," she said. "That's the good news. All we have to do is stop doing that and make sure we are acting in the best interest of children."

Role: Commissioner of

elementary and secondary education

Why to watch: Hopes to win millions of federal dollars for reforms, including interventions to improve the state's lowest-performing schools

# Gist forms cabinet to hear fresh education ideas

***Education Cabinet***
Rhode Island's top teachers take their suggestions to the state's education commissioner

NBC 10 News
Published: January 6, 2010
Updated: January 6, 2010

PROVIDENCE—Rhode Island's top teachers brought their suggestions to the state's education commissioner on Wednesday.

Deborah Gist has convened a cabinet to bring fresh ideas for reform and statewide education programs

The group includes past teacher of the year winners and winners of the prestigious Milken Educator Award.

Kathleen Mellor, who was named the 2004 Rhode Island and National Teacher of the Year, said the sessions will be a great opportunity to bring a message to the top.

"Change is good and reforms are important and a lot of people have a lot of experience to bring to the table. We hope we represent our teachers well and that we're heard," Mellor said.

The cabinet will meet at least four times a year.

# RI announces intervention for 6 weak schools

***Under Performing Schools***
Six R.I. schools are identified as under performing. And the state is demanding improvement.

The Associated Press
Published: January 11, 2010
Updated: January 12, 2010

PROVIDENCE—State Education Commissioner Deborah Gist has demanded that six chronically underperforming schools improve academic results or face possible closure.

Gist announced Monday that the schools will be given several options to improve, but may ultimately have to restructure or close or be taken over by the state if they don't make the necessary reforms.

She identified the schools as Charlotte Woods Elementary School in Providence, Central Falls Senior High School, Feinstein High School in Providence, Lillian Feinstein Elementary School in Providence, Roger Williams Middle School in Providence and the William B. Cooley Senior Health and Science Technology High School in Providence

Gist says there are great teachers in all schools, but that the six identified Monday have been unable to provide a satisfactory education.

# Deborah A. Gist: What I saw in our schools

**01:00 AM EST on Friday, January 29, 2010**

**By DEBORAH A. GIST**

Great teachers have changed my life." How often have you heard those words? How often have you said them yourself?

When I came to Rhode Island in July to start my new job as commissioner of education, I knew I wanted to learn first-hand about teaching and learning in our state. That's why I decided to visit every school district in the state — to see what's going on in our public schools.

Now, six months later, I've completed my round of visits. I've been to each of our 36 school districts, to every charter school, and to each state-operated school. I've visited adult-education sites, early-childhood centers and Head Start programs. We have held five community forums around the state, which nearly 500 Rhode Islanders attended. I've been in more than 100 schools and more than 300 classrooms.

These visits were not just ceremonial. They were a learning experience for me. I visited our schools because I wanted to listen, to celebrate success, to get feedback, and to hear concerns. Too often, policymakers haven't really heard what troubles students, teachers and parents.

What did I hear? Across our state, families, community members, school leaders, teachers, parents and students deeply care about the quality of education and completely understand its implications — not only on the opportunities for each child to succeed but also on the overall health of the economy in our community.

People get it that education matters, and they are ready for change. They fully understand that we need to do better.

As I travel around the state, I always ask students to think about the really great teachers they've had in Rhode Island. I ask the students to tell me what these teachers did that made them great, and they don't hesitate.

Their answers are very consistent. Great teachers make learning fun. They make sense of the material. They show why the material is important and relevant. They want to make sure that we understand. They help us. They inspire us. They care. As one student said to me: "Excellent teachers expect greatness consistently. They expect your best every time." When your teacher believes you can do more, you believe it, too, he said. You're always at your best.

Researchers have probably spent a lot of time coming up with a list of what makes a great teacher, and all they had to do was ask the students! It's the same list.

On my list, ensuring educator excellence is my highest priority. I believe that the single most important factor in the education of our students is the effectiveness of our teachers. As we work together to transform Rhode Island education, let's make sure that every student has highly effective teachers, every school has highly effective leaders, and all educators have the support they need to improve their craft throughout their careers.

Why? Because great teachers change lives.

Deborah A. Gist is the Rhode Island commissioner of elementary and secondary education.

**Transcript: R.I. Ed. chief Gist chats with 135 projo readers**

5:34 PM Thu, Feb 18, 2010 | Permalink

Pamela Reinsel Cotter ✉ Email

(b)(6)

From the Providence Journal newsroom, Rhode Island education commissioner Deborah Gist chats live with projo.com readers. With her is and Department of Education spokesman Elliot Krieger.
Journal photo / Sandor Bodo

Deborah Gist, Rhode Island education commissioner, chatted live with more than 135 projo.com readers, with more tha 165 questions submitted even before chat began.

A transcript of the hour-long chat follows:

Pam: Hi everyone, and welcome to our Live Chat with Rhode Island Education Commissioner Deborah Gist. We will be getting started right at 4 p.m., but please be aware that already we have had 165 questions submitted in advance. We only have the commissioner for an hour, so I can't guarantee she will get to all the questions.

Pam: Remember, too, that when you ask your question, don't hit the return button until you are ready to send it. Thanks.

Deborah Gist: I want to thank projo.com for inviting me to participate in this live chat. Since becoming Commissioner of Education last July, I have visited every district, charter school, and state-operated school in Rhode Island. I wanted to listen, to celebrate success, to get feedback, and to hear concerns.

Deborah Gist: All across our state, I met students, teachers, family members, school leaders, and community member who care deeply about the quality of education and who completely understand its implications, for each child and for the overall health of our economy and our state.

Deborah Gist: People are ready for change, and our goal is to transform education in Rhode Island so that every student graduates from high school ready for success in college, careers and life.

Deborah Gist: I am eager to respond to your questions.

Deborah Gist: So, let's get started!

Lee: My questions are simple. At what point you will hold the parents accountable? I Where do you think you will get these highly qualified teachers to replace the ones fired? The reason I ask is I would never encourage my child to apply to an urban school because odds are the next batch of teachers will be fired when these scores don't improve. WAY TOO RISKY! Better off in a suburban district.

Deborah Gist: Lee: Schools and teachers should do everything they can to engage parents and to help them support their child's learning. However, every educator is responsible for student success regardless of that child's background or family support. In fact, children whose families struggle to support them need our help and a quality education more than anyone.

Deborah Gist: We have many high quality teachers in our state who are either not able to find a job or are on temporary assignments. We also have great teacher preparation programs locally and nationally that each year prepare more teachers than we hire.

Deborah Gist: I will be holding all teachers and school leaders accountable for achieving growth with students including those in suburban districts.

chasm: Commisioner Gist: I see the path that you must forge here in RI. I commend you on your efforts. I also have experienced first hand the collatoral damage that your campaign has created. A family member is in her 2nd year of teaching here in RI and she loves her career and the difference she is making in children's lives. Within the community that she works...she is low on the totem pole (seniority) and is low hanging fruit. She has been observed by her principal on a couple occasions and they've worked out some improvements in her teaching methods. Those changes have been observed and congratulations offered. She works within a low incolme and impoverished school. Upper management has decided to jump on your coattails and reccomend that her contract not be renewed for next year. Seemingly "just for changes sake", ignoring the improvement and desire to be the best! There are clearly other teachers in the city who don't have the energy, passion or ability that she carries to work each day. The decision maker suggested that she was caught up in "what's going on now!" Does this sound like the best way to energize the sytem or fix the problem? Shouldn't it be about everyone and not just the people you can "touch" or "move" without much effort? It's a shame to break one's passion just because the rules seem to be "last one in...first one out"! I hope your message to school leaders is about real change and not change for change's sake! Just from my presonal experience...that seems to be what's happening! It's going to take some time to mend the hurt and disappointment that my family member is struggling with! Best of Luck and please be concerned with the collatoral damage and teacher's that will take a fall for someone else that's "protected"!

Deborah Gist: Chasm: Seniority is no longer a way in which teachers will be selected and assigned in our state. I sent a letter to all superintendents last fall to remind them that the Basic Education Program Regulation in going in effect this summer, and seniority policies would be inconsistent with that regulation. Unfortunately, state statute requires that layoffs be done on a "first in, first out" policy. Legislation would be required to change that, and I would wholeheartedly support it if it were introduced. I will do whatever is necessary to ensure that the very highest quality teacher is in every classroom in our state.

Deborah Gist: I can't imagine how any district or school leader could interpret my words or actions to be anything other than ensuring the top quality, so "change for change's sake" would be contradictory to that.

Bob: Please run for governor. I love your go getter attitude!

Deborah Gist: I appreciate your support very much. Make sure to keep watching and hold me accountable for results!

Parent: As a parent of 2 children, I know how crucial parent involvement is. Has anyone looked at educating the parents of the kids of these failing schools? You can replace the teachers....and you can give new teachers incentives to change things around. But this is a band aid. Teachers are blamed for too many problems. They can't be expected to solve the problems of society. Teachers have many many challenges these days- more so than 25 years ago. Kis and parents need to take responsibility for on education. Just look at math grades around the state. Kids don't know how to deal with fractions because they don't know how to tell time on an analgoue clock. But the teachers are blamed. Let's take a look at the real problems. Educate the kids - the parents- look around the country at other programs. Please don't make this mistake.

Deborah Gist: Parent involvement is important, and supportive, engaged parents are important partners in a child's education. Fortunately, we know that great teaching can overcome those instances when children have parents who are unable to provide that level of support. I don't blame teachers, but I do hold them accountable for results. I also hold myself and everyone on my team accountable.

ChiantiM: Greetings Education Commissioner Gist, thank you for this opportunity to share my views on the situation facing us in Central Falls. As a parent we share equal concern regarding the performance of the district. And its this shared responsibility I wish to emphasize. Focusing on the teachers and the draconian measure of firing all and hiring 50% diverts us from collaborative-problem-solving to unproductive blame. as a parent I hold responsibility to ensure my child is serious about his studies - but Ms. Gallo can't fire me. As students, each is responsible for their own education - but Ms. Gallo can't fire them. So instead of forming a bond with our educators, our teachers, Ms. Gallo has gone to war with them. To what gain might I respectfully ask? How will dismissing all of the teachers make me take a vested interest in my child's studies? How will dismissing all of the teachers motivate my child to take his schooling seriously? It's always easier to tear something down rather than build it up. What I really want to see is Ms. Gallo's plans for improvement following the blood-letting.

Deborah Gist: Dismissing all of the education-related staff is a requirement of the turnaround model. In fact, the only model that does not have full dismissal as a part of its design is transformation. Although transformation was the superintendent's first choice, Central Falls has decided that transformation is not a viable option. Under turnaround, up to 50% of the staff can be rehired. What will result is a staff hand-selected to be the very best in the country to serve your child well in every class, in every subject every day. This won't be an easy process, but comprehensive intervention at this point will be required in our most persistently lowest-achieving schools.

SueBuono: Ms. Gist, Supporting Ms. Gallo's emotional response takes woman in the role of executive management back 20years. This is a pure emotional reaction - she has no precedent the

wholesale firing of teachers will meet the goals of improved performance for Central Falls. She picks an aribtrary re-hire number of 50%. She has no plan for hiring the 'new & improved' teachers. This is not the emotional action of a woman who did not get her way? Thanks - now I get to defend myself once again to my colleagues.

Deborah Gist: SueBuono: Rather than an emotional response, Dr. Gallo is following a very carefully designed process that I have indicated she must follow--choosing one of the school improvement models while engaging the community in the decision. The 50% maximum hire back is not arbitrary; it is laid out very clearly in federal law. Further, Dr. Gallo has already begun developing the next steps and will have up to 120 days (as required in the protocol) to create a detailed plan.

kerrie: Don't fire the teachers, I'll try harder - they are very nice and care about us

wildcard: are the any CF teachers here?

Ken Connors: I know this must be difficult and sometimes painful, but you are doing the right thing and don"t think anyone is buying that propaganda the union is spewing all over the radio.

concerned teacher: What are your intentions about the situation in Central Falls. What is being played out by Dr. Gallo is not the entire story. Please listen to the teachers. Meet with us to hear the real story, it's not about money or time.

bgeribo: Thank you for putting the needs of RI students above the wants of the teacher's unions

ann: hold them accountable but do so for parents to

dave brown: Regarding the proposed "turnaround" (fire all; rehire <=50%) in Central Falls... 1) Can you offer/discuss examples of similar schools where this response to "chronic failure" was implemented successfully? 2) Are there mechanisms to ensure that teachers are rehired on the basis of competence instead of seniority? 3) Do you have reason to believe that there are sufficient numbers of teachers with greater competence than those not rehired who will be willing to work in this school -- without resorting to incentives that might disrupt staffing at other RI schools?

Deborah Gist: 1. More information about both these examples can be found on the U.S. Department of Education's website.

Deborah Gist: a) In 2006, Locke High School was among the lowest performing schools in Los Angeles. Just 5% of Locke's graduating students went on to 4-year colleges. With the support of the community, a non-profit organization called Green Dot implemented a school turnaround model focused on making sure students achieve academically and are ready for college and careers when they graduate from high school. As part of the turnaround, only 40 of the school's 120 teachers remained in the school. Principals can be hired and fired at will, and principals have more control over the staffing in their schools as well. In the first year, Locke showed modest gains in test scores, but tested significantly more students (38 percent more than the previous year, indicating more students were staying in school throughout the year), reduced truancy and dropout rates, and improved the safety of the school setting. Additionally, nearly 20 percent more students graduated, and large percentages of those continued onto college.

Deborah Gist: b) An organization called the Chicago Academy for Urban School Leadership opened its first turnaround school in 2006 at the Sherman School of Excellence. The transition took place in the summer, so the student body remained the same and students did not have to temporarily move to other schools. Since then, Sherman has produced steady gains in student achievement. Another Illinois turnaround school was the Harvard School of Excellence. Before the turnaround in 2007, Harvard ranked in the bottom five out of more than 3,000 Illinois elementary schools. Harvard has since produced steady gains in student achievement.

Deborah Gist: 2. Seniority is no longer a way in which teachers will be selected and assigned in our state. I sent a letter to all superintendents last fall to remind them that the Basic Education Program Regulation is going in effect this summer, and seniority policies would be inconsistent with that regulation. Those changes are being made now, and districts and their teacher unions will work together to put new mechanisms in place in their district.

Deborah Gist: 3. Yes, I do believe there are many high quality teachers in our state that are either not able to find a job or are on temporary assignments. We also have great teacher preparation programs locally and nationally that each year prepare more teachers than we hire.

CF Resident: That last answer Rocks!

Matt: Will you apologize for repeatedly saying that "we recruit the majority of our teachers from the bottom third of high school students going to college"? The studies that you cite do not back this up.

Deborah Gist: Matt: As a traditionally trained teacher, I know this is difficult to hear. I don't like it either. Unfortunately, it is true. While there are many extraordinarily intelligent educators throughout Rhode Island and our country, the US--unlike other high performing countries--recruits our teachers from the lowest performers in our secondary schools based on SAT scores and other performance data.

Deborah Gist: If you have a source that shows otherwise, I'd love to see that. I'm always open to learning new resources. So, I'd be happy for you to share that.

Geoff: Ms. Gist,Very proud of you and what you stand for, you go

ProvParent: Please tell us why we dont not have Reading Specialists

Deborah Gist: ProvParent: Many schools and school districts do have reading specialists. I just met with some from Warwick yesterday. The school districts make the decisions about how to provide the support for students and teachers.

Geoff: Ms. Gist, I am very proud of the stand you are taking, you keep up the good work! I live in Woonsocket and have no school age children but the buck stops here...we needed a change years ago from the former commissioner but he did not have the guts!

CF Resident: Enought discussion. Do what you must do. HOLD them Accountable!

anagloria: I have worked with Dr. Gallo in the past, and she is a great leader. Not that I agree with what is happening, but she is a great leader and Central Falls should be proud to have her on board.

John: School Choice works, it is working in DC and the Democrats cut funding to it.

CF Resident: We need more bilingual and bicultural teachers in the CFSD. Please take into consideration in the reform implementation.

Linda: I am a former RI teacher living in Fl and I support your policies wholeheartedly. Do you think it was right to fire the CF. teachers?

Deborah Gist: Linda: Thank you for your support. I am deeply concerned about what is happening in Central Falls. I know that it is stressful for everyone involved. However, I have said since I came to Rhode Island that we will intervene comprehensively in our persistently struggling schools. Great teachers will not need to be concerned about having a job in Rhode Island. Our students deserve no less than that.

Pawtucket Teacher: Is there a date that you will know whether or not the state of RI has been awarded the race to the top grant?

Deborah Gist: Pawtucket Teacher: We should know about the first round in April. If we aren't funded in the first round, we have one more opportunity in round 2. Our second application would be due in June. It is extremely competitive. The Secretary of Education has said that perhaps 3 to 5 states in the first round and maybe 10 in the second would be funded. We won't know until the decisions are made, but the number of awarded states will be small. We put together a competitive application and are excited to hear back! Thanks to the teacher unions in Foster and Providence plus the state AFT, we have a much better chance to win.

anagloria: I don't think the most intelligent people are necessarily practical or creative. As a teacher we need to wear many hats.

chasm: ...and change is good! But it MUST be the poor performers...not the easiest one's to throw out with the bath water to prove that your school or district did SOMETHING!

anagloria: I totally agree with CF Resident. We need more teachers that are bilingual, and who are bicultural. THank you!!!!!

School Administrator: Recently on a local radio show you stated that none of your intervention models is "meant to be punitive,"...yet every model calls for firing the principal. While we agree that R.I. should not tolerate low performing schools, how is firing the school's principal not a punitive action?

Deborah Gist: It isn't punitive because in the turnaround, restart and closure models, every staff member whose work contributes to the students' education is dismissed. It is a chance to start over and bring in only the very best. I don't discount that, for those teachers, assistants, administrators and other team members, dismissal is extremely personal. It can be a traumatic experience and may feel punitive. However, that isn't the purpose. The purpose is to create a

stellar team from scratch that can create a culture of high performance and continuous improvement.

cfgrad: Why dont the NECAP scores follow the kids not the schools? I would like to see the scores of kids entering and exiting a district. Individual not general statistics.like for example john Doe entered DC district with a score of 123 then left three months later with a score of 124. Does he represent an anomily or does he represent a pattern? How can we grade a system if John Doe has only been there three months? Cant we focus on John?

Deborah Gist: They do. There are many ways that we use the NECAP tests to measure performance. One measure attributes the scores back to the school or classroom where the student was in school the year before the October testing. This is the measure that we use to determine school performance.

anagloria: Please hire more people who are aware of the problem with ELL's and who know what their struggles are to help make decisions which will impact this population. It is so important, since eventually they become our mainstream kids in Providence. Please Help

Deborah Gist: Anagloria: I agree.

tia: Why is there a chart comparing NECAP scores of urban versus nonurban students? Your Black and Hispanic students are predominantly urban, are you trying to hide the fact that minority students continue to do poorly on NECAP? or that schools with large ELL and ESL, and SPED populations score lower? Are you punishing peopel who choose to live in the city?

Deborah Gist: Tia: Actually, we do break out the schools by many subgroups. I don't really like the distinctions of urban, urban ring and suburban either.

RI Certified Teacher: Why aren't current certified RI teachers being kept up-to-date with ongoing discussions about the current I-Plan? They are required to spend lots of time and money on professional development, and some are still being told that they must create a new I-Plan within 90 days, but cannot access the system. Where is the communication ?? What is the actual present status of the I-Plan?

Deborah Gist: RI Certified Teacher: Sorry you haven't been updated. We are working on this right now. At next week's Regent meeting, we will be presenting an update to the Board of Regents. We are wanting to make changes to the I-Plan. I heard loudly and clearly from educators all across the state that we need to change the certification process, and I have a goal to have certification based on effectiveness. If you go to the RIDE website, you can sign on to receive regular communication from me.

tia: What percentage of the students taught by the fellows achieved equal or greater than students taught by teachers certified through traditional methods?

Deborah Gist: tia: The Rhode Island Teaching Fellows just began this year, so we don't have results yet. Soon, I will be holding all preparation programs in the state including the institutions of higher education accountable for their teacher preparation based on how their students perform.

Al T.: My question for Commissioner Gist is: What are your views on and plans for alternative certification, especially for "second-career" people?

Deborah Gist: Al T: The Board of Regents passed alternative certification for Rhode Island. We now have the Teaching Fellows and Teach for America will be here next fall. I support all great teachers and their teacher preparation programs!

urbaned: Dear Commissioner Gist: Pls comment on the PBGRs for graduation. Do you see continuing with that model or moving to more of a "high stakes test" model for graduation. In theory, the PBGR is supposed to provide opportunity for those not proficient on NECAP to demonstarte proficient on a PBGR project. In reality, especially in math with such low scores, how can we expect students to demonstrate proficiency with the PBGRs. Thank you.

Deborah Gist: urbaned: We don't have immediate plans to revise the graduation requirements although we did announce a new pilot program this week. I want to be sure that every Rhode Island student graduates ready for success.

Ellen: In the February 17 New York Times, there is an article about testing high school sophmores with the goal of early graduation and admission to community colleges. According to the article, Rhode Island is one of the pilot states for this project. Which high schools in RI will participate?

Deborah Gist: Ellen: This is what I was just referring to. We are going to ask for volunteers from the superintendents. Let me know if anyone has a high school interested being on the cutting edge of what the world's best school systems are doing! We will probably just have one or two high schools in the pilot.

Angel: I would like to know of your thoughts on West Warwick moving the 5th graders up to the middle school?

Deborah Gist: Angel: I don't know much about what West Warwick has planned, but many different models can be successful in different places. I have seen very successful middle schools with 5th graders, and I have also seen excellent K-8 schools. On one of my school visits, a fourth grader who is now part of a middle school in Rhode Island was my tour guide. She loves being in the middle school as do her classmates.

rhodyblue: you have indicated support for programs such as Teach for America where graduates from college receive 5-6 weeks of training and then serve as teachers for a couple of years- would you have your children taught by someone with such minimal training? would you employ an electrician with such minimal training? thank you

Deborah Gist: rhodyblue: As someone who was trained as a traditional teacher, I was offended by Teach for America for many years. I just found it insulting to think that someone could learn what I did in such a short period. It was the exact question you ask plus the research I have read that ultimately changed my mind. The answer is, "Yes. I would love to have my child in a Teach for America classroom." The teachers are highly recruited, and the program is very selective. The teachers receive training and then extensive support as they teach. Results show they are effective, and a large percentage stay in teaching beyond the 2 year commitment.

Pam: Commissioner Gist only has time for one more question. I'd like to thank everyone for participating. We're sorry we didn't get to all your questions, but with a record-breaking 135 participants and about 165 pre-submitted questions there just wasn't enough time.

dougc315: Why are elementary teachers required to posess enough knowledge and excitement to educate their students in all subjects. IFor example, if a teacher was never a good math student, and is not confident in math, how can she be expected to teach children math? I think students should be taught by those who love and are confident about a particular subject, just like in college. No wonder our children are not learning very much, by the time they reach high school. The entire model is antiquated, and should be revised!

Deborah Gist: dougc315: I guess you mean, why are they NOT required? Well, certified teachers do have to pass exams. Generally though I agree that we need to ensure our teachers are strong in math and science. This is an area where really need some work.

Brooke: Commissioner Gist - Thank you for participating in this on-line forum. This is the type of communication people in RI want and need form you as a leader. I've read that you most value the "3 R's ... relevance, rigor, and relationships." Before 5:00PM, can you please speak to what you have learned about R.I. students and teachers regarding these three specific values since your appoinment?

Deborah Gist: Brooke: I love the 3 Rs of relevance, rigor and relationships. I have traveled around the state and seen such wonderful teaching. In one school, I saw such an amazing teacher it brought tears to my eyes. We also have amazing students, and I have loved working with the youth groups I've met.

Deborah Gist: Thanks to projo.com for inviting me to participate in this live chat, and thanks to all of you for your thoughtful questions. I love this kind of communication, although I admit the volume was a little overwhelming! Let's keep the line of communication open! Please follow me on Facebook (Deborah A. Gist) and Twitter (@deborahgist), and sign up to receive the latest news and information from the Department of Education:
http://www.ride.ri.gov/ride/subscribe.aspx

Pam: Thanks again, Commissioner, and to all of you for taking part. The chat has now ended.

Video: Watch the workings behind the chat with Commissioner Gist

# Gist approves plan for Providence schools

**06:58 AM EDT on Friday, April 2, 2010**

**By Linda Borg**

**Journal Staff Writer**

Gist

PROVIDENCE — State Education Commissioner Deborah A. Gist has approved the Providence School Department's plan to create an innovative new labor-management partnership to run four of the state's worst-performing schools.

This clears the way for Supt. Tom Brady and Providence Teachers Union President Steve Smith to develop detailed reform plans for each of the four schools: Charlotte Woods Elementary, Feinstein Elementary at Sackett Street, Roger Williams Middle School and Cooley Health and Science Technical High School.

Gist, in January, identified six schools in Rhode Island that are among the worst-performing in the state. The other two are Central Falls High School and Feinstein High School in Providence. Brady, however, has recommended that Feinstein be closed under a separate school-facilities plan.

In her letter to the district, Gist praised Providence for reaching out to parents, teachers and members of community during the decision-making process. In addition to holding a series of public meetings, Brady convened a task force of community and business leaders, nonprofit organizations and parents.

"I commend you and the Providence School Board for engaging in an extensive community engagement effort throughout your process for selecting a [reform] model," Gist wrote. "I believe that you have demonstrated the leadership needed to work collaboratively with labor on the design of new school structures and programs."

Providence is believed to be the first district in the nation to adopt a labor-management partnership to transform its lowest-performing schools. Although the details have yet to be hammered out, Brady envisions two levels of collaboration: one at the district level and one at the school level.

After significant public involvement, Brady decided to adopt the "restart" model, one of four reform options established by the U.S. Department of Education. Gist included language in the regulations that specifically permits a labor-management collaboration. The federal regulations allow a charter school or an educational management company to run low-performing schools.

The Providence approach differs sharply from the one adopted by Central Falls, where Supt. Frances Gallo fired the entire high school staff after the union refused to accept elements of Gallo's reform plan.

Although the restart option gives Providence considerable flexibility, Gist expects the district to make significant changes, including extending the school day, creating a rigorous teacher-evaluation system and implementing a uniform curriculum (which the district has already begun).

Unlike Central Falls, Providence won't fire its teachers but they will have to re-apply for their jobs. Unlike some of the other options, the restart option does not call for principals to be fired.

"If we have an outstanding principal, I'd make the case that he or she should stay," Brady said. "This isn't about blaming principals or teachers. We're looking for people with skills that best match the new schools."

Because the district and the union are breaking new ground, Brady acknowledges that there will be bumps on the road to reform. But he stressed that the teachers contract will not "hinder us from moving forward in a revolutionary way."

The Providence contract allows the district to make changes in several schools without reopening the entire agreement.

Providence has 120 business days to develop a detailed reform plan for each school, which then goes to Gist for review.

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# Gist: R.I. must keep momentum

**07:42 AM EDT on Thursday, April 8, 2010**

**By Paul Davis**

**Journal Staff Writer**

(b)(6)

Deborah Gist, Rhode Island's commissioner of education, gets a standing ovation as she addresses the General Assembly.

The Providence Journal / Connie Grosch

PROVIDENCE — Although the state recently lost its bid for millions in federal money to reform its schools, "No one should see this as a defeat," Education Commissioner Deborah A. Gist told lawmakers at the State House Wednesday.

Only two states so far have received money under Race to the Top, a competitive $4-billion stimulus program. But Rhode Island scored highly — 8th out of 41 applicants, said Gist, who had hoped to win $126.6 million.

If Rhode Island educators and others continue their momentum, "I'm confident we will win round two," she said.

Lawmakers gave the state's top education leader a standing ovation before she spoke — and clapped loudly when Gist said teachers should be chosen on ability and student need, not seniority.

In an hour-long speech that was part pep rally and part call to action, Gist praised teachers, parents, superintendents and others, and assured lawmakers that Rhode Island's schools can be the "best in the country and the envy of the world."

But it won't happen until officials also recognize the system's failings, she said.

Just over half of Rhode Island graduates go directly to college. Only 17 percent of the state's low-income students read well. And Hispanic students in urban schools have the lowest math scores in the country, she said.

But you cannot blame poor scores on poverty and demographics, she added.

Some U.S. students in gritty poor or urban schools are making impressive strides and outperforming their peers.

"You see these results, and the old excuses we often hear just don't hold up," she said. "We cannot continue to write off some of our students as unable to learn … to chalk up the low performance of some schools as a fact of life, instead of a failure of our system."

In making her point, Gist borrowed a phrase from U.S. Education Secretary Arne Duncan: "Poverty is not destiny."

Rhode Island has already taken steps to improve student grades and performance, she said.

In the past year, officials raised the standard for teacher-preparation programs, established a state-funded pre-kindergarten program, and approved statewide teacher evaluation standards that will "provide the feedback needed for our teachers and principals to grow and improve as professionals," she said.

More needs to be done. The state did not get a Race to the Top grant, in part, because of the unpredictable way it supports local schools.

The state must establish a funding formula "that is based on district capacity and student need, and that is predictable, transparent and equitable to taxpayers, who foot the bill," said Gist, who promised to work with lawmakers to pass such a formula this year.

Gist, who visited schools last year, also promised to hold town hall meetings during the coming school year, to talk to local leaders, educators, parents and community members.

"Turning around our most troubled schools is no longer just an issue of educational equity for the students in those schools. It's a matter of economic survival for all of us," she said.

"We are committed to radically transforming our chronically low-achieving schools — the bottom 5 percent — to give their students a way up ... or a way out. If these schools do not, or cannot, significantly change their culture and improve their performance, we will not hesitate to change them and to give these students the education they deserve."

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# Putting teachers on notice

## Rhode Island's new education commissioner, Deborah Gist, is shaking up the status quo, drawing national praise — and scorn — in the process. The former elementary school teacher says her focus is on improving schools, not making headlines.

BY: MICHAEL JONAS

PHOTOGRAPHS BY: FRANK CURRAN

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April 13, 2010

**WHEN IT COMES** to efforts to turn around failing schools, the nation's smallest state is making some of the biggest waves. In January, Rhode Island's new education commissioner, Deborah Gist, set in motion a review of local schools that led to the firing of the entire staff at Central Falls High School, a chronically low-performing school in the state's poorest community. The move made news across the country, not least because President Barack Obama and his education secretary, Arne Duncan, both waded into the controversy, endorsing the action as the sort of dramatic step we must be willing to take to ensure quality schools for all students. But the Central Falls dismissals are by no means the only big move made already under Gist's aggressive agenda for school reform.

(b)(6)

In October, she instructed all 36 of Rhode Island's school districts to end the use of seniority as the driving factor in teacher hiring and placement decisions, expanding an order issued by her predecessor that applied only to the state's two lowest-performing districts, Central Falls and Providence. The Providence teachers' union is challenging the new policy in court.

Gist has ordered a complete overhaul of teacher evaluation systems, requiring that all Rhode Island teachers be reviewed annually — and that at least half of their evaluation be based on evidence of student achievement in their classrooms, a measure that unions have voiced strong reservations about. Gist, recruited from Washington, DC, where she served as superintendent of schools, is also dramatically raising the bar for entering teachers, boosting the passing score on Rhode Island's teacher exam from one of the lowest levels in the country to one of the highest.

The one-time elementary school teacher arrived in Rhode Island last summer vowing to bring urgency and energy to the job, and no one can accuse of her of not living up to her word, even if it's too early to judge the impact of her reforms on student achievement.

In the Central Falls case, Gist became one of the first education commissioners in the country to identify her state's lowest performing schools, something the federal education department has required for states seeking a share of $4 billion in school improvement grants. Flagged districts must adopt one of four strategies to try to bring about significant improvement at the underperforming schools.

Central Falls administrators initially proposed an option that would have retained the faculty but made big changes in the high school's operation, including a longer day and a summer training program for teachers. When negotiations reached a stalemate over compensation issues, the district superintendent announced that without an agreement she would move to a second option: dismissing the school's entire staff, with no more than half eligible to be rehired under a complete school-makeover plan. Gist quickly gave the OK to proceed with the firings at the high school, which has a 50 percent dropout rate and where fewer than one in 10 students are doing math at grade level.

"She has fundamentally shaken up the status quo," says Warren Simmons, executive director of the Annenberg Institute for School Reform at Brown University. "She's brought a fresh perspective, she's ambitious, and she means business on behalf of children."

Union leaders have a decidedly different take. Gist's approval of the firings amounted to "pointing fingers and placing the blame on teachers," Colleen Callahan, the Rhode Island Federation of Teachers' representative on the state education department's board of regents, told *The Providence Journal*. The president of the state's AFL-CIO chapter, George Nee, left no adjective behind. "This is immoral, illegal, unjust, irresponsible, disgraceful, and disrespectful," he said.

The common thread in Gist's agenda is a firm belief that having effective, high-quality teachers in every classroom is the single most important thing schools can do to drive student learning. It's "the greatest lever that we have," says Gist, who has been pulling at it with a vengeance.

Gist has shown a willingness to move fast and without fear. “She’s certainly not looking to pick a fight. But she’s not afraid of one,” says Sandi Jacobs, vice president of the National Council on Teacher Quality, a Washington, DC, policy and advocacy group.

The 43-year-old Oklahoma native doesn’t seem temperamentally given to half measures. She has completed a New York Marathon and climbed Mount Kilimanjaro. Her unique claim to “going all in” fame, however, may be a feat that showcases the tenacity and warmth that her admirers, at least, say she carries in equal measure. Early last year while still in Washington, Gist set a world record for the most times kissed (on the cheek) in one minute by different people (112), part of a fundraiser for a local cancer charity.

Her freewheeling speed-smooching notwithstanding, in an interview in her Providence office, Gist responds to questions in a deliberate and measured manner. She evinces little of the saber-rattling that sometimes accompanies tough talk on the need for radical school reform. In listening to her, though, one gets the sense she is measured not because she harbors doubts about the direction that school reform must go — and the urgency of moving there quickly — but rather because she feels so sure about what needs to be done. What follows is an edited transcript of our conversation.

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**COMMONWEALTH:** When you arrived, you vowed to do what it takes to make the Rhode Island schools the best in the country. But you’ve zeroed in from the start on teacher effectiveness. Why this focus?

**GIST:** Because in everything that I have experienced, both as a teacher and in my role as an administrator, and in everything I’ve read about the research about student achievement, the quality of the classroom teacher is the most important factor. It’s the greatest lever that we have to be able to improve the quality of education of our students.

**CW:** Rhode Island has kind of become ground zero in the debate because of the Central Falls case. Your office got the ball rolling by very quickly moving to identify the lowest performing districts in the state and then instructing the local education officials to identify which of the four strategies that the federal government presented to the states to pursue. You’re convinced that this was the right move and a necessary one?

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**GIST:** I think that for far too long we have just tinkered around the edges of our schools that have struggled. Central Falls High School is an example of a school like that. For over eight years, [it] has been on various lists of needing to improve. There are wonderful people in that school, there are excellent teachers in the school. They've had strong leadership. They've tried different models for reform. But we tend to do one thing, and then we wait and see if that works. And when it doesn't or maybe it's incremental, we say, OK, let's try some new professional development for the teachers. And then we try that and we see if that works, and a few more years go by, and then we say, obviously we need a new principal because that one's not doing the job. So we bring in new leadership, and we try that. We bring in new materials. We try that.

We just try one thing after another instead of recognizing that it's not just one thing, it's actually the combination of all of those things and the way they fit together. When you look at high-performing schools, it isn't just one thing that they're doing. It's a combination of many things, and at the center of all that are high expectations for students. And so part of the work is to change the culture in the school to one where everyone expects that students will achieve and raises the bar for performance.

**CW:** Has that been something that's been generally lacking? I don't mean just at Central Falls, but at urban districts throughout the country. Is that part of the challenge now — what we've expected as the norm?

**GIST:** I think that it is. Many teachers begin to believe that because their students come from difficult circumstances or have challenges in their lives, they can't achieve at higher levels. Just that shift in the thinking means that the expectations are lowered.

I met a young woman a couple of weeks ago. I had gone to meet with a group of youth leaders who were all either in the foster care system or had once been in the foster care system. And one of the young women, who's now a college student here in Rhode Island, talked about when she was a senior in high school living in a group home. She would use her situation to sort of get empathy from

her teachers and get out of having to do things. And it worked, because who wouldn't have empathy for a young person who's living out on her own and had been through these difficult circumstances?

She says [that], looking back, she really wishes that her teacher had said, with as much love and support as possible, "Look, I want to make sure you have all the supports that you need, but here's what you need to do, and here's when you need to do it, and here's the quality that I expect." Because now she's in college, and she's struggling. That was a clear example of the way in which the love that teachers have for our students can sometimes cause us to lower our expectations. It's not enough to care. You have to care in a way that says, "I care about you so much that I'm going make sure that you get everything that you need and that you are being held to your personal responsibility as a student to get your schoolwork done."

**CW:** Did you realize the amount of attention [the Central Falls case] was going to generate?

**GIST:** No. We expected the local concern. We did not expect the national reaction because this is not the first time that a step like this has been taken.

**CW:** It seems to me part of what gave the story national legs was not so much what you did here, but then the president and education secretary, Arne Duncan, both weighed in on it, which a lot of people regarded as very unusual — to hear them commenting on something happening in one district in the country. They drew both praise, from people who agreed with it, and the ire of union leaders. What did you make of the fact that they felt it was an important issue that they wanted to be heard on?

**GIST:** Well, we obviously appreciate their support very much. And I'm really encouraged to know that both the president and the secretary of education aren't going to shy away from difficult decisions that have to be made, because this obviously is a very difficult situation, and we take it extremely seriously. These are people's lives, and this is why it's often not done.

I know that the folks in that school have dedicated their lives to education. I know how they feel about their students. And I know how important their jobs are to their own lives. At the same time, if we have fewer than 50 percent of our students graduating from high school, which is the case, then those students don't have an opportunity. Their likelihood of having a job and earning a living wage and ever being able to have the kind of quality of life that any of us would want for any member of our family or friends or neighbors is practically gone. So while I care about the adults, I've said since I came to Rhode Island last summer that our decisions have to be about students.

**CW:** Do you think the fact that the president and Duncan weighed in says something about what's going on nationally in terms of grappling with these issues in a way that we haven't done before?

**GIST:** I do, I do. These models [for turning around failing schools] have been in No Child Left Behind all along. But you're right. They hadn't really been used because it's very difficult to do.

**CW:** The teachers' union in Central Falls, and state unions and national ones, have all condemned this as an assault on teachers, or the demonizing of teachers working in one of the state's most challenging districts.

**GIST:** I understand why it seems that way. This is not just about the teachers. Everything at the school is going to need to be different. There's going to be new leadership. There's going to be explicit decisions made about every teacher in every classroom. There will be choices made about the curriculum, making sure that it's closely aligned to the standards. [We will be] making sure there are ways that assessments are used to monitor student progress and to intervene and provide students with extra support as needed — [and] that parent engagement is increased, that the school day is longer, that tutorials are offered. But it is not about blaming teachers. And my personal reaction when I hear [charges of "demonizing" teachers] is it makes me sad because I know how hard teachers work. I know why they've chosen their career and how much they care about what they do.

**CW:** Some people have wondered whether we're at a point, to use a medical metaphor, where our ability to diagnose failing schools has outpaced our ability to provide reliable, effective treatment. Because of the standards movement, we can identify the schools that are falling short in terms of objective measures of student achievement. But there's so much debate about what you then do with that information. Some people have said we're not really sure that wholesale firing and rehiring of staff is going to do the trick. There's this whole debate about the school turnaround effort. I've heard estimates that the success rate for certain models is as low as 10 percent. That's pretty low odds. Given the obvious amount of disruption to the schools and the lives of teachers, we ought to have a fairly high degree of confidence that what we're going to get is going to be an improvement for the kids [in Central Falls]. Do you feel confident about that?

**GIST:** I would restate what the [US] secretary [of education] said about that, which is, we know what doesn't work: what we're doing now. What I know about intervention efforts from my own research is that there's no magic solution. Different models of intervention work in different schools. It's extremely contextual. Those decisions have to be made based on an analysis of circumstances of that school and that community. School district and state leaders have to take each situation and determine what they think the best steps are, and that's exactly what we've done in Rhode Island. We've identified the schools, we've laid out the options, and we've asked the superintendents to take a very thorough examination, engage their community, and make a decision about what's best for that school.

**CW:** The Central Falls case has put Rhode Island on the national radar, but you've really been pursuing in the short time you've been here a much broader set of reforms focused on this question of teacher effectiveness. In the fall you issued a directive based on new state regulations that districts are to no longer use seniority as the only factor in hiring and assignment decisions. That's a pretty wholesale change from what has been practice here and probably in most districts across the country. What's the rationale for that?

**GIST:** It goes back to the same thing that I said earlier, which is that our decisions about how teachers are placed in classrooms cannot be about the teachers. It has to be about the students. When you base something solely on seniority you very often, if not every time, lose the ability to make that decision for the students.

**CW:** One tension here is the idea of professionalism in teaching. You hear from teachers this feeling, in the face of bold, dramatic moves being made, that they're not being respected, they're not treated as professionals. Yet a lot of critics of the status quo, folks like yourself that are trying to drive big change, would say that what we have now doesn't really treat teachers as professionals. It doesn't really hold them accountable for outcomes.

**GIST:** People say that the steps that we've taken are both blaming teachers and not supporting of teachers. In Central Falls, I understand why that conclusion is drawn, even though I know that it's not the case. But even on other decisions — about having quality evaluations in place, not having decisions made based on seniority, raising your expectations for what it takes to enter into a teacher preparation program — some of these steps that we have taken this year have been perceived by some as being not supportive of teachers.

**CW:** What do you say to that?

**GIST:** I'm baffled. Because as a teacher, as someone who deeply respects teachers, I think the most important thing we can do for teachers is to treat them as the professionals they are, respect the quality of their work, and give them the ability to advance when they're performing well — and to make decisions about what happens in their school and to be selected for a position based on the quality of their work.

**CW:** You mentioned teacher evaluation. I know that's another area where you've moved quickly by ordering that teachers be evaluated every year and, moreover, that some measurement of student achievement or student learning needs to be the primary criterion in that evaluation, at least 50 percent of it. There's a lot of support for that. On the other hand, there's some real controversy about whether we can accurately measure teachers' impacts on student learning in a way that we should feel comfortable basing evaluations on. We know we need to make big changes but are the tools ready for use in doing that?

**GIST:** We have to be sure that we're doing it accurately. We have to be sure that we're doing it fairly. We have to be really confident in our data systems, confident in the way that we measure the growth. We can't implement anything like this in a sloppy manner. This is extremely serious, and we have to do it really well.

**CW:** And you think there are ways it can be done now in terms of these models of student growth?

**GIST:** I do. There's no doubt that that work is progressing, but we have the ability to do that now in ways that we didn't before.

**CW:** The president of the American Federation of Teachers, Randi Weingarten, popularized the phrase that reform must be done *with* teachers, not *to* teachers. I hear that repeated over and over in all sorts of places. It's one of those things that nobody could really be against, but I wonder if that makes it almost meaningless. Doesn't there have to be

some kind of basic agreement on the premises of what we're talking about in order for it to be done with them, not to them? For example, are teacher evaluations going to be based in part on whether students are learning? Don't you have to agree on the terms? Otherwise it sort of rings hollow.

**GIST:** I agree that, ideally, what we're doing we're doing *with* teachers. The state is developing a model evaluation system, and we want to have teachers with us as we do that to inform that work. But there is "the what" and "the how." While I want to hear from people and make sure that I'm listening, and make sure that we have all the information, what we do is less something that we're going to decide together than how [we do it]. For example, if we're not going to have seniority in our state anymore, I'm not going to have a discussion about that. I've made that decision, that's just the way it is. But what we put into place and how that's done — every community, first of all, is going to have to negotiate that with their local teachers union. It's not discounting the collective bargaining agreements that are in place, and I would want teachers to be at the table and have an opportunity to work with their local leaders on the process that they've put into place. But we're not going to discuss whether we're going to do it or not. That's already been decided.

You always have to listen and you always have to be open to something potentially having been the wrong decision and being mature and responsible enough to revisit things as necessary. But I do think that it's [important to not let] your willingness to be open and listen to prevent you from moving forward.

**CW:** I've talked to a few people who have said you're not looking for a fight, but you're not afraid of one either. Is that fair?

**GIST:** Yeah, I think it is. I've said a few times that nothing would make me happier than for us to do this together without any conflict and any kind of disagreements. I have no need to prove that we have the authority to do things or to show how brave we are, or anything like that. I think that's actually not helpful. But at the same time we do need to be brave and just take the steps that need to be taken, and keep the ball moving forward.

**CW:** Is there an added urgency here? Rhode Island had the second highest unemployment in the country at one point. Unlike your neighbors in Massachusetts and Connecticut, it's not a state that has had high levels of educational attainment. It had much more of an industrial economy, the bottom of which has really fallen out. Does that factor into your thinking on the urgency of the job that you have and the agenda you have for the schools here?

**GIST:** It absolutely does, and I think that's actually one of the things that also contributes to why I think we're going to be successful — because we have to be. Our state needs this change to come about in order for us to bring our economy back. We often talk in our state about the knowledge economy. Well, in order to grow a knowledge economy we have to improve education, and right now 55 percent of our high school graduates are going on to college. Just to put that into perspective, in [Washington,] DC, it was over 60 percent. So we need to have more students graduating from high school, ready for success and college and careers, and we need more of them going

on to higher education and graduating from an institution with either a technical degree or a college degree or whatnot. And so, yes, it's really important.

**CW:** You don't seem like you tend to do things halfway in general, from the things I've read about you — running the New York Marathon, climbing Mt. Kilimanjaro, or even managing to turn kissing into a competitive sport.

**GIST:** I was wondering if you were going to pull that one out of your pocket.

**CW:** Does that say something about you, putting all those things together?

**GIST:** I think that what it says about me is that when I decide to do something, I'm going to do it with everything that I have, just really throw myself into it. That's why I'm here in Rhode Island.

# Gist cautions state against shifting stimulus money

**01:00 AM EDT on Wednesday, April 21, 2010**

**By Jennifer D. Jordan**

**Journal Staff Writer**

In another sign of how difficult it is to plug Rhode Island's $220-million deficit, state education officials are warning that proposals by the General Assembly to use more federal stimulus money than originally set aside for schools this year could get the state into trouble.

In separate budget plans, the state House of Representatives and Senate have proposed that $8 million to $14 million in federal stimulus funds intended to stabilize education budgets and save teaching jobs that had been earmarked for fiscal year 2011 instead be diverted to the current fiscal year, which ends June 30.

The current budget dedicates $37 million in these stabilization funds this year, leaving a balance of $32 million to be used next year — the final year of the stimulus package from the American Reinvestment and Recovery Act.

In all, Rhode Island will receive $165 million in stabilization money over three years, starting in fiscal year 2009, with $107 million of that going to K-12 education.

These federal funds came just in the nick of time. They have enabled Rhode Island to supplant a portion of state support for public schools, a huge help during the ongoing recession.

The recent proposals to shift even more of next year's money could imperil the state's eligibility for the funds and force Rhode Island to pay back as much as $50 million unless lawmakers are careful, warns Education Commissioner Deborah A. Gist.

In an April 12 letter to the state budget office, Gist laid out just how dire the situation could become.

Scooping more of next year's allotment leaves a "very small" cushion to meet the strict federal requirements that come with the stimulus money, Gist explained.

To receive the stabilization money, states had to prove they spent at least as much on public K-12 and higher education as they had in 2006.

Rhode Island failed to meet this standard, as state leaders have cut education budgets in recent years. The state's three public colleges, for example, have lost more than $33 million in state support over the past four years, a drop of nearly 19 percent.

But since Rhode Island has also cut virtually every other department in state government, it continued to dedicate between 33 and 34 percent of state spending to education. Because of this, Rhode Island was allowed to apply for a waiver that showed the state had complied with the federal government's "maintenance of effort" requirement in this alternate way.

Rhode Island's predicament is tricky. If lawmakers add money to other portions of the budget, or make more cuts to education, this delicate balance would be lost, Gist warned.

"Not meeting the regulation … will jeopardize the $165 million of federal stabilization funds that has been allocated to our state," Gist wrote. "This may require the state to reimburse the U.S. Department of Education for [stabilization money] that has been expended in [fiscal year] 2010," some $37 million to $51 million, depending on which spending plan is finally approved by lawmakers.

Tuesday, House and Senate officials said they understood the implications of their proposals and would tread carefully when finalizing the 2010 supplemental budget.

"We're very cognizant of the fine line between maintenance of effort and not fulfilling that requirement, and in no way will we jeopardize the stabilization funds," said Rep. Steven M. Costantino, chairman of the House Finance Committee. "Obviously, we're going to calculate this and it may be very close, we understand that."

Political leaders say they are also aware that diverting next year's money to solve an immediate problem only exacerbates budget woes next year.

In her letter, Gist said she is also worried that proposals to dip into next year's stimulus money only "accelerates the funding cliff" the state is facing once the federal funds run out.

School districts are going to have a hard enough time absorbing the 3.8-percent cut proposed for the 2010-2011 school year, she said.

If the House or Senate spending plan were to pass, school districts would face a gap of $21 million to $33 million next year, according to state Department of Education projections.

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# The 2010 TIME 100

*In our annual TIME 100 issue we name the people who most affect our world*

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## Deborah Gist

By AMANDA RIPLEY Thursday, Apr. 29, 2010

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(b)(6)

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CHRISTOPHER MORRIS / VII FOR TIME

When Deborah Gist became commissioner of Rhode Island schools in 2009, she pledged to make every decision in the best interests of children — something we've heard before and rarely seen happen. Then she started doing it.

At first, no one outside Rhode Island noticed. Gist, 43, announced that staffing decisions would be based on teacher qualifications, not seniority. She also launched a new evaluation system in which teachers get annual reviews — an idea practiced in only 15 other states. When she learned that Rhode Island's teacher-training programs had one of the lowest test-score requirements for entrance, she found out which state set the bar the highest — then raised Rhode Island's one point above it.

Recently, the rest of the nation took note when a superintendent, acting with Gist's support, fired all of the teachers at one of the state's worst schools after they rejected a series of proposed reforms. In March, Education Secretary Arne Duncan and President Obama enraged the teachers' union by voicing support for the move.

So now Gist is caught in a familiar storm. But so far, she is navigating the tumult with grace — talking about teachers with the respect that comes from having been one, while still putting students' interests first.

*Ripley is a TIME contributor who writes about education reform and other topics from Washington*

**Update: R.I. Ed. Commissioner Gist named to Time 100**

2:37 PM Thu, Apr 29, 2010 | Permalink

Pamela Reinsel Cotter ✉ Email

(b)(6)

Providence Journal photo / Ruben W. Perez

Rhode Island Education Commissioner Deborah Gist has been named to Time Magazine's 100 Most Influential People list of 2010.

Speaking of the firing of Central Falls High School teachers to reform the poorly performing school district, the magazine says "she is navigating the tumult with grace -- talking about teachers with the respect that comes from having been one, while still putting students' interests first."

Gist is grouped with 24 other Thinkers, on the Time list. The other groups are Leaders, Heroes and Artists.

President Obama, Sarah Palin and talk-show host Glenn Beck are Leaders. Steve Jobs and Justice Sonia Sotomayor are two other Thinkers. Former President Bill Clinton is a Hero. Prince and Lady Gaga are in the group of 25 Artists.

The Washington Post education blog The Answer Sheet, noting Time's choice of Gist, says: "... lists such as this one are, of course, a vehicle to attract readers who are obsessed by lists of any kind; saying these are the most influential people in the world is, well, silly.

"But it certainly is a good day for Gist.

"I'm betting she doesn't end her career in Rhode Island." Gist came to Rhode Island from Washington.

*The original version of this story was posted at 9:16 a.m.*

# Appendix (A)(2)-5

# Roles and Responsibilities or RIDE's Divisions, and Bios of Key Personnel

## Appendix A (2)

## Roles and Responsibilities of RIDE's Divisions in Implementing Strategic Reforms

- *Commissioner's Office:* Headed by Commissioner Deborah A. Gist, this office has eight professional staff, and is responsible for the oversight and management of *RIDE Strategic Plan* and the implementation of the Race to the Top application. Using an Executive Leadership Team, comprised of the leaders of each division described below, and the Chief of Staff, the Commissioner will ensure that all policy aspects of our application are communicated and understood by all Rhode Islanders. The Race to the Top budget provides for a project management director and an EdStat analyst to ensure that all goals and benchmarks are met over the four years of the grant.

- *Division of Accountability and Quality Assurance*: Headed by the Deputy Commissioner of Education, David V. Abbott, this newly structured division with 16 professional staff brings together Legal, Data and Analysis, and Transformation Offices. This division will drive the synthesis of indicators that the Department must examine to diagnose specific LEA support needs. Once identified, these targeted direct supports will be managed and delivered through this division, project teams consisting of personnel from other RIDE offices, or through partners or outside experts. The Transformation Office, headed by the new Chief of Transformation, will have direct responsibility for working with LEAs to ensure that school reform plans are implemented. The Knowledge Officer, with the support of the Data and Analysis team, will be responsible for helping LEAs to implement effective data tools that inform instructional decision-making and accelerate student achievement. The Race to the Top budget provides 5 new professional positions to implement the initiatives in this proposal. This division will be responsible for the implementation of the Race to the Top initiatives for School Transformation and Innovation (Section D (5) and E) and the data analysis functions for the Instruction Improvement Systems and data for Education Effectiveness (Sections C and D). The division will work closely with the Division of Educator Effectiveness and Instructional Improvement in carrying out these responsibilities.

- *Division of Educator Effectiveness and Instructional Improvement*: Head by a senior educational leader with over 25 years of experience in assessment and accountability, Mary Ann Snider, this newly structured division, with 21 professional staff. There are two offices (The Office of Educator Quality & Certification and The Office on Instruction, Assessment, and Curriculum) within this division. These two offices work together closely in order to ensure that the integration of educator evaluation and the connections to student learning are well articulated and coordinated. This division will be responsible for the majority of reform initiatives described in this proposal. Further, this division will integrate programmatic priorities into the design of the instructional improvement system. The division will work closely with the Division of Accelerating School Performance to ensure that participating LEAs are supported in their implementation of the initiatives described in the MOU. The Race to the Top budget

provides for 9 new positions to support the initiatives within this proposal. This division will support LEAs in creating robust human capital systems that measure educator performance against student achievement indicators (Section D); in implementing and adopting world class standards with curriculum that addresses the standards (Section B); and overseeing robust professional development systems that address student achievement (Sections C and D).

- *Division of Accelerating School Performance:* Headed by a newly hired educational leader, Andrea Castaneda, with significant background in urban reform and closing achievement gaps, this division, with 27 professional staff, has direct responsibility for supporting LEAs in the creation of student, community and academic supports and assuring access and opportunity for all students to multiple learning pathways. This division will work with diverse learners, secondary schools including career and technical centers, adult education providers, and higher education to secure horizontal and vertical integration of learning opportunities for all students. This division will work closely with the *Division of Accountability and Quality Assurance* and the *Division of Educator Effectiveness and Instructional Improvement* to provide direct support to all participating LEAs in successfully carrying out the scope of work identified in the Race to the Top MOUs.

- *Division of Fiscal Integrity and Efficiencies:* Headed by a senior leader, Carolyn Dias, with over 25 years of experience in state fiscal systems and efficiencies, this division, with 26 professionals, oversees the Office of Finance, the Offices of Network and Information Systems, Human Resources, and a new Office of Statewide Efficiencies that includes the work of statewide efficiencies such as the Uniform Chart of Accounts, school construction, transportation, health care and other statewide commodity procurements. This division is responsible for all financial management of the Race to the Top grant.

**David V. Abbott** has been serving as the Deputy Commissioner at the Rhode Island Department of Elementary and Secondary Education ("RIDE") since December of 2001. Under Commissioner Gist, Mr. Abbott is part of the Commissioner's strategic team and works with the Commissioner on the implementation of the Commissioner's strategic plan for transforming education in Rhode Island. In addition to his broad responsibilities as the Deputy Commissioner, Mr. Abbott has direct responsibility for the Division of Accountability and Quality Assurance overseeing the offices of Data and Analysis, Legal and Transformation of struggling schools. In addition, Mr. Abbott has served as General Counsel to the Department since January of 2007. Prior to joining RIDE, Mr. Abbott was a partner in the law firm of Asquith, Mahoney & Robinson, where he represented several Rhode Island school districts in the areas of public policy, special education, civil rights, and labor law. He holds an M.Ed. in Educational Policy, and is a former public-school teacher and Outward Bound course director. Mr. Abbott has published several articles in the areas of education law and policy and is a frequent speaker on public education issues.

/DVA: Bio 1/11/2010

**Andrea Castañeda** is the Chief of Accelerating School Performance for the Rhode Island Department of Education. In this capacity, Castañeda oversees a staff of 60 spanning two divisions. The first division overseen by Castañeda is the *Division of Student, Community, and Academic Supports*, which includes all federal programs, special education, English language learners, and student health services. The second division overseen is the *Division of Multiple Pathways*, which includes middle and high school reform, career and technical education, adult education, and virtual learning. Castañeda has experience as an urban district administrator, federal program director, policy analyst, and program supervisor. Castañeda has a graduate degree in Education, Policy, and Management from the Harvard Graduate School of Education and has published several articles in educational journals and presented on high school reform initiatives throughout the country.

# BRIEF BIO

**Carolyn Dias** is the Chief Operations Officer for the Department of Elementary and Secondary Education and directly oversees the Division for Fiscal Integrity and Efficiencies, which includes four Offices: (1) Finance and Administration, that manages the budget and accounting functions of the Department, as well as federal grants management; (2) Network and Information Systems, that provides systems development and support, data-warehouse work, and network services; (3) Human Resources, that is responsible for staff recruitment, retention and development, labor relations, and EEO compliance; and (4) a new Office of Statewide Efficiencies that includes the work of statewide efficiencies such as the Uniform Chart of Accounts, school construction, transportation, health care and other statewide commodity procurements. Ms. Dias is a member of the Commissioner's strategic development team and the facilitator on the development and implementation of a new funding formula. Prior to her work at the Department of Elementary and Secondary Education, Ms. Dias worked for the Rhode Island Department of Health (HEALTH) for over twenty-three years and served on the Governor's Fiscal Fitness initiative. Ms. Dias worked in many capacities at HEALTH, with increasing roles and responsibilities over her tenure, most notably in managing large Divisions (the Division of Disease Prevention and Control and the Division of Maternal and Child Health). Her final position at HEALTH was the Chief Financial Officer, where she served for six years and successfully transformed longstanding accountability issues. She was published for her work as the first state to successfully leverage Medicaid funds for childhood lead abatement services.

**Mary-Beth Fafard** is the Senior Policy Director at The Education Alliance at Brown University. Currently, she is working with the Rhode Island Department of Elementary and Secondary Education on its system of progressive support and intervention to districts identified for corrective action. She is member of Commissioner's strategic development team and the project lead on the development of the Commissioner's Strategic Plan. Dr. Fafard has been involved in organizing and managing large-scale implementation of educational policy at the state and district level for over fifteen years. She managed the redesign of the special education programs and services to comply with federal and state legal mandates in the New York City public schools. As the Senior Associate Commissioner for Educational Improvement for the Massachusetts Department of Education she directed the development of the common core of learning and content standards, and managed the professional development programs needed to support the implementation of the Massachusetts Education Reform Act.

At The Education Alliance, Dr. Fafard led the Northeast and Islands Regional Educational Laboratory from 2000-2006 that concentrated on improving low performing schools by focusing on secondary school redesign, leadership in complex environments, and support for professional learning. She has been actively engaged in designing, implementing, and analyzing state education strategies for supporting districts with large numbers of low-performing schools. Dr. Fafard has over 25 years of experience in the implementation of federal and state policy implementation for students with disabilities. She has served on the Technical Work Group for the national assessment of state and local implementation of IDEA'97 and IDEA'04.

**Lisa M. Foehr** is an Educator Quality Specialist in the Office of Educator Quality and Certification at the Rhode Island Department of Education (RIDE). Ms. Foehr has provided leadership to the revision of regulations for and the expansion of alternative certification programs within the state. She coordinates all outreach to educator preparation pathways and directs the state's educator preparation program approval process, a process that provided the model for a CCSSO project on state program approval processes. Ms. Foehr was an integral member of the educator evaluation system standards development team, helped to shepherd the standards through public dissemination and comment and adoption by the Board of Regents, and is currently working on implementation policies and protocols. In addition to these responsibilities, she works extensively to increase educator data collection, analysis and reporting and to institute procedures that assure that educator quality policies are grounded in data-driven decision making, and works closely with the Director to monitor office budget needs. Trained as a secondary French and Spanish teacher, Ms. Foehr joined RIDE in 2003, after 11 years of teaching at the middle and high school levels, as an Educator Quality Fellow on loan from her school district to work with RI district mentor programs and the implementation and automation of the redesigned educator certification renewal process. RIDE recruited Ms. Foehr to join the Office of Educator Quality in 2006; she was appointed as Educator Quality Specialist. Ms Foehr assumed leadership in the revision and full implementation of RIDE's preparation program approval process. Most recently, Ms. Foehr led the revision of alternative certification program regulations, recruited The New Teacher Project (TNTP) to partner with RIDE on the implementation of the first preparation program offered by a private provider, coordinates efforts with Teach for America, and continues to monitor the initial implementation of the alternative certification program and TNTP staffing initiatives. She has served on several state-wide committees for the revision and articulation of teacher standards, leadership standards and induction guidelines.

# Paulajo Gaines, NBCT

*Director, Office of Educator Quality and Certification*
*Rhode Island Department of Education*

In her 20 years of service to public education, Paulajo's experiences have ranged from a community-based preschool teacher to that of an assistant professor. For ten years, she taught first grade in Newport, RI and was recognized by the National Board for Professional Teaching Standards for achieving National Board Certification in the area of Early Childhood Generalist in 2000.

Paulajo left the classroom to become the Early Childhood Coordinator for the Newport (RI) School Department. In that role, she was responsible for the identification of preschoolers with special needs and the transition of youngsters from Early Intervention to LEA provided services at the age of 3 when eligible. This work led to her involvement at the University of Rhode Island in their Early Childhood and Elementary teacher preparation programs. She started in 2000 with the University as a lecturer and supervisor. Over the course of three years, while working part-time for the Newport School Department, and as an Early Childhood consultant for the Rhode Island Department of Education on the development of the RI Early Learning Standards, she was appointed to a tenure-track position between the School of Education and the Department of Human Development and Family Studies at the University. During her time as an assistant professor, she served as the Early Childhood Team Leader and over saw the NCATE accreditation visit and the RI Program Approval visit at the University of Rhode Island teacher preparation programs.

Paulajo was recruited to the Providence School Department by Dr. Melody Johnson to serve as their Facilitator for Early Childhood Initiatives. In this new role, she helped develop and coordinate the state's first Early Reading First award. While in Providence, Paulajo encouraged district policy that required all early childhood classrooms to operate using the RI Early Learning Standards. She provided extensive training within the district and across the state in the use of the standards and how they coincide with developmentally appropriate practice.

In 2005, Paulajo left the Providence School Department to become the Director of the Office of Educator Quality and Certification. For the past 4 years, she has focused her attention on developing and adopting standards that have laid the foundation for education reform effort currently underway in Rhode Island. The Rhode Island Professional Teaching Standards, the Rhode Island Standrds for Educational Leadership, the Rhode Island Program Approval Standards, Standards for Alternative Certification Programs, RI Evaluation System Standards and the Educator Code of Professional Responsibility were developed under her leadership and are foundational to the efforts to reform Rhode Island schools.

**Clark Greene** currently serves as the Chief of Staff in the Rhode Island Department of Education, a position he has held since spring of 2007. Mr. Greene oversees the operations of the Office of the Commissioner, to include intergovernmental relations, communications, community relations, and liaison to Board of Regents. Mr. Greene also serves on Commissioner's strategic team to develop and implement the Commissioner's policies for transforming education in Rhode Island.

Mr. Greene has served in Rhode Island state government for over 16 years in a variety of capacities. As a policy analyst for, first, the Department of Health and then the Department of Human Services, Mr. Greene was involved with the development of the state's Medicaid managed care health reform – RIte Care and the state's welfare reform program. Mr. Greene was then recruited to work in the policy Office of Governor Lincoln Almond as the Health Policy Advisor, and was subsequently promoted to Policy Director and Deputy Chief of Staff. Mr. Greene was retained as Deputy Chief of Staff by the current Governor, Donald Carcieri, when he took office in 2003. Mr. Greene has extensive experience in all aspects of state policy, as he was responsible for coordinating budget, legislation, press, speech writing, community relations, and federal and municipal relations, for numerous policy initiatives.

Mr. Greene holds a B.A. in Government from Hamilton College, and an M.A. in Public Policy from the George Washington University.

**Roy M.Seitsinger, Jr., Ph.D.** is the Director of Multiple Pathways at the Rhode Island Department of Elementary and Secondary Education. He is a member of the Commissioner's overall leadership team and a major contributor to the development of the Commissioner's strategic plan and the Race to the Top application. Dr. Seitsinger is responsible for overseeing secondary reform, adult basic education, and virtual learning and innovation. Prior to assuming these responsibilities, Dr. Seitsinger had been the Director of Middle School and High School Reform for the Rhode Island Department of Education. He led the statewide secondary redesign effort with his dedicated team that has achieved in 2008 an increase in graduation rate for the first time since the reform efforts began. Currently, he is responsible for supporting the state level visit strategy and the efforts of RIDE to support healthy schools and the 21st Century school program. Dr. Seitsinger represented RIDE in a leadership role sponsored by CCSSO and became a founding member of the New England Secondary School Consortium; a significant multi-state effort focused on reducing the New England dropout rate and improving student access to multiple pathways for high school graduation and beyond. He has presented at state, national, and international conferences. Most recently, he has co-authored with members of his team a peer-reviewed article for the Regional ASCD magazine.

Dr. Seitsinger has held the full range of educational leadership and learning positions since he began his career as a Title I literacy teacher for grade 2 in 1977. He is a former superintendent, assistant superintendent, middle school principal, middle school assistant principal, elementary school principal, and classroom teacher. He has led classrooms from kindergarten through high school in New England and grade four at an international school in London. He has also been an adjunct faculty member for Rhode Island College and the University of Rhode Island. He has been a guest lecturer for many post-secondary courses including courses at Johnson and Wales University. He was honored to receive one of the only administrative sabbaticals ever granted in the state of Rhode Island to attend the University of Connecticut to work on his Ph. D. While at the University of Connecticut he was nominated as an outstanding graduate student and became a published author.

**Jennifer Smith** is the Chief Transformation Officer at RIDE. Dr. Smith joins RIDE following her time as a professional consultant to veteran and aspiring principals in the Washington, DC area. Prior to that, Dr. Smith was the Associate Director of Pre-k through 12 School and District Assistance at the Education Trust, a national non-profit research and advocacy organization. Before joining the Education Trust, Dr. Smith was the Executive Director of the Principal's Leadership Institute (PLI) for the District of Columbia Public Schools. The PLI was introduced in Superintendent Clifford Janey's Declaration of Education (2004). Dr. Smith was promoted to this position after serving for eight years as the principal of the Capitol Hill Cluster School, a three-campus system in the District that serves students from pre-school through grade eight. Prior to her tenure as principal at the Cluster, she was an associate principal at William Henry Middle School in the Capital School District in Dover, Delaware.

Dr. Smith has acted as a consultant, facilitator and teacher with students through the post-graduate level, most recently as an adjunct professor at George Mason University in the School of Education Leadership. She also served as a mentor principal for several resident principals with New Leaders for New Schools, and as a post-resident coach for the same organization. From 2004 – 2006, Dr. Smith served on the Aspen Institute's Commission on No Child Left Behind, a group organized to gather information and make recommendations on the re-authorization of the law. Dr. Smith earned her doctorate from the University of Pennsylvania's Mid-Career doctoral program, her Master's degree in Education Administration from The George Washington University, and earned a Bachelor's degree from The Catholic University of America in Elementary Education.

**Mary Ann Snider** is the Chief of Educator Excellence and Instructional Effectiveness at the Rhode Island Department of Elementary and Secondary Education (RIDE). Recently appointed to that position by Commissioner Gist, Ms. Snider is a member of the Commissioner's strategic development team and the project lead on the Race to the Top application. Ms. Snider has responsibility and direct management oversight of two offices: (1) Educator Quality that addresses educator preparation and evaluation, educator standards, certification, and professional development; and (2) Instruction, Assessment, and Curriculum that addresses content standards, curriculum and instruction design, large scale and formative assessment, and early childhood education. Trained as an elementary and middle school level educator in special education, she joined RIDE in 1986 as an assessment specialist and she developed Rhode Island's first authentic writing assessment and portfolio assessment. In 2000, she was appointed as the Director of the Office of Assessment and Accountability and assumed the leadership on the development of the New England Common Assessment program in collaboration with Vermont, New Hampshire, and more recently Maine. Considered a national expert on assessment, Ms. Snider has published chapters and articles on assessment as well as being an invited presenter by the U.S. Department of Education, Chief State School Officers, and other national organizations. She serves on advisory and technical boards of several state and national organizations.

**Kenneth G. Swanson** is the Director for Student, Community, and Academic Supports at the Rhode Island Department of Elementary and Secondary Education. He is a member of the Commissioner's overall leadership team and a major contributor to the development of the Commissioner's strategic plan and the Race to the Top application. Mr. Swanson is responsible for overseeing academic and student support programs, diverse learners, and safe and health school programs. Mr. Swanson joined RIDE in 2006 as the Director for Diverse Learners and had the lead responsibility for revising the state special education regulations, the English Language Learner regulations, and overseeing all aspects of compliance monitoring for IDEA. He and his team have developed as developed response to intervention models and early intervening guidelines for districts. Currently he has direct management responsibility for improving outcomes for students with disabilities, English language learners and students who qualify for services under Title I.

Prior to joining RIDE, Mr. Swanson held administrative positions in Rhode Island, Massachusetts, and New York. He has supervised specialized programs for the deaf and hearing impaired, the severely and profoundly disabled and those students "aging out" of schools and into community based vocational and assisted residential programs. As a district leader, he has assumed positions of increasing levels of authority and responsibility as a coordinator, director, assistant superintendent taking on increasing breadth of complexity in special education, bilingual education, preschool education, urban education. Mr. Swanson has presented at state and national conferences and serves on a number of regional and national advisory boards.

# Appendix (A)(2)-6

# RI Race to the Top Budget Narrative and Project Summaries

Appendix (A)(2)-6 RI Race to the Top Budget Narrative and Project Summaries

**Race to the Top Phase II**

**Budget Summary and Narrative**

Rhode Island's bold education reforms, outlined in our strategic plan and described in this application, will require significant funding to effectively and efficiently meet the State's ambitious but attainable performance targets. Rhode Island's RTTT budget totals $75,000,000 which includes the 50% share for participating LEAs. A Summary Budget Table (evidence for A2(i)(d) is provided at the end of this narrative). Rhode Island has organized its work and aligned its resources to enable the state to accelerate its reforms that will result in dramatic improvements in student achievement. The RTTT application includes 14 project budgets that were prepared using detailed cost estimates for both the state and LEA activities that support the following areas:

1. State and Local Capacity;
2. Standards-based Curriculum;
3. Instructional Improvement System;
4. Educator Effectiveness;
5. Human Capital Development; and
6. School Transformation and Innovation.

In addition to the RTTT funds, RIDE will leverage other funding sources of federal, state, local and private funding to build on the reforms in place and initiate the foundational components of these projects that will create additional capacity for educators, leadership, and administration at both the local and state levels.

*1. State and Local Capacity*

Rhode Island will be ready to immediately put the plans outlined in the RTTT application into action once the funds are awarded. The RTTT budget allows for the state and LEAs to hire highly qualified staff and nationally recognized contractors to support and implement Race to the Top initiatives. The Governor has approved an additional twenty FTEs and RIDE has issued a request for proposals (RFP) to enter into a contract with the selected vendor to assist in the implementation of the RTTT initiatives. To ensure sufficient capacity at all levels of the education system, RIDE's SEA budget includes ~$4 million to supplement participating LEAs

for whom the Title I formula may result in insufficient funding to fully implement the RTTT initiatives. The Title I formula that is used to allocate LEA funds will allow for some participating LEAs to receive more funds than the projected amounts needed to fully implement the RTTT plans. RIDE will work with these districts to develop a scope of work that directs these funds, which total ~$4M, towards those activites that would have the most impact in closing the achievement gap in the four reform areas. These activities are associated with criteria (A) (2) and the cost that would be covered by a RTTT award is ~$6.5M (SEA $6.3M and LEA $0.2M).

*2. Standards-based Curriculum System*

Rhode Island is committed to adopting the Common Core Standards by July 1, 2010. As required by the Basic Education Program and evidenced by participation in the NECAP and Achievement Assessment consortia, Rhode Island is also committed to adopting a comprehensive standards-based curriculum system aligned to Common Core standards. Through RTTT, Rhode Island will invest in a system that will facilitate the transition to enhanced standards and assessments. This will be accomplished by building district and educator capacity to use state and local assessment data to inform decisions regarding curriculum and instruction and by providing educators with standards-aligned curriculum resources, assessment materials, and professional development to implement programs and policies based on student needs. RIDE will implement a process to ensure that all teachers and principals engage in an ongoing study of the Common Core Standards, allowing educators to understand them deeply enough to effectively align lessons, assessments, and resources to the standards. In addition to training all teachers and principals in the state in the Common Core Standards, Rhode Island will provide intensive alignment training in high need LEAs. The intent of this intensive training is to build capacity within those LEAs and to help teams of educators from those LEAs develop high-quality curriculum resources that the state will then provide to educators in all LEAs. These projects are associated with criteria (B) (1) and (B) (3) and cost of this work that would be covered by a RTTT award is ~$9.1M (SEA $5M and LEA $4.1M).

*3. Instructional Improvement System*

To directly impact the day-to-day learning cycle in the classroom, Rhode Island will use RTTT funds to teach leadership teams from participating LEAs how to use tools and processes to effectively design and utilize formative assessment that is connected and embedded in the curriculum to accurately measure student learning of daily and weekly learning goals. With access to high quality training on formative assessment, all teachers will have the skills to embed assessment within the learning activity, directly link it to the current unit of instruction, and use the information gathered to inform instructional "next steps". In keeping with the state's capacity-building role, RIDE will provide all LEAs in the state with high-quality interim assessments so that they can better assess students' progress towards annual learning goals. Principals and education leaders will be trained on how to use the formative and interim assessment data, accessed through the instructional management system, to track student progress, provide support to students not making progress, and ensure that effective practices are used for diverse learners. Providing meaningful, accessible, and usable data to education stakeholders and decision-makers throughout the state is a key priority in the RIDE's Strategic Plan.

One of RIDE's most important state roles is to support LEA's efforts to improve student academic achievement by giving them the data and tools necessary to track students' progress relative to the standards and to use this information to inform instruction. Rhode Island will use RTTT funds to develop a data platform to store and provide analytics for all formative and interim assessment data. This instructional improvement system will enable educators to use data showing how their students are performing against state standards and to use this knowledge to provide students with appropriate instructional supports. The system will also enable school leaders to use data showing the differentiated strengths and needs of their teachers and use this knowledge to provide teachers with appropriate professional development, resources and assistance. Online toolkits will be created to train educators to use the system. This project is associated with criteria (B) (3), (C) (2) and (C) (3) and the cost of this work that would be covered by a RTTT award is ~$18.1M (SEA $7.1M and LEA $11M).

*4. Educator Effectiveness*

RIDE will partner with LEA leaders, labor representatives, and nationally recognized experts to create a ground-breaking evaluation system. The Rhode Island Model will be a rigorous, transparent, and fair educator-evaluation system, which is essential to Rhode Island's efforts to have an effective teacher in every classroom led by an effective principal in every school. RIDE is partnering with the National Center for Improvement of Educational Assessment (NCIEA) to develop student growth measures that will become the primary component (51%) in measuring the effect of Rhode Island's teachers, principals and schools on student achievement. To enable performance-based evaluations for all core educators, assessments will be developed in math and reading for grades 2-8 to complement the New England Common Assessment Program (NECAP), and in all 16 core subject areas for high school. For literacy in grades K-2, RIDE will continue its existing partnership with Pearson Education for its highly lauded Developmental Reading Assessment (DRA). A data system will be developed to provide districts with educator value-added data from RI's data warehouse for performance evaluations. Standardized data-input requirements will also be created to collect data from district-assigned educator evaluations. RIDE will partner with participating LEAs and nationally recognized experts to design and provide ongoing support for a model version of the qualitative portion (the other 49%) of the Educator Evaluation System. Trainings will be held for all leadership teams in every school building in the state to effectively implement the new system. An effective education evaluation team will also be created to build principals' capacity in high need LEAs to effectively evaluate teachers. By 2012-13, all principals and teacher leaders using the evaluation system will have local capacity to carry this work forward effectively.

RTTT and state funds will be used to support the development of a new certification system during the 2010-2011 school year and to put it in effect in the 2011-12 school year. RIDE will lead a technical advisory committee that will work with a nationally recognized expert to redesign the Rhode Island certification system to incorporate evidence of effectiveness. To support this work, RIDE's educator-quality data system will be upgraded to integrate Rhode Island certification data into the data warehouse, expand data collection and reporting, and build a new portal for individuals enrolling in and completing educator-preparation programs.

Rhode Island will lead a collaborative effort to review and analyze research regarding the successful implementation of performance-based compensation systems that districts can adopt

by 2015. RTTT funding will accelerate this transition by providing funding for two programs through competitive grants to districts to develop innovative approaches to compensating educators in a manner that recognizes growth and student achievement.

These projects are associated with criteria (D) (1), (D) (2) and (C) (2) and the cost of this work that would be covered by a RTTT award is ~$18.1M (SEA $10.5M and $7.6M).

*5. Human Capital Development*

Rhode Island's efforts to eliminate staffing based solely on seniority; build principal capacity to hire, retain and assign effective educators; and evaluate out ineffective educators will increase the numbers of effective teachers working in math, science, special education, language instruction programs, and other hard to staff subjects, and create opportunities to replace them with effective educators. Rhode Island will invest RTTT funds to build the pool of effective teachers to fill those positions through multiple strategies. RIDE will expand its partnership with teacher-teacher.com to develop an online recruiting platform for the entire state. The state will expand its partnership with The New Teacher Project to train and certify 100 new teachers over the next four years. Teach for America (TFA), launched in Rhode Island this winter, will place an initial cohort of 30 teachers for the 2010-11 school year and will place 72 more by 2013-14 in high-need schools.

Research has documented that high-quality induction of new teachers can improve the quality of teaching, retention of new teachers, and ultimately student achievement. RTTT will allow the state to create a much more systematic, intensive, instructionally-focused and data-driven coaching program for all first year teachers across the state and a second-year of coaching for those teachers in our lowest performing schools. Rhode Island's new teacher induction model will be developed to focus on in-class coaching and will be delivered in partnership with qualified labor organizations, institutions of higher education or pre-preparation programs and other non-profit organizations.

Rhode Island believes that developing all educators as leaders is a key to retaining and growing effective educators at all levels. Rhode Island will invest RTTT funds to launch an Academy of Transformative Leadership that builds on partnerships and best practices in place statewide. The Academy will play a vital role in the Rhode Island efforts to develop effective

school-leadership teams of teachers and principals who will embed best practices in schools throughout the state. The Academy of Transformative Leadership's flagship offering will be an intensive training program that will develop cohorts of new and existing principals each year for the lowest-achieving schools.

These projects are associated with criteria (D) (2), (D) (4), and (D) (5) and the cost of this work that would be covered by a RTTT award is ~$15.8M (SEA $4.3M and LEA $11.5M).

*6. School Transformation and Innovation*

Rhode Island has learned that in order to positively affect student achievement in our Persistently Lowest Achieving Schools (PLAs), we must take a comprehensive school wide approach to reform, focusing on all elements that support student achievement: standards-based curriculum, instruction and assessments; data-based accountability and evaluation; improved leadership and governance; professional development targeted to individual teachers' needs; development of a culture and climate focused on student success; an expansion of external resources and supports that align with school improvement goals; ongoing parental and community involvement; and opportunities for extended learning activities. RTTT will provide each school identified as a PLA with a comprehensive package of supports including: a school achievement specialist to support implementation of the approved intervention program; an evaluation implementation specialist who will work alongside the principal to effectively evaluate and support all teachers; a rigorous, research-based diagnostic school assessment conducted by nationally recognized consultants; and high quality training for all educators on building a high-performance culture.

The Rhode Island Commissioner and Board of Regents have committed to grow the number of high-performing charters and other innovative schools as a key element of the RIDE Strategic Plan to transform public education. The RTTT budget also includes two innovation grants to actively recruit high-performing charter public schools within the state to create a more vibrant and robust charter sector in Rhode Island. We will recruit organizations that are the best in the nation at serving low-income students and closing the achievement gap.

These projects are associated with criteria (B) (3), (D) (5), (E) (2), and (F) (2) and the cost of this work that would be covered by a RTTT award is ~$7.4M (SEA $4.2M and LEA $3.2M).

| Budget Part I: Summary Budget Table (Evidence for selection criterion (A)(2)(i)(d)) | | | | | |
|---|---|---|---|---|---|
| **Budget Categories** | **Project Year 1** | **Project Year 2** | **Project Year 3** | **Project Year 4** | **Total** |
| 1. Personnel | $1,554,450 | $1,601,084 | $1,649,116 | $1,698,589 | $6,503,239 |
| 2. Fringe Benefits | $765,567 | $788,534 | $812,190 | $836,555 | $3,202,845 |
| 3. Travel | $6,000 | $6,000 | $6,000 | $6,000 | $24,000 |
| 4. Equipment | $50,000 | $0 | $0 | $0 | $50,000 |
| 5. Supplies | $30,000 | $30,000 | $30,000 | $30,000 | $120,000 |
| 6. Contractual | $4,934,377 | $6,527,546 | $5,233,009 | $3,586,466 | $20,281,397 |
| 7. Training Stipends | $0 | $0 | $0 | $0 | $0 |
| 8. Other | $786,000 | $500,000 | $500,000 | $0 | $1,786,000 |
| 9. Total Direct Costs (lines 1-8) | $8,126,394 | $9,453,163 | $8,230,315 | $6,157,610 | $31,967,482 |
| 10. Indirect Costs* | $405,949 | $377,990 | $387,252 | $332,192 | $1,503,382 |
| 11.Funding for Involved LEAs | $0 | $0 | $0 | $0 | $0 |
| 12. Supplemental Funding for Participating LEAs | $4,029,136 | $0 | $0 | $0 | $4,029,136 |
| 13. Total Costs (lines 9-12) | $12,561,478 | $9,831,153 | $8,617,566 | $6,489,802 | $37,500,000 |
| 14. Funding Subgranted to Participating LEAs (50% of Total Grant) | ***LEA Funding will be disbursed for services rendered according to approved timelines in LEA work plans.*** | | | | $37,500,000 |
| 15. Total Budget (lines 13-14) | | | | | $75,000,000 |

*Note: Calculations were conducted in a separate spreadsheet. Due to rounding, there may be small errors in the figures above.*

# Rhode Island Race to the Top Phase II

## Project Summary

| Standards and Curriculum | SEA Total | LEA Total | Total |
|---|---|---|---|
| ***Study of Standards*** : All teacher leaders and principals will be eligible to participate in an ongoing study of the new common core standards. More intensive support will be given to teachers who work with students who are English-language learners so that they can make important connections to the WIDA Standards for English acquisition. [See Application Narrative in Section B1&B3 for further detail.]<br>***Intensive Curriculum Alignment*** : High-quality curriculum and support materials will be developed in partnership with the Dana Center to provide Rhode Island with substantive model curricula that will be available online for use and adaptation by all LEAs in the state. In addition, intensive curriculum-alignment training and leadership training (to facilitate understanding of the LEA's role in supporting aligned curriculum) will be provided. [See Application Narrative in Section B1&B3 for further detail.]<br>***Project-Based Learning Pilots:*** Two schools will receive high-quality, intensive training in the implementation of project-based learning. Teachers will provide specific feedback around the benefits and the challenges of implementing this type of curriculum. [See Application Narrative in Section B1&B3 for further detail.] | $5,032,443 | $4,065,828 | $9,098,270 |
| **Subtotal** | $5,032,443 | $4,065,828 | $9,098,270 |

| Instructional Improvement Systems | SEA Total | LEA Total | Total |
|---|---|---|---|
| *Instructional Management System* | | | |
| ***High-Quality Interim and Formative Assessments:*** Interim and formative assessments will be provided to all LEAs in the state to enable them to better assess students' progress toward learning goals and assessment targets. These assessments will be built and accessed as part of the planned instructional-management system. [See Application Narrative in Section B3 for further detail.]<br>***Instructional-Management Data Platform:*** A data platform will be developed to store and provide analytics for all formative and interim assessment data. Online toolkits will be created to train educators to use the system. [See Application Narrative in Section C2 for further detail.]<br>***Using-Data Professional Development*** : Training will be provided for school-leadership teams on how to support the effective use of formative and interim assessment data to improve instruction. [See Application Narrative in Section C3 for further detail.] | $6,842,237 | $10,932,799 | $17,775,035 |
| *Early Warning System* | | | |
| The Rhode Island Research Collaborative will develop a set of metrics to predict college readiness and post-secondary success. [See Application Narrative in Section C2 for further detail.] | $309,034 | 0$ | $ 309,034 |
| **Subtotal** | $7,151,270 | $10,932,799 | $18,084,069 |

| Educator Effectiveness | SEA Total | LEA Total | Total |
|---|---|---|---|
| *Educator Evaluation System* | | | |
| ***Student Growth Measures:*** RIDE will expand its partnership with the National Center for the Improvement of Educational Assessment (NCEIA) to develop a student growth measure for the Rhode Island Accountability System. NCEIA will: develop value-added component using NECAP ELA and math data for grades 3-8, and other standardized data as tests are developed; develop of a value-added component for program evaluation of particular programs and contexts; and integrate student performance data with observation data.[See Application Narrative in Section D2 for further detail.]<br>***Assessment Development:*** To enable performance-based evaluations for all core educators, assessments will be developed in all 16 core subject areas for high school, math and reading for grades 2-8 to complement NECAP, and literacy only for grades K-2. [See Application Narrative in Section D2 for further detail.]<br>***Educator-Evaluation Data System:*** A system will be developed to provide districts with educator value-added data from the data warehouse for performance evaluations. Standardized data-input requirements will also be created to collect data from district-assigned educator evaluations. [See Application Narrative in Section C2 for further detail.]<br>***Rhode Island Educator-Evaluation Model Design and Implementation*** : RIDE will partner with LEA leaders, labor representatives, and nationally recognized experts to create a ground-breaking evaluation system. The Rhode Island Model will be a rigorous, transparent, and fair educator-evaluation system, which is essential to Rhode Island's efforts to have an effective teacher in every classroom led by an effective principal in every school. Trainings will be held for all leadership teams in the state to effectively implement the new system. An Effective Education Evaluation Team will also be created to build principals' capacity to effectively evaluate teachers and to help norm the system. By 2012-13, all principals and teacher leaders using the evaluation system will have local capacity to carry this work forward effectively. [See Application Narrative in Section D2 for further detail.] | $9,198,619 | $7,578,000 | $16,776,619 |
| *Certification and Compensation Reform* | | | |
| ***Educator Certification Program and Data System Redesign:*** RIDE will lead a technical-advisory committee that will work with a nationally recognized expert to redesign the Rhode Island certification system to incorporate evidence of effectiveness. To support this work, RIDE's educator-quality data system will be upgraded to integrate RICERT data into the data warehouse, expand data collections and reporting, and build a new portal for individuals enrolling in and completing educator-preparation programs. [See Application Narrative in Sections D2 and C2 for further detail.] | $470,260 | $0 | $470,260 |
| **Compensation Reform:** Competitive grants will be offered to LEAs who wish to design and implement compensation systems based on evidence of educator effectiveness. [See Application Narrative in Section D2 for further detail.] | $814,600 | $0 | $814,600 |
| **Subtotal** | $10,483,479 | $7,578,000 | $18,061,479 |

| Human Capital Development | SEA Total | LEA Total | Total |
|---|---|---|---|
| *Alternative Certification* | | | |
| ***Statewide Recruiting Platform*** **:** RIDE will expand its partnership with teacher-teacher.com to develop an online recruiting platform for the entire state. [See Application Narrative in Section D3 for further detail.]<br>***Rhode Island Teaching Fellows*** : RIDE will expand its partnership with The New Teacher Project to train and certify 100 new teachers over the next four years. RTTT funding will cover TNTP's operating costs in high-need districts. [See Application Narrative in Section D4 for further detail.]<br>***Teach for America:*** Teach for America (TFA), launched in Rhode Island this winter, will place an initial cohort of 30 teachers for the 2010-11 school year and will place 72 more by 2013-14 in high-need schools. With RTTT funding, RIDE will support the organization's effort to establish itself in the state. Funds are budgeted for districts that have signed agreements to place TFA teachers. [See Application Narrative in Section D4 for further detail.] | $237,500 | $3,356,786 | $3,594,286 |
| *Intensive PD for New Teachers & Leaders* | | | |
| ***Induction Program for New Teachers:*** RTT will allow the state to create a more systematic, intensive, instructionally-focused and data-driven coaching program for all first year teachers across the state and a second-year of coaching for those teachers in our lowest performing schools. [See Application Narrative in Section D5 for further detail.] | $1,410,208 | $5,384,500 | $6,794,708 |
| ***Quality Teacher PD Options*** **:** To ensure coherence in the Rhode Island RTT professional-development (PD) strategy and improve the state's general PD efforts, RIDE will create a full-time position to coordinate RTT PD initiatives, identify new providers with strong track records of improving student achievement, and analyze trends in teacher-performance data to assist LEAs with purchasing decisions. [See Application Narrative in Section D5 for further detail.] | $770,816 | $0 | $770,816 |
| *Academy of Transformative Leadership* | | | |
| ***ATL Infrastructure:*** Rhode Island will invest RTT funds to launch an Academy of Transformative Leadership that builds on partnerships and best practices in place statewide. The Academy will prepare and better develop current principals, aspiring principals, and teams of leaders for the state's schools—with particular emphasis on equipping strong leaders for the turnaround school context. Accordingly, the Academy will play a vital role in the Rhode Island efforts to develop effective school-leadership teams of teachers and principals who will embed best practices in schools throughout the state. [See Application Narrative in Section D5 for further detail.]<br>***Turnaround Leaders Program:*** The Academy of Transformative Leadership's flagship offering will be an intensive training program that will develop cohorts of new and existing principals each year for the lowest-achieving schools. [See Application Narrative in Section D5 for further detail.] | $1,868,959 | $2,773,510 | $4,642,469 |
| **Subtotal** | $4,287,482 | $11,514,796 | $15,802,278 |

| School Transformation and Innovation | SEA Total | LEA Total | Total |
|---|---|---|---|
| *Struggling Schools Interventions* | | | |
| RTT will provide each school identified as a PLA with a comprehensive package of supports including: a school achievement specialist to support implementation of the approved intervention program; an evaluation implementation specialist who will work alongside the principal to effectively evaluate and support all teachers; a rigorous, research-based diagnostic school assessment conducted by nationally recognized consultants; and high quality training for all educators on building a high-performance culture. [See Application Narrative in Section E2 for further detail.] | $2,069,538 | $3,236,800 | $5,306,338 |

*Charter Start-up Grants*

| | | | |
|---|---|---|---|
| RIDE will use RTTT funds to actively recruit high-performing charter public schools within the state to create a more vibrant and robust charter sector in Rhode Island. We will recruit organizations that are the best in the nation at serving low-income students and closing the achievement gap. [See Application Narrative in Section E2 for further detail.] | $1,129,200 | $0 | $1,129,200 |

*State Board Exams*

| | | | |
|---|---|---|---|
| Rhode Island has joined and is a governing state for the State Board Exam Consortium. The work of this consortium is directed at raising the proportion of high school students who leave high school ready to do college work by adopting instructional systems based on best practice. In addition, The State Board Exam system will provide multiple pathways through which students meet graduation expectations and gain access to further educational opportunities. [See Application Narrative in Section B3 for further detail.] | $1,000,000 | $0 | $1,000,000 |
| **Subtotal** | $ 4,198,738 | $ 3,236,800 | $ 7,435,538 |

| **State and Local Capacity*** ** | **SEA Total** | **LEA Total** | **Total** |
|---|---|---|---|
| Highly qualified staff and nationally recognized contractors will be hired by RIDE and LEAs to support and implement Race to the Top initiatives. RIDE will also provide approximately $4 million in supplemental funding grants so that no LEA will need to provide funding from other sources to participate fully in Race to the Top initiatives. [See Application Narrative in Section A for further detail.] | $6,346,587 | $171,778 | $6,518,365 |
| **Subtotal** | $ 6,346,587 | $ 171,778 | $ 6,518,365 |

| | | | |
|---|---|---|---|
| **TOTAL** | **$ 37,500,000** | **$ 37,500,000** | **$ 75,000,000** |

***Note: The $123,688 reflected in the LEA total # is the difference between the supplemental funding for participating LEAs and the amount of surplus Title 1-A funding on the LEA side of the grant.

# Appendix (A)(2)-7

# Joint Resolution

# STATE OF RHODE ISLAND

**IN GENERAL ASSEMBLY**

**JANUARY SESSION, A.D. 2010**

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JOINT RESOLUTION

SUPPORTING THE FEDERAL "RACE TO THE TOP" GRANT PROGRAM AND URGING THE GOVERNOR AND THE RHODE ISLAND DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION TO SUBMIT A COMPETITIVE APPLICATION FOR THE RACE TO THE TOP ROUND TWO

Introduced By: Senators Gallo, DeVall, P Fogarty, Maselli, and DiPalma

Date Introduced: May 19, 2010

Referred To: Recommended for Immediate Consideration

WHEREAS, Rhode Island has built a strong foundation for school improvement, including high-quality educational standards and assessments, a high school graduation system with multiple measures, promising initial work intervening in underperforming schools, and a growing charter school community; and

WHEREAS, The Department of Elementary and Secondary Education is engaged in creating a system of education in Rhode Island that prepares our students for success in college, careers, and life; and

WHEREAS, The Department of Elementary and Secondary Education has identified Five Priorities For Transforming Rhode Island Education: Ensure Educator Excellence, Accelerate All Schools Towards Greatness, Establish World Class Standards and Assessments, Develop User-Friendly Data Systems, and Invest Our Resources Wisely; and

WHEREAS, The American Recovery and Reinvestment Act has made available $4.35 billion for competitive Race To The Top grants to the states that make progress toward statewide goals; and

WHEREAS, The United States Department of Education has stated that the Race To The Top grants will focus on the following four reforms: college and career-ready standards and high quality assessments for all students; pre-K to higher education data systems; teacher effectiveness

education, drive results for students, increase capacity, accelerate reform, and foster continuous improvement; and

WHEREAS, Rhode Island has an opportunity to use federal stimulus funding to be more innovative and creative in education investments, and the U.S. Secretary of Education Arne Duncan has maintained, "States that are simply investing in the status quo will put themselves at a tremendous competitive disadvantage" in their application for Race To The Top funds; now, therefore be it

RESOLVED, That this General Assembly of the State of Rhode Island and Providence Plantations hereby supports the Rhode Island application for a federal Round Two Race To The Top grant. The General Assembly urges the Governor and the Department of Elementary and Secondary Education to submit a competitive application to pursue the four reforms as outlined by the Unites States Department of Education and as described above. This application should involve stakeholder input within Rhode Island and should reflect national and international best practices; and be it further

RESOLVED, That the Secretary of State be and he hereby is authorized and directed to transmit duly certified copies of this resolution to the Honorable Governor of the State of Rhode Island and the Rhode Island Commissioner of Elementary and Secondary Education.

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LC02685
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# Appendix (A)(2)-8

# Commissioner's Address to the General Assembly and List of Delegates who Traveled to Washington to Support Race to the Top

State of Rhode Island and Providence Plantations
**DEPARTMENT OF EDUCATION**
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400
www.ride.ri.gov

Deborah A. Gist
Commissioner

(b)(6)

**"State of Opportunity: A report on the status of public education in Rhode Island"**
**Annual Address to the General Assembly**
**Deborah A. Gist,**
**Commissioner of Elementary and Secondary Education**
**April 7, 2010**

Mr. Speaker, Madam President, Members of the General Assembly, General Officers, fellow members of the Governor's Cabinet, members of the Board of Regents, and all friends of education:

I want to first thank Speaker Fox and President Paiva-Weed for inviting me here to address the General Assembly. As you know, I had been scheduled to speak with you last Wednesday, but we postponed this address because of the flooding in our state. My thoughts and prayers are, of course, with the families and businesses who have been hurt by these events.

To all the members of the House and the Senate, thank you for your dedicated service to the people of Rhode Island.

To Chairman Flanders and the Board of Regents, thank you for giving me the opportunity to come to Rhode Island, and for your confidence in me and my team at the Department of Education, and for your service to the students of our state.

And though he could not be here this evening, I would like to add that it has been truly rewarding to work with Governor Carcieri on advancing education in the state.

Almost a year ago today, we gathered in the State Room in this great building, where I was honored to be introduced as Rhode Island's next Commissioner of Education. I arrived from Washington with one clear, ambitious, and attainable goal: All Rhode Island students will graduate ready for success in college, careers, and life.

I was a true believer — and I am even more so now, nine months into the job. I know Rhode Island is ready for great things, that we can make our schools the best in the country and the envy of the world.

Three weeks ago, I traveled back to Washington with our leadership team.

We went there because Rhode Island was one of only 16 states named a finalist in the President's Race to the Top competition, which will award states more than $4 billion to dramatically reform and reshape education for the 21st century. And we were asked to make our final case for our plan to transform our public schools into national models of excellence and to show that Rhode Island is ready. I can't tell you how nice it was to be talking about a winning streak — or any

streak, for that matter — other than the one in my hair.

Well, I quickly came back to earth. As you may know, we got some very, very bad news that Monday. I learned that my Guinness World Record for most kisses in a minute had been broken by some ill-natured person in Scotland.

But then came the news that really counted. We found out that our Race to the Top application was not selected for the first round of funding, which went to only two states. This was obviously a disappointment. But no one should see this as a defeat. We placed 8th out of 41 applicants, and we are confident that, with your support, we will be very competitive for the second round of funding.

By uniting around our reform plan, and joining together to advocate for it, our leadership team has shown that Rhode Island is indeed ready to chart a new course for education. Throughout the process, our momentum has been building, and it all really came together when we traveled as a team to Washington. We have to maintain this unity and build on our momentum. If we do, I'm confident that we will win Round 2 for the Race to the Top.

I am incredibly proud of the way we rallied to our common responsibility, and I want to thank each member of our leadership team for your work in getting us to Secretary Duncan's Elite Eight.

That team, led by the Governor, included:

- Speaker Fox and President Paiva-Weed;
- Mayors David Cicilline and Daniel McKee;
- Board of Regents members Angus Davis and Betsy Shimberg;
- Providence Superintendent Tom Brady;
- Foster Superintendent Davida Irving;
- Steve Smith, president of the Providence Teachers Union;
- Maureen McEntee and Judy Jenkins, co-presidents of the Foster Teachers Association;
- Mike Crowley, president of the Rhode Island Association of School Committees;
- Neil Steinberg, president of the Rhode Island Foundation; and
- Julie Nora, president of the Rhode Island League of Charter Schools.

If that team would stand, I would ask you to please recognize them for their efforts.

This process was extremely valuable for another reason. It provided an independent assessment of our vision for reform. We now have a report from the panel that reviewed our Race to the Top proposal, and we know how we measure up against our peers and against our own expectations for excellence.

First of all, the review panel recognized our strengths. In fact, we scored 2nd-highest in the country on the most important section of the grant, Great Teachers and Leaders. We received almost perfect scores for our state standards, our assessment system, our interventions in the lowest-achieving schools, and our new evaluation standards that are based on evidence of student performance.

But we lost points because we don't have a data system that supports instruction – yet – though we are in the process of building what will be one of the best in the country.

We also lost points because of two serious weaknesses: our policies on public charter schools and on education funding. Because you lifted the cap on public charter schools, we will gain

points in the next round of funding. We will gain even more points if we succeed in adopting a predictable and equitable funding formula for aid to education.

We could also gain as much as 15 points once we secure statements of support from all districts and unions. That will surely help us in our race to the top!

Between now and June 1st, we are going to work to improve the quality of our application. I will engage superintendents, school committees, and teachers' unions to ask for their involvement and support. But everyone has to realize one thing: Delaware and Tennessee won because they had bold reform policies (just as we did) *and* widespread support. Though I am always open to ideas that can improve our application, we cannot and will not backtrack on our reform policies – or we will be out of the running. We now need the entire state to get behind these reforms!

Today, I want to speak with you more broadly about what it will take to keep us on track and help us take off – to build on the strong foundation we set with our transformation plan and make Rhode Island *the* state of opportunity in America.

I'm convinced that we have the capacity: a talented, dedicated force of teachers and principals; an engaged and focused business community; a bold, balanced, and realistic blueprint for success; a united political and educational leadership; and all the advantages that come with being a small, resourceful state.

The real question is: Do we have the will?

Can we get the whole state to see that Rhode Island is ready for great things? Can we get everyone to believe in these life-changing possibilities — to believe in the best for Rhode Island — and then to do the hard work that's necessary to fulfill that potential?

I know we can — because in many respects we already are.

In this last year, just look at what we have been able to accomplish together:

- We raised the standard for entry into our teacher-preparation programs, once the lowest in the nation.

- With the support of the General Assembly, we have established Rhode Island's first state-funded pre-kindergarten program.

- The Board of Regents approved our first statewide educator-evaluation standards to provide the feedback needed for our teachers and principals to grow and improve as professionals, and the means to ensure that only the best educators are in our classrooms and schools.

- We have taken immediate action to improve our persistently lowest-achieving schools — the ones that fail to meet their students' needs year after year. They are few in number, but they are costly in their impact on society.

- We have developed a new funding formula for education, one based on student need and district capacity, and we are grateful that you will champion this issue during the current session.

- The Board of Regents passed a revised Basic Education Program. Far from basic, this regulation defines what a high-quality education means in our state. It provides us with

the clarity to know when schools are making child-centered decisions. For example, this fall I made sure that every superintendent understands that teacher placement must now be based on teacher qualifications and student needs and no longer primarily on seniority.

When the Basic Education Program is joined with a new funding formula and the Uniform Chart of Accounts that you championed, we will be able to drive improvements in our schools without driving up the overall cost of public education.

Altogether, we have created new expectations, and raised the bar on a few old ones. In doing so, we are inspiring Rhode Islanders to believe that the best is possible.

But if we're going to honestly claim one day to have the nation's best public schools, and make Rhode Island *the* state of opportunity, then we're going to have to be honest with ourselves about how — and how far — we are falling short.

Now, this is difficult for me. The last thing I want to do is be discouraging — I know from my visits how hard folks are working and that we have amazing educators in schools across our state. But I don't know how we can get the public we serve to buy into the big changes that we're proposing — and ultimately seize the opportunities we have — if we don't first agree on the extent of our problem.

To do so, we must break out of our comfort zones — and challenge our assumptions. Just as important, we must break out of the habit of pointing fingers and accept that every Rhode Islander — myself included — has work to do and responsibilities to embrace.

That work must start with turning around our most troubled schools and raising achievement for all students.

Now, why is this everyone's concern?

Because turning around our most troubled schools is no longer just an issue of educational equity for the students in those schools. It's a matter of economic survival for all of us. Investments in education pay long-term dividends. A student who drops out of school will struggle throughout life and be a cost to society. Graduates – especially college graduates – will more likely lead fulfilling lives and will contribute net worth to our society, to our state. And today's global economy requires more skilled graduates than ever before.

We are one state, with one integrated economy, dependent on one workforce and on one another. We cannot thrive in a knowledge-based marketplace if 45 percent of our high-school students cannot do math and 39 percent cannot do science at the very basic level.

Some people believe that turnaround won't work, that we're doing the best we can. They will tell you — sometimes in a whisper, sometimes in an op-ed to the Journal — that some children will just not be able to achieve at high levels until we fix society's problems. While I acknowledge the challenges that many of our students face, I think Education Secretary Arne Duncan has it right: "Poverty is not destiny."

And we see examples of that every day across our country:

- At Imperial High School, near the U.S.-Mexico border in California, 70 percent of the students are Latino, many with parents who never graduated from high school. In five years' time, the school went from being well below the state average to surpassing the state averages in English and in the high-school exit exam.

- At the East Millsboro Elementary School, in Delaware, where half the students live in poverty, every student in grades 3 and 5 met state proficiency targets in reading, and the school hit the 90th percentiles in math, social studies, and science.

- And consider the Amistad Middle School, just down I-95 in New Haven. The school opened in 1999 with a focus on closing achievement gaps and proving that students in an urban environment can achieve at high levels. At Amistad, in which 98 percent of the students are African-American and 68 percent live in poverty, the 8th-graders outperformed their New Haven peers by 28 percentage points and outperformed their peers across Connecticut by 7 points.

And we have success stories in Rhode Island, too – schools such as the Anthony Carnevale School, in Providence; the International Charter School; Rogers High School, in Newport; and Chariho High School are making dramatic improvements.

You see these results, and the old excuses we often hear just don't hold up. We cannot continue to write off some of our students as unable to learn. . . to chalk up the low performance of some schools as a fact of life, instead of a failure of our system. Nor can we think of some of our schools as exceptions and treat them as someone else's problem.

Once, that response might have been considered simply self-serving; now we know it is completely self-defeating. If we fail these students today, we fail our state tomorrow.

We have much to be proud of in our state – and on my school visits I saw many examples of excellence. But if we truly aspire to be the very best in the nation and the envy of the world, we must be ready to take an unvarnished look at the state of all of our districts — and recognize how much better we can and must do, even in our higher-performing schools. Every one of our schools can improve.

Let's start with test scores. Overall, the 2009 NECAP results showed progress — just not enough. Reading and writing scores improved. Math and science did not. Our graduation rate inched up; but still, only three out of four Rhode Island students graduate from high school, and in several communities that figure is around half or less.

Nationally, according to the 2009 Nation's Report Card, we showed welcome improvements in reading and math. However, we saw widening gaps in the performance levels between various student groups. Only 17 percent of our low-income students were proficient in reading. And among Hispanic students — the majority group in our urban schools — we had the lowest math scores in the nation! We can and we must do better than that.

Perhaps the most worrisome barometer is how our students perform as a whole once they graduate from high school. We will continue to work with our partners in higher education to build pathways from high school to success in college. Right now, barely more than half of Rhode Island students go directly on to college — that ranks us 43rd of all the states in the nation. And, 63 percent of our community college freshmen end up taking remedial classes.

That's not an urban problem. That's not a poverty problem. That's a Rhode Island problem. And we all have a huge stake in solving it.

The good news is: More and more Rhode Islanders are coming to the same conclusion — we are ready for reform. Over the last year I have done a lot of listening and learning — from teachers and principals, students and parents, mayors and legislators — and there's a clear and growing consensus that complacency is not an option. That we have to fundamentally change our approach across the board — or risk losing our students and having our state left out and cut off

from the next generation of economic growth.

It was this critical mass of consensus that drove our transformation plan, which formed the foundation of our Race to the Top application. Our plan, as many of you know, sets out five key priorities that are directly tied to our larger goal of preparing every student for success in college, careers, and life.

First, our educators will be well-prepared, supported, and effective. Second, *all* schools will improve. Our high-performing schools will continue on the course toward real excellence, and our lowest-performing schools will be transformed. Third, our academic standards will be world-class. Fourth, our schools will receive their fair share of support to provide a quality education to Rhode Island children. And fifth, our citizens will be able to measure and monitor schools' progress along the way.

With that vision in place, and with our state's leadership behind it, I will make it happen through a concrete action agenda.

This five-point plan has specific goals and measurable benchmarks for 2010, 2011, and 2012. So that the people of Rhode Island will be able hold us — myself, first and foremost — accountable for delivering on our priorities.

I want every teacher, principal, student, and parent to be clear on this point. The leadership of our state is asking a lot of our schools and a lot of you. We should and will be held to the same high standard. That's the job I signed up for — and I expect to be judged on our results.

Our action agenda, like all learning, starts with teachers.

That's no surprise coming from me! I am a teacher. I truly never imagined doing anything else. In fact, I was an active member of the NEA. Someone please revive Bob Walsh!

So make no mistake: no one appreciates the value and values of teachers more than I do.

I've said it many times — the single most important factor in education is the effectiveness of our classroom teachers.

How do we ensure that every student in Rhode Island has a highly effective teacher — and every school has a highly effective leader?

By first making sure that Rhode Island educators have all the training, tools, and support they need to be their best.

We want to develop world-class standards and assessments, and we want every teacher in Rhode Island to feel completely comfortable and confident using these standards to instruct their students and integrating the standards into lessons that are engaging and relevant.

In this and other work we're doing, we must ensure that teachers play an active role in our school-reform initiatives. When teachers join the decision-making process, we show our respect for them as professionals. We get the benefit of their experience and judgment. And we ultimately get better results.

This is just what is happening in Chariho. Under a new collective-bargaining agreement in the Chariho district, teachers and administrators are working together to develop a performance-based incentive program.

Superintendent Barry Ricci and local union president Robert Maine, would you please stand to be recognized.

Congratulations, Chariho, on this landmark agreement!

Some people believe that standards-based education inevitably leads to rote learning. That is just another false choice. Take a look at the Live Nautilus Program, where students and teachers will observe and participate in Dr. Robert Ballard's underseas scientific explorations, live and in real time. They won't just study science – they will be scientists!

Let's recognize Smithfield Superintendent Bob O'Brien, the 2010 Rhode Island Superintendent of the Year, for bringing this rigorous, innovative program, and others like the Confucius Classroom, into our schools. Bob, will you please stand.

The fact is, the arts and culture are just as important as industry and technology. Our people, our spirit, and our economy demand both. We need creative, hands-on educators to make learning rich, rewarding, engaging, and inspiring — to nourish our souls and deepen our talent pool.

We are fortunate to have some of our most talented educators with us this evening, and I would like to recognize our school leaders who have been honored this year by the R.I. Association of School Principals:

- Michael Almeida, Middle School Principal of the Year, from the Alan Shawn Feinstein Middle School, in Coventry;
- Patti DiCenso, High School Principal of the Year, from Rogers High School, in Newport;
- Gail Dandurand, Outstanding First Year Principal, from Narragansett Elementary School; and
- Jaime Crowley, Assistant Principal of the Year, from Mt. Hope High School, Bristol Warren. Jaime is also our 2009 Milken Educator Award Winner!

Would you please stand and be recognized for your commitment to education.

In addition, though he could not be with us this evening, I would like to recognize our 2010 Rhode Island Teacher of the Year, Dana Ramey, pardon me Señor Ramey. Though he teaches Spanish at Middletown High School, his classroom is the world. Señor Ramey reminds us every day of just how important it is to study world languages.

We have many stars in our schools. And many schools that are stars. But we need many more if we are to be the most successful in the country. Indeed, getting out of our comfort zone means refusing to be satisfied with mere pockets of excellence.

Let me be clear: we are committed to transforming our chronically lowest-achieving schools — the bottom five percent — to give those students a way up. . . or a way out. If these schools do not or cannot significantly change their culture and improve their performance, we will not hesitate to change them and to give these students the education they deserve.

But to those who rail against the stigma of labeling schools as "failing," I would ask you to consider the stigma of a young high-school graduate being told he isn't qualified for college or a job. Let's worry less about the label of "failure" and more about changing the conditions that led us to that point.

We are more than ready to work *with* schools to help them change. In fact, we are the only state in the country that has made a management-labor partnership one of the options for restarting a

school, and we are pleased that a Rhode Island superintendent has decided to use that option.

Last week, I approved the plan from Superintendent Tom Brady to reopen the four lowest-achieving Providence schools under a joint management-labor team. Once again, Rhode Island is at the forefront of school reform, and the nation will be watching.

I commend Mayor Cicilline, School Board President Robert Wise, Superintendent Brady, and PTU President Smith for acting together in the best interest of students. I can promise you that throughout this process we will make every effort to work collaboratively. But we will not waver when it comes to doing things differently, and better, for our children.

The situation in Central Falls makes this clear. This is a serious test — of our resolve, and of our belief that real change, while painful at times, will produce the lasting results we need. I want to commend the teachers of Central Falls and Superintendent Gallo for reaching out to one another. I assure you that whatever the plan for Central Falls High School, it will be what is necessary to dramatically turn that school around for its students — no exceptions.

No one should single out the teachers, the unions, the parents, the students, or the community to blame for the failings of our lowest-achieving schools. Our challenges are much more complex than that. But that's no excuse for not acting. If we wait to solve the problem, we will lose another generation of students.

The solution is not to go in and fix just one thing at a time. We can no longer tinker around the edges of our persistently lowest-achieving schools. They urgently need a total transformation: of instruction, data, programs, partners, training, governance, and an excellent teacher in every classroom and an excellent principal in every school. We have to focus on what's best for students. That's what we are doing in Central Falls and Providence — showing that we are ready to lead.

Getting out of our comfort zone also means trying new approaches and offering new alternatives. Public charter schools offer one way to provide parent choice and to innovate. People often ask me if I'm a fan of charter schools. I tell them, no. I am a fan of high-quality schools – in every form, including public charter schools.

I want to thank the General Assembly for raising the cap and strengthening accountability for public charter schools. I assure you, I will use that accountability when our charter schools fail to serve their students well. In particular, I want to thank Representative Joe McNamara and Senator Hanna Gallo, whose committees developed and approved this legislation. This year, more than 5,000 families applied to public charter schools – but there were only 779 open slots. No child in Rhode Island should be on a waiting list for excellence!

Another one of my top priorities is to establish world-class academic standards and assessments. How badly are they needed?

Well, according to a benchmark international exam, the U.S. ranks 35th out of 40 nations in math achievement and 29th in science. Nations like Finland boast a 90 percent college-completion rate. In the United States, the college-completion rate is 56 percent. How did we let this happen to the American Dream?

To reverse this trend, we will build on Rhode Island's tradition as a standard-setter. Our landmark New England compact has helped spark a nationwide brushfire. Now, the nation's governors are preparing to adopt common core academic standards. Rhode Island stands with them.

We must go a step further, by aligning our standards with the expectations of our colleges and employers — the twin engines of Rhode Island's growth and progress. And our plan will do just that.

We will also work with our partners in the education community to provide multiple pathways for student success, such as virtual learning, career training, real-world experiences, and early college enrollment.

I want to see at least 80 percent of all Rhode Island students graduating with a Regents-approved diploma by 2012. Their opportunity to succeed in college, careers, and life depends on it.

Finally, we must change the way we spend our educational dollars, to guarantee a better return on investment. I know that's one of those things you regularly hear people say. Well, we have to prove without a doubt that we mean it!

Rhode Island must establish a funding formula that is based on district capacity and student need, and that is predictable, transparent, and equitable to taxpayers, who foot the bill. I want to thank Speaker Fox and President Paiva-Weed for their leadership on this important issue, and Senator Gallo and Representative Edith Ajello for their tireless efforts. I look forward to working with them and this General Assembly to see that a funding formula is passed into law this year.

We have an ambitious agenda, to be sure. But it's a realistic one, too. I know we are ready to have highly effective educators, teaching to world-class standards, in motivated and fairly funded schools, which are responsive and transparent to the public.

But we can't leave change this big and important to chance. In the months ahead, we will carry this message and agenda across the state directly to the people we serve. Building on the school tours I did throughout 2009, we will hold town hall meetings with our local leaders, educators, parents, and other community members in every district in the coming school year. I hope that you will again join me.

Together, we can make all Rhode Islanders our partners in reform. We can engage the public on our action agenda and what it means for children. And we can encourage everyone to join us in this quest for excellence – so that every Rhode Islander – students, parents, neighbors, teachers, leaders – will know what each of us needs to do in order to have the education system we envision.

More than anything, we will know that standing still in this era is a recipe for falling behind. In the 21st century, change happens, whether we're ready for it or not. We cannot afford to look away and turn inward. Not when so much is at stake. Not when we can determine our own fate.

Today, we have an opportunity to do what Rhode Island does best: declare our independence from the traditional way of doing things and dare to be great.

Our state motto is "hope," after all. To believe in and reach for what others see as incredible and insurmountable.

We know Rhode Island is ready. Ready to lead and ready to succeed. Ready to be the state of opportunity.

Now it's time to come together as one state and commit ourselves to the new course we have charted. Let's show the rest of the country that we have what it takes to be great. That we know our students deserve the very best from us, from their teachers, and from their schools. That we won't be deterred or defeated when the road gets rough and times get hard.

And in time, with confidence, commitment, and faith in our future, have no doubt: We will be the best in the nation and the envy of the world.

# Appendix (A)(3)-1

# NAEP Subgroup Data and Information

## Appendix (A)(3)-1 NAEP reading and mathematics achievement statewide and by subgroup

| NAEP - Reading - Percent of Students *at or above Basic* | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| (2003 -2009 by subgroup and statewide) | | | | | | | | | | |
| | Grade 4 | | | | | Grade 8 | | | | |
| **Subgroup** | **2003** | **2005** | **2007** | **2009** | **Growth** | **2003** | **2005** | **2007** | **2009** | **Growth** |
| Males | 59% | 58% | 61% | 64% | 5% | 66% | 67% | 67% | 67% | 1% |
| Females | 66% | 66% | 70% | 74% | 8% | 77% | 76% | 72% | 77% | 0% |
| White | 71% | 70% | 75% | 78% | 7% | 78% | 78% | 80% | 79% | 1% |
| Black | 40% | 40% | 40% | 52% | 12% | 50% | 53% | 48% | 50% | 0% |
| Hispanic | 39% | 35% | 43% | 45% | 6% | 46% | 48% | 41% | 50% | 4% |
| Asian/Pacific Islander | 67% | 64% | 64% | 66% | -1% | 58% | 67% | 67% | 81% | 23% |
| American Indian | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Free/Reduced-Price Lunch | 44% | 41% | 48% | 51% | 7% | 55% | 53% | 51% | 56% | 1% |
| Special Education | 34% | 34% | 35% | 33% | -1% | 39% | 37% | 36% | 36% | -3% |
| English Language Learners | 19% | 15% | 22% | 26% | 7% | 24% | 26% | 13% | 16% | 8% |
| *STATEWIDE* | *62%* | *62%* | *65%* | *69%* | *7%* | *71%* | *71%* | *69%* | *72%* | *1%* |

| NAEP - Mathematics - Percent of Students *at or above Basic* | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| (2003 -2009 by subgroup and statewide) | | | | | | | | | | |
| **Subgroup** | Grade 4 | | | | | Grade 8 | | | | |
| | **2003** | **2005** | **2007** | **2009** | **Growth** | **2003** | **2005** | **2007** | **2009** | **Growth** |
| Males | 73% | 76% | 80% | 82% | 9% | 63% | 63% | 66% | 68% | 5% |
| Females | 70% | 77% | 79% | 79% | 9% | 62% | 64% | 65% | 69% | 7% |
| White | 83% | 86% | 86% | 89% | 6% | 72% | 73% | 75% | 77% | 5% |
| Black | 45% | 46% | 59% | 63% | 18% | 29% | 34% | 39% | 45% | 16% |
| Hispanic | 42% | 48% | 62% | 59% | 17% | 29% | 29% | 39% | 43% | 14% |
| Asian/Pacific Islander | 63% | 83% | 88% | 86% | 23% | 54% | 74% | 71% | 85% | 31% |
| American Indian | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Free/Reduced-Price Lunch | 55% | 57% | 65% | 66% | 11% | 41% | 39% | 45% | 51% | 10% |
| Special Education | 44% | 52% | 55% | 51% | 7% | 31% | 26% | 29% | 30% | -1% |
| English Language Learners | 23% | 29% | 44% | 44% | 21% | 13% | 11% | ‡ | 24% | 11% |
| ***STATEWIDE*** | ***72%*** | ***76%*** | ***80%*** | ***81%*** | ***9%*** | ***63%*** | ***63%*** | ***65%*** | ***68%*** | ***5%*** |

‡ Sample size too small to produce reliable results.

**Grade 4 NAEP Reading**

| | 2002 | | 2003 | | 2005 | | 2007 | | 2009 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Ave. Scale Score | Percent at/above Basic | Ave. Scale Score | Percent at/above Basic | Ave. Scale Score | Percent at/above Basic | Ave. Scale Score | Percent at/above Basic | Ave. Scale Score | Percent at/above Basic |
| All Students | 220 | 65% | 216 | 62% | 216 | 62% | 219 | 65% | 223 | 69% |
| Male | 217 | 63% | 231 | 59% | 212 | 58% | 215 | 61% | 218 | 64% |
| Female | 222 | 67% | 220 | 66% | 221 | 66% | 223 | 70% | 228 | 74% |
| White | 227 | 73% | 224 | 71% | 224 | 70% | 227 | 75% | 231 | 78% |
| Asian | 2005 | 44% | 221 | 67% | 219 | 64% | 219 | 64% | 219 | 66% |
| Black | 201 | 44% | 196 | 40% | 197 | 40% | 198 | 40% | 207 | 52% |
| Hispanic | 195 | 38% | 196 | 39% | 192 | 35% | 198 | 43% | 200 | 45% |
| IEP | 194 | 35% | 190 | 34% | 190 | 34% | 190 | 35% | 187 | 33% |
| Not IEP | 225 | 71% | 222 | 68% | 222 | 68% | 224 | 71% | 229 | 75% |
| Econ. Disadvantaged | 202 | 45% | 200 | 44% | 197 | 41% | 202 | 48% | 205 | 51% |
| Non-economically Disadvantaged | 231 | 78% | 229 | 76% | 228 | 74% | 230 | 77% | 235 | 81% |
| Non-LEP | 222 | 68% | 220 | 66% | 219 | 65% | 222 | 68% | 225 | 71% |
| LEP | 174 | 12% | 177 | 19% | 172 | 15% | 176 | 22% | 179 | 26% |

**Grade 8 NAEP Reading**

| | 2002 | | 2003 | | 2005 | | 2007 | | 2009 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Ave. Scale Score | Percent at/above Basic | Ave. Scale Score | Percent at/above Basic | Ave. Scale Score | Percent at/above Basic | Ave. Scale Score | Percent at/above Basic | Ave. Scale Score | Percent at/above Basic |
| All Students | 262 | 73% | 261 | 71% | 261 | 71% | 258 | 69% | 260 | 72% |
| Male | 258 | 70% | 256 | 66% | 256 | 67% | 256 | 67% | 255 | 67% |
| Female | 266 | 77% | 266 | 77% | 266 | 76% | 261 | 72% | 265 | 77% |
| White | 268 | 80% | 267 | 78% | 268 | 78% | 267 | 80% | 267 | 79% |
| Asian | 251 | 59% | 252 | 58% | 257 | 67% | 258 | 67% | 270 | 81% |
| Black | 243 | 54% | 241 | 50% | 243 | 53% | 239 | 48% | 238 | 50% |
| Hispanic | 240 | 49% | 238 | 46% | 237 | 48% | 233 | 41% | 241 | 50% |
| IEP | 232 | 38% | 233 | 39% | 230 | 37% | 229 | 36% | 229 | 36% |
| Not IEP | 266 | 78% | 267 | 78% | 267 | 78% | 264 | 76% | 266 | 79% |
| Econ. Disadvantaged | 249 | 58% | 245 | 55% | 243 | 53% | 242 | 51% | 245 | 56% |
| Non-economically Disadvantaged | 270 | 82% | 270 | 81% | 269 | 79% | 267 | 78% | 269 | 81% |
| Non-LEP | 264 | 75% | 263 | 73% | 263 | 73% | 260 | 71% | 261 | 73% |
| LEP | 208 | 13% | 220 | 24% | 215 | 26% | 202 | 13% | 204 | 16% |

**Grade 4 NAEP Mathematics**

| | 2000 | | 2003 | | 2005 | | 2007 | | 2009 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Ave. Scale Score | Percent at/above Basic | Ave. Scale Score | Percent at/above Basic | Ave. Scale Score | Percent at/above Basic | Ave. Scale Score | Percent at/above Basic | Ave. Scale Score | Percent at/above Basic |
| All Students | 224 | 65% | 230 | 72% | 233 | 76% | 236 | 80% | 239 | 81% |
| Male | 225 | 66% | 231 | 73% | 234 | 76% | 236 | 80% | 240 | 82% |
| Female | 223 | 65% | 229 | 70% | 233 | 77% | 235 | 79% | 237 | 79% |
| White | 232 | 76% | 239 | 83% | 241 | 86% | 242 | 86% | 247 | 89% |
| Asian | 217 | 52% | 225 | 63% | 240 | 83% | 244 | 88% | 242 | 86% |
| Black | 200 | 33% | 210 | 45% | 211 | 46% | 219 | 59% | 221 | 63% |
| Hispanic | 197 | 29% | 207 | 42% | 211 | 48% | 220 | 62% | 219 | 59% |
| IEP | 210 | 46% | 210 | 48% | 215 | 55% | 216 | 58% | 214 | 53% |
| Not IEP | 226 | 69% | 235 | 78% | 238 | 82% | 240 | 85% | 243 | 87% |
| Econ. Disadvantaged | 207 | 43% | 217 | 55% | 218 | 57% | 222 | 65% | 224 | 66% |
| Non-economically Disadvantaged | 236 | 81% | 242 | 86% | 243 | 88% | 245 | 89% | 249 | 91% |
| Non-LEP | 227 | 8% | 233 | 25% | 236 | 34% | 238 | 49% | 241 | 48% |
| LEP | 182 | 69% | 196 | 76% | 199 | 80% | 207 | 82% | 209 | 83% |

**Grade 8 NAEP Mathematics**

| | 2000 | | 2003 | | 2005 | | 2007 | | 2009 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Ave. Scale Score | Percent at/above Basic | Ave. Scale Score | Percent at/above Basic | Ave. Scale Score | Percent at/above Basic | Ave. Scale Score | Percent at/above Basic | Ave. Scale Score | Percent at/above Basic |
| All Students | 269 | 59% | 272 | 63% | 272 | 63% | 275 | 65% | 278 | 68% |
| White | 275 | 67% | 280 | 72% | 281 | 73% | 284 | 75% | 286 | 77% |
| Asian | 267 | 54% | 265 | 54% | 278 | 74% | 282 | 71% | 292 | 85% |
| Black | 240 | 23% | 244 | 29% | 249 | 34% | 250 | 39% | 256 | 45% |
| Hispanic | 240 | 26% | 245 | 29% | 244 | 29% | 251 | 39% | 255 | 43% |
| IEP | 236 | 23% | 244 | 31% | 241 | 26% | 243 | 29% | 245 | 30% |
| Not IEP | 274 | 65% | 278 | 70% | 278 | 70% | 281 | 72% | 284 | 76% |
| Econ. Disadvantaged | 247 | 34% | 253 | 41% | 252 | 39% | 257 | 45% | 261 | 51% |
| Non-economically Disadvantaged | 280 | 72% | 284 | 77% | 282 | 75% | 285 | 76% | 288 | 79% |
| Non-LEP | 271 | 61% | 274 | 65% | 274 | 66% | 277 | 67% | 279 | 70% |
| LEP | ‡ | ‡ | 228 | 13% | 224 | 11% | ‡ | ‡ | 237 | 24% |

**NAEP Exclusion Rates: Rhode Island and the Nation**

| 4th Grade Reading | | Students with IEPs | | LEP | |
|---|---|---|---|---|---|
| | | Identified | Excluded | Identified | Excluded |
| 2002 | RI | 19% | 3% | 9% | 3% |
| | Nation | 13% | 5% | 9% | 2% |
| 2003 | RI | 19% | 3% | 9% | 2% |
| | Nation | 14% | 5% | 10% | 2% |
| 2005 | RI | 20% | 2% | 7% | 1% |
| | Nation | 14% | 5% | 11% | 2% |
| 2007 | RI | 19% | 3% | 8% | 2% |
| | Nation | 14% | 5% | 11% | 2% |
| 2009 | RI | 17% | 3% | 6% | 1% |
| | Nation | 13% | 4% | 11% | 2% |

| 8th Grade Reading | | Students with IEPs | | LEP | |
|---|---|---|---|---|---|
| | | Identified | Excluded | Identified | Excluded |
| 2002 | RI | 16% | 4% | 5% | 2% |
| | Nation | 13% | 5% | 6% | 2% |
| 2003 | RI | 19% | 3% | 6% | 2% |
| | Nation | 14% | 4% | 6% | 2% |
| 2005 | RI | 20% | 3% | 4% | 1% |
| | Nation | 13% | 4% | 6% | 1% |
| 2007 | RI | 18% | 3% | 4% | 1% |
| | Nation | 13% | 5% | 7% | 2% |
| 2009 | RI | 18% | 2% | 3% | 1% |
| | Nation | 13% | 4% | 6% | 1% |

| 4th Grade Math | | Students with IEPs | | LEP | |
|---|---|---|---|---|---|
| | | Identified | Excluded | Identified | Excluded |
| 2000 | RI | 16% | 2% | 7% | 1% |
| | Nation | 13% | 3% | 7% | 1% |
| 2003 | RI | 20% | 2% | 10% | 2% |
| | Nation | 14% | 3% | 11% | 1% |
| 2005 | RI | 20% | 2% | 7% | 1% |
| | Nation | 14% | 3% | 10% | 1% |
| 2007 | RI | 19% | 2% | 7% | 1% |
| | Nation | 14% | 3% | 11% | 1% |
| 2009 | RI | 17% | 2% | 6% | 1% |
| | Nation | 13% | 2% | 10% | 1% |

| 8th Grade Math | | Students with IEPs | | LEP | |
|---|---|---|---|---|---|
| | | Identified | Excluded | Identified | Excluded |
| 2002 | RI | 16% | 3% | 4% | 1% |
| | Nation | 11% | 3% | 4% | 1% |
| 2003 | RI | 20% | 3% | 5% | 2% |
| | Nation | 14% | 3% | 6% | 1% |
| 2005 | RI | 17% | 3% | 5% | 1% |
| | Nation | 13% | 3% | 6% | 1% |
| 2007 | RI | 17% | 2% | 4% | 1% |
| | Nation | 13% | 4% | 7% | 1% |
| 2009 | RI | 18% | 2% | 3% | 1% |
| | Nation | 13% | 3% | 6% | 0% |

**NAEP 2009 Weighted Exclusion Rates: Rhode Island**

| | Reading | Mathematics |
|---|---|---|
| Grade 4: | 4% | 2% |
| Grade 8: | 3% | 2% |

**The 2009 National Assessment of Educational Progress in Rhode Island: Participation of Students with Disabilities (SD) and English Language Learners (ELL)**

The National Assessment of Educational Progress (NAEP) measures what students know and can do in various subject areas at grades 4, 8, and 12. NAEP 2009 will assess reading, mathematics and science at grades 4, 8 and 12. The grades 4 and 8 assessments provide results for Rhode Island, other states, and the nation.

It is important that as many of our state's students with disabilities and English language learners be included in NAEP as possible. The goal of NAEP is to have an inclusive assessment so that NAEP can represent the performance of all students. English language learners who have been in the country for less than one year may be excluded from the NAEP assessments. Students who take the Rhode Island Alternate Assessment (RIAA) may also be excluded from the NAEP assessments. School administrators and teachers of students whose participation on the NAEP may be limited for any reason must consult the student's IEP/504 plan and the Crosswalk of Accommodations in order to make the most appropriate decision for each student. It is expected that every effort will be made to accommodate each student so they have an opportunity to show what they know and can do on these assessments.

Several accommodations provided on our NECAP assessments are not necessary for NAEP because of the way it is administered. For example:

- Write answers in test booklet: On NAEP, all students write responses in assessment booklets, not on separate answer sheets.
- Read directions aloud: On NAEP, the directions are read to all students.
- Assessment over several days: The administration of NAEP lasts about 90 minutes total. This includes time spent distributing and collecting booklets, reading directions, and completing student background questionnaires. The actual test items are administered to students in two 25-minute sections for a total of 50 minutes. Since the total testing time for students is shorter than that of our state assessments, testing over multiple days may not be necessary for most students. However, extended time is available and you should discuss it with the NAEP Assessment Coordinator assigned to your school.

The attached table describes the accommodations that NAEP provides and whether they are also allowable in Rhode Island. The table provides recommendations on how to handle differences between NAEP/NECAP accommodations policies when making accommodations decisions.

In January, you will receive questionnaires for each SD and ELL student sampled in your school. These questionnaires are to be completed by the school personnel most knowledgeable about these students, such as the special educators on 504 Plan/IEP teams and/or ESL teachers who typically make testing and accommodations decisions for individual students. The questionnaires include a decision tree that aids the decision-making for assessing these students.

In mid-January, a NAEP representative will visit your school to make final arrangements for the assessment, including how students who receive accommodations will be assessed. It is important that the questionnaires be completed by the appropriate school staff before the NAEP representative visits the school.

Thank you for your assistance with NAEP. If you have any questions about inclusion and accommodations on NAEP for our students with disabilities and English language learners, please contact Heather Heineke at 401-222-8493.

# Appendix (A)(3)-2

# NECAP Subgroup Data

**Appendix (A)(3)-2 Achievement Gap of subgroups – Comparison to Statewide Performance**

**(NECAP Reading 2005 - 2009 Grades 3-8 by subgroup)**

| Subgroup | 2005 | 2006 | 2007 | 2008 | 2009 |
|---|---|---|---|---|---|
| White | -9% | -9% | -9% | -8% | -8% |
| Hispanic | 28% | 24% | 24% | 21% | 21% |
| Black | 24% | 21% | 19% | 17% | 17% |
| Asian | 3% | -2% | -1% | -3% | -5% |
| Native American | 14% | 12% | 16% | 18% | 16% |
| Students in Poverty | 22% | 18% | 19% | 16% | 16% |
| Special Education | 35% | 36% | 36% | 38% | 43% |
| English Language Learners | 50% | 47% | 48% | 46% | 38% |

**Achievement Gap of subgroups – Comparison to Statewide Performance**

**(NECAP Math 2005 - 2009 Grades 3-8 by subgroup)**

| Subgroup | 2005 | 2006 | 2007 | 2008 | 2009 |
|---|---|---|---|---|---|
| White | -9% | -9% | -8% | -9% | -10% |
| Hispanic | 26% | 22% | 24% | 23% | 23% |
| Black | 26% | 23% | 23% | 22% | 23% |
| Asian | -2% | -5% | -4% | -8% | -9% |
| Native American | 17% | 15% | 17% | 19% | 16% |
| Students in Poverty | 20% | 17% | 19% | 18% | 17% |
| Special Education | 30% | 30% | 32% | 34% | 37% |
| English Language Learners | 40% | 38% | 39% | 38% | 36% |

## Growth in Student Achievement – Reading

## (NECAP 2005 - 2009 Grades 3-8 by subgroup)

| Subgroup | 2005 | 2006 | 2007 | 2008 | 2009 | Overall Growth |
|---|---|---|---|---|---|---|
| White | 68% | 71% | 74% | 76% | 78% | 10% |
| Hispanic | 31% | 38% | 41% | 47% | 49% | 18% |
| Black | 35% | 41% | 46% | 51% | 53% | 18% |
| Asian | 56% | 64% | 66% | 71% | 75% | 19% |
| Native American | 45% | 50% | 49% | 50% | 54% | 9% |
| Students in Poverty | 37% | 44% | 46% | 52% | 54% | 17% |
| Special Education | 24% | 26% | 29% | 30% | 29% | 5% |
| English Language Learners | 9% | 15% | 17% | 22% | 24% | 15% |
| **STATEWIDE** | **59%** | **62%** | **65%** | **68%** | **70%** | **11%** |

## Growth in Student Achievement – Math

## (NECAP 2005 - 2009 Grades 3-8 by subgroup)

| Subgroup | 2005 | 2006 | 2007 | 2008 | 2009 | Overall Growth |
|---|---|---|---|---|---|---|
| White | 59% | 62% | 62% | 66% | 68% | 9% |
| Hispanic | 24% | 31% | 30% | 34% | 35% | 11% |
| Black | 24% | 30% | 31% | 35% | 35% | 11% |
| Asian | 52% | 58% | 58% | 65% | 67% | 15% |
| Native American | 33% | 38% | 37% | 38% | 41% | 8% |
| Students in Poverty | 30% | 36% | 35% | 39% | 41% | 11% |
| Special Education | 20% | 23% | 22% | 23% | 21% | 1% |
| English Language Learners | 10% | 15% | 15% | 19% | 17% | 7% |
| **STATEWIDE** | **50%** | **53%** | **54%** | **57%** | **58%** | **8%** |

# Appendix (A)(3)-3

# Graduation Rate Subgroup Data

**Appendix (A)(3)-3 Increasing graduation rates by subgroup and overall**

| Year | Statewide Graduation Rate | Af-Am. | Hispanic | Asian | Nat. Am | Poverty | Special Education | English Language Learners |
|---|---|---|---|---|---|---|---|---|
| 2003-04 | 83% | n/a* | n/a | n/a | n/a | n/a | n/a | n/a |
| 2004-05 | 85% | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| 2005-06 | 85% | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| 2006-07 | 89% | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| 2007-08 | 74%** | 64% | 62% | 74% | 62% | 60% | 56% | 59% |
| 2008-09 | 76% | 67% | 64% | 73% | 71% | 63% | 59% | 63% |

**c) Increasing graduation rates since 2003.**

| Year | Statewide Graduation Rate | Af-Am. | Hispanic | Asian | Nat. Am | Poverty | Special Education | English Language Learners |
|---|---|---|---|---|---|---|---|---|
| 2003-04 | 83% | n/a* | n/a | n/a | n/a | n/a | n/a | n/a |
| 2004-05 | 85% | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| 2005-06 | 85% | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| 2006-07 | 89% | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| 2007-08 | 74%** | 64% | 62% | 74% | 63% | 61% | 56% | 59% |

# Appendix (B)(1)-1

# Memorandum of Agreement for Consortium to Adopt the Common Core Standards

**The Council of Chief State School Officers and**
**The National Governors Association Center for Best Practices**

**Common Core Standards**
**Memorandum of Agreement**

**Purpose.** This document commits states to a state-led process that will draw on evidence and lead to development and adoption of a common core of state standards (common core) in English language arts and mathematics for grades K-12. These standards will be aligned with college and work expectations, include rigorous content and skills, and be internationally benchmarked. The intent is that these standards will be aligned to state assessment and classroom practice. The second phase of this initiative will be the development of common assessments aligned to the core standards developed through this process.

**Background.** Our state education leaders are committed to ensuring all students graduate from high school ready for college, work, and success in the global economy and society. State standards provide a key foundation to drive this reform. Today, however, state standards differ significantly in terms of the incremental content and skills expected of students.

Over the last several years, many individual states have made great strides in developing high-quality standards and assessments. These efforts provide a strong foundation for further action. For example, a majority of states (35) have joined the American Diploma Project (ADP) and have worked individually to align their state standards with college and work expectations. Of the 15 states that have completed this work, studies show significant similarities in core standards across the states. States also have made progress through initiatives to upgrade standards and assessments, for example, the New England Common Assessment Program.

**Benefits to States.** The time is right for a state-led, nation-wide effort to establish a common core of standards that raises the bar for all students. This initiative presents a significant opportunity to accelerate and drive education reform toward the goal of ensuring that all children graduate from high school ready for college, work, and competing in the global economy and society. With the adoption of this common core, participating states will be able to:

- Articulate to parents, teachers, and the general public expectations for students;
- Align textbooks, digital media, and curricula to the internationally benchmarked standards;
- Ensure professional development to educators is based on identified need and best practices;
- Develop and implement an assessment system to measure student performance against the common core; and
- Evaluate policy changes needed to help students and educators meet the common core standards and "end-of-high-school" expectations.

An important tenet of this work will be to increase the rigor and relevance of state standards across all participating states; therefore, no state will see a decrease in the level of student expectations that exist in their current state standards.

**Process and Structure**

- ☐ **Common Core State-Based Leadership.** The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) shall assume responsibility for coordinating the process that will lead to state adoption of a common core set of standards. These organizations represent governors and state commissioners of education who are charged with defining K-12 expectations at the state level. As such, these organizations will

facilitate a state-led process to develop a set of common core standards in English language arts and math that are:

- Fewer, clearer, and higher, to best drive effective policy and practice;
- Aligned with college and work expectations, so that all students are prepared for success upon graduating from high school;
- Inclusive of rigorous content and application of knowledge through high-order skills, so that all students are prepared for the 21st century;
- Internationally benchmarked, so that all students are prepared for succeeding in our global economy and society; and
- Research and evidence-based.

☐ **National Validation Committee.** CCSSO and the NGA Center will create an expert validation group that will serve a several purposes, including validating end-of-course expectations, providing leadership for the development of K-12 standards, and certifying state adoption of the common core. The group will be comprised of national and international experts on standards. Participating states will have the opportunity to nominate individuals to the group. The national validation committee shall provide an independent review of the common core. The national validation committee will review the common core as it is developed and offer comments, suggestions, and validation of the process and products developed by the standards development group. The group will use evidence as the driving factor in validating the common core.

☐ **Develop End-of-High-School Expectations.** CCSSO and the NGA Center will convene Achieve, ACT and the College Board in an open, inclusive, and efficient process to develop a set of end-of–high-school expectations in English language arts and mathematics based on evidence. We will ask all participating states to review and provide input on these expectations. This work will be completed by July 2009.

☐ **Develop K-12 Standards in English Language Arts and Math.** CCSSO and the NGA Center will convene Achieve, ACT, and the College Board in an open, inclusive, and efficient process to develop K-12 standards that are grounded in empirical research and draw on best practices in standards development. We will ask participating states to provide input into the drafting of the common core and work as partners in the common core standards development process. This work will be completed by December 2009.

☐ **Adoption.** The goal of this effort is to develop a true common core of state standards that are internationally benchmarked. Each state adopting the common core either directly or by fully aligning its state standards may do so in accordance with current state timelines for standards adoption not to exceed three (3) years.

This effort is voluntary for states, and it is fully intended that states adopting the common core may choose to include additional state standards beyond the common core. States that choose to align their standards to the common core standards agree to ensure that the common core represents at least 85 percent of the state's standards in English language arts and mathematics.

Further, the goal is to establish an ongoing development process that can support continuous improvement of this first version of the common core based on research and evidence-based learning and can support the development of assessments that are aligned to the common core across the states, for accountability and other appropriate purposes.

- ☐ **National Policy Forum.** CCSSO and the NGA Center will convene a National Policy Forum (Forum) comprised of signatory national organizations (e.g., the Alliance for Excellent Education, Business Roundtable, National School Boards Association, Council of Great City Schools, Hunt Institute, National Association of State Boards of Education, National Education Association, and others) to share ideas, gather input, and inform the common core initiative. The forum is intended as a place for refining our shared understanding of the scope and elements of a common core; sharing and coordinating the various forms of implementation of a common core; providing a means to develop common messaging between and among participating organizations; and building public will and support.

- ☐ **Federal Role.** The parties support a state-led effort and not a federal effort to develop a common core of state standards; there is, however, an appropriate federal role in supporting this state-led effort. In particular, the federal government can provide key financial support for this effort in developing a common core of state standards and in moving toward common assessments, such as through the Race to the Top Fund authorized in the American Recovery and Reinvestment Act of 2009. Further, the federal government can incentivize this effort through a range of tiered incentives, such as providing states with greater flexibility in the use of existing federal funds, supporting a revised state accountability structure, and offering financial support for states to effectively implement the standards. Additionally, the federal government can provide additional long-term financial support for the development of common assessments, teacher and principal professional development, other related common core standards supports, and a research agenda that can help continually improve the common core over time. Finally, the federal government can revise and align existing federal education laws with the lessons learned from states' international benchmarking efforts and from federal research.

**Agreement.** The undersigned state leaders agree to the process and structure as described above and attest accordingly by our signature(s) below.

| Signatures |
| --- |
| **Governor:** |
| **Chief State School Officer:** |
| |

# Appendix (B)(1)-2

# Number and List of States participating in the Common Core Standards Initiative Consortium

The Common Core State Standards Initiative is comprised of forty-eight states, two territories, and the District of Columbia. The Common Core State Standards Membership roster includes:

| | | |
|---|---|---|
| Alabama | Maine | Oregon |
| Arizona | Maryland | Pennsylvania |
| Arkansas | Massachusetts | Puerto Rico |
| California | Michigan | Rhode Island |
| Colorado | Minnesota | South Carolina |
| Connecticut | Mississippi | South Dakota |
| Delaware | Missouri | Tennessee |
| District of Columbia | Montana | Utah |
| Florida | Nebraska | Vermont |
| Georgia | Nevada | Virgin Islands |
| Hawaii | New Hampshire | Virginia |
| Idaho | New Jersey | Washington |
| Illinois | New Mexico | West Virginia |
| Indiana | New York | Wisconsin |
| Iowa | North Carolina | Wyoming |
| Kansas | North Dakota | |
| Kentucky | Ohio | |
| Louisiana | Oklahoma | |

# Appendix (B)(1)-3

# Draft of Common Core Standards

# COMMON CORE STATE STANDARDS FOR

## English Language Arts
## &
## Literacy in History/Social Studies, Science, and Technical Subjects

DRAFT

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DRAFT

# Introduction

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ("the Standards") are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The present work, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), builds on the foundation laid by states in their decades-long work on crafting high-quality education standards. The Standards also draw on the most important international models as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators from kindergarten through college, and parents, students, and other members of the public. In their design and content, refined through successive drafts and numerous rounds of feedback, the Standards represent a synthesis of the best elements of standards-related work to date and an important advance over that previous work.

As specified by CCSSO and NGA, the Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society. The Standards are intended to be a living work: as new and better evidence emerges, the Standards will be revised accordingly.

The Standards are an extension of a prior initiative led by CCSSO and NGA to develop College and Career Readiness (CCR) standards in reading, writing, speaking, listening, and language as well as in mathematics. The CCR Reading, Writing, and Speaking and Listening Standards, released in draft form in September 2009, serve, in revised form, as the backbone for the present document. Grade-specific K–12 standards in reading, writing, speaking, listening, and language translate the broad (and, for the earliest grades, seemingly distant) aims of the CCR standards into age- and attainment-appropriate terms.

The Standards set requirements for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate the standards into their standards for these subjects or adopt them as content area literacy standards.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

*May 2010*

## Key Design Considerations

### *CCR and grade-specific standards*

The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college- and career-readiness expectations no later than the end of high school. The CCR and high school grade-specific standards work in tandem to define the college- and career-readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college- and career-readiness assessments.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

### *Grade levels for K–8; grade bands for 9–10 and 11–12*

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.

### *A focus on results rather than means*

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

### *An integrated model of literacy*

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

### *Research and media skills blended into the Standards as a whole*

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

### *Shared responsibility for students' literacy development*

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college- and career-ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

**Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework**

| Grade | Literary | Informational |
|---|---|---|
| 4 | 50% | 50% |
| 8 | 45% | 55% |
| 12 | 30% | 70% |

The Standards aim to align instruction with this framework so that many more students than at present can meet the requirements of college and career readiness. In K–5, the Standards follow NAEP's lead in balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science, and technical subjects. In accord with NAEP's growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of reading of informational texts take place in and outside of the ELA classroom. Fulfilling the standards for 6–12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes if the NAEP assessment framework is to be matched instructionally.[1] To measure students' growth toward college and career readiness, assessments aligned with the Standards should adhere to the distribution of texts across grades cited in the NAEP framework.

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. Similar to the Standards, the 2011 NAEP framework cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the Standards concurs with NAEP's shifting emphases: standards for grades 9–12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should be on writing to argue and to inform or explain.[2]

**Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework**

| Grade | To Persuade | To Explain | To Convey Experience |
|---|---|---|---|
| 4 | 30% | 35% | 35% |
| 8 | 35% | 35% | 30% |
| 12 | 40% | 40% | 20% |

It follows that writing assessments aligned with the Standards should adhere to the distribution of writing purposes across grades outlined by NAEP.

### *What is* not *covered by the Standards*

The Standards should be recognized for what they are *not* as well as what they are. The most important intentional design limitations are as follows:

1) The Standards define what all students are expected to know and be able to do, not how teachers should teach. The Standards must be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document.

2) While the Standards do attempt to focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of teachers and curiculum developers. The aim of the Standards is to articulate the fundamentals, not to set out an exhaustive list nor a set of restrictions that limits what can be taught beyond what is specified herein.

3) The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school. For those students, advanced work in such areas as literature, composition, language, and journalism should be available. This

[1] The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational.

[2] As with reading, the percentages in the table reflect the sum of student writing, not just writing in ELA settings.

work should provide the next logical step up from the college and career readiness baseline established here.

4) The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-school lives. The Standards should be read as allowing for the widest possible range of students to participate fully from the outset, along with appropriate accommodations to ensure maximum participaton of students with special education needs. For example, for students with disabilities *reading* should allow for use of Braille, screen reader technology, or other assistive devices, while *writing* should include the use of a scribe, computer, or speech-to-text technology. In a similar vein, speaking and *listening* should be interpreted broadly to include sign language. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.

5) While the ELA and content area literacy components described herein are critical to college and career readiness, they do not define the whole of such readiness. Students require a wide-ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning. Similarly, the Standards define literacy expectations in history/social studies, science, and technical subjects, but literacy standards in other areas, such as mathematics and health education, modeled on those herein are strongly encouraged to allow for a comprehensive, schoolwide literacy program.

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## The Student Who is College and Career Ready in Reading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

- **They demonstrate independence.**

Students can, without significant scaffolding or support, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and clearly convey intricate or multifaceted information. Likewise, students are independently able to discern a speaker's key points and request clarification if something is not understood. They ask relevant questions, build on others' ideas, articulate their own ideas, and ask for confirmation that they have been understood. Without prompting, they observe language conventions, determine word meanings, attend to the connotations of words, and acquire new vocabulary.

- **They build strong content knowledge.**

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

- **They respond to the varying demands of audience, task, purpose, and discipline.**

Students consider their communication in relation to audience, task, purpose, and discipline. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in the sciences).

- **They comprehend as well as critique.**

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and assess the veracity of claims.

- **They value evidence.**

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

- **They use technology and digital media strategically and capably.**

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

- **They come to understand other perspectives and cultures.**

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

# How to Read This Document

## Overall Document Organization and Main Features

The Standards comprise three main sections: a comprehensive K–5 section and two content area–specific sections for grades 6–12, one for ELA and one for history/social studies, science, and technical subjects. Three appendices (lettered A, B, and C) accompany the main document.

Each section is divided into *strands*. K–5 and 6–12 ELA have Reading, Writing, Speaking and Listening, and Language strands; the 6–12 history/social studies, science, and technical subjects section focuses on Reading and Writing. Each strand is headed by a strand-specific set of *College and Career Readiness Anchor Standards* that is identical across all grades and content areas.

Standards for each grade within K–8 and for grades 9–10 and 11–12 follow the CCR standards in each strand. Each *grade-specific standard* (as these standards are collectively referred to) corresponds to the same-numbered CCR standard. Put another way, each CCR standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.

Individual CCR standards can be identified by their strand, CCR status, and number (R.CCR.6, for example). Individual grade-specific standards can be identified by their strand, grade, and number or number and letter so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3. Likewise, W.5.1a stands for Writing, grade 5, standard 1a. Strand designations can be found in brackets alongside the full strand title.

### *Who is responsible for which portion of the Standards*

A single K–5 section lists CCR and grade-specific standards for reading, writing, speaking, listening, and language across the curriculum, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher. Grades 6–12 are covered in two content area–specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects. Each section uses the same CCR standards but also includes grade-specific standards tuned to the literacy requirements of the particular discipline(s).

## Key Features of the Standards

### *Reading: Text complexity and the growth of comprehension*

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college- and career-readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

### *Writing: Text types, responding to reading, and research*

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

### *Speaking and Listening: Flexible communication and collaboration*

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen to ideas, integrate information from oral, visual, and multimodal sources, evaluate what they hear, use digital media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

### *Language: Conventions and vocabulary*

The standards on conventions and effective language use include the essential "rules" of formal written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words, their relationships, and

their nuances and on acquiring new words and phrases, particularly general academic and domain-specific vocabulary.

### *Appendices A, B, and C*

Appendix A contains supplementary material on reading, writing, speaking and listening, and language as well as a glossary of key terms. Appendix B consists of text exemplars illustrating the complexity, quality, and range of reading appropriate for various grade levels. Appendix C includes annotated samples demonstrating at least adequate performance in student writing at various grade levels.

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# Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

## K–5

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## College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

*Key Ideas and Details*

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

*Craft and Structure*

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

*Integration of Knowledge and Ideas*

7. Integrate and evaluate content presented graphically, visually, orally, and multimodally as well as in words within and across print and digital sources.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

*Range of Reading and Level of Text Complexity*

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

**Note on range and content of student reading**

*To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.*

## Reading Standards for Literature K–5 [RL]

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

| Kindergartners: | Grade 1 students: | Grade 2 students: |
|---|---|---|
| *Key Ideas and Details* | | |
| **1.** With prompting and support, ask and answer questions about key details in a text. | **1.** Ask and answer questions about key details in a text. | **1.** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. |
| **2.** With prompting and support, retell familiar stories, including key details. | **2.** Retell stories, including key details, and demonstrate understanding of their central message or lesson. | **2.** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| **3.** With prompting and support, identify characters, settings, and major events in a story. | **3.** Describe characters, settings, and major events in a story, using key details. | **3.** Describe how characters in a story respond to major events and challenges. |
| *Craft and Structure* | | |
| **4.** Ask and answer questions about unknown words in a text. | **4.** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | **4.** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
| **5.** Recognize common types of texts (e.g., storybooks, poems). | **5.** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. | **5.** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
| **6.** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | **6.** Identify who is telling the story at various points in a text. | **6.** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |
| *Integration of Knowledge and Ideas* | | |
| **7.** With prompting and support, describe the connection between pictures or other illustrations and the overall story in which they appear. | **7.** Refer to pictures, illustrations, and details in a story to describe characters, setting, or events. | **7.** Use information from illustrations, other visual elements (e.g., maps), and the words in a print or digital text to demonstrate understanding of the characters, setting, or plot. |
| **8.** (Not applicable to literature) | **8.** (Not applicable to literature) | **8.** (Not applicable to literature) |
| **9.** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | **9.** Compare and contrast the adventures and experiences of characters in stories. | **9.** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. |
| *Range of Reading and Level of Text Complexity* | | |
| **10.** Actively engage in group reading activities with purpose and understanding. | **10.** With prompting and support, read appropriately complex prose and poetry for grade 1. | **10.** By the end of the year, read literature, including stories, poetry, and drama, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

## Reading Standards for Literature K–5 [RL]

| Grade 3 students: | Grade 4 students: | Grade 5 students: |
|---|---|---|
| *Key Ideas and Details* | | |
| **1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | **1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | **1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| **2.** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | **2.** Determine a theme of a story, drama, or poem from details in the text; summarize the text. | **2.** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| **3.** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | **3.** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). | **3.** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). |
| *Craft and Structure* | | |
| **4.** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | **4.** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*), drawing on a wide reading of classic myths from a variety of cultures and periods. | **4.** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |
| **5.** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as *chapter*, *scene*, and *stanza*; describe how each successive part builds on earlier sections. | **5.** Explain major differences between poems, drama, and prose and refer to the core structural elements of poems (e.g., stanza, verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, acts, scenes, stage directions) when writing or speaking about a text. | **5.** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |
| **6.** Distinguish their own point of view from that of the narrator or those of the characters. | **6.** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | **6.** Describe how a narrator's or speaker's point of view influences how events are described. |
| *Integration of Knowledge and Ideas* | | |
| **7.** Explain how specific images and illustrations contribute to or clarify a story (e.g., create mood, emphasize particular aspects of characters or settings). | **7.** Integrate information gained from illustrations and other visual elements in a text with the words to demonstrate understanding of how the characters, setting, and plot interact and develop. | **7.** Analyze how visual and multimedia elements in conjunction with words contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction). |
| **8.** (Not applicable to literature) | **8.** (Not applicable to literature) | **8.** (Not applicable to literature) |
| **9.** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | **9.** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. | **9.** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |

| Grade 3 students: | Grade 4 students: | Grade 5 students: |
|---|---|---|
| *Range of Reading and Level of Text Complexity* | | |
| **10.** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 2–3 text complexity band independently and proficiently. | **10.** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | **10.** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band independently and proficiently. |

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## Reading Standards for Informational Text K–5 [RI]

| Kindergartners: | Grade 1 students: | Grade 2 students: |
|---|---|---|
| *Key Ideas and Details* | | |
| **1.** With prompting and support, ask and answer questions about key details in a text. | **1.** Ask and answer questions about key details in a text. | **1.** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. |
| **2.** With prompting and support, identify the main topic and retell key details of a text. | **2.** Identify the main topic and retell key details of a text. | **2.** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. |
| **3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | **3.** Describe the connection between two individuals, events, ideas, or pieces of information in a text. | **3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |
| *Craft and Structure* | | |
| **4.** With prompting and support, ask and answer questions about unknown words in a text. | **4.** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | **4.** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. |
| **5.** Identify the front cover, back cover, and title page of a book. | **5.** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. | **5.** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text quickly and efficiently. |
| **6.** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | **6.** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | **6.** Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |
| *Integration of Knowledge and Ideas* | | |
| **7.** With prompting and support, describe the connection between pictures or other illustrations and the overall text in which they appear. | **7.** Use pictures, illustrations, and details in a text to describe its key ideas. | **7.** Explain how specific images and other illustrations contribute to and clarify a text (e.g., show how something works). |
| **8.** With prompting and support, identify the reasons an author gives to support points in a text. | **8.** Identify the reasons an author gives to support points in a text. | **8.** Describe how reasons support specific points the author makes in a text. |
| **9.** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | **9.** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | **9.** Compare and contrast the most important points presented by two texts on the same topic. |
| *Range of Reading and Level of Text Complexity* | | |
| **10.** Actively engage in group reading activities with purpose and understanding. | **10.** With prompting and support, read appropriately complex informational texts for grade 1. | **10.** By the end of year, read and comprehend informational texts, including historical, scientific and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range |

## Reading Standards for Informational Text K–5 [RI]

| Grade 3 students: | Grade 4 students: | Grade 5 students: |
|---|---|---|
| *Key Ideas and Details* | | |
| **1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | **1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | **1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| **2.** Determine the main idea of a text; recount the key details and explain how they support the main idea. | **2.** Determine the main idea of a text and explain how it is supported by key details; summarize the text. | **2.** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
| **3.** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | **3.** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | **3.** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. |
| *Craft and Structure* | | |
| **4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. | **4.** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*. | **4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. |
| **5.** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently. | **5.** Describe the overall structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect) in a text or part of a text. | **6.** Compare and contrast the organizational structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect, problem/solution) in two or more texts. |
| **6.** Distinguish their own point of view from that of the author of a text. | **6.** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | **7.** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
| *Integration of Knowledge and Ideas* | | |
| **7.** Use information gained from illustrations, other visual elements (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). | **7.** Interpret factual information presented graphically or visually (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to understanding the text in which they appear. | **7.** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| **8.** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | **8.** Explain how an author uses reasons and evidence to support particular points in a text. | **8.** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s). |
| **9.** Compare and contrast the most important points and key details presented in two texts on the same topic. | **9.** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | **9.** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |

| Grade 3 students: | Grade 4 students: | Grade 5 students: |
|---|---|---|
| *Range of Reading and Level of Text Complexity* | | |
| **10.** By the end of the year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 2–3 text complexity band independently and proficiently. | **10.** By the end of year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range. | **10.** By the end of the year, read and comprehend informational text, including historical, scientific, and technical texts, in the grades 4–5 text complexity band level independently and proficiently. |

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## Reading Standards: Foundational Skills (K–5) [RF]

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These Foundational Skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: Good readers will need much less practice with these concepts than struggling readers. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

**** In Kindergarten children are expected to demonstrate increasing awareness and competence in the areas that follow.***

| Kindergartners: | Grade 1 students: |
|---|---|
| *Print Concepts* | |
| **1.** Demonstrate understanding of the organization and basic features of print.<br>a. Follow words from left to right, top to bottom, and page-by-page.<br>b. Recognize that spoken words are represented in written language by specific sequences of letters.<br>c. Understand that words are separated by spaces in print.<br>d. Recognize and name all upper- and lowercase letters of the alphabet. | **1.** Demonstrate understanding of the organization and basic features of print.<br>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
| *Phonological Awareness* | |
| **2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<br>a. Recognize and produce rhyming words.<br>b. Count, pronounce, blend, and segment syllables in spoken words.<br>c. Blend and segment onsets and rimes of single-syllable spoken words.<br>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words.[1] (This does not include CVCs ending with /l/, /r/, or /x/.)<br>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | **2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<br>a. Distinguish long from short vowel sounds in spoken single-syllable words .<br>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.<br>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.<br>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). |

[1]Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

## Reading Standards: Foundational Skills (K–5) [RF]

**** In Kindergarten children are expected to demonstrate increasing awareness and competence in the areas that follow.***

| Kindergartners:* | Grade 1 students: | Grade 2 students: |
|---|---|---|
| *Phonics and Word Recognition* | | |
| **3.** Know and apply grade-level phonics and word analysis skills in decoding words.<br>a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.<br>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.<br>c. Read common high-frequency words by sight. (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).<br>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | **3.** Know and apply grade-level phonics and word analysis skills in decoding words.<br>a. Know the spelling-sound correspondences for common consonant digraphs.(two letters that represent one sound).<br>b. Decode regularly spelled one-syllable words.<br>c. Know final *-e* and common vowel team conventions for representing long vowel sounds.<br>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.<br>e. Decode two-syllable words following basic patterns by breaking the words into syllables.<br>f. Read words with inflectional endings.<br>g. Recognize and read grade-appropriate irregularly spelled words. | **3.** Know and apply grade-level phonics and word analysis skills in decoding words.<br>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.<br>b. Know spelling-sound correspondences for additional common vowel teams.<br>c. Decode regularly spelled two-syllable words with long vowels.<br>d. Decode words with common prefixes and suffixes.<br>e. Identify words with inconsistent but common spelling-sound correspondences.<br>f. Recognize and read grade-appropriate irregularly spelled words. |
| **4.** Read emergent-reader texts with purpose and understanding. | **4.** Read with sufficient accuracy and fluency to support comprehension.<br>a. Read on-level text with purpose and understanding.<br>b. Read on-level text orally with accuracy, appropriate rate, and expression.<br>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | **4.** Read with sufficient accuracy and fluency to support comprehension.<br>a. Read on-level text with purpose and understanding.<br>b. Read on-level text orally with accuracy, appropriate rate, and expression.<br>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

| Grade 3 students: | Grade 4 students: | Grade 5 students: |
|---|---|---|
| *Phonics and Word Recognition* | | |
| **3.** Know and apply grade-level phonics and word analysis skills in decoding words.<br>a. Identify and know the meaning of the most common prefixes and derivational suffixes.<br>b. Decode words with common Latin suffixes.<br>c. Decode multisyllable words.<br>d. Read grade-appropriate irregularly spelled words. | **3.** Know and apply grade-level phonics and word analysis skills in decoding words.<br>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context. | **3.** Know and apply grade-level phonics and word analysis skills in decoding words.<br>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context. |
| *Fluency* | | |
| **4.** Read with sufficient accuracy and fluency to support comprehension.<br>a. Read on-level text with purpose and understanding.<br>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.<br>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | **4.** Read with sufficient accuracy and fluency to support comprehension.<br>a. Read on-level text with purpose and understanding.<br>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.<br>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | **4.** Read with sufficient accuracy and fluency to support comprehension.<br>a. Read on-level text with purpose and understanding.<br>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.<br>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

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## College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### *Text Types and Purposes*[1]

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### *Production and Distribution of Writing*

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.[2]
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### *Research to Build and Present Knowledge*

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### *Range of Writing*

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

[1]These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.
[2]See standards 1–3 in Language, pages 26–31, for specific editing expectations.

**Note on range and content of student writing**

*To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose.. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.*

## Writing Standards K–5 [W]

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

| Kindergartners: | Grade 1 students: | Grade 2 students: |
|---|---|---|
| *Text Types and Purposes* | | |
| **1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*). | **1.** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. | **1.** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section. |
| **2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | **2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | **2.** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. |
| **3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. | **3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | **3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. |
| *Production and Distribution of Writing* | | |
| **4.** (Begins in grade 3) | **4.** (Begins in grade 3) | **4.** (Begins in grade 3) |
| **5.** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | **5.** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | **5.** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
| **6.** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. | **6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | **6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| *Research to Build and Present Knowledge* | | |
| **7.** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). | **7.** Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). | **7.** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |
| **8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | **8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | **8.** Recall information from experiences or gather information from provided sources to answer a question. |
| **9.** (Begins in grade 4) | **9.** (Begins in grade 4) | **9.** (Begins in grade 4) |
| *Range of Writing* | | |
| **10.** (Begins in grade 3) | **10.** (Begins in grade 3) | **10.** (Begins in grade 3) |

| Grade 3 students: | Grade 4 students: | Grade 5 students: |
|---|---|---|
| *Text Types and Purposes* | | |
| **1.** Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.<br>a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.<br>b. Provide reasons that support the opinion.<br>c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.<br>d. Provide a concluding statement or section. | **1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.<br>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.<br>b. Provide reasons that are supported by facts and details.<br>c. Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to, in addition*).<br>d. Provide a concluding statement or section related to the opinion presented. | **1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.<br>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.<br>b. Provide logically ordered reasons that are supported by facts and details.<br>c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).<br>d. Provide a concluding statement or section related to the opinion presented. |
| **2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.<br>b. Develop the topic with facts, definitions, and details.<br>c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.<br>d. Provide a concluding statement or section. | **2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.<br>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.<br>c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).<br>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.<br>e. Provide a concluding statement or section related to the information or explanation presented. | **2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.<br>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.<br>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).<br>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.<br>e. Provide a concluding statement or section related to the information or explanation presented. |
| **3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.<br>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.<br>c. Use temporal words and phrases to signal event order.<br>d. Provide a sense of closure. | **3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.<br>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.<br>c. Use a variety of transitional words and phrases to manage the sequence of events.<br>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.<br>e. Provide a conclusion that follows from the narrated experiences or events. | **3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.<br>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.<br>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.<br>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.<br>e. Provide a conclusion that follows from the narrated experiences or events. |

| Grade 3 students: | Grade 4 students: | Grade 5 students: |
|---|---|---|
| *Production and Distribution of Writing* | | |
| **4.** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | **4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | **4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| **5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | **5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | **5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| **6.** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | **6.** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing (using the keyboard) as well as to interact and collaborate with others. | **6.** With some guidance and support from adults, use technology, including the Internet, to produce and publish a minimum of two pages of writing (using the keyboard) as well as to interact and collaborate with others. |
| *Research to Build Knowledge* | | |
| **7.** Conduct short research projects that build knowledge about a topic. | **7.** Conduct short research projects that build knowledge through investigation of different aspects of a topic. | **7.** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |
| **8.** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | **8.** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. | **8.** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |
| **9.** (Begins in grade 4) | **9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>a. Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text").<br>b. Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). | **9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>a. Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text").<br>b. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]"). |
| *Range of Writing* | | |
| **10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | **10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | **10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

## College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### *Comprehension and Collaboration*

1. Prepare for and participate effectively in a range of conversations and collaborations, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate content from multiple graphical, visual, oral, or multimodal sources.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### *Presentation of Knowledge and Ideas*

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Note on range and content of student speaking and listening**

*To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.*

*New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.*

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## Speaking and Listening Standards K–5 [SL]

**The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications.** Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

| Kindergartners: | Grade 1 students: | Grade 2 students: |
|---|---|---|
| *Comprehension and Collaboration* | | |
| **1.** Participate in collaborative conversations about *kindergarten topics and texts* with peers and adults in small and larger groups.<br>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).<br>b. Continue a conversation through multiple exchanges. | **1.** Participate in collaborative conversations about *grade 1 topics and texts* with peers and adults in small and larger groups.<br>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).<br>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.<br>c. Ask questions to clear up any confusion about the topics and texts under discussion. | **1.** Participate in collaborative conversations about *grade 2 topics and texts* with peers and adults in small and larger groups.<br>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).<br>b. Build on others' talk in conversations by linking their comments to the remarks of others.<br>c. Ask for clarification and further explanation as needed about the topics and texts under discussion. |
| **2.** Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details. | **2.** Demonstrate understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and restating key elements. | **2.** Recount or describe key ideas or details from written texts read aloud or information presented orally or through media. |
| **3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | **3.** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | **3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. |
| *Presentation of Knowledge and Ideas* | | |
| **4.** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | **4.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | **4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |
| **5.** Add drawings or other visual displays to descriptions as desired to provide additional detail. | **5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | **5.** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. |
| **6.** Speak audibly and express thoughts, feelings, and ideas clearly. | **6.** Produce complete sentences when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.) | **6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.) |

| Grade 3 students: | Grade 4 students: | Grade 5 students: |
|---|---|---|
| *Comprehension and Collaboration* | | |
| **1.** Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.<br>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).<br>b. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.<br>c. Explain their own ideas and understanding in light of the discussion. | **1.** Engage effectively in range of collaborative discussions (one-on-one and in groups) on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.<br>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussions.<br>b. Follow agreed-upon rules for discussions and carry out assigned roles.<br>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.<br>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. | **1.** Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.<br>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.<br>b. Follow agreed-upon rules for discussions and carry out assigned roles.<br>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.<br>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. |
| **2.** Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally. | **2.** Paraphrase portions of written texts read aloud or information presented graphically, orally, visually, or multimodally. | **2.** Summarize written texts read aloud or information presented graphically, orally, visually, or multimodally. |
| **3.** Ask and answer questions about information from a speaker's, offering appropriate elaboration and detail. | **3.** Identify the reasons and evidence a speaker provides to support particular points. | **3.** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |
| *Presentation of Knowledge and Ideas* | | |
| **4.** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | **4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | **4.** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| **5.** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. | **5.** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. | **5.** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. |
| **6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.) | **6.** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.) | **6.** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.) |

## College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### *Conventions*

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.

### *Effective Language Use*

3. Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.

### *Vocabulary Acquisition and Use*

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific vocabulary sufficient for reading, writing, speaking, and listening at the college and career readiness level.

**Note on range and content of student language use**

*To build a foundation for college and career readiness in language, students must gain control over many conventions of grammar, usage, and mechanics as well as learn ways to use language to enhance meaning. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use, come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words, and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.*

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## Language Standards K–5

[L]

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 31 for a complete list and Appendix A for an example of how these skills develop in sophistication.

| Kindergartners: | Grade 1 students: | Grade 2 students: |
|---|---|---|
| *Conventions* | | |
| **1.** Observe conventions of grammar and usage when writing or speaking.<br>a. Print many upper- and lowercase letters.<br>b. Use frequently occurring nouns and verbs.<br>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog*, *dogs*; *wish*, *wishes*).<br>d. Understand and use question words (interrogatives) (e.g., *who*, *what*, *where*, *when*, *why*, *how*).<br>e. Use the most frequently occurring prepositions (e.g., *to*, *from*, *in*, *out*, *on*, *off*, *for*, *of*, *by*, *with*).<br>f. Produce and expand complete sentences in shared language activities. | **1.** Observe conventions of grammar and usage when writing or speaking.<br>a. Print all upper- and lowercase letters.<br>b. Use common, proper, and possessive nouns.<br>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*).<br>d. Use personal, possessive, and indefinite pronouns (e.g., *I*, *me*, *my*; *they*, *them*, *their*, *anyone*, *everything*).<br>e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home*; *Today I walk home*; *Tomorrow I will walk home*).<br>f. Use frequently occurring adjectives.<br>g. Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).<br>g. Use determiners (e.g., articles, demonstratives).<br>h. Use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*).<br>i. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts. | **1.** Observe conventions of grammar and usage when writing or speaking.<br>a. Use collective nouns (e.g., *group*).<br>b. Form and use frequently occurring irregular plural nouns (e.g., *feet*, *children*, *teeth*, *mice*, *fish*).<br>c. Use reflexive pronouns (e.g., *myself*, *ourselves*).<br>d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat*, *hid*, *told*).<br>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.<br>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie*; *The little boy watched the movie*; *The action movie was watched by the little boy*). |
| **2.** Observe conventions of capitalization, punctuation, and spelling when writing.<br>a. Capitalize the first word in a sentence and the pronoun *I*.<br>b. Recognize and name end punctuation.<br>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).<br>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | **2.** Observe conventions of capitalization, punctuation, and spelling when writing.<br>a. Capitalize dates and names of people.<br>b. Use end punctuation for sentences.<br>c. Use commas in dates and to separate single words in a series.<br>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.<br>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | **2.** Observe conventions of capitalization, punctuation, and spelling when writing.<br>a. Capitalize holidays, product names, and geographic names.<br>b. Use commas in greetings and closings of letters.<br>c. Use an apostrophe to form contractions and frequently occurring possessives.<br>d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).<br>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. |
| *Effective Language Use* | | |
| **3.** (Begins in grade 3) | **3.** (Begins in grade 3) | **3.** (Begins in grade 3) |

| Kindergartners: | Grade 1 students: | Grade 2 students: |
|---|---|---|
| *Vocabulary Acquisition and Use* | | |
| **4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.<br>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* as a bird and learning the verb *to duck*).<br>b. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word. | **4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.<br>a. Use sentence-level context as a clue to the meaning of a word or phrase.<br>b. Use frequently occurring affixes as a clue to the meaning of a word.<br>c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*). | **4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.<br>a. Use sentence-level context as a clue to the meaning of a word or phrase.<br>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).<br>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).<br>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).<br>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. |
| **5.** With guidance and support from adults, explore word relationships and nuances in word meanings.<br>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.<br>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).<br>c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).<br>d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings. | **5.** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.<br>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.<br>b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).<br>c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).<br>d. Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings. | **5.** Demonstrate understanding of word relationships and nuances in word meanings.<br>a. Identify real-life connections between words and their use (e.g., describe foods that *are spicy* or *juicy*).<br>b. Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny, scrawny*). |
| **6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | **6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *I named my hamster Nibblet because she nibbles too much because she likes that*). | **6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). |

| Grade 3 students: | Grade 4 students: | Grade 5 students: |
|---|---|---|
| *Conventions* | | |
| **1.** Observe conventions of grammar and usage when writing or speaking.<br>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.<br>b. Form and use regular and irregular plural nouns.<br>c. Use abstract nouns (e.g., *childhood*).<br>d. Form and use regular and irregular verbs.<br>e. Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.<br>f. Ensure subject-verb and pronoun-antecedent agreement.*<br>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.<br>h. Use coordinating and subordinating conjunctions.<br>i. Produce simple, compound, and complex sentences. | **1.** Observe conventions of grammar and usage when writing or speaking.<br>a. Use relative pronouns (*who*, *whose*, *whom*, *which*, *that*) and relative adverbs (*where*, *when*, *why*).<br>b. Form and use the progressive (e.g., *I was walking*; *I am walking*; *I will be walking*) verb aspects.<br>c. Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions.<br>d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).<br>e. Form and use prepositional phrases.<br>f. Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.*<br>g. Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their*).* | **1.** Observe conventions of grammar and usage when writing or speaking.<br>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.<br>b. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb aspects.<br>c. Use verb tense and aspect to convey various times, sequences, states, and conditions.<br>d. Recognize and correct inappropriate shifts in verb tense and aspect.*<br>e. Use correlative conjunctions. |
| **2.** Observe conventions of capitalization, punctuation, and spelling when writing.<br>a. Capitalize important words in titles.<br>b. Use commas in addresses.<br>c. Use commas and quotation marks in dialogue.<br>d. Form and use possessives.<br>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*).<br>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.<br>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | **2.** Observe conventions of capitalization, punctuation, and spelling when writing.<br>a. Use correct capitalization.<br>b. Use commas and quotation marks to mark direct speech and quotations from a text.<br>c. Use a comma before a coordinating conjunction in a compound sentence.<br>d. Spell grade-appropriate words correctly, consulting references as needed. | **2.** Observe conventions of capitalization, punctuation, and spelling when writing.<br>a. Use punctuation to separate items in a series.*<br>b. Use a comma to separate an introductory element from the rest of the sentence.<br>c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).<br>d. Use underlining, quotation marks, or italics to indicate titles of works.<br>e. Spell grade-appropriate words correctly, consulting references as needed. |
| *Effective Language Use* | | |
| **3.** Use language to achieve particular effects when writing or speaking.<br>a. Choose words and phrases for effect.* | **3.** Use language to enhance meaning and achieve particular effects when writing or speaking.<br>a. Choose words and phrases to convey ideas precisely.*<br>b. Use punctuation for effect.* | **3.** Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.<br>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |

| Grade 3 students: | Grade 4 students: | Grade 5 students: |
|---|---|---|
| *Vocabulary Acquisition and Use* | | |
| **4.** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.<br>a. Use sentence-level context as a clue to the meaning of a word or phrase.<br>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).<br>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).<br>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. | **4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.<br>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.<br>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).<br>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | **4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.<br>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.<br>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).<br>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| **5.** Demonstrate understanding of word relationships and nuances in word meanings.<br>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).<br>b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).<br>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*). | **5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.<br>b. Recognize and explain the meaning of common idioms, adages, and proverbs.<br>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). | **5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Interpret figurative language, including similes and metaphors, in context.<br>b. Recognize and explain the meaning of common idioms, adages, and proverbs.<br>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |
| **6.** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). | **6.** Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and words and phrases basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation). | **6.** Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*). |

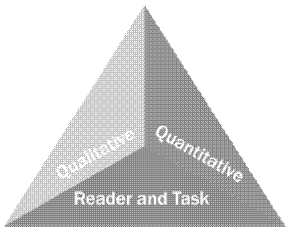
## Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

| Skill | 3 | 4 | 5 | 6 | 7 | 8 | 9–10 | 11–12 |
|---|---|---|---|---|---|---|---|---|
| **Ensure subject-verb and pronoun-antecedent agreement.** | | | | | | | | |
| **Choose words and phrases for effect.** | | | | | | | | |
| **Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.** | | | | | | | | |
| **Correctly use frequently confused words (e.g., *to/too/two*; *there/their*).** | | | | | | | | |
| **Choose words and phrases to convey ideas precisely.** | | | | | | | | |
| **Use punctuation for effect.** | | | | | | | | |
| **Recognize and correct inappropriate shifts in verb tense and aspect.** | | | | | | | | |
| **Use punctuation to separate items in a series.** | | | | | | | | |
| **Recognize and correct inappropriate shifts in pronoun number and person.** | | | | | | | | |
| **Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).** | | | | | | | | |
| **Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.** | | | | | | | | |
| **Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.** | | | | | | | | |
| **Vary sentence patterns for meaning, reader/listener interest, and style.** | | | | | | | | |
| **Maintain consistency in style and tone.** | | | | | | | | |
| **Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.** | | | | | | | | |
| **Choose language that expresses ideas precisely and concisely, eliminating wordiness and redundancy.** | | | | | | | | |
| **Recognize and correct inappropriate shifts in verb voice and mood.** | | | | | | | | |
| **Use parallel structure.** | | | | | | | | |

# Standard 10: Range, Quality, and Complexity of Student Reading K–5

## Measuring Text Complexity: Three Factors




**Qualitative evaluation of the text:** Levels of meaning, structure, language conventionality and clarity, and knowledge demands

**Quantitative evaluation of the text:** Readability measures and other scores of text complexity

**Matching reader to text and task:** Reader knowledge, motivation, and interests as well as the complexity generated by the tasks assigned and the questions posed

**Note:** More detailed information on text complexity and how it is measured is contained in Appendix A.

## Range of Text Types for K–5

Students in K–5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

| Literature | | | Informational Text |
|---|---|---|---|
| **Stories** | **Dramas** | **Poetry** | **Literary Nonfiction and Historical, Scientific, and Technical Texts** |
| Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth | Includes staged dialogue and brief familiar scenes | Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem | Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics |

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## Texts Illustrating the Complexity, Quality, and Range of Student Reading K–5

* Read-aloud
** Read-along

| | Literature: Stories, Drama, Poetry | Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts |
|---|---|---|
| K[1] | ▪ *Over in the Meadow* by John Langstaff (traditional) (c1800)*<br>▪ *A Boy, a Dog, and a Frog* by Mercer Mayer (1967)<br>▪ *Pancakes for Breakfast* by Tomie DePaola (1978)<br>▪ *A Story A Story* by Gail E. Haley (1970)*<br>▪ *Kitten's First Full Moon* by Kevin Henkes (2004)* | ▪ *My Five Senses* by Aliki (1962)*<br>▪ *Truck* by Donald Crews (1980)<br>▪ *I Read Signs* by Tana Hoban (1987)<br>▪ *What Do You Do With a Tail Like This?* by Steve Jenkins and Robin Page (2003)*<br>▪ *Amazing Whales!* by Sarah L. Thomson (2005)* |
| 1[1] | ▪ "Mix a Pancake" by Christina G. Rossetti (1893)**<br>▪ *Mr. Popper's Penguins* by Richard Atwater (1938)*<br>▪ *Little Bear* by Else Holmelund Minarik, illustrated by Maurice Sendak (1957)**<br>▪ *Frog and Toad Together* by Arnold Lobel (1971)**<br>▪ *Hi! Fly Guy* by Tedd Arnold (2006) | ▪ *A Tree Is a Plant* by Clyde Robert Bulla, illustrated by Stacey Schuett (1960)**<br>▪ *My Five Senses* by Aliki (1962)**<br>▪ *Follow the Water from Brook to Ocean* by Arthur Dorros (1991)**<br>▪ *From Seed to Pumpkin* by Wendy Pfeffer, illustrated by James Graham Hale (2004)*<br>▪ *How People Learned to Fly* by Fran Hodgkins and True Kelley (2007)* |
| 2–3 | ▪ "Who Has Seen the Wind?" by Christina G. Rossetti (1893)<br>▪ *Charlotte's Web* by E. B. White (1952)*<br>▪ *Sarah, Plain and Tall* by Patricia MacLachlan (1985)<br>▪ *Tops and Bottoms* by Janet Stevens (1995)<br>▪ *Poppleton in Winter* by Cynthia Rylant, illustrated by Mark Teague (2001) | ▪ *A Medieval Feast* by Aliki (1983)<br>▪ *From Seed to Plant* by Gail Gibbons (1991)<br>▪ *The Story of Ruby Bridges* by Robert Coles (1995)*<br>▪ *A Drop of Water: A Book of Science and Wonder* by Walter Wick (1997)<br>▪ *Moonshot: The Flight of Apollo 11* by Brian Floca (2009) |
| 4–5 | • *Alice's Adventures in Wonderland* by Lewis Carroll (1865)<br>• "Casey at the Bat" by Ernest Lawrence Thayer (1888)<br>• *The Black Stallion* by Walter Farley (1941)<br>• "Zlateh the Goat" by Isaac Bashevis Singer (1984)<br>▪ *Bud, Not Buddy* by Christopher Paul Curtis (1999)<br>▪ *The Birchbark House* by Louise Erdrich (1999)<br>▪ *Where the Mountain Meets the Moon* by Grace Lin (2009) | ▪ *Discovering Mars* by Melvin Berger (1992)<br>▪ *Hurricanes: Earth's Mightiest Storms* by Patricia Lauber (1996)<br>▪ *A History of US* by Joy Hakim (2005)<br>▪ *Horses* by Seymour Simon (2006)<br>▪ *Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea* by Sy Montgomery (2006) |

**Note**: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a wide range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of K–5 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth. On the next page is an example of progressions of texts building knowledge across grade levels.

[1]Children at the kindergarten and grade 1 levels should be expected to read texts independently that have been specifically written to correlate to their reading level and their word knowledge. Many of the titles listed above are meant to supplement carefully structured independent reading with books to read along with a teacher or that are read aloud to students to build knowledge and cultivate a joy in reading.

## Staying on Topic Within a Grade and Across Grades: How to Build Knowledge Systematically in English Language Arts K–5

Building knowledge systematically in English language arts is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture. At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students. Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics. Children in the upper elementary grades will generally be expected to read these texts independently and reflect on them in writing. However, children in the early grades (particularly K–2) should participate in rich, structured conversations with an adult in response to the written texts that are read aloud, *orally* comparing and contrasting as well as analyzing and synthesizing, in the manner called for by the *Standards*.

Preparation for reading complex informational texts should begin at the very earliest elementary school grades. What follows is one example that uses domain-specific nonfiction titles across grade levels to illustrate how curriculum designers and classroom teachers can infuse the English language arts block with rich, age-appropriate content knowledge and vocabulary in history/social studies, science, and the arts. Having students listen to informational read-alouds in the early grades helps lay the necessary foundation for students' reading and understanding of increasingly complex texts on their own in subsequent grades.

| Exemplar Texts on a Topic Across Grades | K | 1 | 2–3 | 4–5 |
|---|---|---|---|---|
| **The Human Body**<br><br>Students can begin learning about the human body starting in kindergarten and then review and extend their learning during each subsequent grade. | The five senses and associated body parts<br>▪ *My Five Senses* by Aliki (1989)<br>▪ *Hearing* by Maria Rius (1985)<br>▪ *Sight* by Maria Rius (1985)<br>▪ *Smell* by Maria Rius (1985)<br>▪ *Taste* by Maria Rius (1985)<br>▪ *Touch* by Maria Rius (1985)<br><br>Taking care of your body: Overview (hygiene, diet, exercise, rest)<br>▪ *My Amazing Body: A First Look at Health & Fitness* by Pat Thomas (2001)<br>▪ *Get Up and Go!* by Nancy Carlson (2008)<br>▪ *Go Wash Up* by Doering Tourville (2008)<br>▪ *Sleep* by Paul Showers (1997)<br>▪ *Fuel the Body* by Doering Tourville (2008) | Introduction to the systems of the human body and associated body parts<br>▪ *Under Your Skin: Your Amazing Body* by Mick Manning (2007)<br>▪ *Me and My Amazing Body* by Joan Sweeney (1999)<br>▪ *The Human Body* by Gallimard Jeunesse (2007)<br>▪ *The Busy Body Book* by Lizzy Rockwell (2008)<br>▪ *First Encyclopedia of the Human Body* by Fiona Chandler (2004)<br><br>Taking care of your body: Germs, diseases, and preventing illness<br>▪ *Germs Make Me Sick* by Marilyn Berger (1995)<br>▪ *Tiny Life on Your Body* by Christine Taylor-Butler (2005)<br>▪ *Germ Stories* by Arthur Kornberg (2007)<br>▪ *All About Scabs* by GenichiroYagu (1998) | Digestive and excretory systems<br>▪ *What Happens to a Hamburger* by Paul Showers (1985)<br>▪ *The Digestive System* by Christine Taylor-Butler (2008)<br>▪ *The Digestive System* by Rebecca L. Johnson (2006)<br>▪ *The Digestive System* by Kristin Petrie (2007)<br><br>Taking care of your body: healthy eating and nutrition<br>▪ *Good Enough to Eat* by Lizzy Rockwell (1999)<br>▪ *Showdown at the Food Pyramid* by Rex Barron (2004)<br><br>Muscular, skeletal, and nervous systems<br>▪ *The Mighty Muscular and Skeletal Systems* Crabtree Publishing (2009)<br>▪ *Muscles* by Seymour Simon (1998)<br>▪ *Bones* by Seymour Simon (1998)<br>▪ *The Astounding Nervous System* Crabtree Publishing (2009)<br>▪ *The Nervous System* by Joelle Riley (2004) | Circulatory system<br>▪ *The Heart* by Seymour Simon (2006)<br>▪ *The Heart and Circulation* by Carol Ballard (2005)<br>▪ *The Circulatory System* by Kristin Petrie (2007)<br>▪ *The Amazing Circulatory System* by John Burstein (2009)<br><br>Respiratory system<br>▪ *The Lungs* by Seymour Simon (2007)<br>▪ *The Respiratory System* by Susan Glass (2004)<br>▪ *The Respiratory System* by Kristin Petrie (2007)<br>▪ *The Remarkable Respiratory System* by John Burstein (2009)<br><br>Endocrine system<br>▪ *The Endocrine System* by Rebecca Olien (2006)<br>▪ *The Exciting Endocrine System* by John Burstein (2009) |

# Standards for English Language Arts

## 6–12

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## College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### *Key Ideas and Details*

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### *Craft and Structure*

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

### *Integration of Knowledge and Ideas*

7. Integrate and evaluate content presented graphically, visually, orally, and multimodally as well as in words within and across print and digital sources. *
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### *Range of Reading and Level of Text Complexity*

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see "Research to Build Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

**Note on range and content of student reading**

*To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.*

## Reading Standards for Literature 6–12 [RL]

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

| Grade 6 students: | Grade 7 students: | Grade 8 students: |
|---|---|---|
| *Key Ideas and Details* | | |
| **1.** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **1.** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| **2.** Determine a theme or central idea of a text and analyze its development over the course of the text; summarize the text. | **2.** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; summarize the text. | **2.** Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is conveyed through particular details; provide an accurate summary of the text distinct from personal opinions or judgments. |
| **3.** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. | **3.** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). | **3.** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. |
| *Craft and Structure* | | |
| **4.** Determine the meaning of words and phrases as they are used in a text, including figures of speech and the connotations (associations) of particular words and phrases; analyze the impact of a specific word choice on meaning and tone. | **4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. | **4.** Determine the meaning of words and phrases as they are used in a text, including analogies or allusions to other texts; analyze the impact of specific word choices on meaning and tone. |
| **5.** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. | **5.** Analyze how a drama's or poem's form or structure (e.g. sonnet, soliloquy) contributes to its meaning. | **5.** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. |
| **6.** Explain how an author establishes and develops the point of view of the narrator or speaker in a text. | **6.** Analyze how an author establishes and contrasts the points of view of different characters or narrators in a text. | **6.** Explain how differences in the point of view of characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor. |
| *Integration of Knowledge and Ideas* | | |
| **7.** Compare and contrast the experience of reading a story, poem, or dram to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. | **7.** Compare and contrast a story, poem, or drama to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, camera focus and angles). | **7.** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. |
| **8.** (Not applicable to literature) | **8.** (Not applicable to literature) | **8.** (Not applicable to literature) |

| Grade 6 students: | Grade 7 students: | Grade 8 students: |
|---|---|---|
| *Integration of Knowledge and Ideas* | | |
| **9.** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. | **9.** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. | **9.** Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. |
| *Range of Reading and Level of Text Complexity* | | |
| **10.** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | **10.** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as necessary at the high end of the range. | **10.** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently. |

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| Grades 9–10 students: | Grades 11–12 students: |
|---|---|
| *Key Ideas and Details* | |
| **1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| **2.** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | **2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| **3.** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. | **3.** Evaluate various explanations for characters' actions or for events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. |
| *Craft and Structure* | |
| **4.** Determine the meaning of words and phrases as they are used in the text and analyze the cumulative impact of several word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). | **4.** Determine the meaning of words and phrases as they are used in the text and analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) |
| **5.** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. | **5.** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice at what point to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. |
| **6.** Analyze a case in which grasping point of view requires distinguishing what is directly stated from what is implied (e.g., through the use of satire, sarcasm, irony, or understatement). | **6.** Analyze differences and similarities in points of view or cultural experience as reflected in various works from different countries, drawing on a wide reading of world literature. |
| *Integration of Knowledge and Ideas* | |
| **7.** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*). | **7.** Analyze multiple interpretations of a story or drama (e.g., recorded or live production of a play or novel), evaluating how each version interprets the source text. (Include at least one play by Shakespeare as well as one play by an American dramatist.) |
| **8.** (Not applicable to literature) | **8.** (Not applicable to literature) |
| **9.** Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, drawing on how two or more texts from the same period treat similar themes or topics. | **9.** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare draws on Ovid or the Bible or how a later author draws on a play by Shakespeare) in order to evaluate how the texts treat similar themes or topics. |
| *Range of Reading and Level of Text Complexity* | |
| **10.** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.<br>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band independently and proficiently. | **10.** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.<br>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band independently and proficiently. |

## Reading Standards for Informational Text 6–12

[RI]

| Grade 6 students: | Grade 7 students: | Grade 8 students: |
|---|---|---|
| *Key Ideas and Details* | | |
| **1.** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **1.** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| **2.** Determine a central idea of a text and analyze its development over the course of the text; summarize the text. | **2.** Determine two or more central ideas in a text and analyze their development over the course of the text and their relationship to one another; summarize the text. | **2.** Determine a central idea of a text and analyze its development over the course of the text, including how it is conveyed through particular details; provide an accurate summary of the text distinct from personal opinions or judgments. |
| **3.** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). | **3.** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). | **3.** Analyze how a text makes connections among and distinctions between key individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
| *Craft and Structure* | | |
| **4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. | **4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. | **4.** Determine the meaning of words and phrases as they are used in a text, including analogies or allusions to other texts; analyze the impact of specific word choices on meaning and tone. |
| **5.** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. | **5.** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. | **5.** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. |
| **6.** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. | **6.** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others. | **6.** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |
| *Integration of Knowledge and Ideas* | | |
| **7.** Integrate information presented in different formats (e.g., print or digital text, video, multimedia) to develop a coherent understanding of a topic or issue. | **7.** Compare and contrast the experience of reading a text to experiencing an audio, video, or multimedia version of it, analyzing the text's portrayal in each medium (e.g., how the delivery of a speech affects the impact of the words). | **7.** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. |
| **8.** Delineate and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. | **8.** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is sufficient to support the claims. | **8.** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient and identifying when irrelevant evidence is introduced. |
| **9.** Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). | **9.** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. | **9.** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. |

| Grade 6 students: | Grade 7 students: | Grade 8 students: |
|---|---|---|
| *Range of Reading and Level of Text Complexity* | | |
| **10.** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | **10.** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | **10.** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band independently and proficiently. |

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## Reading Standards for Informational Text 6–12 [RI]

| Grades 9–10 students: | Grades 11–12 students: |
|---|---|
| *Key Ideas and Details* | |
| **1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| **2.** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | **2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
| **3.** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. | **3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |
| *Craft and Structure* | |
| **4.** Determine the meaning of words and phrases as they are used in a text and analyze the cumulative impact of several word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). | **4.** Determine the meaning of words and phrases as they are used in a text and analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10). |
| **5.** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). | **5.** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
| **6.** Analyze documents of historical and literary significance, including seminal U.S. documents (e.g., the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights), for their premises and purposes. | **6.** Analyze how various authors express different points of view on similar events or issues, assessing the authors' assumptions, use of evidence, and reasoning, including analyzing seminal U.S. documents (e.g., *The Federalist*, landmark U.S. Supreme Court majority opinions and dissents). |
| *Integration of Knowledge and Ideas* | |
| **7.** Evaluate the accounts of a subject in different mediums (e.g., a person's life story told in print or digital text, film, or multimedia), analyzing each version for which details are emphasized and how the account unfolds. | **7.** Integrate and evaluate multiple sources of information presented in different formats (e.g., print or digital text, video, multimedia) in order to address a question or solve a problem, resolving conflicting information when possible. |
| **8.** Delineate and evaluate the argument and claims in a text, assessing the relevance and sufficiency of the evidence and the validity of the reasoning and identifying false statements and fallacious reasoning. | **8.** Delineate and evaluate the argument and claims in a text, assessing the relevance and sufficiency of the evidence and the validity of the reasoning, identifying and evaluating stated and unstated premises and assumptions. |
| **9.** Analyze a case in which authors disagree with or otherwise respond to one another's ideas or accounts of events, evaluating the strength of each author's evidence, reasoning, and interpretation. | **9.** Synthesize information, explanations, and arguments from a range of sources to provide a coherent account of events or ideas, resolving conflicting information when possible. |
| *Range of Reading and Level of Text Complexity* | |
| **10.** By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.<br>By the end of grade 10, read and comprehend literary nonfiction in the grades 9–10 text complexity band independently and proficiently. | **10.** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.<br>By the end of grade 12, read and comprehend literary nonfiction in the grades 11–CCR text complexity band independently and proficiently. |

## College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

*Text Types and Purposes*[1]

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

*Production and Distribution of Writing*

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.[2]
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

*Research to Build and Present Knowledge*

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

*Range of Writing*

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

[1]These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.
[2]See standards 1–3 in Language, pages 53–57, for specific editing expectations.

**Note on range and content of student writing**

*For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.*

## Writing Standards 6–12 [W]

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

| Grade 6 students: | Grade 7 students: | Grade 8 students: |
|---|---|---|
| *Text Types and Purposes* | | |
| **1.** Write arguments to support claims with clear reasons and relevant evidence.<br>a. Introduce claim(s) and organize the reasons and evidence clearly.<br>b. Support claim(s) with clear reasons and relevant evidence, demonstrating an understanding of the topic or text.<br>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.<br>d. Establish and maintain a formal style.<br>e. Provide a concluding statement or section that follows from the argument presented. | **1.** Write arguments to support claims with clear reasons and relevant evidence.<br>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.<br>b. Support claim(s) with logical reasoning and relevant evidence, demonstrating an understanding of the topic or text.<br>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.<br>d. Establish and maintain a formal style.<br>e. Provide a concluding statement or section that follows from and supports the argument presented. | **1.** Write arguments to support claims with clear reasons and relevant evidence.<br>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.<br>b. Support claim(s) with logical reasoning and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.<br>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.<br>d. Establish and maintain a formal style.<br>e. Provide a concluding statement or section that follows from and supports the argument presented. |
| **2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<br>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.<br>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.<br>c. Use appropriate transitions to clarify the relationships among ideas and concepts.<br>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.<br>e. Establish and maintain a formal style.<br>f. Provide a concluding statement or section that follows from the information or explanation presented. | **2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<br>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.<br>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.<br>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.<br>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.<br>e. Establish and maintain a formal style.<br>f. Provide a concluding statement or section that follows from and supports the information or explanation presented. | **2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<br>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.<br>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.<br>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.<br>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.<br>e. Establish and maintain a formal style.<br>f. Provide a concluding statement or section that follows from and supports the information or explanation presented. |

| Grade 6 students: | Grade 7 students: | Grade 8 students: |
|---|---|---|
| *Text Types and Purposes (continued)* | | |
| **3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.<br>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.<br>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.<br>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.<br>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.<br>e. Provide a conclusion that follows from the narrated experiences or events. | **3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.<br>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.<br>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.<br>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.<br>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.<br>e. Provide a conclusion that follows from and reflects on the narrated experiences or events. | **3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.<br>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.<br>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.<br>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.<br>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.<br>e. Provide a conclusion that follows from and reflects on the narrated experiences or events. |
| *Production and Distribution of Writing* | | |
| **4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | **4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | **4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| **5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | **5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. | **5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **6.** Use technology, including the Internet, to produce and publish a minimum of three pages of writing as well as to interact and collaborate with others. | **6.** Use technology, including the Internet, to produce and publish a minimum of four pages of writing as well as to interact and collaborate with others. | **6.** Use technology, including the Internet, to produce and publish a minimum of five pages of writing as well as to interact and collaborate with others. |

| Grade 6 students: | Grade 7 students: | Grade 8 students: |
|---|---|---|
| *Research to Build and Present Knowledge* | | |
| **7.** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | **7.** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. | **7.** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| **8.** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. | **8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | **8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>a. Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics."). <br>b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). | **9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>a. Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history]). <br>b. Apply *grade 7 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is sufficient to support the claims"). | **9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>a. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). <br>b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient and identifying when irrelevant evidence is introduced"). |
| *Range of Writing* | | |
| **10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | **10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | **10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

| Grades 9–10 students: | Grades 11–12 students: |
|---|---|
| *Text Types and Purposes* | |
| **1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.<br>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.<br>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.<br>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.<br>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.<br>e. Provide a concluding statement or section that follows from and supports the argument presented. | **1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.<br>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.<br>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.<br>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.<br>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.<br>e. Provide a concluding statement or section that follows from and supports the argument presented. |
| **2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.<br>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.<br>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.<br>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.<br>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.<br>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.<br>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | **2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.<br>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.<br>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.<br>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.<br>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.<br>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.<br>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |

| Grades 9–10 students: | Grades 11–12 students: |
|---|---|
| *Text Types and Purposes (continued)* | |
| **3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.<br>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.<br>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.<br>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.<br>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.<br>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | **3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.<br>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.<br>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.<br>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).<br>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.<br>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| *Production and Distribution of Writing* | |
| **4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | **4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| **5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | **5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| **6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. | **6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |
| *Research to Build and Present Knowledge* | |
| **7.** Conduct short as well as more sustained research projects to answer a question (including a self-generate question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | **7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| **8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | **8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |

| Grades 9–10 students: | Grades 11–12 students: |
|---|---|
| *Research to Build and Present Knowledge (continued)* | |
| **9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>a. Apply *grades 9–10 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, drawing on how two or more texts from the same period treat similar themes or topics").<br>b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and claims in a text, assessing the relevance and sufficiency of the evidence and the validity of the reasoning and identifying false statements and fallacious reasoning"). | **9.** Draw evidence form literary or informational texts to support analysis, reflection, and research.<br>a. Apply *grades 11–12 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare draws on Ovid or the Bible or how a later author draws on a play by Shakespeare) in order to evaluate how the texts treat similar themes or topics").<br>b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and claims in a text, assessing the relevance and sufficiency of the evidence and the validity of the reasoning, identifying and evaluating stated and unstated premises and assumptions"). |
| *Range of Writing* | |
| **10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | **10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

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## College and Career Readiness Anchor Standards for Speaking and Listening

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

*Comprehension and Collaboration*

1. Prepare for and participate effectively in a range of conversations and collaborations, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate content from multiple graphical, visual, oral, or multimodal sources.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

*Presentation of Knowledge and Ideas*

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Note on range and content of student speaking and listening**

*To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.*

*New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.*

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## Speaking and Listening Standards 6–12 [SL]

**The following standards for grades 6–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications.** Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

| Grade 6 students: | Grade 7 students: | Grade 8 students: |
|---|---|---|
| *Comprehension and Collaboration* | | |
| **1.** Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.<br>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.<br>b. With guidance and support from adults, work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed.<br>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.<br>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. | **1.** Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.<br>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.<br>b. Work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed.<br>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.<br>d. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding. | **1.** Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.<br>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.<br>b. Work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed.<br>c. Pose questions that connect the ideas of several speakers and elicit elaboration, and respond to others' questions and comments with relevant evidence, observations, and ideas.<br>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented. |
| **2.** Interpret information presented in graphical, oral, visual or multimodal formats and explain how it contributes to a topic, text, or issue under study. | **2.** Analyze the main ideas and supporting details presented in graphical, oral, visual, or multimodal formats and explain how the ideas clarify a topic, text, or issue under study. | **2.** Determine the purpose of information in graphical, oral, visual, or multimodal formats and evaluate the motives (e.g., social, commercial, political) behind its presentation. |
| **3.** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. | **3.** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance of the evidence. | **3.** Delineate a speaker's argument and specific claims, evaluating the validity of the reasoning and sufficiency of the evidence. |
| *Presentation of Knowledge and Ideas* | | |
| **4.** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | **4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. | **4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |
| **5.** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | **5.** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | **5.** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. |
| **6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.) | **6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.) | **6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.) |

| Grades 9–10 students: | Grades 11–12 students: |
|---|---|
| *Comprehension and Collaboration* | |
| **1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one and in groups) on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.<br>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.<br>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.<br>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.<br>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. | **1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one and in groups) on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.<br>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.<br>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.<br>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.<br>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| **2.** Synthesize information from multiple graphical, visual, or multimodal sources with other information presented orally, noting any discrepancies among the data. | **2.** Integrate information from multiple graphical, oral, visual, or multimodal sources in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and resolving conflicting information when possible. |
| **3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | **3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |
| *Presentation of Knowledge and Ideas* | |
| **4.** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | **4.** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks. |
| **5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | **5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| **6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.) | **6.** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.) |

## College and Career Readiness Anchor Standards for Language

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

*Conventions*

1. Demonstrate command of the conventions of standard English grammar and usage.
2. Demonstrate command of the conventions of capitalization, punctuation, and spelling.

*Effective Language Use*

3. Use language to enhance meaning, convey style, and achieve particular effects when writing and speaking.

*Vocabulary Acquisition and Use*

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific vocabulary sufficient for reading, writing, speaking, and listening at the college and career readiness level.

**Note on range and content of student language use**

*To be college and career ready in language, students must have firm control over the conventions of grammar, usage, and mechanics. At the same time, they must come to appreciate that language is as at least as much a matter of craft as of rules and be able to use words, syntax, and punctuation to achieve particular rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.*

## Language Standards 6–12 [L]

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 57 for a complete listing and Appendix A for an example of how these skills develop in sophistication.

| Grade 6 students: | Grade 7 students: | Grade 8 students: |
|---|---|---|
| *Conventions* | | |
| **1.** Observe conventions of grammar and usage when writing or speaking.<br>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).<br>b. Use intensive pronouns (e.g., *myself*, *ourselves*).<br>c. Recognize and correct inappropriate shifts in pronoun number and person.*<br>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*<br>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* | **1.** Observe conventions of grammar and usage when writing or speaking.<br>a. Explain the function of phrases and clauses in general and their function in specific sentences.<br>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.<br>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* | **1.** Observe conventions of grammar and usage when writing or speaking.<br>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.<br>b. Form and use verbs in the active and passive voice.<br>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.<br>d. Recognize and correct inappropriate shifts in verb voice and mood.* |
| **2.** Observe conventions of capitalization, punctuation, and spelling when writing.<br>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*<br>b. Spell correctly. | **2.** Observe conventions of capitalization, punctuation, and spelling when writing.<br>a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).<br>b. Spell correctly. | **2.** Observe conventions of capitalization, punctuation, and spelling when writing.<br>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.<br>b. Use an ellipsis to indicate an omission.<br>c. Spell correctly. |
| *Effective Language Use* | | |
| **3.** Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.<br>a. Vary sentence patterns for meaning, reader/listener interest, and style.*<br>b. Maintain consistency in style and tone.* | **3.** Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.<br>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* | **3.** Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.<br>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). |

| Grade 6 students: | Grade 7 students: | Grade 8 students: |
|---|---|---|
| *Vocabulary Acquisition and Use* | | |
| **4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.<br>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.<br>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).<br>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.<br>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | **4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.<br>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.<br>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).<br>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.<br>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | **4.** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.<br>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.<br>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).<br>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.<br>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| **5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Interpret figures of speech (e.g., personification) in context.<br>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.<br>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*). | **5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.<br>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.<br>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*). | **5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Interpret figures of speech (e.g. verbal irony, puns) in context.<br>b. Use the relationship between particular words to better understand each of the words.<br>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*). |
| **6.** Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary. | **6.** Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary. | **6.** Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary. |

| Grades 9–10 students: | Grades 11–12 students: |
|---|---|
| *Conventions* | |
| **1.** Observe conventions of grammar and usage when writing or speaking.<br>a. Use parallel structure.*<br>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to add variety and interest to writing or presentations. | **1.** Observe conventions of grammar and usage when writing or speaking.<br>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.<br>b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American English*) as needed. |
| **2.** Observe conventions of capitalization, punctuation, and spelling when writing.<br>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.<br>b. Use a colon to introduce a list or quotation.<br>c. Spell correctly. | **2.** Observe conventions of capitalization, punctuation, and spelling when writing.<br>a. Observe hyphenation conventions.<br>b. Spell correctly. |
| *Effective Language Use* | |
| **3.** Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.<br>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type. | **3.** Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.<br>a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. |
| *Vocabulary Acquisition and Use* | |
| **4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.<br>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.<br>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze*, *analysis*, *analytical*; *advocate*, *advocacy*).<br>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.<br>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | **4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.<br>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.<br>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).<br>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.<br>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| **5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text.<br>b. Analyze nuances in the meaning of words with similar denotations. | **5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.<br>b. Analyze nuances in the meaning of words with similar denotations. |
| **6.** Acquire and use accurately general academic and domain-specific vocabulary sufficient for reading, writing, speaking, and listening at the college and career readiness level. | **6.** Acquire and use accurately general academic and domain-specific vocabulary sufficient for reading, writing, speaking, and listening at the college and career readiness level. |

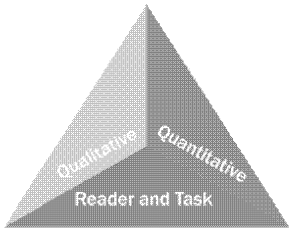
## Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

| Skill | 3 | 4 | 5 | 6 | 7 | 8 | 9–10 | 11–12 |
|---|---|---|---|---|---|---|---|---|
| **Ensure subject-verb and pronoun-antecedent agreement.** | | | | | | | | |
| **Choose words and phrases for effect.** | | | | | | | | |
| **Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.** | | | | | | | | |
| **Correctly use frequently confused words (e.g., *to/too/two*; *there/their*).** | | | | | | | | |
| **Choose words and phrases to convey ideas precisely.** | | | | | | | | |
| **Use punctuation for effect.** | | | | | | | | |
| **Recognize and correct inappropriate shifts in verb tense and aspect.** | | | | | | | | |
| **Use punctuation to separate items in a series.** | | | | | | | | |
| **Recognize and correct inappropriate shifts in pronoun number and person.** | | | | | | | | |
| **Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).** | | | | | | | | |
| **Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.** | | | | | | | | |
| **Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.** | | | | | | | | |
| **Vary sentence patterns for meaning, reader/listener interest, and style.** | | | | | | | | |
| **Maintain consistency in style and tone.** | | | | | | | | |
| **Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.** | | | | | | | | |
| **Choose language that expresses ideas precisely and concisely, eliminating wordiness and redundancy.** | | | | | | | | |
| **Recognize and correct inappropriate shifts in verb voice and mood.** | | | | | | | | |
| **Use parallel structure.** | | | | | | | | |

# Standard 10: Range, Quality, and Complexity of Student Reading 6–12

## Measuring Text Complexity: Three Factors




**Qualitative evaluation of the text:** Levels of meaning, structure, language conventionality and clarity, and knowledge demands

**Quantitative evaluation of the text:** Readability measures and other scores of text complexity

**Matching reader to text and task:** Reader knowledge, motivation, and interests as well as the complexity generated by the tasks assigned and the questions posed

**Note:** More detailed information on text complexity and how it is measured is contained in Appendix A.

## Range of Text Types for 6–12

Students in grades 6–12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

| Literature | | | Informational Text |
|---|---|---|---|
| **Stories** | **Drama** | **Poetry** | **Literary Nonfiction** |
| Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels | Includes one-act and multiact plays, both in written form and on film | Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics | Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, or economic accounts (including digital sources) written for a broad audience |

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## Texts Illustrating the Complexity, Quality, and Range of Student Reading 6–12

| | Literature: Stories, Dramas, Poetry | Informational Texts: Literary Nonfiction |
|---|---|---|
| **6–8** | ▪ *Little Women* by Louisa May Alcott (1869)<br>▪ *The Adventures of Tom Sawyer* by Mark Twain (1876)<br>▪ "The Road Not Taken" by Robert Frost (1915)<br>▪ *The Dark Is Rising* by Susan Cooper (1973)<br>▪ *Dragonwings* by Laurence Yep (1975)<br>▪ *Roll of Thunder, Hear My Cry* by Mildred Taylor (1976) | ▪ "Letter on Thomas Jefferson" by John Adams (1776)<br>▪ *Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass (1845)<br>▪ *Harriet Tubman: Conductor on the Underground Railroad* by Ann Petry (1955)<br>▪ *Travels with Charley: In Search of America* by John Steinbeck (1962)<br>▪ *The Great Fire* by Jim Murphy (1995)<br>▪ *This Land Was Made for You and Me: The Life and Songs of Woody Guthrie* by Elizabeth Partridge (2002) |
| **9–10** | ▪ *The Tragedy of Romeo and Juliet* by William Shakespeare (1592)<br>▪ "Ozymandias" by Percy Bysshe Shelley (1817)<br>▪ "The Raven" by Edgar Allen Poe (1845)<br>▪ "The Gift of the Magi" by O. Henry (1906)<br>▪ *The Grapes of Wrath* by John Steinbeck (1939)<br>▪ *Fahrenheit 451* by Ray Bradbury (1953)<br>▪ *The Killer Angels* by Michael Shaara (1975) | ▪ "Speech to the Second Virginia Convention" by Patrick Henry (1775)<br>▪ The Declaration of Independence by Thomas Jefferson (1776)<br>▪ "Second Inaugural Address" by Abraham Lincoln (1865)<br>▪ "State of the Union Address" by Franklin Delano Roosevelt (1941)<br>▪ *Cod: A Biography of the Fish That Changed the World* by Mark Kurlansky (1997)<br>▪ *The Race to Save Lord God Bird* by Phillip Hoose (2004) |
| **11–CCR** | ▪ "Ode on a Grecian Urn" by John Keats (1820)<br>▪ *Jane Eyre* by Charlotte Brontë (1848)<br>▪ "Because I Could Not Stop for Death" by Emily Dickinson (1890)<br>▪ *The Great Gatsby* by F. Scott Fitzgerald (1925)<br>▪ *Their Eyes Were Watching God* by Zora Neale Hurston (1937)<br>▪ *A Raisin in the Sun* by Lorraine Hansberry (1959)<br>▪ *The Namesake* by Jhumpa Lahiri (2003) | ▪ *The Crisis* by Thomas Paine (1776)<br>▪ *Walden* by Henry David Thoreau (1854)<br>▪ "Society and Solitude" by Ralph Waldo Emerson (1857)<br>▪ "Gettysburg Address" by Abraham Lincoln (1863)<br>▪ "Letter from Birmingham Jail" by Martin Luther King, Jr. (1964)<br>▪ *Google Hacks: Tips & Tools for Smarter Searching* by Tara Calishain and Rael Dornfest (2004)<br>▪ *America's Constitution: A Biography* by Akhil Reed Amar (2005) |

**Note**: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of grades 6–12 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth.

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# Standards for Literacy in History/Social Studies, Science, and Technical Subjects

## 6–12

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## College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

*Key Ideas and Details*

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

*Craft and Structure*

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

*Integration of Knowledge and Ideas*

7. Integrate and evaluate content presented graphically, visually, orally, and multimodally as well as in words within and across print and digital sources.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

*Range Reading and Level of Text Complexity*

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see "Research to Build and Present Knowledge" in Writing for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

### Note on range and content of student reading

Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College- and career-ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with *independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.*

## Reading Standards for Literacy in History/Social Studies 6–12 [RH]

**The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards.**

| Grades 6–8 students: | Grades 9–10 students: | Grades 11–12 students: |
|---|---|---|
| *Key Ideas and Details* | | |
| **1.** Cite specific textual evidence to support analysis of primary and secondary sources.<br>**2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.<br>**3.** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). | **1.** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.<br>**2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.<br>**3.** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. | **1.** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.<br>**2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.<br>**3.** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. |
| *Craft and Structure* | | |
| **4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.<br>**5.** Describe how a text presents information (e.g., sequentially, comparatively, causally).<br>**6.** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). | **4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.<br>**5.** Analyze how a text uses structure to emphasize key points or advance a point of view.<br>**6.** Compare the point of view of two or more authors by comparing how they treat the same or similar history/social science topics, including which details they include and emphasize in their respective accounts. | **4.** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).<br>**5.** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.<br>**6.** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. |
| *Integration of Knowledge and Ideas* | | |
| **7.** Integrate visual information (e.g., pictures, videos, maps) with other information within or across print or digital texts.<br>**8.** Distinguish among fact, opinion, and reasoned judgment in a text.<br>**9.** Analyze the relationship between a primary and secondary source on the same topic. | **7.** Integrate quantitative or technical information (e.g., charts, research data) with other information within or across print or digital texts.<br>**8.** Assess the extent to which the evidence in a text supports the author's claims.<br>**9.** Compare and contrast treatments of the same topic in several primary and secondary sources. | **7.** Integrate and evaluate multiple sources of information presented in different formats (e.g., print or digital text, video, multimedia) in order to address a question, resolving conflicting information when possible.<br>**8.** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other sources of information.<br>**9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. |
| *Range of Reading and Level of Text Complexity* | | |
| **10.** By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. | **10.** By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. | **10.** By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently. |

| Grades 6–8 students: | Grades 9–10 students: | Grades 11–12 students: |
|---|---|---|
| *Key Ideas and Details* | | |
| **1.** Cite specific textual evidence to support analysis of science and technical texts.<br>**2.** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.<br>**3.** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. | **1.** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.<br>**2.** Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.<br>**3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text. | **1.** Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.<br>**2.** Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.<br>**3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. |
| *Craft and Structure* | | |
| **4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*.<br>**5.** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.<br>**6.** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. | **4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9–10 texts and topics*.<br>**5.** Analyze the structure of the relationships among concepts in a text, including relationships among key terms pertaining to important ideas and processes (e.g., *force*, *friction*, *reaction force*, *energy*).<br>**6.** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. | **4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*.<br>**5.** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.<br>**6.** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved or uncertain. |
| *Integration of Knowledge and Ideas* | | |
| **7.** Integrate quantitative or technical information provided by the words in a text with a version of that information expressed graphically (e.g., in a flowchart, diagram, model, graph, or table).<br>**8.** Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.<br>**9.** Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. | **7.** Demonstrate understanding of quantitative or technical information by translating information provided by the words in a text into graphical form (e.g., a table or chart) or translating information expressed graphically or mathematically (e.g., in an equation) into words.<br>**8.** Assess the extent to which the evidence in a text supports a claim or a recommendation for solving a scientific or technical problem.<br>**9.** Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. | **7.** Integrate and evaluate multiple sources of information presented in different formats (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem, resolving conflicting information when possible.<br>**8.** Evaluate the hypotheses, data, and conclusions in a science or technical text, verifying data and corroborating or challenging conclusions when possible by using other sources of information.<br>**9.** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |
| *Range and Level of Text Complexity* | | |
| **10.** By the end of grade 8, read and comprehend | **10.** By the end of grade 10, read and comprehend | **10.** By the end of grade 12, read and comprehend |

| | | |
|---|---|---|
| science/technical texts in the grades 6–8 text complexity band independently and proficiently. | science/technical texts in the grades 9–10 text complexity band independently and proficiently. | science/technical texts in the grades 11–12 text complexity band independently and proficiently. |

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## College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### *Text Types and Purposes*[1]

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

### *Production and Distribution of Writing*

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.[2]
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### *Research to Build and Present Knowledge*

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### *Range of Writing*

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Note on range and content of student writing**

*For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.*

[1]These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

## Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]

**The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards.**

| Grades 6–8 students: | Grades 9–10 students: | Grades 11–12 students: |
|---|---|---|
| *Text Types and Purposes* | | |
| **2.** Write arguments focused on *discipline-specific content*.<br>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.<br>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.<br>f. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.<br>g. Establish and maintain a formal style.<br>c. Provide a concluding statement or section that follows from and supports the argument presented. | **1.** Write arguments focused on *discipline-specific content*.<br>f. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.<br>g. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.<br>h. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.<br>i. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.<br>j. Provide a concluding statement or section that follows from or supports the argument presented. | **1.** Write arguments focused on *discipline-specific content*.<br>f. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.<br>g. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.<br>h. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.<br>i. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.<br>j. Provide a concluding statement or section that follows from or supports the argument presented. |

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| Grades 6–8 students: | Grades 9–10 students: | Grades 11–12 students: |
|---|---|---|
| *Text Types and Purposes (continued)* | | |
| **4.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.<br>g. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.<br>h. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.<br>i. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.<br>j. Use precise language and domain-specific vocabulary to inform about or explain the topic.<br>k. Establish and maintain a formal style and objective tone.<br>l. Provide a concluding statement or section that follows from and supports the information or explanation presented. | **3.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.<br>g. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.<br>h. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.<br>i. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.<br>j. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.<br>k. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.<br>l. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | **3.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.<br>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.<br>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.<br>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.<br>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.<br>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). |
| **3.** Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations that others can replicate them and (possibly) reach the same results. | **3.** Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations that others can replicate them and (possibly) reach the same results. | **3.** Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations that others can replicate them and (possibly) reach the same results. |

| Grades 6–8 students: | Grades 9–10 students: | Grades 11–12 students: |
|---|---|---|
| *Production and Distribution of Writing* | | |
| **4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | **4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | **4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. | **5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | **5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| **6.** Use technology, including the Internet, to produce and publish a minimum of five pages of writing as well as to interact and collaborate with others. | **6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. | **6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |
| *Research to Build and Present Knowledge* | | |
| **7.** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | **7.** Conduct short as well as more sustained research projects to answer a question (including a self-generate question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | **7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| **8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | **8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | **8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| **10.** Draw evidence from informational texts to support analysis reflection, and research. | **9.** Draw evidence from informational texts to support analysis, reflection, and research. | **9.** Draw evidence from informational texts to support analysis, reflection, and research. |
| *Range of Writing* | | |
| **10.** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | **10.** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | **10.** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

# COMMON CORE STATE STANDARDS

## FOR Mathematics

DRAFT

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# Introduction

## Toward greater focus and coherence

> *The composite standards [of Hong Kong, Korea and Singapore] have a number of features that can inform an international benchmarking process for the development of K–6 mathematics standards in the US. First, the composite standards concentrate the early learning of mathematics on the number, measurement, and geometry strands with less emphasis on data analysis and little exposure to algebra. The Hong Kong standards for grades 1–3 devote approximately half the targeted time to numbers and almost all the time remaining to geometry and measurement.*
>
> Ginsburg, Leinwand and Decker, 2009

> *Mathematics experiences in early childhood settings should concentrate on (1) number (which includes whole number, operations, and relations) and (2) geometry, spatial relations, and measurement, with more mathematics learning time devoted to number than to other topics. The mathematical process goals should be integrated in these content areas. Children should understand the concepts and learn the skills exemplified in the teaching-learning paths described in this report.*
>
> National Research Council, 2009

> *In general, the US textbooks do a much worse job than the Singapore textbooks in clarifying the mathematical concepts that students must learn. Because the mathematics concepts in these textbooks are often weak, the presentation becomes more mechanical than is ideal. We looked at both traditional and non-traditional textbooks used in the US and found this conceptual weakness in both.*
>
> Ginsburg et al., 2005

Notable in the research base for these standards are conclusions from TIMSS and other studies of high-performing countries that the traditional US mathematics curriculum must become substantially more coherent and more focused in order to improve student achievement in mathematics. To deliver on the promise of common standards, the standards must address the problem of a curriculum that is 'a mile wide and an inch deep.' The draft Common Core State Standards for Mathematics are a substantial answer to this challenge.

It is important to recognize that "fewer standards" are no substitute for *focused* standards. Achieving "fewer standards" would be easy to do by simply resorting to broad, general statements. Instead, the draft Common Core State Standards for Mathematics aim for clarity and specificity.

Assessing the coherence of a set of standards is more difficult than assessing their focus. William Schmidt and Richard Houang (2002) have said that content standards and curricula are coherent if they are:

> *articulated over time as a sequence of topics and performances that are logical and reflect, where appropriate, the sequential or hierarchical nature of the disciplinary content from which the subject matter derives. That is, what and how students are taught should reflect* not only the topics *that fall within a certain academic discipline,* but also the key ideas *that determine how knowledge is organized and generated within that discipline. This implies that "to be coherent," a set of content standards must evolve from particulars (e.g., the meaning and operations of whole numbers, including simple math facts and routine computational procedures associated with whole numbers and fractions) to deeper structures inherent in the discipline. This deeper structure then serves as a means for connecting the particulars (such as an understanding of the rational number system and its properties).* (emphasis added)

The draft Common Core State Standards for Mathematics endeavor to follow such a design, not only by stressing conceptual understanding of the key ideas, but also by continually returning to organizing principles such as place value or the laws of arithmetic to structure those ideas.

The standards in this draft document define what students should understand and be able to do. Asking a student to understand something means asking a teacher to assess whether the student has understood it. But what does mathematical understanding look like? One hallmark of mathematical understanding is the ability to justify, in a way appropriate to the student's mathematical maturity, *why* a particular mathematical statement is true or where a mathematical rule comes from. There is a world of difference between the student who can summon a mnemonic device such as "FOIL" to expand a product such as $(a + b)(x + y)$ and a student who can explain where that mnemonic comes from. Teachers often observe this difference firsthand, even if large-scale assessments in the year 2010 often do not. The student who can explain the rule understands the mathematics, and may have a better chance to succeed at a less familiar task such as expanding $(a + b + c)(x + y)$. Mathematical understanding and procedural skill are equally important, and both are assessable using mathematical tasks of sufficient richness.

The draft Common Core State Standards for Mathematics begin on the next page with eight Standards for Mathematical Practice. These are not a list of individual math topics, but rather a list of ways in which developing student-practitioners of mathematics increasingly ought to engage with those topics as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years.

*Grateful acknowledgment is here made to Dr. Cathy Kessel for editing the draft standards.*

# Mathematics | Standards for Mathematical Practice

Proficient students of all ages expect mathematics to make sense. They take an active stance in solving mathematical problems. When faced with a non-routine problem, they have the courage to plunge in and try something, and they have the procedural and conceptual tools to continue. They are experimenters and inventors, and can adapt known strategies to new problems. They think strategically.

The practices described below are encouraged in apprentices by expert mathematical thinkers. Students who engage in these practices, individually and with their classmates, discover ideas and gain insights that spur them to pursue mathematics beyond the classroom walls. They learn that effort counts in mathematical achievement. Encouraging these practices in students of all ages should be as much a goal of the mathematics curriculum as the learning of specific content.

## 1 Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

## 2 Reason abstractly and quantitatively.

Mathematically proficient students make sense of the quantities and their relationships in problem situations. Students bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

## 3 Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

## 4 Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a

student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, 2-by-2 tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

## 5 Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, ruler, protractor, calculator, spreadsheet, computer algebra system, statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students interpret graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

## 6 Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

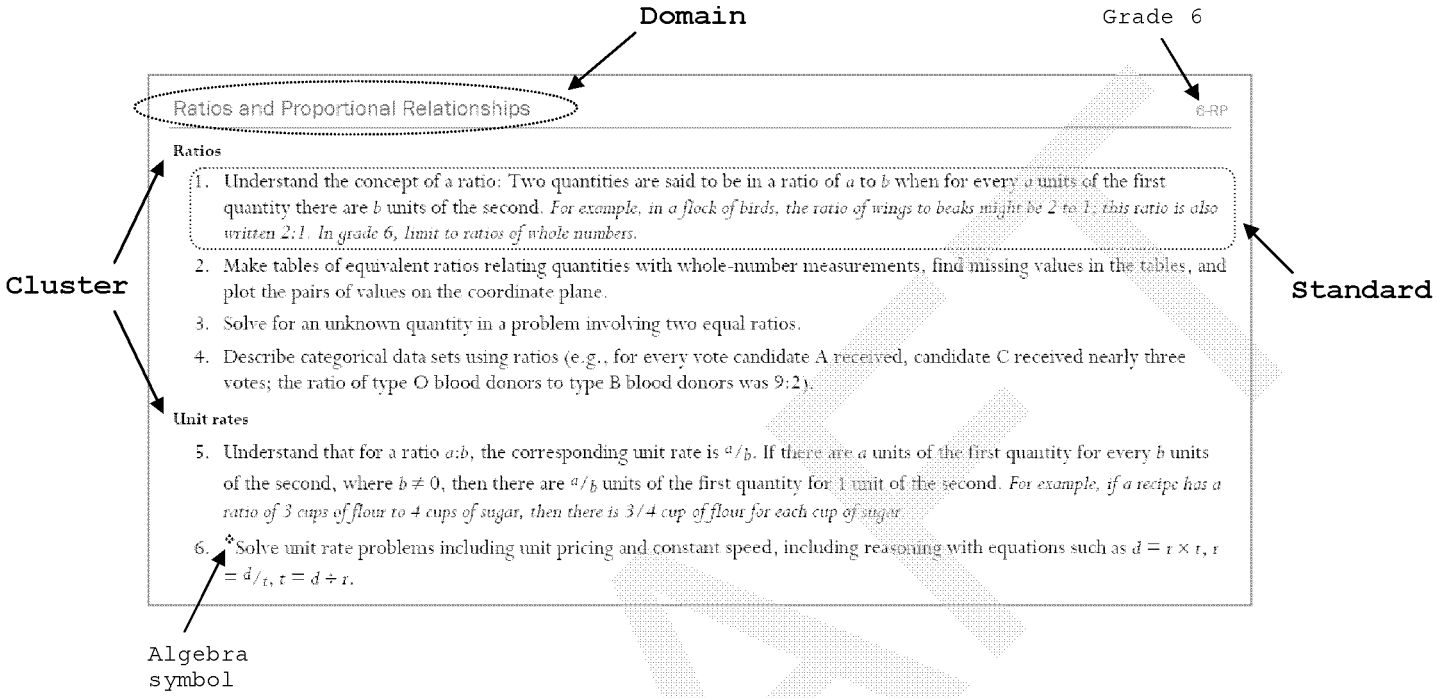
## 7 Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see $7 \times 8$ equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as $2 \times 7$ and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers $x$ and $y$.

## 8 Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

# How to read the grade level standards




**Standards** define what students should understand and be able to do. **Clusters** are groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject. **Domains** are larger groups of related standards. For each grade level in Grades K–8, the standards are organized into four or five domains. Standards from different domains may sometimes be closely related.

**Algebra Symbol:** Key standards for the development of algebraic thinking in Grades K–5 are indicated by ❖.

**Dotted Underlines:** Dotted underlines, for example, decade words, indicate terms that are explained in the Glossary. In each grade, underlining is used for the first occurrence of a defined term, but not in subsequent occurrences.

**Note on Grade Placement of Topics**. What students can learn at any particular grade level depends upon what they have learned before. Ideally then, each standard in this document might have been phrased in the form, "Students who already know A should next come to learn B." But in the year 2010 this approach is unrealistic—not least because existing education research cannot specify all such learning pathways. Of necessity therefore, grade placements for specific topics have been made on the basis of state and international comparisons and the collective experience and collective professional judgment of educators, researchers and mathematicians. One promise of common state standards is that over time they will allow research on learning progressions to inform and improve the design of standards to a much greater extent than is possible today. Learning opportunities will continue to vary across schools and school systems, and educators should make every effort to meet the needs of individual students based on their current understanding.

**Note on Ordering of Topics within a Grade**. These standards do not dictate curriculum. In particular, just because topic A appears before topic B in the standards for a given grade, it does not necessarily mean that topic A must be taught before topic B. A teacher might prefer to teach topic B before topic A, or might choose to highlight connections by teaching topic A and topic B at the same time. Or, a teacher might prefer to teach a topic of his or her own choosing that leads, as a byproduct, to students reaching the standards for topics A and B.

# Overview of the Mathematics Standards
## Grades K–5

This table shows the domains and clusters in each grade K–5

| | *K* | *1* | *2* | *3* | *4* | *5* |
|---|---|---|---|---|---|---|
| Number—Counting and Cardinality | • Number names<br>• Counting to tell the number of objects<br>• Comparing and ordering numbers | | | | | |
| Number—Operations and the Problems They Solve | • Composing and decomposing numbers; addition and subtraction | • Addition and subtraction<br>• Describing situations and solving problems with addition and subtraction | • Addition and subtraction<br>• Describing situations and solving problems with addition and subtraction | • Multiplication and division<br>• Describing situations and solving problems with multiplication and division | • Multiplication and Division<br>• Problem solving with the four operations | |
| Number—Base Ten | • Two-digit numbers<br>• Composing and decomposing ten | • Numbers up to 100<br>• Adding and subtracting in base ten | • Numbers up to 1000<br>• Adding and subtracting in base ten | • Numbers up to 10,000<br>• Adding and subtracting in base ten<br>• Multiplying and dividing in base ten | • Numbers up to 100,000<br>• Multiplying and dividing in base ten | • Whole numbers in base ten<br>• Decimal concepts<br>• Operations on decimals |
| Number—Fractions | | | | • Fractions as representations of numbers<br>• Fractional quantities | • Operations on fractions<br>• Decimal concepts | • Fraction equivalence<br>• Operations on fractions |
| Measurement and Data | • Direct measurement<br>• Representing and interpreting data | • Length measurement<br>• Time measurement<br>• Representing and interpreting data | • Length measurement<br>• Time and money<br>• Representing and interpreting data | • The number line and units of measure<br>• Perimeter and area<br>• Representing and interpreting data | • The number line and units of measure<br>• Perimeter and area<br>• Angle measurement<br>• Representing and interpreting data | • Units of measure<br>• Volume<br>• Representing and interpreting data |
| Geometry | • Shapes, their attributes, and spatial reasoning | • Shapes, their attributes, and spatial reasoning | • Shapes, their attributes, and spatial reasoning | • Properties of 2-dimensional shapes<br>• Structuring rectangular shapes | • Lines and angles<br>• Line symmetry | • Coordinates<br>• Plane figures |

# Overview of the Mathematics Standards
## Grades 6–8

This table shows the domains and clusters in each grade 6–8.

| | Grade | | |
|---|---|---|---|
| | *6* | *7* | *8* |
| Ratios and Proportional Relationships | • Ratios<br>• Unit rates | • Analyzing proportional relationships<br>• Percent | |
| The Number System | • Operations<br>• The system of rational numbers | • The system of rational numbers<br>• The system of real numbers | • The system of real numbers |
| Expressions and Equations | • Expressions<br>• Quantitative relationships and the algebraic approach to problems | • Expressions<br>• Quantitative relationships and the algebraic approach to solving problems | • Slopes of lines in the coordinate plane<br>• Linear equations and systems |
| Functions | | | • Function concepts<br>• Functional relationships between quantities |
| Geometry | • Properties of area, surface area, and volume | • Congruence and similarity<br>• Angles | • Congruence and similarity<br>• The Pythagorean Theorem<br>• Plane and solid geometry |
| Statistics and Probability | • Variability and measures of center<br>• Summarizing and describing distributions | • Situations involving randomness<br>• Random sampling to draw inferences about a population<br>• Comparative inferences about two populations | • Patterns of association in bivariate data |

In Kindergarten, instructional time should focus on two critical areas: (1) representing, comparing and ordering whole numbers and joining and separating sets; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

(1) Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; creating a set with a given number of objects; comparing and ordering sets or numerals; and modeling simple joining and separating situations with objects. They choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

(2) Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic shapes, such as squares, triangles, circles, rectangles, (regular) hexagons, and (isosceles) trapezoids, presented in a variety of ways (e.g., with different sizes or orientations), as well as three-dimensional shapes such as spheres, cubes, and cylinders. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

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## Number—Counting and Cardinality K-NCC

**Number names**

1. Say the number name sequence to 100.
2. Know the decade words to ninety and recite them in order ("ten, twenty, thirty, …").
3. Say the number name sequence forward or backward beginning from a given number within the known sequence (instead of always beginning at 1).
4. Write numbers from 1 to 20 in base-ten notation.

**Counting to tell the number of objects**

5. Count to answer "how many?" questions about as many as 20 things. *Objects may be arranged in a line, a rectangular array, a circle, or a scattered configuration.*
6. Understand that when counting objects,
   a. The number names are said in the standard order.
   b. Each object is paired with one and only one number name.
   c. The last number name said tells the number of objects counted.
7. Understand that when counting forward, each successive number name refers to a quantity that is 1 larger.

**Comparing and ordering numbers**

8. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. *Include groups with up to ten objects.*
9. Compare and put in order numbers between 1 and 10 presented in written symbols: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

## Number—Operations and the Problems They Solve K-NOP

**Composing and decomposing numbers; addition and subtraction**

1. Understand addition as putting together—e.g., finding the number of objects in a group formed by putting two groups together. Understand subtraction as taking apart—e.g., finding the number of objects left when a one group is taken from another.
2. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. *Note that drawings need not show details, but should show the mathematics in the problem. (This note also applies wherever drawings are mentioned in subsequent standards.)*
3. ❖Decompose numbers less than or equal to 10 into pairs in various ways, e.g., using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3). Compose numbers whose sum is less than or equal to 10, e.g., using objects or drawings, and record each composition by a drawing or equation (e.g., 3 + 1 = 4).❖
4. Compose and decompose numbers less than or equal to 10 in two different ways, and record compositions and decompositions by drawings or equations. *For example, 7 might be composed or decomposed in two different ways by a drawing showing how a group of 2 and a group of 5 together make the same number as do a group of 3 and a group of 4.*
5. ❖Understand that addition and subtraction are related. *For example, when a group of 9 is decomposed into a group of 6 and a group of 3, this means not only 9 = 6 + 3 but also 9 – 3 = 6 and 9 – 6 = 3.*
6. ❖Solve addition and subtraction word problems, and calculate additions and subtractions within 10, e.g., using objects or drawings to represent the problem.
7. Fluently add and subtract, for sums and minuends of 5 or less.

## Number—Base Ten K-NBT

**Two-digit numbers**

1. Understand that 10 can be thought of as a bundle of ones—a unit called a "ten."
2. Understand that a teen number is composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
3. Compose and decompose teen numbers into a ten and some ones, e.g., by using objects or drawings, and record the compositions and decompositions in base-ten notation. *For example, 10 + 8 = 18 and 14 = 10 + 4.*
4. Put in order numbers presented in base-ten notation from 1 to 20 (inclusive), and be able to explain the reasoning.
5. Understand that a decade word refers to one, two, three, four, five, six, seven, eight, or nine tens.
6. Understand that the two digits of a two-digit number represent amounts of tens and ones. *In 29, for example, the 2 represents two tens and the 9 represents nine ones.*

**Composing and decomposing ten**

7. Decompose 10 into pairs of numbers, e.g., by using objects or drawings, and record each decomposition with a drawing or equation.
8. Compose numbers to make 10, e.g., by using objects or drawings, and record each composition with a drawing or equation.
9. ❖For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

## Measurement and Data K-MD

**Direct measurement**

1. Understand that objects have measurable attributes, such as length or weight. A single object might have several measurable attributes of interest.
2. Directly compare two objects with a measurable attribute in common, to see which object has "more of" the attribute. *For example, directly compare the heights of two books and identify which book is taller.*

**Representing and interpreting data**

3. Classify objects or people into given categories; count the numbers in each category and sort the categories by count. *Limit category counts to be less than or equal to 10.*

## Geometry K-G

**Shapes, their attributes, and spatial reasoning**

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.
2. Understand that names of shapes apply regardless of the orientation or overall size of the shape. *For example, a square in any orientation is still a square. Students may initially need to physically rotate a shape until it is "level" before they can correctly name it.*
3. Understand that shapes can be two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
4. Understand that shapes can be seen as having parts, such as sides and vertices ("corners"), and that shapes can be put together to compose other shapes.
5. Analyze and compare a variety of two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, component parts (e.g., number of sides and vertices) and other attributes (e.g., having sides of equal length).
6. Combine two- or three-dimensional shapes to solve problems such as deciding which puzzle piece will fit into a place in a puzzle.

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In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for additions and subtractions within 20; (2) developing understanding of whole number relationships, including grouping in tens and ones, (3) developing understanding of linear measurement and measuring lengths, and (4) composing and decomposing geometric shapes.

(1) Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model "put together/take apart," "add to," "take from," and "compare" situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (i.e., adding two is the same as counting on two). They use properties of addition (commutativity and associativity) to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., "making tens") to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the inverse relationship between addition and subtraction.

(2) Students compare and order whole numbers (at least to 100), to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). They understand the sequential order of the counting numbers and their relative magnitudes through activities such as representing numbers on paths of numbered things.

(3) Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as partitioning (the mental activity of decomposing the length of an object into equal-sized units) and transitivity (e.g., in terms of length, if object A is longer than object B and object B is longer than object C, then object A is longer than object C). They understand linear measure as an iteration of units, and use rulers and other measurement tools with that understanding.

(4) Students compose and decompose plane and solid figures (e.g., put two congruent isosceles triangles together to make a rhombus), building understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine solid and plane figures, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

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## Number—Operations and the Problems They Solve

1-NOP

**Addition and subtraction**

1. ❖Understand the properties of addition.
   a. Addition is commutative. *For example, if 3 cups are added to a stack of 8 cups, then the total number of cups is the same as when 8 cups are added to a stack of 3 cups; that is, 8 + 3 = 3 + 8.*
   b. Addition is associative. *For example, 4 + 3 + 2 can be found by first adding 4 + 3 = 7 then adding 7 + 2 = 9, or by first adding 3 + 2 = 5 then adding 4 + 5 = 9.*
   c. 0 is the additive identity.
2. ❖Explain and justify properties of addition and subtraction, e.g., by using representations such as objects, drawings, and story contexts. Explain what happens when:
   a. The order of addends in a sum is changed in a sum with two addends.
   b. 0 is added to a number.
   c. A number is subtracted from itself.
   d. One addend in a sum is increased by 1 and the other addend is decreased by 1. *Limit to two addends.*
3. ❖Understand that addition and subtraction have an inverse relationship. *For example, if 8 + 2 = 10 is known, then 10 – 2 = 8 and 10 – 8 = 2 are also known.*
4. ❖Understand that when all but one of three numbers in an addition or subtraction equation are known, the unknown number can be found. *Limit to cases where the unknown number is a whole number.*
5. Understand that addition can be recorded by an expression (e.g., 6 + 3), or by an equation that shows the sum (e.g., 6 + 3 = 9). Likewise, subtraction can be recorded by an expression (e.g., 9 – 5), or by an equation that shows the difference (e.g., 9 – 5 = 4).

**Describing situations and solving problems with addition and subtraction**

6. Understand that addition and subtraction apply to situations of adding-to, taking-from, putting together, taking apart, and comparing. *See Glossary, Table 1.*
7. ❖Solve word problems involving addition and subtraction within 20, e.g., by using objects, drawings and equations to represent the problem. *Students should work with all of the addition and subtraction situations shown in the Glossary, Table 1, solving problems with unknowns in all positions, and representing these situations with equations that use a symbol for the unknown (e.g., a question mark or a small square). Grade 1 students need not master the more difficult problem types.*
8. Solve word problems involving addition of three whole numbers whose sum is less than or equal to 20.

## Number—Base Ten

1-NBT

**Numbers up to 100**

1. Read and write numbers to 100.
2. Starting at any number, count to 100 or beyond.
3. Understand that when comparing two-digit numbers, if one number has more tens, it is greater; if the amount of tens is the same in each number, then the number with more ones is greater.
4. Compare and order two-digit numbers based on meanings of the tens and ones digits, using > and < symbols to record the results of comparisons.

**Adding and subtracting in base ten**

5. Calculate mentally, additions and subtractions within 20.
   a. Use strategies that include counting on; making ten (for example, 7 + 6 = 7 + 3 + 3 = 10 + 3 = 13); and decomposing a number (for example, 17 – 9 = 17 – 7 – 2 = 10 – 2 = 8).
6. Demonstrate fluency in addition and subtraction within 10.
7. Understand that in adding or subtracting two-digit numbers, one adds or subtracts like units (tens and tens, ones and ones) and sometimes it is necessary to compose or decompose a higher value unit.
8. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count.
9. Add one-digit numbers to two-digit numbers, and add multiples of 10 to one-digit and two-digit numbers.
10. Explain addition of two-digit numbers using concrete models or drawings to show composition of a ten or a hundred.
11. ❖Add two-digit numbers to two-digit numbers using strategies based on place value, properties of operations, and/or the inverse relationship between addition and subtraction; explain the reasoning used.

## Measurement and Data 1-MD

**Length measurement**

1. Order three objects by length; compare the length of two objects indirectly by using a third object.
2. Understand that the length of an object can be expressed numerically by using another object as a length unit (such as a paper-clip, yardstick, or inch length on a ruler). The object to be measured is partitioned into as many equal parts as possible with the same length as the length unit. The length measurement of the object is the number of length units that span it with no gaps or overlaps. *For example, "I can put four paperclips end to end along the pencil, so the pencil is four paperclips long."*
3. Measure the length of an object by using another object as a length unit.

**Time measurement**

4. Tell time from analog clocks in hours and half- or quarter-hours.

**Representing and interpreting data**

5. Organize, represent, and interpret data with several categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

## Geometry 1-G

**Shapes, their attributes, and spatial reasoning**

1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) for a wide variety of shapes.
2. Understand that shapes can be joined together (composed) to form a larger shape or taken apart (decomposed) into a collection of smaller shapes. Composing multiple copies of some shapes creates tilings. *In this grade, "circles," "rectangles," and other shapes include their interiors as well as their boundaries.*
3. Compose two-dimensional shapes to create a unit, using cutouts of rectangles, squares, triangles, half-circles, and quarter-circles. Form new shapes by repeating the unit.
4. Compose three-dimensional shapes to create a unit, using concrete models of cubes, right rectangular prisms, right circular cones, and right circular cylinders. Form new shapes by repeating the unit. *Students do not need to learn formal names such as "right rectangular prism."*
5. Decompose circles and rectangles into two and four equal parts. Describe the parts using the words *halves*, *fourths*, and *quarters*, and using the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the parts. Understand that decomposing into more equal shares creates smaller shares.
6. Decompose two-dimensional shapes into rectangles, squares, triangles, half-circles, and quarter-circles, including decompositions into equal shares.

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# Mathematics | Grade 2

In Grade 2, instructional time should focus on three critical areas: (1) developing understanding of base-ten notation; (2) developing fluency with additions and subtractions within 20 and fluency with multi-digit addition and subtraction; and (3) describing and analyzing shapes.

(1) Students develop an understanding of the base-ten system (at least to 1000). Their understanding of the base-ten system includes ideas of counting in units (twos, fives, and tens) and multiples of hundreds, tens, and ones, as well as number relationships, including comparing and ordering. They understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).

(2) Students use their understanding of addition to develop fluency with additions and subtractions within 20. They solve arithmetic problems by applying their understanding of models for addition and subtraction (such as combining or separating sets or using number lines that begin with zero), relationships and properties of numbers, and properties of addition. They develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of two-digit whole numbers. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences. They develop fluency with efficient procedures, including standard algorithms, for adding and subtracting whole numbers; understand and explain why the procedures work based on their understanding of base-ten notation and properties of operations; and use them to solve problems.

(3) Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding attributes of two- and three-dimensional space such as area and volume, and properties such as congruence and symmetry that they will learn about in later grades.

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## Number—Operations and the Problems They Solve 2-NOP

**Addition and subtraction**

1. ❖Explain and justify properties of addition and subtraction, e.g., by using representations such as objects, drawings, and story contexts. Include properties such as:
   a. Changing the order of addends does not change their sum.
   b. Subtracting one addend from a sum of two numbers results in the other addend.
   c. If more is subtracted from a number, the difference is decreased, and if less is subtracted the difference is increased.
   d. In an addition equation, each addend can be decomposed and the parts can be recombined in any order without changing the sum. *For example, $5 + 3 = 8$. Because 5 decomposes as $4 + 1$, the first addend can be replaced by $4 + 1$, yielding $(4 + 1) + 3 = 8$. Recombining in two different orders: $4 + 4 = 8$, also $7 + 1 = 8$.*

**Describing situations and solving problems with addition and subtraction**

2. ❖Solve word problems involving addition and subtraction within 100, e.g., by using drawings or equations to represent the problem. *Students should work with all of the addition and subtraction situations shown in the Glossary, Table 1, solving problems with unknown sums, addends, differences, minuends, and subtrahends, and representing these situations with equations that use a symbol for the unknown (e.g., a question mark or a small square). Focus on the more difficult problem types.*
3. Solve two-step word problems involving addition and subtraction within 100, e.g., by using drawings or equations to represent the problem.

## Number—Base Ten 2-NBT

**Numbers up to 1000**

1. Understand that 100 can be thought of as a bundle of tens—a unit called a "hundred."
2. Read and write numbers to 1000 using base-ten notation, number names, and expanded form.
3. Count within 1000; skip count by 2s, 5s, 10s, and 100s.
4. Understand that when comparing three-digit numbers, if one number has more hundreds, it is greater; if the amount of hundreds is the same in each number, then the number with more tens is greater. If the amount of tens and hundreds is the same in each number, then the number with more ones is greater.
5. Compare and order three-digit numbers based on meanings of the hundreds, tens, and ones digits.

**Adding and subtracting in base ten**

6. Fluently add and subtract within 20. By end of Grade 2, know from memory sums of one-digit numbers.
7. Mentally compute sums and differences of multiples of 10. *For example, mentally calculate $130 - 80$.*
8. Understand that in adding or subtracting three-digit numbers, one adds or subtracts like units (hundreds and hundreds, tens and tens, ones and ones) and sometimes it is necessary to compose or decompose a higher value unit.
9. Given a number from 100 to 900, mentally find 10 more or 10 less than the number, and mentally find 100 more or 100 less than the number, without counting.
10. Understand that algorithms are predefined steps that give the correct result in every case, while strategies are purposeful manipulations that may be chosen for specific problems, may not have a fixed order, and may be aimed at converting one problem into another. *For example, one might mentally compute $503 - 398$ as follows: $398 + 2 = 400$, $400 + 100 = 500$, $500 + 3 = 503$, so the answer is $2 + 100 + 3$, or 105.*
11. ❖ Compute sums and differences of one-, two-, and three-digit numbers using strategies based on place value, properties of operations, and/or the inverse relationship between addition and subtraction; explain the reasoning used.
12. ❖Explain why addition and subtraction strategies and algorithms work, using place value and the properties of operations. *Include explanations supported by drawings or objects. A range of reasonably efficient algorithms may be covered, not only the standard algorithm.*
13. Compute sums of two three-digit numbers, and compute sums of three or four two-digit numbers, using the standard algorithm; compute differences of two three-digit numbers using the standard algorithm.

## Measurement and Data 2-MD

**Length measurement**

1. Understand that 1 inch, 1 foot, 1 centimeter, and 1 meter are conventionally defined lengths used as standard units.
2. Measure lengths using measurement tools such as rulers, yardsticks and measuring tapes; understand that these tools are used to find out how many standard length units span an object with no gaps or overlaps, when the 0 mark of the tool is aligned with an end of the object.

3. Understand that when measuring a length, if a smaller unit is used, more copies of that unit are needed to measure the length than would be necessary if a larger unit were used.
4. Understand that units can be decomposed into smaller units, e.g., 1 foot can be decomposed into 12 inches and 1 meter can be decomposed into 100 centimeters. A small number of long units might compose a greater length than a large number of small units.
5. Understand that lengths can be compared by placing objects side by side, with one end lined up. The difference in lengths is how far the longer extends beyond the end of the shorter.
6. Understand that a sum of two whole numbers can represent a combination of two lengths; a difference of two whole numbers can represent a difference in length; find total lengths and differences in lengths using addition and subtraction.

**Time and money**

7. Find time intervals between hours in one day.
8. Solve word problems involving dollar bills, quarters, dimes, nickels and pennies. *Do not include dollars and cents in the same problem.*

**Representing and interpreting data**

9. Generate measurement data by measuring whole-unit lengths of several objects, or by making repeated measurements of the same object. Show the measurements by making a dot plot, where the horizontal scale is marked off in whole-number units.
10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with several categories. Connect representations on bar graph scales, rulers, and number lines that begin with zero. Solve simple Put Together/Take Apart and Compare problems using information presented in a bar graph. *See Glossary, Table 1.*

## Geometry 2-G

**Shapes, their attributes, and spatial reasoning**

1. Understand that different categories of shapes (e.g., rhombuses, trapezoids, rectangles, and others) can be united into a larger category (e.g., quadrilaterals) on the basis of shared attributes (e.g., having four straight sides).
2. Identify and name polygons of up to six sides by the number of their sides or angles.
3. Recognize rectangles, rhombuses, squares and trapezoids as examples of quadrilaterals; draw examples of quadrilaterals that do not belong to any of these subcategories.
4. Draw and identify shapes that have specific attributes, such as number of equal sides or number of equal angles. *Sizes of lengths and angles are compared directly or visually, not compared by measuring.*
5. Recognize objects as resembling spheres, right circular cylinders, and right rectangular prisms. *Students do not need to learn formal names such as "right rectangular prism."*
6. Decompose circular and rectangular objects into two, three, or four equal parts. Describe the parts using the words *halves*, *thirds*, *half of*, *a third of*, etc.; describe the wholes as two halves, three thirds, four fourths. Recognize that a half, a third, or a fourth of a circular or rectangular object—a graham cracker, for example—is the same size regardless of its shape.

# Mathematics | Grade 3

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, starting with unit fractions; (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes. Multiplication, division, and fractions are the most important developments in Grade 3.

(1) Students develop an understanding of the meanings of multiplication and division of whole numbers through the use of representations such as equal-sized groups, arrays, area models, and equal jumps on number lines for multiplication; and successive subtraction, partitioning, and sharing for division. Through this process, numbers themselves take on new meaning and are no longer only counters for single objects. They represent groups, a number of groups (for example, 3 teams of 6 people), or a comparative factor (3 times as long).

Students use properties of operations to calculate products of whole numbers. They use increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the inverse relationship between multiplication and division.

(2) Students develop an understanding of a definition of a fraction, beginning with unit fractions. They use fractions to represent parts of a whole or distances on a number line that begins with zero. Students understand that the size of a fractional part is relative to the size of the whole (for example, $\frac{1}{4}$ of a mile is longer than $\frac{3}{4}$ of a foot, even though $\frac{1}{4} < \frac{3}{4}$), and they are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing and ordering fractions using by models or strategies based on noticing common numerators or denominators.

(3) Students recognize area as an attribute of two-dimensional regions. They understand that area can be quantified by finding the total number of same-size units of area required to cover the shape without gaps or overlaps. They understand that a 1-unit by 1-unit square is the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area measure to the area model used to represent multiplication, and they use this connection to justify using multiplication to determine the area of a rectangle. Students contrast area with perimeter.

(4) Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify the shapes by their sides and angles, and connect these with definitions of shapes. Students investigate, describe, and reason about decomposing and combining polygons to make other polygons. Through building, drawing, and analyzing two-dimensional shapes, students deepen their understanding of attributes and properties of two-dimensional objects.

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**Multiplication and division**

1. Understand that multiplication of whole numbers is repeated addition. *For example, 5 × 7 means 7 added to itself 5 times. Products can be represented by rectangular arrays, with one factor the number of rows and the other the number of columns.*
2. ❖Understand the properties of multiplication.
   a. Multiplication is commutative. *For example, the total number in 3 groups with 6 things each is the same as the total number in 6 groups with 3 things each, that is, 3 × 6 = 6 × 3.*
   b. Multiplication is associative. *For example, 4 × 3 × 2 can be calculated by first calculating 4 × 3 = 12 then calculating 12 × 2 = 24, or by first calculating 3 × 2 = 6 then calculating 4 × 6 = 24.*
   c. 1 is the multiplicative identity.
   d. Multiplication distributes over addition (the distributive property). *For example, 5 × (3 + 4) = (5 × 3) + (5 × 4).*
3. ❖Explain and justify properties of multiplication and division, e.g., by using representations such as objects, drawings, and story contexts. Include properties such as:
   a. Changing the order of two factors does not change their product.
   b. The product of a number and 1 is the number.
   c. Dividing a nonzero number by itself yields 1.
   d. Multiplying a quantity by a nonzero number, then dividing by the same number, yields the original quantity.
   e. When one factor in a product is multiplied by a number and another factor divided by the same number, the product is unchanged. *Limit to multiplying and dividing by numbers that result in whole-number quotients.*
   f. Products where one factor is a one-digit number can be computed by decomposing one factor as the sum of two numbers, multiplying each number by the other factor, and adding the two products.
4. ❖Understand that multiplication and division have an inverse relationship. *For example, if 5 × 7 = 35 is known, then 35 ÷ 5 = 7 and 35 ÷ 7 = 5 are also known. The division 35 ÷ 5 means the number which yields 35 when multiplied by 5; because 5 × 7 = 35, then 35 ÷ 5 = 7.*
5. ❖Understand that when all but one of three numbers in a multiplication or division equation are known, the unknown number can be found. *Limit to cases where the unknown number is a whole number.*

**Describing situations and solving problems with multiplication and division**

6. Understand that multiplication and division apply to situations with equal groups, arrays or area, and comparing. *See Glossary, Table 2.*
7. ❖Solve word problems involving multiplication and division within 100, using an equation with a symbol for the unknown to represent the problem. *This standard is limited to problems with whole-number quantities and whole-number quotients. Focus on situations described in the Glossary, Table 2.*
8. ❖Solve one- or two-step word problems involving the four operations. *This standard is limited to problems with whole-number quantities and whole-number quotients.*
9. Understand that multiplication and division can be used to compare quantities (see Glossary, Table 2); solve multiplicative comparison problems with whole numbers (problems involving the notion of "times as much").

## Number—Base Ten 3-NBT

**Numbers up to 10,000**

1. Understand that 1000 can be thought of as a bundle of hundreds—a unit called a "thousand."
2. Read and write numbers to 10,000 using base-ten notation, number names, and expanded form.
3. Count within 10,000; skip count by 10s, 100s and 1000s.
4. Understand that when comparing four-digit numbers, if one number has more thousands, it is greater; if the amount of thousands is the same in each number, then the number with more hundreds is greater; and so on. Compare and order four-digit numbers based on meanings of the digits.

**Adding and subtracting in base ten**

5. Mentally calculate sums and differences of multiples of 10, 100, and 1000. *For example, mentally calculate 1300 – 800*
6. Given a number from 1000 to 9000, mentally find 100 more or 100 less than the number, and mentally find 1000 more or 1000 less than the number, without counting.

**Multiplying and dividing in base ten**

7. ❖Understand that the distributive property is at the heart of strategies and algorithms for multiplication and division computations with numbers in base-ten notation; use the distributive property and other properties of operations to explain patterns in the multiplication table and to derive new multiplication and division equations from known ones. *For example, the distributive property makes it possible to multiply $4 \times 7$ by decomposing 7 as $5 + 2$ and using $4 \times 7 = 4 \times (5 + 2) = (4 \times 5) + (4 \times 2) = 20 + 8 = 28$.*
8. Fluently multiply one-digit numbers by 10.
9. Use a variety of strategies for multiplication and division within 100. By end of Grade 3, know from memory products of one-digit numbers where one of the factors is 2, 3, 4, or 5.

## Number—Fractions 3-NF

**Fractions as representations of numbers**

1. Understand that a unit fraction corresponds to a point on a number line. *For example, 1/3 represents the point obtained by decomposing the interval from 0 to 1 into three equal parts and taking the right-hand endpoint of the first part. In Grade 3, all number lines begin with zero.*
2. Understand that fractions are built from unit fractions. *For example, 5/4 represents the point on a number line obtained by marking off five lengths of ¼ to the right of 0.*
3. Understand that two fractions are equivalent (represent the same number) when both fractions correspond to the same point on a number line. Recognize and generate equivalent fractions with denominators 2, 3, 4, and 6 (e.g., $1/2 = 2/4$, $4/6 = 2/3$), and explain the reasoning.
4. Understand that whole numbers can be expressed as fractions. *Three important cases are illustrated by the examples $1 = 4/4$, $6 = 6/1$, and $7 = (4 \times 7)/4$. Expressing whole numbers as fractions can be useful for solving problems or making calculations.*

**Fractional quantities**

5. Understand that fractions apply to situations where a whole is decomposed into equal parts; use fractions to describe parts of wholes. *For example, to show 1/3 of a length, decompose the length into 3 equal parts and show one of the parts.*
6. Compare and order fractional quantities with equal numerators or equal denominators, using the fractions themselves, tape diagrams, number line representations, and area models. Use > and < symbols to record the results of comparisons.

## Measurement and Data 3-MD

**The number line and units of measure**

1. Understand that a number line has an origin (0) and a unit (1), with whole numbers one unit distance apart. Use number lines to represent problems involving distances, elapsed time, amounts of money and other quantities. *In such problems, the interval from 0 to 1 may represent a unit of distance, time, money, etc.*
2. Understand that a unit of measure can be decomposed into equal-sized parts, whose sizes can be represented as fractions of the unit. Convert measurements in one unit to measurements in a smaller or a larger unit, and solve problems involving such mixed units (e.g., feet and inches, weeks and days).

**Perimeter and area**

3. Understand and use concepts of area measurement.
   a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
   b. A plane figure which can be covered without gaps or overlaps by $n$ unit squares has an area of $n$ square units. Areas of some other figures can be measured by using fractions of unit squares or using figures whose areas have been found by decomposing other figures.
   c. When measuring an area, if a smaller unit of measurement is used, more units must be iterated to measure the area in those units.
   d. Determine and compare areas by counting square units. *Use $cm^2$, $m^2$, $in^2$, $ft^2$, and improvised units.*
4. Understand that multiplication of whole numbers can be represented by area models; a rectangular region that is $a$ length units by $b$ length units (where $a$ and $b$ are whole numbers) and tiled with unit squares illustrates why the rectangle encloses an area of $a \times b$ square units.
5. Solve problems involving perimeters of polygons.
   a. Add given side lengths, and multiply for the case of equal side lengths.
   b. ❖Find an unknown length of a side in a polygon given the perimeter and all other side lengths; represent these problems with equations involving a letter for the unknown quantity.
   c. Exhibit rectangles with the same perimeter and different area, and with the same area and different perimeter.

**Representing and interpreting data**

6. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *Include single-unit scales and multiple-unit scales; for example, each square in the bar graph might represent 1 pet, 5 pets, or 10 pets.*
7. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a dot plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

## Geometry 3-G

**Properties of 2-dimensional shapes**

1. Understand that a given category of plane figures (e.g., triangles) has subcategories (e.g., isosceles triangles) defined by special properties.
2. Describe, analyze, compare and classify two-dimensional shapes by their properties and connect these properties to the classification of shapes into categories and subcategories (e.g., squares are "special rectangles" as well as "special rhombuses"). *Focus on triangles and quadrilaterals.*

**Structuring rectangular shapes**

3. Understand that rectangular regions can be tiled with squares in rows and columns, or decomposed into such arrays.
4. Structure a rectangular region spatially by decomposing it into rows and columns of squares. Determine the number of squares in the region using that spatial structure (e.g., by multiplication or skip counting).
5. Understand that shapes can be decomposed into parts with equal areas; the area of each part is a unit fraction of the whole. *For example, when a shape is partitioned into 4 parts with equal area, the area of each part is ¼ of the area of the shape.*

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# Mathematics | Grade 4

In Grade 4, instructional time should focus on four critical areas: (1) continuing to develop understanding and fluency with whole number multiplication, and developing understanding of multi-digit whole number division; (2) developing an understanding of addition and subtraction of fractions with like denominators, multiplication of fractions by whole numbers, and division of whole numbers with fractional answers; (3) developing an understanding of area; and (4) understanding that geometric figures can be analyzed and classified using properties such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

(1) Students use understandings of multiplication to develop fluency with multiplication and division within 100. They apply their understanding of models for multiplication (equal-sized groups, arrays, area models, equal intervals on a number line), place value, and properties of operations, in particular the distributive property, as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers. Depending on the numbers and the context, they select and accurately apply appropriate methods to estimate products or mentally calculate products. They develop fluency with efficient procedures, including the standard algorithm, for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems. Students apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends. They select and accurately apply appropriate methods to estimate quotients and mentally calculate quotients, depending upon the context and the numbers involved.

(2) Students develop understanding of operations with fractions. They apply their understandings of fractions as built from unit fractions, and use fraction models to represent the addition and subtraction of fractions with like denominators. Students use the meaning of fractions and the meaning of multiplication to understand and explain why the procedure for multiplying a fraction by a whole number makes sense. They understand and explain the connection between division and fractions.

(3) Students develop their understanding of area. They understand and apply the area formula for rectangles and also find areas of shapes that can be decomposed into rectangles. They select appropriate units, strategies (e.g., decomposing shapes), and tools for solving problems that involve estimating and measuring area.

(4) Students describe, analyze, compare, and classify two-dimensional shapes. Through building, drawing, and analyzing two-dimensional shapes, students deepen their understanding of properties of two-dimensional objects and the use of them to solve problems involving symmetry.

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## Number—Operations and the Problems They Solve 4-NOP

**Multiplication and division**

1. Find the factor pairs for a given whole number less than or equal to 100; recognize prime numbers as numbers greater than 1 with exactly one factor pair. *Example: The factor pairs of 42 are {42, 1}, {21, 2}, {14, 3}, {7, 6}.*

**Problem solving with the four operations**

2. ❖Solve multistep word problems involving the four operations with whole numbers.
3. ❖Solve problems posed with both whole numbers and fractions. Understand that while quantities in a problem might be described with whole numbers, fractions, or decimals, the operations used to solve the problem depend on the relationships between the quantities regardless of which number representations are involved.
4. Assess the reasonableness of answers using mental computation and estimation strategies including rounding to the nearest 10 or 100.

## Number—Base Ten 4-NBT

**Numbers up to 100,000**

1. Understand that a digit in one place represents ten times what it represents in the place to its right. *For example, 7 in the thousands place represents 10 times as many as than 7 in the hundreds place.*
2. Read, write and compare numbers to 100,000 using base-ten notation, number names, and expanded form.

**Multiplying and dividing in base ten**

3. Understand how the distributive property and the expanded form of a multi-digit number can be used to calculate products of multi-digit numbers.
   a. ❖The product of a one-digit number times a multi-digit number is the sum of the products of the one-digit number with the summands in the expanded form of the multi-digit number. Illustrate this numerically and visually using equations, rectangular arrays, area models, and tape diagrams.
   b. Algorithms for multi-digit multiplication can be derived and explained by writing multi-digit numbers in expanded form and applying the distributive property.
4. Fluently multiply and divide within 100. By end of Grade 4, know from memory products of one-digit numbers where one of the factors is 6, 7, 8, or 9.
5. Mentally calculate products of one-digit numbers and one-digit multiples of 10, 100, and 1000 (e.g., $7 \times 6000$). Mentally calculate whole number quotients with divisors of 10 and 100.
6. Compute products and whole number quotients of two-, three- or four-digit numbers and one-digit numbers, and compute products of two two-digit numbers, using strategies based on place value, the properties of operations, and/or the inverse relationship between multiplication and division; explain the reasoning used.
7. Explain why multiplication and division strategies and algorithms work, using place value and the properties of operations. *Include explanations supported by drawings, equations, or both. A range of reasonably efficient algorithms may be covered, not only the standard algorithms.*
8. Compute products of two-digit numbers using the standard algorithm, and check the result using estimation.
9. Given two whole numbers, find an equation displaying the largest multiple of one which is less than or equal to the other. *For example, given 325 and 7, the equation $325 = 46 \times 7 + 3$ shows the largest multiple of 7 less than or equal to 325.*

## Number—Fractions 4-NF

**Operations on fractions**

1. Understand addition of fractions:
   a. Adding or subtracting fractions with the same denominator means adding or subtracting copies of unit fractions. *For example, $2/3 + 4/3$ is 2 copies of $1/3$ plus 4 copies of $1/3$, or 6 copies of $1/3$ in all, that is $6/3$.*
   b. Sums of related fractions can be computed by replacing one with an equivalent fraction that has the same denominator as the other. *For example, the sum of the related fractions $2/3$ and $1/6$ can be computed by rewriting $2/3$ as $4/6$ and computing $4/6 + 1/6 = 5/6$.*
2. Compute sums and differences of fractions with like denominators, add and subtract related fractions within 1 (e.g., $1/2 + 1/4$, $3/10 + 4/100$, $7/8 - 1/4$), and solve word problems involving these operations.
3. ❖ Understand that the meaning of multiplying a fraction by a whole number comes from interpreting multiplication by a whole number as repeated addition. *For example, $3 \times 2/5 = 6/5$ because $3 \times 2/5 = 2/5 + 2/5 + 2/5 = 6/5$.*

4. Solve word problems that involve multiplication of fractions by whole numbers; represent multiplication of fractions by whole numbers using tape diagrams and area models that explain numerical results.
5. ❖Understand that fractions give meaning to the quotient of any whole number by any non-zero whole number. *For example, 3 ÷ 4 = 3/4, because 3/4 multiplied by 4 equals 3. (The division 3 ÷ 4 means the number which yields 3 when multiplied by 4.)*
6. Solve word problems that involve non-whole number quotients of whole numbers; represent quotients of whole numbers using tape diagrams and area models that explain numerical results.

**Decimal concepts**

7. Understand that a two-digit decimal is a sum of fractions with denominators 10 and 100. *For example, 0.34 is 3/10 + 4/100.*
8. Use decimals to hundredths to describe parts of wholes; compare and order decimals to hundredths based on meanings of the digits; and write fractions of the form *a*/10 or *a*/100 in decimal notation. *Use > and < symbols to record the results of comparisons.*

## Measurement and Data 4-MD

**The number line and units of measure**

1. Understand that the unit length on a number line (interval from 0 to 1) can be divided into parts of equal fractional length. Draw number line representations of problem situations involving length, height, and distance including fractional or decimal units. *For example, show distances along a race course to tenths of a mile on a number line, by dividing the unit length into 10 equal parts to get parts of length 1/10; the endpoint of the segment of 1/10 length from 0 represents 1/10 of a mile from the starting point of the race. In Grade 4, all numbers lines begin with zero.*

**Perimeter and area**

2. Understand that if a region is decomposed into several disjoint pieces, then the area of the region can be found by adding the areas of the pieces (when these areas are expressed in the same units).
3. ❖Apply the formulas for area of squares and rectangles. Measure and compute whole-square-unit areas of objects and regions enclosed by geometric figures which can be decomposed into rectangles. *Limit to situations requiring products of one-or two-digit numbers.*
4. ❖Find one dimension of a rectangle, given the other dimension and the area or perimeter; find the length of one side of a square, given the area or perimeter. Represent these problems using equations involving a letter for the unknown quantity.

**Angle measurement**

5. Understand what an angle is and how it is measured:
   a. An angle is formed by two rays with a common endpoint.
   b. An angle is measured by reference to a circle with its center at the common endpoint of the rays. The measure of an angle is based on the fraction of the circle between the points where the two rays intersect the circle.
   c. A one-degree angle turns through 1/360 of a circle, where the circle is centered at the common endpoint of its rays; the measure of a given angle is the number of one-degree angles turned with no gaps or overlaps.
6. Measure angles in whole-number degrees using a protractor; sketch angles of specified measure; ❖find the measure of a missing part of an angle, given the measure of the angle and the measure of a part of it, representing these problems with equations involving a letter for the unknown quantity.

**Representing and interpreting data**

7. Make a dot plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in dot plots. *For example, from a dot plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*

## Geometry 4-G

**Lines and angles**

1. Draw points, lines, line segments, rays, angles, and perpendicular and parallel lines; identify these in plane figures.
2. Identify right angles, and angles smaller than or greater than a right angle in geometric figures; recognize right triangles.
3. Classify shapes based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of specified size.

**Line symmetry**

4. Understand that a line of symmetry for a geometric figure is a line across the figure such that the figure can be folded along the line into matching parts

5. Identify line-symmetric figures; given a horizontal or vertical line and a drawing that is not a closed figure, complete the drawing to create a figure that is symmetric with respect to the given line.

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# Mathematics | Grade 5

In Grade 5, instructional time should focus on four critical areas: (1) developing fluency with addition and subtraction of fractions, developing understanding of the multiplication of fractions and of division of fractions in limited cases (fractions divided by whole numbers and whole numbers divided by unit fractions); (2) developing understanding of and fluency with division of multi-digit whole numbers; (3) developing understanding of and fluency with addition, subtraction, multiplication, and division of decimals; and (4) developing understanding of volume.

(1) Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the inverse relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing fractions by whole numbers and whole numbers by unit fractions.)

(2) Students develop fluency with division of whole numbers; understand why procedures work based on the meaning of base-ten notation and properties of operations; and use these procedures to solve problems. Based on the context of a problem situation, they select the most useful form of the quotient for the answer and interpret it appropriately.

(3) Students apply their understandings of models for decimals, decimal notation, and properties of operations to compute sums and differences of finite decimals. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of finite decimals efficiently and accurately.

(4) Students recognize volume as an attribute of three-dimensional space. They understand that volume can be quantified by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve problems.

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**Whole numbers in base ten**

1. Compute quotients of two-, three-, and four-digit whole numbers and two-digit whole numbers using strategies based on place value, the properties of operations, and/or the inverse relationship between multiplication and division; explain the reasoning used.
2. Explain why division strategies and algorithms work, using place value and the properties of operations. *Include explanations supported by drawings, equations, or both. A range of reasonably efficient algorithms may be covered, not only the standard algorithm.*
3. Use the standard algorithm to compute quotients of two-, three- and four-digit whole numbers and two-digit whole numbers, expressing the results as an equation (e.g., 145 = 11 × 13 + 2 or 120 ÷ 7 = 17 1/7).
4. Fluently add, subtract and multiply whole numbers using the standard algorithm for each operation.

**Decimal concepts**

5. Read, write, and compare numbers expressed as decimals. Understand that a digit in one place represents ten times what it represents in the place to its right. *For example, 7 in the hundredths place represents 10 times as many as 7 in the thousandths place.*
6. Round decimals (to hundredths) to the nearest whole number.
7. Write fractions in decimal notation for fractions with denominators 2, 4, 5, 8, 10, and 100.

**Operations on decimals**

8. Understand that in adding or subtracting finite decimals, one adds or subtracts like units (tenths and tenths, hundredths and hundredths, etc.) and sometimes it is necessary to compose or decompose a higher value unit.
9. Fluently find 0.1 more than a number and less than a number; 0.01 more than a number and less than a number; and 0.001 more than a number and less than a number, for numbers expressed as finite decimals.
10. Compute sums and differences of finite decimals by expressing the decimals as fractions and adding the fractions. *For example, 0.05 + 0.91 = 5/100 + 91/100 = 96/100 or 0.96.*
11. Compute sums, differences, products, and quotients of finite decimals using strategies based on place value, the properties of operations, and/or the inverse relationships between addition and subtraction and between multiplication and division; explain the reasoning used. *For example, transform 1.5 ÷ 0.3 into 15 ÷ 3 = 5.*
12. Explain why strategies and algorithms for computations with finite decimals work. *Include explanations supported by drawings, equations, or both. A range of reasonably efficient algorithms may be covered, not only the standard algorithm.*
13. Use the standard algorithm for each of the four operations on decimals (to hundredths).
14. Solve word problems involving operations on decimals.

## Number—Fractions 5-NF

**Fraction equivalence**

1. ❖Understand fraction equivalence:
   a. Multiplying the numerator and denominator of a fraction by the same nonzero whole number produces an equivalent fraction. *For example, 2/3 = (2 × 4)/(3 × 4) = 8/12. (1/3 is 4 copies of 1/12, so 2/3 is 8 copies of 1/12.)*
   b. Equivalent fractions correspond to the same point on a number line. *In Grade 5, all numbers lines begin with zero.*
   c. When the numerators of equivalent fractions are divided by their denominators, the resulting quotients are the same.
2. Identify pairs of equivalent fractions; given two fractions with unlike denominators, find two fractions with the same denominator and equivalent to each.
3. Compare and order fractions with like or unlike denominators, e.g., by finding equivalent fractions with the same denominator, and describe the sizes of fractional quantities from a context with reference to the context. *Compare using the fractions themselves, tape diagrams or number line representations, and area models.*

**Operations on fractions**

4. Understand that sums and differences of fractions with unlike denominators can be computed by replacing each with an equivalent fraction so that the resulting fractions have the same denominator. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12.*
5. Compute sums and differences of fractions with like or unlike denominators, and solve word problems involving addition and subtraction of fractions. Estimate fraction sums and differences to assess the reasonableness of results.
6. ❖ Understand that multiplying a fraction by $a/b$ means taking $a$ parts of a decomposition of the fraction into $b$ equal parts. *For example, to multiply 2/3 × 4/5 = 8/15, one may decompose a whole of size 4/5 into 3 equal parts; each part has size 4/15. Two*

*of these parts then make 8/15, so 2/3 × 4/5 = 8/15. (In general, a/b × p/q = ap/bq.) This standard includes multiplication of a whole number by a fraction, by writing the whole number as fraction with denominator 1.*

7. Understand that the area of a rectangle with side lengths *a/b* and *c/d* is the product *a/b* × *p/q*. This extends the area formula for rectangles to fractional side lengths, and also allows products of fractions to be represented visually as areas of rectangles.
8. ❖Explain and justify the properties of operations with fractions, e.g., by using equations, number line representations, area models, and story contexts.
9. Understand division of unit fractions by whole numbers and division of whole numbers by unit fractions:
   a. Dividing a unit fraction 1/b by a whole number a results in a smaller unit fraction 1/a × b. *For example, 1/3 ÷ 2 = 1/6 because when 1/3 is divided into 2 equal parts, the size of each part is 1/6; a third of a pound of cheese shared between two people will give each person a sixth of a pound. (Using the inverse relationship between multiplication and division: 1/3 ÷ 2 = 1/6 because 1/6 × 2 = 1/3.)*
   b. Dividing a whole number a by a unit fraction 1/b results in a greater whole number a × b. *For example, 2 ÷ 1/3 = 6 because 6 is the number of 1/3s in 2; two pounds of cheese will make six portions of a third of a pound each. (Using the inverse relationship between multiplication and division: 2 ÷ 1/3 = 6 because 6 × 1/3 = 2.)*
10. Calculate products of fractions, and quotients of unit fractions and nonzero whole numbers (with either as divisor), and solve word problems involving these operations. Represent these operations using equations, area models and length models.
11. Understand that a mixed number such as 3 2/5 represents the sum of a whole number and a fraction less than one. Because a whole number can be represented as a fraction (3 = 3/1), and the sum of two fractions is also a fraction, a mixed number also represents a fraction (3 2/5 = 3 + 2/5 = 15/5 + 2/5 = 17/5). Write fractions as equivalent mixed numbers and vice versa.

## Measurement and Data 5-MD

**Units of measure**

1. Understand that quantities expressed in like units can be added or subtracted giving a sum or difference with the same unit; different quantities may be multiplied to obtain a new kind of quantity (e.g., as when two lengths are multiplied to compute an area, or when an area and a length are multiplied to compute a volume).
2. Understand that when measuring a quantity, if a smaller unit is used, more units must be iterated to measure the quantity in those units.
3. Convert among different-sized standard measurement units within a given measurement system (e.g., feet to yards, centimeters to meters) and use conversion in solving multi-step word problems.

**Volume**

4. Understand concepts of volume measurement:
   a. A cube with side length 1 unit (a unit cube) is said to have "one cubic unit" of volume, and can be used to measure volume.
   b. The volume of a right rectangular prism with whole-unit side lengths can be found by packing it with unit cubes and using multiplication to count their number. *For example, decomposing a right rectangular prism 3 length units wide by 5 units deep by 2 units tall shows that its volume is 3 × 5 × 2 cubic units. The base of the prism has area 3 × 5 square units, so the volume can also be expressed as the height times the area of the base.*
   c. When measuring a volume, if a smaller unit is used, more units must be iterated to measure the volume in those units.
   d. If a solid figure is decomposed into several disjoint pieces, then the volume enclosed by the figure can be found by adding the volumes of the pieces (when these volumes are expressed in the same units).
5. Decompose right rectangular prisms into layers of arrays of cubes; determine and compare volumes of right rectangular prisms, and objects well described as right rectangular prisms, by counting cubic units (using $cm^3$, $m^3$, $in^3$, $ft^3$, and improvised units).

**Representing and interpreting data**

6. Make a dot plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in dot plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*

## Geometry 5-G

**Coordinates**

1. Understand that a pair of perpendicular number lines, called axes, defines a coordinate system.
   a. Their intersection is called the origin, usually arranged to coincide with the 0 on each line.
   b. A given point in the plane can be located by using an ordered pair of numbers, called its coordinates. The first number indicates how far to travel from the origin in the direction of one axis, the second number indicates how far to travel in the direction of the second axis.
   c. To avoid ambiguity, conventions dictate that the names of the two axes and the coordinates correspond (e.g., $x$-axis and $x$-coordinate, $y$-axis and $y$-coordinate).
2. Graph points in the first quadrant of the coordinate plane, and identify the coordinates of graphed points. Where ordered pairs arise in a problem situation, interpret the coordinate values in the context of the situation.

**Plane figures**

3. Understand that properties belonging to a category of plane figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*
4. Classify plane figures in a hierarchy based on properties.

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# Mathematics | Grade 6

In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division; (2) developing understanding of and fluency with division of fractions and developing fluency with multiplication of fractions; (3) developing understanding of and using formulas to determine areas of two-dimensional shapes and distinguishing between volume and surface area of three-dimensional shapes; and (4) writing, interpreting, and using expressions and equations.

(1) Students use reasoning about multiplication and division with quantities to solve ratio and rate problems. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students extend whole number multiplication and division to ratios and rates. Thus students expand their repertoires of problems in which multiplication and division can be used to solve problems, and they build on their understanding of fractions to understand ratios. Students solve a wide variety of problems involving ratios and rates.

(2) Students use the meaning of fractions, the meanings of multiplication and division, and the inverse relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students are able to add, subtract, multiply, and divide fractions fluently, and use these operations to solve problems, including multi-step problems and problems involving measurement.

(3) Students reason about relationships among shapes to determine area and surface area. They find areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students discuss, develop, and justify formulas for areas of triangles and parallelograms. Students find areas of polygons and surface areas of prisms and pyramids by decomposition into pieces whose area they can determine.

(4) Students write mathematical expressions and equations that correspond to given situations, they evaluate expressions, and they use expressions and formulas to solve problems. Students understand that a variable is a letter standing for a number, where the number is unknown, or where, for the purpose at hand, it can be any number in the domain of interest. Students understand that expressions in different forms can be equivalent, and they use the laws of arithmetic to rewrite expressions to represent a total quantity in a different way (such as to represent it more compactly or to feature different information). Students know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations. Students construct and analyze tables, such as tables of quantities that are in equivalent ratios, and they use equations (such as $3x = y$) to describe relationships in a table.

Having represented and analyzed data in Grades K–5, students in Grade 6 begin a serious engagement with statistics. The study of variability in data distinguishes statistics from mathematics. Students beginning their study of variability must first recognize statistical questions as those that anticipate variability in the answers. From this conceptual beginning, they learn to describe and summarize distributions of data—an activity that goes beyond merely computing summary statistics to include assessing the shape of a distribution and considering other issues as described in the standards.

## Ratios and Proportional Relationships 6-RP

**Ratios**

1. Understand the concept of a ratio: Two quantities are said to be in a ratio of $a$ to $b$ when for every $a$ units of the first quantity there are $b$ units of the second. *For example, in a flock of birds, the ratio of wings to beaks might be 2 to 1; this ratio is also written 2:1. In Grade 6, limit to ratios of whole numbers.*
2. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane.
3. Solve for an unknown quantity in a problem involving two equal ratios.
4. Describe categorical data sets using ratios (e.g., for every vote candidate A received, candidate C received nearly three votes; the ratio of type O blood donors to type B blood donors was 9:2).

**Unit rates**

5. Understand that for a ratio $a$:$b$, the corresponding unit rate is $a/b$. If there are $a$ units of the first quantity for every $b$ units of the second, where $b \neq 0$, then there are $a/b$ units of the first quantity for 1 unit of the second. *For example, if a recipe has a ratio of 3 cups of flour to 4 cups of sugar, then there is 3/4 cup of flour for each cup of sugar.*
6. ❖Solve unit rate problems including unit pricing and constant speed, including reasoning with equations such as $d = r \times t$, $r = d/t$, $t = d \div r$.

## The Number System 6-NS

**Operations**

1. Understand that the properties of operations apply to, and can be used with, addition and multiplication of fractions.
2. Understand that division of fractions is defined by viewing a quotient as the solution for an unknown-factor multiplication problem. *For example, $(2/3) \div (5/7) = 14/15$ because $(5/7) \times (14/15) = (2/3)$.*
3. Solve word problems requiring arithmetic with fractions, using the properties of operations and converting between forms as appropriate; estimate to check reasonableness of answers.
4. Fluently divide whole numbers using the standard algorithm.

**The system of rational numbers**

5. Understand that a number is a point on the number line.
6. Understand that some quantities have opposite directions, such as elevation above and below sea level or money received and spent. These quantities can be described using positive and negative numbers.
7. Understand that number lines familiar from previous grades can be extended to represent negative numbers to the left of zero. *Number lines can also be vertically oriented, as when a coordinate system is formed. Then the conventional terms "to the right of 0" and "to the left of 0" conventionally become "above 0" and "below 0."*
   a. Two different numbers, such as 7 and –7, that are equidistant from zero on a number line are said to be opposites of one another. The opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$. The opposite of 0 is 0.
   b. The absolute value of a number $q$, written $|q|$, is its distance from zero, and is always positive or zero.
   c. Fractions and their opposites form a system of numbers called the rational numbers, represented by points on a number line. Whole numbers and their opposites form the integers, which are contained in the rational numbers.
   d. Previous ways of comparing positive numbers can be extended to the rational numbers. The statement $p > q$ means that $p$ is located to the right of $q$ on a number line, while $p < q$ means that $p$ is located to the left of $q$ on a number line. Comparisons can also be made by reasoning appropriately about signed quantities (e.g, $-3 > -7$ makes sense because –3°C is a higher temperature than –7°C). The way two numbers compare does not always agree with the way their absolute values compare; for example, $-3 > -7$, but $|-3| < |-7|$.
8. Find and position rational numbers, including integers, on a number line.
9. Use rational numbers to describe quantities such as elevation, temperature, account balance and so on. Compare these quantities, recording the results of comparisons using > and < symbols.
10. Graph points and identify coordinates of points on the coordinate plane in all four quadrants. Where ordered pairs arise in a problem situation, interpret the coordinate values in the context of the situation.

## Expressions and Equations

6-EE

**Expressions**

1. Understand that an expression records operations with numbers or with letters standing for numbers. *For example, the expression $2 \cdot (8 + 7)$ records adding 8 and 7 then multiplying by 2; the expression $5 - y$ records subtracting y from 5. Focus on the operations of addition, subtraction, multiplication and division, with some attention to square or cube roots.*
2. Understand the use of variables in expressions and algebraic conventions:
   a. A letter is used to stand for a number in an expression in cases where the number is unknown, or where, for the purpose at hand, it can be any number in a domain of interest. Such a letter is called a variable.
   b. If a variable appears in an expression more than once (e.g., as in $t + 3t$), that variable is understood to refer to the same number in each instance.
   c. The multiplication symbol can be omitted when writing products of two or more variables or of a number and a variable. *For example, the expressions $xy$ and $2a$ indicate $x \times y$ and $2 \times a$, respectively.*
3. Describe the structure and elements of simple expressions using correct terminology (sum, term, product, factor, quotient, coefficient); describe an expression by viewing one or more of its parts as a single entity. *For example, describe the expression $2 \cdot (8 + 7)$ as a product of two factors, by viewing $(8 + 7)$ as a single entity. The second factor is itself a sum of two terms.*
4. Understand and generate equivalent expressions:
   a. Understand that two expressions are equivalent if they name the same number regardless of which numbers the variables in them stand for. *For example, the expressions $x + 3$ and $4x$ are not equivalent, even though they happen to name the same number in the case when x stands for 1.*
   b. Understand that applying the laws of arithmetic to an expression results in an equivalent expression. *For example, applying the distributive law to the expression $3 \cdot (2 + x)$ leads to the equivalent expression $6 + 3x$. Applying the distributive law to $y + y + y$ leads to the equivalent expression $y \times (1 + 1 + 1)$, i.e., $y \times 3$ and then the commutative law of multiplication leads to the equivalent expression $3y$.*
   c. Generate equivalent expressions to reinterpret the meaning of an expression. *For example, $2t + 3t$ records the addition of twice a quantity to three times itself; applying the distributive law leads to the equivalent expression $5t$, so that the original expression can be reinterpreted as recording five times the quantity.*

**Quantitative relationships and the algebraic approach to problems**

5. Understand that an equation is a statement that two expressions are equal, and a solution to an equation is a replacement value of the variable (or replacement values for all the variables if there is more than one) that makes the equation true.
6. Using the idea of maintaining equality between both sides of the equation, solve equations of the form $x + p = q$ and $px = q$ for cases in which $p$, $q$ and $x$ are all nonnegative rational numbers.
7. Choose variables to represent quantities in a word problem, and construct simple expressions or equations to solve the problem by reasoning about the quantities.
8. Understand that a variable can be used to represent a quantity that can change, often in relationship to another changing quantity, and an equation can express one quantity, thought of as the dependent variable, in terms of other quantities, thought of as the independent variables; represent a relationship between two quantities using equations, graphs, and tables; translate between any two of these representations. *For example, describe the terms in a sequence $t = 3, 6, 9, 12, \ldots$ of multiples of 3 by writing the equation $t = 3n$ for $n = 1, 2, 3, 4, \ldots$.*

## Geometry

6-G

**Properties of area, surface area, and volume**

1. Understand that plane figures can be decomposed, reassembled, and completed into new figures; use this technique to derive area formulas.
2. Find the areas enclosed by right triangles, other triangles, special quadrilaterals, and polygons (by composing into rectangles or decomposing into triangles and other shapes).
3. Understand that three-dimensional figures can be formed by joining rectangles and triangles along their edges to enclose a solid region with no gaps or overlaps. The surface area is the sum of the areas of the enclosing rectangles and triangles.
4. Find the surface area of cubes, prisms and pyramids (include the use of nets to represent these figures).
5. Solve problems involving area, volume and surface area of objects.
6. Give examples of right rectangular prisms with the same surface area and different volumes, and with the same volume and different surface areas.

7. ❖Use exponents and symbols for square roots and cube roots to express the area of a square and volume of a cube in terms of their side lengths, and to express their side lengths in terms of their area or volume.

## Statistics and Probability 6-SP

**Variability and measures of center**

1. Understand that a statistical question is one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question , but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.*
2. Understand that a set of data generated by answers to a statistical question typically shows variability—not all of the values are the same—and yet often the values show an overall pattern, often with a tendency to cluster.
   a. A measure of center for a numerical data set summarizes all of its values using a single number. The median is a measure of center in the sense that approximately half the data values are less than the median, while approximately half are greater. The mean is a measure of center in the sense that it is the value that each data point would take on if the total of the data values were redistributed fairly, and in the sense that it is the balance point of a data distribution shown on a dot plot.
   b. A measure of variation for a numerical data set describes how its values vary using a single number. The interquartile range and the mean absolute deviation are both measures of variation.

**Summarizing and describing distributions**

3. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
4. Summarize numerical data sets, such as by:
   a. Reporting the number of observations.
   b. Describing the nature of the variable, including how it was measured and its units of measurement. *Data sets can include fractional values at this grade but not negative values.*
   c. Describing center and variation, as well as describing any overall pattern and any striking deviations from the overall pattern.
5. Relate the choice of the median or mean as a measure of center to the shape of the data distribution being described and the context in which it is being used. Do the same for the choice of interquartile range or mean average deviation as a measure of variation. *For example, why are housing prices often summarized by reporting the median selling price, while students' assigned grades are often based on mean homework scores?*

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# Mathematics | Grade 7

In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and solving linear equations; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence; and (4) drawing inferences about populations based on samples.

(1) Students extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about similar objects (including geometric figures) by using scale factors that relate corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships.

(2) Students develop a unified understanding of number, recognizing fractions, decimals, and percents as different representations of rational numbers. Students extend addition, subtraction, multiplication, and division and their properties to all rational numbers, including integers and numbers represented by complex fractions and negative fractions. By applying the laws of arithmetic, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain why the rules for adding, subtracting, multiplying, and dividing with negative numbers make sense. They use the arithmetic of rational numbers as they formulate and solve linear equations in one variable and use these equations to solve problems.

(3) Students use ideas about distance and angles, how they behave under dilations, translations, rotations and reflections, and ideas about congruence and similarity to describe and analyze figures and situations in two- and three-dimensional space and to solve problems, including multi-step problems. Students prove that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines. Students apply this reasoning about similar triangles to solve problems, such as finding heights and distances. Students see the plausibility of the formulas for the circumference and area of a circle. For example, in the case of area, they may do so by reasoning about how lengths and areas scale in similar figures or by decomposing a circle or circular region and rearranging the pieces.

(4) Students build on their previous work with single data distributions to compare two data distributions and address questions about differences between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences.

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## Ratios and Proportional Relationships 7-RP

**Analyzing proportional relationships**

1. Form ratios of nonnegative rational numbers and compute corresponding unit rates. *For example, a person might walk ½ mile in each ¼ hour; the unit rate for this ratio is (1/2)/(1/4) miles per hour, equivalently 2 miles per hour. Include ratios of lengths, areas and other quantities, including when quantities being compared are measured in different units.*
2. Recognize situations in which two quantities covary and have a constant ratio. (The quantities are then said to be in a proportional relationship and the unit rate is called the constant of proportionality.) Decide whether two quantities that covary are in a proportional relationship, e.g., by testing for equivalent ratios or graphing on a coordinate plane.
3. Compute unit rates and solve proportional relationship problems in everyday contexts, such as shopping, cooking, carpentry, party planning, etc. Represent proportional relationships by equations that express how the quantities are related via the constant of proportionality or unit rate. *For example, total cost, t, is proportional to the number, n, purchased at a constant price, p; this relationship can be expressed as $t = pn$.*
4. Plot proportional relationships on a coordinate plane where each axis represents one of the two quantities involved, observe that the graph is a straight line through the origin, and find unit rates from a graph. Explain what a point $(x, y)$ means in terms of the situation, with special attention to the points (0, 0) and $(1, r)$ where $r$ is the unit rate.
5. Compare tables, graphs, formulas, diagrams, and verbal descriptions that represent or partially represent proportional relationships; explain correspondences among the representations including how the unit rate is shown in each.

**Percent**

6. Understand that percentages are rates per 100. For example, 30% of a quantity means $^{30}/_{100}$ times the quantity. A percentage can be a complex fraction, as in $3.75\% = {}^{3.75}/_{100}$.
7. Find a percentage of a quantity; solve problems involving finding the whole given a part and the percentage.
8. Solve multistep percent problems. *Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error, expressing monthly rent as a percentage of take-home pay.*

## The Number System 7-NS

**The system of rational numbers**

1. Understand that the rules for manipulating fractions extend to complex fractions.
2. Understand and perform addition and subtraction with rational numbers:
   a. Understand that on a number line, the sum $p + q$ is the number located a distance $|q|$ from $p$, to the right of $p$ if $q$ is positive and to the left of $p$ if $q$ is negative. A number and its opposite are additive inverses (i.e., their sum is zero).
   b. Compute sums of signed numbers using the laws of arithmetic. *For example, $7 + (-3) = 4$ because $7 + (-3) = (4 + 3) + (-3) = 4 + [3 + (-3)] = 4 + [0] = 4$.*
   c. Understand that subtraction of rational numbers is defined by viewing a difference as the solution of an unknown-addend addition problem. Subtraction of a rational number gives the same answer as adding its additive inverse.
   d. Explain and justify rules for adding and subtracting rational numbers, using a number line and practical contexts. *For example, relate $r + (-s) = r - s$ to a bank transaction; explain why $p - (q + r) = p - q - r$.*
   e. Understand that the additive inverse of a sum is the sum of the additive inverses, that is $-(p + q) = -p + -q$. *For example, $-(6 + -2) = (-6) + 2$ because $[6 + (-2)] + [(-6) + 2] = [6 + (-6)] + [(-2) + 2] = [0] + [0] = 0$.*
3. Understand and perform multiplication and division with rational numbers:
   a. Understand that the extension of multiplication from fractions to rational numbers is determined by the requirement that multiplication and addition satisfy the laws of arithmetic, particularly the distributive law, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers.
   b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If $p/q$ is a rational number, then $-(p/q) = (-p)/q = p/(-q)$.
   c. Calculate products and quotients of rational numbers, and use multiplication and division to solve word problems. *Include signed quantities.*

**The system of real numbers**

4. Understand that there are numbers that are not rational numbers, called irrational numbers, e.g., $\pi$ and $\sqrt{2}$. Together the rational and irrational numbers form the real number system. In school mathematics, the real numbers are assumed to satisfy the laws of arithmetic.

## Expressions and Equations 7-EE

**Expressions**

1. Interpret numerical expressions at a level necessary to calculate their value using a calculator or spreadsheet. For expressions with variables, use and interpret conventions of algebraic notation, such as $y/2$ is $y \div 2$ or $1/2 \times y$; $(3 \pm y)/5$ is $(3 \pm y) \div 5$ or $1/5 \times (3 \pm y)$; $a^2$ is $a \times a$, $a^3$ is $a \times a \times a$, $a^2b$ is $a \times a \times b$.
2. Generate equivalent expressions from a given expression using the laws of arithmetic and conventions of algebraic notation. Include:
   a. Adding and subtracting linear expressions, as in $(2x + 3) + x + (2 - x) = 2x + 5$.
   b. Factoring, as in $4x + 4y = 4(x + y)$ or $5x + 7x + 10y + 14y = 12x + 24y = 12(x + 2y)$.
   c. Simplifying, as in $-2(3x - 5) + 4x = 10 - 2x$ or $x/3 + (x - 2)/4 = 7x/12 - 1/2$.

**Quantitative relationships and the algebraic approach to problems**

3. Choose variables to represent quantities in a word problem, and construct simple equations to solve the problem by reasoning about the quantities.
   a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where $p$, $q$, and $r$ are nonnegative rational numbers and the solution is a nonnegative rational number. Fluently solve equations of these forms, e.g., by undoing the operations involved in producing the expression on the left.
   b. Solve the same word problem arithmetically and algebraically. *For example, "J. has 4 packages of balloons and 5 single balloons. In all, he has 21 balloons. How many balloons are in a package?" Solve this problem arithmetically (using a sequence of operations on the given numbers), and also solve it by using a variable to stand for the number of balloons in a package, constructing an equation such as $4b + 5 = 21$ to describe the situation then solving the equation.*
   c. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, $P + 0.05P = 1.05P$ means that "increase by 5%" is the same as "multiply by 1.05."*

## Geometry 7-G

**Congruence and similarity**

1. Verify experimentally the fact that a rigid motion (a sequence of rotations, reflections, and translations) preserves distance and angle, e.g., by using physical models, transparencies, or dynamic geometry software:
   a. Lines are taken to lines, and line segments to line segments of the same length.
   b. Angles are taken to angles of the same measure.
   c. Parallel lines are taken to parallel lines.
2. Understand the meaning of congruence: a plane figure is congruent to another if the second can be obtained from the first by a rigid motion.
3. Verify experimentally that a dilation with scale factor $k$ preserves lines and angle measure, but takes a line segment of length $L$ to a line segment of length $kL$.
4. Understand the meaning of similarity: a plane figure is similar to another if the second can be obtained from the first by a similarity transformation (a rigid motion followed by a dilation).
5. Solve problems involving similar figures and scale drawings. *Include computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.*
6. Use informal arguments involving approximation by lines, squares, and cubes to see that a similarity transformation with a scale factor of $k$ leaves angle measures unchanged, changes lengths by a factor of $k$, changes areas by a factor of $k^2$, and changes volumes by a factor of $k^3$.
7. Know the formulas relating the area, radius and circumference of a circle and solve problems requiring the use of these formulas; give an informal derivation of the relationship between the circumference and area of a circle.

**Angles**

8. Justify facts about the angle sum of triangles, exterior angles, and alternate interior angles created when parallel lines are cut by a transversal, e.g., by using physical models, transparencies, or dynamic geometry software to make rigid motions and give informal arguments. *For example, arrange three copies of the same triangle so that the three angles appear to form a line, and give an argument in terms of transversals why this is so.*
9. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.

**Situations involving randomness**

1. Simulate situations involving randomness using random numbers generated by a calculator or a spreadsheet or taken from a table. *For example, if you guess at all ten true/false questions on a quiz, how likely are you to get at least seven answers correct?*
2. Use proportional reasoning to predict relative frequencies of outcomes for situations involving randomness, but for which a theoretical answer can be determined. For *example, when rolling a number cube 600 times, one would predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times. How far off might your prediction be? Use technology to generate multiple samples to approximate a distribution of sample proportions. Repeat the process for smaller sample sizes.*

**Random sampling to draw inferences about a population**

3. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
4. Understand the importance of measures of variation in sample quantities (like means or proportions) in reasoning about how well a sample quantity estimates or predicts the corresponding population quantity.
5. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. *For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.*

**Comparative inferences about two populations**

6. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. *For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean average deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.*
7. Use measures of center and measures of variability for numerical data from uniform random samples to draw informal comparative inferences about two populations. *For example, decide whether the words in a chapter of a seventh-grade book are generally longer than the words in a chapter of a sixth-grade book.*

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# Mathematics | Grade 8

In Grade 8, instructional time should focus on three critical areas: (1) solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) understanding and applying the Pythagorean Theorem.

(1) Students use linear equations, and systems of linear equations to represent, analyze, and solve a variety of problems. Students recognize proportions ($y/x = m$ or $y = mx$) as a special case of linear equations, $y = mx + b$, understanding that the constant of proportionality ($m$) is the slope and the graphs are lines through the origin. They understand that the slope ($m$) of a line is a constant rate of change, so that if the input or $x$-coordinate changes by an amount $A$, the output or $y$-coordinate changes by the amount $mA$. Students also formulate and solve linear equations in one variable and use these equations to solve problems. Students also use a linear equation to describe the association between two quantities in a data set (such as arm span vs. height for students in a classroom). At this grade, fitting the model, and assessing its fit to the data are done informally. Interpreting the model in the context of the data requires students to express a relationship between the two quantities in question.

Students strategically choose and efficiently implement procedures to solve linear equations in one variable, understanding that when they use the properties of equality and the concept of logical equivalence, they maintain the solutions of the original equation. Students solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane; these intersect, are parallel, or are the same line. Students use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to analyze situations and solve problems.

(2) Students grasp the concept of a function as a rule that assigns to each element of its domain exactly one element of its range. They use function notation and understand that functions describe situations where one quantity determines another. They can translate among verbal, tabular, graphical, and algebraic representations of functions (noting that tabular and graphical representations are usually only partial representations), and they describe how aspects of the function are reflected in the different representations.

(3) Students understand the statement of the Pythagorean Theorem and its converse, and can explain why the Pythagorean Theorem is valid, for example, by decomposing a square in two different ways. They apply the Pythagorean Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons.

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## The Number System 8-NS

**The system of real numbers**

1. Understand informally that every number on a number line has a decimal expansion, which can be found for rational numbers using long division. Rational numbers are those with repeating decimal expansions (this includes finite decimals which have an expansion that ends in a sequence of zeros).
2. Informally explain why $\sqrt{2}$ is irrational.
3. Use rational approximations (including those obtained from truncating decimal expansions) to compare the size of irrational numbers, locate them approximately on a number line, and estimate the value of expressions (e.g., $\pi^2$). *For example, show that the square root of 2 is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.*

## Expressions and Equations 8-EE

**Linear equations in one variable**

1. Understand that a linear equation in one variable might have one solution, infinitely many solutions, or no solutions. Which of these possibilities is the case can be determined by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where $a$ and $b$ are different numbers).
2. Solve linear equations with rational number coefficients, including equations that require expanding expressions using the distributive law and collecting like terms.

**Linear equations in two variables**

3. Understand that the slope of a non-vertical line in the coordinate plane has the same value for any two distinct points used to compute it. This can be seen using similar triangles.
4. Understand that two lines with well-defined slopes are parallel if and only if their slopes are equal.
5. Understand that the graph of a linear equation in two variables is a line, the set of pairs of numbers satisfying the equation. If the equation is in the form $y = mx + b$, the graph can be obtained by shifting the graph of $y = mx$ by $b$ units (upwards if $b$ is positive, downwards if $b$ is negative). The slope of the line is $m$.
6. Understand that a proportional relationship between two variable quantities $y$ and $x$ can be represented by the equation $y = mx$. The constant $m$ is the unit rate, and tells how much of $y$ per unit of $x$.
7. Graph proportional relationships and relationships defined by a linear equation; find the slope and interpret the slope in context.
8. Compare two different proportional relationships represented in different ways. *For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.*

**Systems of linear equations**

9. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
10. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because the quantity $3x + 2y$ cannot simultaneously be 5 and 6.*
11. Solve and explain word problems leading to two linear equations in two variables.
12. Solve problems involving lines and their equations. *For example, decide whether a point with given coordinates lies on the line with a given equation; construct an equation for a line given two points on the line or one point and the slope; given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.*

## Functions 8-F

**Function concepts**

1. Understand that a function from one set (called the domain) to another set (called the range) is a rule that assigns to each element of the domain (an input) exactly one element of the range (the corresponding output). The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. *Function notation is not required in Grade 8.*
2. Evaluate expressions that define functions, and solve equations to find the input(s) that correspond to a given output.
3. Compare properties of two functions represented in different ways (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.*

4. Understand that a function is linear if it can be expressed in the form $y = mx + b$ or if its graph is a straight line. *For example, the function $y = x^2$ is not a linear function because its graph contains the points (1,1), (–1,1) and (0,0), which are not on a straight line.*

**Functional relationships between quantities**

5. Understand that functions can describe situations where one quantity determines another.
6. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship; from two ($x$, $y$) values, including reading these from a table; or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
7. Describe qualitatively the functional relationship between two quantities by reading a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

## Geometry 8-G

**Congruence and similarity**

1. Use coordinate grids to transform figures and to predict the effect of dilations, translations, rotations and reflections.
2. Explain using rigid motions the meaning of congruence for triangles as the equality of all pair of sides and all pairs of angles.
3. Give an informal explanation using rigid motions of the SAS and ASA criteria for triangle congruence, and use them to prove simple theorems.
4. Explain using similarity transformations the meaning of similarity for triangles as the equality of all pairs of angles and the proportionality of all pairs of sides.
5. Give an informal explanation using similarity transformations of the AA and SAS criteria for triangle similarity, and use them to prove simple theorems.

**The Pythagorean Theorem**

6. The side lengths of a right triangle are related by the Pythagorean Theorem. Conversely, if the side lengths of a triangle satisfy the Pythagorean Theorem, it is a right triangle.
7. Explain a proof of the Pythagorean Theorem and its converse.
8. Use the Pythagorean Theorem to determine unknown side lengths in right triangles and to solve problems in two and three dimensions.
9. Use the Pythagorean Theorem to find the distance between two points in a coordinate system.

**Plane and solid geometry**

10. Draw (freehand, with ruler and protractor, and with technology) geometric shapes from given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the triangle is uniquely defined, ambiguously defined or nonexistent.
11. Understand that slicing a three-dimensional figure with a plane produces a two-dimensional figure. Describe plane sections of right rectangular prisms and right rectangular pyramids.
12. Use hands-on activities to demonstrate and describe properties of: parallel lines in space, the line perpendicular to a given line through a given point, lines perpendicular to a given plane, lines parallel to a given plane, the plane or planes passing through three given points, and the plane perpendicular to a given line at a given point.

## Statistics and Probability 8-SP

**Patterns of association in bivariate data**

1. Understand that scatter plots for bivariate measurement data may reveal patterns of association between two quantities.
2. Construct and interpret scatter plots for bivariate measurement data. Describe patterns such as clustering, outliers, positive or negative association, linear association, nonlinear association.
3. Understand that a straight line is a widely used model for exploring relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
4. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.*
5. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables

collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. *For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?*

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## Where is the College-and-Career-Readiness line drawn?

The high school standards specify the mathematics that all students should learn in order to be college and career ready. The high school standards also describe additional mathematics that students should learn to pursue careers and majors in science, technology, engineering and mathematics (STEM) fields. Other forms of advanced work are possible (for example in discrete mathematics or advanced statistics) and can be eventually added to the standards.

Standards beyond the college and career readiness level that are necessary for STEM careers are prefixed with a symbol STEM, as in this example:

> STEM Graph complex numbers in polar form and interpret arithmetic operations on complex numbers geometrically.

Any standard without this tag is understood to be in the common core mathematics curriculum for all students.

## How are the high school standards organized?

The high school standards are listed in conceptual categories, as shown in the Table below. **Appendix A (online) contains drafts of model course descriptions based on these standards**. Conceptual categories portray a coherent view of core high school mathematics; a student's work with Functions, for example, crosses a number of traditional course boundaries, potentially up through and including Calculus.

Conceptual Organization of the High School Standards

| CCRS Draft September 17th | High School Standards Draft March 10 |
|---|---|
| Number Quantity | Number and Quantity |
| Expressions Equations Coordinates | Algebra |
| Functions | Functions |
| Geometry | Geometry |
| Statistics Probability | Statistics and Probability |
| Modeling | Modeling** |

* Standards formerly appearing under Coordinates now appear under other headings.

** Making mathematical models is now a Standard for Mathematical Practice. Standards formerly appearing under Modeling are now distributed under other major headings. High school standards with relevance to modeling are flagged with a (★) symbol. A narrative description of modeling remains in the high school standards, but there are no specific standard statements in that narrative description.

# Mathematics | High School—Number and Quantity

**Numbers and Number Systems.** During the years from kindergarten to eighth grade, students must repeatedly extend their conception of number. At first, "number" means "counting number": 1, 2, 3, … Soon after that, 0 is used to represent "none" and the whole numbers are formed by the counting numbers together with zero. The next extension is fractions. At first, fractions are barely numbers and tied strongly to pictorial representations. Yet by the time students understand division of fractions, they have a strong concept of fractions as numbers and have connected them, via their decimal representations, with the base-ten system used to represent the whole numbers. During middle school, fractions are augmented by negative fractions to form the rational numbers. In Grade 7, students extend this system once more, augmenting the rational numbers with the irrational numbers to form the real numbers. In high school, students will be exposed to yet another extension of number, when the real numbers are augmented by the imaginary numbers to form the complex numbers.

Students sometimes have difficulty accepting new kinds of numbers when these differ in appearance and properties from those of a familiar system. For example, students might decide that complex numbers are not numbers because they are not written with numerical digits, or because they do not describe positive or negative quantities. Indeed, this ascent through number systems makes it fair to ask: what does the word *number* mean that it can mean all of these things? One possible answer is that a number is something that can be used to do mathematics: calculate, solve equations, or represent measurements. Historically, number systems have been extended when there is an intellectual or practical benefit in using the new numbers to solve previously insoluble problems.[1]

Although the referent of "number" changes, the four operations stay the same in important ways. The commutative, associative, and distributive laws extend the properties of operations to the integers, rational numbers, real numbers, and complex numbers. The inverse relationships between addition and subtraction, and multiplication and division are maintained in these larger systems.

Calculators are useful in this strand to generate data for numerical experiments, to help understand the workings of matrix, vector, and complex number algebra, and to experiment with non-integer exponents.

**Quantities.** In their work in measurement up through Grade 8, students primarily measure commonly used attributes such as length, area, volume, and so forth. In high school, students encounter novel situations in which they themselves must conceive the attributes of interest. Such a conceptual process might be called quantification. Quantification is important for science, as when surface area suddenly "stands out" as an important variable in evaporation. Quantification is also important for companies, who must conceptualize relevant attributes and create or choose suitable metrics by which to measure them.

## Content Outline

The Real Number System

Quantities

The Complex Number System

Vector Quantities and Matrices

[1] See Harel, G., "A Standpoint of Research on Middle/Higher Number and Quantity," a research review provided for the Common Core State Standards Initiative.

## The Real Number System

N-RN

1. Understand that the laws of exponents for positive integer exponents follow from an understanding of exponents as indicating repeated multiplication, and from the associative law for multiplication.
2. Understand that the definition of the meaning of zero, positive rational, and negative exponents follows from extending the laws of exponents to those values, allowing for a notation for radicals in terms of rational exponents. *For example, since* $(5^{1/3})^3 = 5^{(1/3)\cdot 3} = 5^1 = 5$, $5^{1/3}$ *is a cube root of 5.*
3. Understand that sums and products of rational numbers are rational.
4. Understand that the sum of a rational number and an irrational number is irrational, and that the product of a nonzero rational number and an irrational number is irrational.
5. Rewrite expressions using the laws of exponents. *For example,* $(5^{1/2})^3 = 5^{3/2}$ *and* $1/5 = 5^{-1}$.

## Quantities★

N-Q

1. Understand that the magnitude of a quantity is independent of the unit used to measure it. *For example, the density of a liquid does not change when it is measured in another unit. Rather, its measure changes. The chosen unit "measures" the quantity by giving it a numerical value ("the density of lead is 11.3 times that of water").*
2. Use units as a way to understand problems and to guide the solution of multi-step problems, involving, e.g., acceleration, currency conversions, derived quantities such as person-hours and heating degree days, social science rates such as per-capita income, and rates in everyday life such as points scored per game.
3. Define metrics for the purpose of descriptive modeling. *For example, find a good measure of overall highway safety; propose and debate measures such as fatalities per year, fatalities per year per driver, or fatalities per vehicle-mile traveled.*
4. Add, subtract, multiply, and divide numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.
5. Use and interpret quantities and units correctly in algebraic formulas.
6. Use and interpret quantities and units correctly in graphs and data displays (function graphs, data tables, scatter plots, and other visual displays of quantitative information). Generate graphs and data displays using technology.

## The Complex Number System

N-CN

1. Understand that the relation $i^2 = -1$ and the commutative, associative, and distributive laws can be used to calculate with complex numbers.
2. STEM Understand that polynomials can be factored over the complex numbers, e.g., as in $x^2 + 4 = (x + 2i)(x - 2i)$.
3. STEM Understand that complex numbers can be visualized on the complex plane. Real numbers correspond to points on the horizontal (real) axis, and imaginary numbers to points on the vertical axis.
4. STEM Understand that on the complex plane, arithmetic of complex numbers can be interpreted geometrically: addition is analogous to vector addition, and multiplication can be understood as rotation and dilation about the origin. Complex conjugation is reflection across the real axis.
5. STEM Understand that on the complex plane, as on the real line, the distance between numbers is the absolute value of the difference, and the midpoint of a segment is the average of the numbers at its endpoints.
6. Add, subtract, and multiply complex numbers.
7. STEM Find the conjugate of a complex number; use conjugates to find absolute values and quotients of complex numbers.
8. STEM Solve quadratic equations with real coefficients that have complex solutions using a variety of methods.
9. STEM Graph complex numbers in rectangular form.
10. STEM Graph complex numbers in polar form and interpret arithmetic operations on complex numbers geometrically.
11. STEM Explain why the rectangular and polar forms of a complex number represent the same number.

★ Standard with close connection to modeling.

1. STEM Understand that vector quantities have both magnitude and direction. Vector quantities are typically represented by directed line segments. The magnitude of a vector **v** is commonly denoted $|\mathbf{v}|$ or $||\mathbf{v}||$.
2. STEM Understand that vectors are determined by the coordinates of their initial and terminal points, or by their components.
3. STEM Understand that vectors can be added end-to-end, component-wise, or by the parallelogram rule. The magnitude of a sum of two vectors is typically not the sum of the magnitudes.
4. STEM Understand that a vector **v** can be multiplied by a real number $c$ (called a scalar in this context) to form a new vector $c\mathbf{v}$ with magnitude $|c|v$. When $|c|v \neq 0$, the direction of $c\mathbf{v}$ is either along **v** (for $c > 0$) or against **v** (for $c < 0$). Scalar multiplication can be shown graphically by scaling vectors and possibly reflecting them in the origin; scalar multiplication can also be performed component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$.
5. STEM Understand that vector subtraction $\mathbf{v} - \mathbf{w}$ is defined as $\mathbf{v} + (-\mathbf{w})$. Two vectors can be subtracted graphically by connecting the tips in the appropriate order.
6. STEM Understand that matrices can be multiplied by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled. Matrices of the same dimensions can be added or subtracted. Matrices with compatible dimensions can be multiplied. Unlike multiplication of numbers, matrix multiplication is not a commutative operation, but still satisfies the associative and distributive laws.
7. STEM Understand that a vector, when regarded as a matrix with one column, can be multiplied by a matrix of suitable dimensions to produce another vector. A $2 \times 2$ matrix can be viewed as a transformation of the plane.
8. STEM Understand that a system of linear equations can be represented as a single matrix equation in a vector variable.
9. STEM Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.
10. STEM Perform basic vector operations (addition, subtraction, scalar multiplication) both graphically and algebraically.
11. STEM Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.
12. STEM Solve problems involving velocity and quantities that can be represented by vectors.★
13. STEM Add, subtract, and multiply matrices of appropriate dimensions.
14. STEM Use matrices to store and manipulate data, e.g., to represent payoffs or incidence relationships in a network.
15. STEM Represent systems of linear equations as matrix equations.
16. STEM Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension greater than $3 \times 3$).

★ Standard with close connection to modeling.

**Expressions.** An expression is a description of a computation on numbers and symbols that represent numbers, using arithmetic operations and the operation of raising a number to rational exponents. Conventions about the use of parentheses and the order of operations assure that each expression is unambiguous. Creating an expression that describes a computation involving a general quantity requires the ability to express the computation in general terms, abstracting from specific instances.

Reading an expression with comprehension involves analysis of its underlying structure. This may suggest a different but equivalent way of writing the expression that exhibits some different aspect of its meaning. For example, $p + 0.05p$ can be interpreted as the addition of a 5% tax to a price $p$. Rewriting $p + 0.05p$ as $1.05p$ shows that adding a tax is the same as multiplying the price by a constant factor.

Algebraic manipulations are governed by deductions from the commutative, associative, and distributive laws and the inverse relationships between the four operations, and the conventions of algebraic notation. These extend what students have learned about arithmetic expressions in K–8 to expressions that involve exponents, radicals, and representations of real numbers, and, for STEM-intending students, complex numbers.

At times, an expression is the result of applying operations to simpler expressions. Viewing such an expression by singling out these simpler expressions can sometimes clarify its underlying structure.

A spreadsheet or a CAS environment can be used to experiment with algebraic expressions, perform complex algebraic manipulations,and understand how algebraic manipulations behave.

**Equations and inequalities**. An equation is a statement that two expressions are equal. Solutions to an equation are numbers that make the equation true when assigned to the variables in it. If the equation is true for all numbers, then it is called an identity; identities are often discovered by using the laws of arithmetic or the laws of exponents to transform one expression into another.

The solutions of an equation in one variable form a set of numbers; the solutions of an equation in two variables form a set of ordered pairs of numbers, which can be graphed in the coordinate plane. Two or more equations and/or inequalities form a system. A solution for such a system must satisfy every equation and inequality in the system.

An equation can often be solved by successively transforming it into one or more simpler equations. The process is governed by deductions based on the properties of equality. For example, one can add the same constant to both sides without changing the solutions, but squaring both sides might lead to extraneous solutions. Strategic competence in solving includes looking ahead for productive manipulations and anticipating the nature and number of solutions.

Some equations have no solutions in a given number system, stimulating the extension of that system. For example, the solution of $x + 1 = 0$ is an integer, not a whole number; the solution of $2x + 1 = 0$ is a rational number, not an integer; the solutions of $x^2 - 2 = 0$ are real numbers, not rational numbers; and the solutions of $x^2 + 2 = 0$ are complex numbers, not real numbers.

The same solution techniques used to solve equations can be used to rearrange formulas. For example, the formula for the area of a trapezoid, $A = ((b_1+b_2)/2)h$, can be solved for $h$ using the same deductive process.

Inequalities can be solved by reasoning about the properties of inequality. Many, but not all, of the properties of equality continue to hold for inequalities and can be useful in solving them.

*Connections to Functions and Modeling*. Expressions can define functions, and equivalent expressions define the same function. Equations in two variables may also define functions. Asking when two functions have the same value leads to an equation; graphing the two functions allows for the approximate solution of the equation. Converting a verbal description to an equation, inequality, or system of these is an essential skill in modeling.

## Content Outline

### Seeing Structure in Expressions

### Arithmetic with Polynomials and Rational Expressions

### Creating Equations that Describe Numbers or Relationships

### Reasoning with Equations and Inequalities

## Seeing Structure in Expressions A-SSE

1. Understand that different forms of an expression may reveal different properties of the quantity in question; a purpose in transforming expressions is to find those properties. *Examples: factoring a quadratic expression reveals the zeros of the function it defines, and putting the expression in vertex form reveals its maximum or minimum value; the expression* $1.15^t$ *can be rewritten as* $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ *to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.*
2. Understand that complicated expressions can be interpreted by viewing one or more of their parts as single entities.
3. Interpret an expression that represents a quantity in terms of the context. *Include interpreting parts of an expression, such as terms, factors and coefficients.*★
4. Factor, expand, and complete the square in quadratic expressions.
5. See expressions in different ways that suggest ways of transforming them. *For example, see* $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, *thus recognizing it as a difference of squares that can be factored as* $(x^2 - y^2)(x^2 + y^2)$.
6. Rewrite expressions using the laws of exponents. *For example,* $(x^{1/2})^3 = x^{3/2}$ *and* $1/x = x^{-1}$.
7. Use the laws of exponents to interpret expressions for exponential functions, recognizing positive rational exponents as indicating roots of the base and negative exponents as indicating the reciprocal of a power. *For example, identify the per unit percentage change in functions such as* $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, *and conclude whether it represents exponential growth or decay. Recognize that any nonzero number raised to the zero power is 1, for example,* $12(1.05)^0 = 12$. *Avoid common errors such as confusing* $6(1.05)^t$ *with* $(6 \cdot 1.05)^t$ *and* $5(0.03)^t$ *with* $5(1.03)^t$.
8. STEM Prove the formula for the sum of a geometric series, and use the formula to solve problems.

## Arithmetic with Polynomials and Rational Expressions A-APR

1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication.
2. Understand that polynomial identities become true statements no matter which real numbers are substituted. *For example, the polynomial identity* $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ *can be used to generate Pythagorean triples.*
3. Understand the Remainder Theorem: For a polynomial $p(x)$ and a number $a$, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.
4. STEM Understand that the Binomial Theorem gives the expansion of $(x + a)^n$ in powers of $x$ for a positive integer $n$ and a real number $a$, with coefficients determined for example by Pascal's Triangle. The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.
5. STEM Understand that rational expressions are quotients of polynomials. They form a system analogous to the rational numbers, closed under division by a nonzero rational function.
6. Add, subtract and multiply polynomials.
7. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the polynomial.
8. Transform simple rational expressions using the commutative, associative, and distributive laws, and the inverse relationship between multiplication and division.
9. Divide a polynomial $p(x)$ by a divisor of the form $x - a$ using long division.
10. STEM Identify zeros and asymptotes of rational functions, when suitable factorizations are available, and use the zeros and asymptotes to construct a rough graph of the function.
11. STEM Divide polynomials, using long division for linear divisors and long division or a computer algebra system for higher degree divisors.

## Creating Equations That Describe Numbers or Relationships A-CED*

1. Understand that equations in one variable are often created to describe properties of a specific but unknown number.
2. Understand that equations in two or more variables that represent a relationship between quantities can be built by experimenting with specific numbers in the relationship.
3. Write equations and inequalities that specify an unknown quantity or to express a relationship between two or more quantities. Use the equations and inequalities to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*

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★ Standard with close connection to modeling.

4. Rearrange formulas to highlight a quantity of interest. *For example, transform Ohm's law $V = IR$ to highlight resistance $R$; in motion with constant acceleration, transform $v_{f,x}^2 - v_{i,x}^2 = 2a_x(x_f - x_i)$ to highlight the change in position along the x-axis, $x_f - x_i$.*

## Reasoning with Equations and Inequalities

A-REI

1. Understand that to solve an equation algebraically, one makes logical deductions from the equality asserted by the equation, often in steps that replace it with a simpler equation whose solutions include the solutions of the original one.
2. Understand that the method of completing the square can transform any quadratic equation in $x$ into an equivalent equation of the form $(x - p)^2 = q$. This leads to the quadratic formula.
3. Understand that given a system of two linear equations in two variables, adding a multiple of one equation to another produces a system with the same solutions. This principle, combined with principles already encountered with equations in one variable, allows for the simplification of systems.
4. Understand that the graph of an equation in two variables is the set of its solutions plotted in the coordinate plane, often forming a curve or a line.
5. Understand that solutions to two equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
6. Understand that the solutions to a linear inequality in two variables can be graphed as a half-plane (excluding the boundary in the case of a strict inequality).
7. Understand that solutions to several linear inequalities in two variables correspond to points in the intersection of the regions in the plane defined by the solutions to the inequalities.
8. Understand that equations and inequalities can be viewed as constraints in a problem situation, e.g., inequalities describing nutritional and cost constraints on combinations of different foods.★
9. STEM Understand that the relationship between an invertible function $f$ and its inverse function can be used to solve equations of the form $f(x) = c$.
10. Solve simple rational and radical equations in one variable, noting and explaining extraneous solutions.
11. Solve linear equations in one variable, including equations with coefficients represented by letters.
12. Solve quadratic equations in one variable. *Include methods such as inspection (e.g. for $x^2 = 49$), square roots, completing the square, the quadratic formula and factoring. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers $a$ and $b$.*
13. Solve equations $f(x) = g(x)$ approximately by finding the intersections of the graphs of $f(x)$ and $g(x)$, e.g. using technology to graph the functions. *Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, exponential, and logarithmic functions.*
14. Solve linear inequalities in one variable and graph the solution set on a number line.
15. Solve systems of linear equations algebraically and graphically, focusing on pairs of linear equations in two variables.
16. Solve algebraically a simple system consisting of one linear equation and one quadratic equation in two variables; for example, find points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.
17. Graph the solution set of a system of linear inequalities in two variables.
18. In modeling situations, represent constraints by systems of equations and/or inequalities, and interpret solutions of these systems as viable or non-viable options in the modeling context.★
19. In the context of exponential models, solve equations of the form $a\,b^{ct} = d$ where $a$, $c$, and $d$ are specific numbers and the base $b$ is 2, 10, or $e$.★
20. STEM Relate the properties of logarithms to the laws of exponents and solve equations involving exponential functions.
21. STEM Use inverse functions to solve equations of the form $a\sin(bx + c) = d$, $a\cos(bx + c) = d$, and $a\tan(bx + c) = d$.

★ Standard with close connection to modeling.

# Mathematics | High School—Functions

Functions describe situations where one quantity determines another. For example, the return on $10,000 invested at an annualized percentage rate of 4.25% is a function of the length of time the money is invested. Because nature and society are full of dependencies between quantities, functions are important tools in the construction of mathematical models.

In school mathematics, functions usually have numerical inputs and outputs and are often defined by an algebraic expression. For example, the time in hours it takes for a car to drive 100 miles is a function of the car's speed in miles per hour, $v$; the rule $T(v) = 100/v$ expresses this relationship algebraically and defines a function whose name is $T$.

The set of inputs to a function is called its domain. We often infer the domain to be all inputs for which the expression defining a function has a value, or for which the function makes sense in a given context.

A function can be described in various ways, such as by a graph (e.g., the trace of a seismograph); by a verbal rule, as in, "I'll give you a state, you give me the capital city"; or by an algebraic expression like $f(x) = a + bx$. The graph of a function is often a useful way of visualizing the relationship the function models, and manipulating a mathematical expression for a function can throw light on the function's properties. Graphing technology and spreadsheets are also useful tools in the study of functions.

Functions presented as expressions can model many important phenomena. Two important families of functions characterized by laws of growth are linear functions, which grow at a constant rate, and exponential functions, which grow at a constant percent rate. Linear functions with a constant term of zero describe proportional relationships.

A graphing utility or a CAS can be used to experiment with properties of the functions and their graphs and to build computational models of functions, including recursively defined functions.

*Connections to Expressions, Equations, Modeling and Coordinates.* Determining an output value for a particular input involves evaluating an expression; finding inputs that yield a given output involves solving an equation. Questions about when two functions have the same value lead to equations, whose solutions can be visualized from the intersection of their graphs. Because functions describe relationships between quantities, they are frequently used in modeling. Sometimes functions are defined by a recursive process, which can be displayed effectively using a spreadsheet or other technology.

## Content Outline

### Interpreting Functions

### Building Functions

### Linear, Quadratic, and Exponential Models

### Trigonometric Functions

### Limits and Continuity†

### Differential Calculus†

### Applications of Derivatives†

### Integral Calculus†

### Applications of Integration†

### Infinite Series†

† Specific standards for calculus domains are not listed.

## Interpreting Functions A-IF

1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If $f$ is a function and $x$ is an element of its domain, then $f(x)$ denotes the output of $f$ corresponding to the input $x$.
2. Understand that functions of a single variable have key characteristics, including: zeros; extreme values; average rates of change (over intervals); intervals of increasing, decreasing and/or constant behavior; and end behavior.
3. Understand that a function defined by an expression may be written in different but equivalent forms, which can reveal different properties of the function.
4. Use function notation and evaluate functions for inputs in their domains.
5. Describe qualitatively the functional relationship between two quantities by reading a graph (e.g., where the function is increasing or decreasing, what its long-run behavior appears to be, and whether it appears to be periodic). ★
6. Sketch a graph that exhibits the qualitative features of a function that models a relationship between two quantities. ★
7. Compare properties of two functions represented in different ways (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, draw conclusions about the graph of a quadratic function from its algebraic expression.*
8. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.* ★
9. Describe the qualitative behavior of functions presented in graphs and tables. *Identify: intercepts; intervals where the function is increasing, decreasing, positive or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.* ★
10. Use technology to exhibit the effects of parameter changes on the graphs of linear, power, quadratic, square root, cube root, and polynomial functions, and simple rational, exponential, logarithmic, sine, cosine, absolute value, and step functions. ★
11. Transform quadratic polynomials algebraically to reveal different features of the function they define, such as zeros, extreme values, and symmetry of the graph.

## Building Functions A-BF

1. Understand that functions can be described by specifying an explicit expression, a recursive process or steps for calculation.
2. Understand that sequences are functions whose domain is a subset of the nonnegative integers.
3. STEM Understand that composing a function $f$ with a function $g$ creates a new function called the composite function—for an input number $x$, the output of the composite function is $f(g(x))$.
4. STEM Understand that the inverse of an invertible function "undoes" what the function does; that is, composing the function with its inverse in either order returns the original input. One can sometimes produce an invertible function from a non-invertible function by restricting the domain (e.g., squaring is not an invertible function on the real numbers, but squaring is invertible on the nonnegative real numbers).
5. Write a function that describes a relationship between two quantities, for example by varying parameters in and combining standard function types (such as linear, quadratic or exponential functions). Use technology to experiment with parameters and to illustrate an explanation of the behavior of the function when parameters vary. ★
6. Solve problems involving linear, quadratic, and exponential functions. ★
7. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology.
8. Generate an arithmetic or geometric sequence given a recursive rule for the sequence. ★
9. As a way to describe routine modeling situations, write arithmetic and geometric sequences both recursively and in closed form, and translate between the two forms. ★
10. STEM Evaluate composite functions and compose functions symbolically.
11. STEM Read values of an inverse function from a graph or a table, given that the function has an inverse.
12. STEM For linear or simple exponential functions, find a formula for an inverse function by solving an equation.
13. STEM Verify symbolically by composition that one function is the inverse of another.

## Linear, Quadratic, and Exponential Models A-LQE

1. Understand that a linear function, defined by $f(x) = mx + b$ for some constants $m$ and $b$, models a situation in which a quantity changes at a constant rate, $m$, relative to another. ★
2. Understand that quadratic functions have maximum or minimum values and can be used to model problems with optimum solutions. ★
3. Understand that an exponential function, defined by $f(x) = ab^x$ or by $f(x) = a(1 + r)^x$ for some constants $a$, $b > 0$ and $r > -1$, models a situation where a quantity grows or decays by a constant factor or a constant percentage change over each unit interval. ★
4. Understand that linear functions grow by equal differences over equal intervals; exponential functions grow by equal factors over equal intervals. ★
5. Understand that in an arithmetic sequence, differences between consecutive terms form a constant sequence, and second differences are zero. Conversely, if the second differences are zero, the sequence is arithmetic. Arithmetic sequences can be seen as linear functions. ★
6. Understand that in a sequence that increases quadratically (e.g., $a_n = 3n^2 + 2n + 1$), differences between consecutive terms form an arithmetic sequence, and second differences form a constant sequence. Conversely, if the second differences form a constant sequence with nonzero value, the sequence increases quadratically. ★
7. Understand that in a geometric sequence, ratios of consecutive terms are all the same. ★
8. Understand that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function. ★
9. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. ★
10. Construct a function to describe a linear relationship between two quantities. Determine the rate of change and constant term of a linear function from a graph, a description of a relationship, or from two $(x, y)$ values (include reading these from a table). ★
11. Use quadratic functions to model problems, e.g., in situations with optimum solutions. ★
12. Construct an exponential function in the form $f(x) = a(1 + r)^x$ or $f(x) = ab^x$ to describe a relationship in which one quantity grows with respect to another at a constant percent growth rate or a with a constant growth factor. ★
13. Interpret the rate of change and constant term of a linear function or sequence in terms of the situation it models, and in terms of its graph or a table of values. ★
14. Calculate and interpret the growth factor for an exponential function (presented symbolically or as a table) given a fixed interval. Estimate the growth factor from a graph. ★
15. Recognize a quantitative relationship as linear, exponential, or neither from description of a situation. ★
16. Compare quantities increasing exponentially to quantities increasing linearly or as a polynomial function. ★

## Trigonometric Functions F-TF

1. STEM Understand that the unit circle in the coordinate plane enables one to define the sine, cosine, and tangent functions for real numbers.
2. STEM Understand that trigonometric functions are periodic by definition, and sums and products of functions with the same period are periodic.
3. STEM Understand that restricting trigonometric functions to a domain on which they are always increasing or always decreasing allows for the construction of an inverse function.
4. STEM Revisit trigonometric functions and their graphs in terms of radians.
5. STEM Use the unit circle to determine geometrically the values of sine, cosine, tangent for integer multiples of $\pi/4$ and $\pi/6$.
6. STEM Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.
7. STEM Solve simple trigonometric equations formally using inverse trigonometric functions and evaluate the solutions numerically using technology. *Solving trigonometric equations by means of the quadratic formula is optional.*

## Limits and Continuity† F-LC

★ Standard with close connection to modeling.

† Specific standards for calculus domains are not listed.

Differential Calculus† F-DC

Applications of Derivatives† F-AD

Integral Calculus† F-IC

Applications of Integration† F-AI

Infinite Series† F-IS

DRAFT

† Specific standards for calculus domains are not listed.

Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. Modeling is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Quantities and their relationships in physical, economic, public policy, social and everyday situations can be modeled using mathematical and statistical methods. When making mathematical models, technology is valuable for varying assumptions, exploring consequences, and comparing predictions with data.

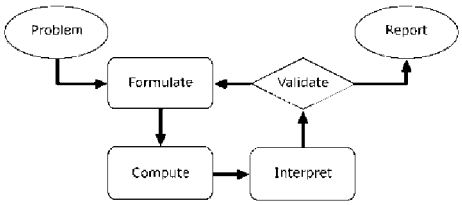
A model can be very simple, such as writing total cost as a product of unit price and number bought, or using a geometric shape to describe a physical object like a coin. Even such simple models involve making choices. It is up to us whether to model a coin as a three-dimensional cylinder, or whether a two-dimensional disk works well enough for our purposes. Other situations—modeling a delivery route, a production schedule, or a comparison of loan amortizations—need more elaborate models that use other tools from the mathematical sciences. Real-world situations are not organized and labeled for analysis; formulating tractable models, representing such models, and analyzing them is appropriately a creative process. Like every such process, this depends on acquired expertise as well as creativity.

Some examples of such situations might include:

- Estimating how much water and food is needed for emergency relief in a devastated city of 3 million people, and how it might be distributed.
- Planning a table tennis tournament for 7 players at a club with 4 tables, where each player plays against each other player.
- Designing the layout of the stalls in a school fair so as to raise as much money as possible.
- Analyzing stopping distance for a car.
- Modeling savings account balance, bacterial colony growth, or investment growth.
- Critical path analysis, e.g., applied to turnaround of an aircraft at an airport.
- Risk situations, like extreme sports, pandemics and terrorism.
- Relating population statistics to individual predictions.

In situations like these, the models devised depend on a number of factors: How precise an answer do we want or need? What aspects of the situation do we most need to understand, control, or optimize? What resources of time and tools do we have? The range of models that we can create and analyze is also constrained by the limitations of our mathematical, statistical, and technical skills, and our ability to recognize significant variables and relationships among them. Diagrams of various kinds, spreadsheets and other technology, and algebra are powerful tools for understanding and solving problems drawn from different types of real-world situations.

One of the insights provided by mathematical modeling is that essentially the same mathematical or statistical structure can model seemingly different situations. Models can also shed light on the mathematical structures themselves, for example as when a model of bacterial growth makes more vivid the explosive growth of the exponential function.




The basic modeling cycle is summarized in the diagram. It involves (1) identifying variables in the situation and selecting those than represent essential features, (2) formulating a model by creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables, (3) analyzing and performing operations on these relationships to draw conclusions, (4) interpreting the results of the mathematics in terms of the original situation, (5) validating the conclusions by comparing them with the situation, and then, either improving the model or, if it is acceptable, (6) reporting on the conclusions and the reasoning behind them. Choices, assumptions and approximations are present throughout this cycle.

In descriptive modeling, a model simply describes the phenomena or summarizes them in a compact form. Graphs of observations are a familiar descriptive model—for example, graphs of global temperature and atmospheric $CO_2$ over time.

Analytic modeling seeks to explain data on the basis of deeper theoretical ideas, albeit with parameters that are empirically based; for example, exponential growth of bacterial colonies (until cut-off mechanisms such as pollution or starvation intervene) follows from a constant reproduction rate. Functions are an important tool for analyzing such

problems.

Graphing utilities, spreadsheets, CAS environments, and dynamic geometry software are powerful tools that can be used to model purely mathematical phenomena (e.g., the behavior of polynomials) as well as physical phenomena.

## Modeling Standards

*Modeling is best interpreted not as a collection of isolated topics but rather in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards indicated by a star symbol* (★).

DRAFT

# Mathematics | High School—Statistics and Probability*

Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability. Statistics provides tools for describing variability in data and for making informed decisions that take it into account.

Data are gathered, displayed, summarized, examined, and interpreted to discover patterns and deviations from patterns. Quantitative data can be described in terms of key characteristics: measures of shape, center, and spread. The shape of a data distribution might be described as symmetric, skewed, flat, or bell shaped, and it might be summarized by a statistic measuring center (such as mean or median) and a statistic measuring spread (such as standard deviation or interquartile range). Different distributions can be compared numerically using these statistics or compared visually using plots. Knowledge of center and spread are not enough to describe a distribution. Which statistics to compare, which plots to use, and what the results of a comparison might mean, depend on the question to be investigated and the real-life actions to be taken.

Randomization has two important uses in drawing statistical conclusions. First, collecting data from a random sample of a population makes it possible to draw valid conclusions about the whole population, taking variability into account. Second, randomly assigning individuals to different treatments allows a fair comparison of the effectiveness of those treatments. A statistically significant outcome is one that is unlikely to be due to chance alone, and this can be evaluated only under the condition of randomness. The conditions under which data are collected are important in drawing conclusions from the data; in critically reviewing uses of statistics in public media and other reports it is important to consider the study design, how the data were gathered, and the analyses employed as well as the data summaries and the conclusions drawn.

Random processes can be described mathematically by using a probability model. One begins to make a probability model by listing or describing the possible outcomes (the sample space) and assigning probabilities. In situations such as flipping a coin, rolling a number cube, or drawing a card, it might be reasonable to assume various outcomes are equally likely. In a probability model, sample points represent outcomes and combine to make up events; probabilities of events can be computed by applying the additive and multiplicative laws of probability. Interpreting these probabilities relies on an understanding of independence and conditional probability, which can be approached through the analysis of two-way tables.

Technology plays an important role in statistics and probability by making it possible to generate plots, functional models, and correlation coefficients, and to simulate many possible outcomes in a short amount of time.

*Connections to Functions and Modeling*. Functional models may be used to approximate data; if the data are approximately linear, the relationship may be modeled with a regression line and the strength and direction of such a relationship may be expressed through a correlation coefficient.

## Content Outline

### Summarizing Categorical and Measurement Data

### Probability Models

### Independently Combined Probability Models

### Making Inferences and Justifying Conclusions Drawn from Data

### Conditional Probability and the Laws of Probability

### Experimenting and Simulating to Model Probabilities

### Using Probability to Make Decisions

* Most or all of the standards in Statistics and Probability have a close connection to modeling.

## Summarizing Categorical and Quantitative Data S-SI

1. Understand that statistical methods take variability into account to support making informed decisions based on data collected to answer specific questions.
2. Understand that visual displays and summary statistics condense the information in data sets into usable knowledge.
3. Understand that patterns of association or relationships between variables may emerge through careful analysis of multi-variable data.
4. Summarize comparative or bivariate categorical data in two-way frequency tables. Interpret joint, marginal and conditional relative frequencies in the context of the data, recognizing possible associations and trends in bivariate categorical data.
5. Compare data on two or more count or measurement variables by using plots on the real number line (dot plots, histograms, and box plots). Use statistics appropriate to the shape of the data distribution to summarize center (median, mean) and spread (interquartile range, standard deviation) of the data sets. Interpret changes in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
6. Represent bivariate quantitative data on a scatter plot and describe how the variables are related.
7. Fit a linear function for scatter plots that suggest a linear association. Informally assess the fit of the model function by plotting and analyzing residuals.
8. Use a model function fitted to the data to solve problems in the context of the data, interpreting the slope (rate of change) and the intercept (constant term).
9. Compute (using technology) and interpret the correlation coefficient for a linear relationship between variables.
10. Distinguish between correlation and causation.

## Probability Models S-PM

1. Understand that in a probability model, individual outcomes have probabilities that sum to 1. When outcomes are categorized, the probability of a given type of outcome is the sum of the probabilities of all the individual outcomes of that type.
2. Understand that uniform probability models are useful models for processes such as (i) the selection of a person from a population; (ii) the selection of a number in a lottery; (iii) any physical situation in which symmetry suggests that different individual outcomes are equally likely.
3. Understand that two different empirical probability models for the same process will rarely assign exactly the same probability to a given type of outcome. But if the data sets are large and the methods used to collect the data for the two data sets are consistent, the agreement between the models is likely to be reasonably good.
4. Understand that a (theoretical) uniform probability model may be judged by comparing it to an empirical probability model for the same process. If the theoretical assumptions are appropriate and the data set is large, then the two models should agree approximately. If the agreement is not good, then it may be necessary to modify the assumptions underlying the theoretical model or look for factors that might have affected the data used to create the empirical model.
5. Use a uniform probability model to compute probabilities for a process involving uncertainty, including the random selection of a person from a population and physical situations where symmetry suggests that different individual outcomes are equally likely.
   a. List the individual outcomes to create a sample space.
   b. Label the individual outcomes in the sample space to reflect important characteristics or quantities associated with them.
   c. Determine probabilities of individual outcomes, and determine the probability of a type or category of outcome as the fraction of individual outcomes it includes.
6. Generate data by sampling, repeated experimental trials, and simulations. Record and appropriately label such data, and use them to construct an empirical probability model. Compute probabilities in such models.
7. Compare probabilities from a theoretical model to probabilities from a corresponding empirical model for the same situation. If the agreement is not good, explain possible sources of the discrepancies.

## Independently Combined Probability Models S-IPM

1. Understand that to describe a pair of random processes (such as tossing a coin and rolling a number cube), or one random process repeated twice (such as randomly selecting a student in the class on two different days), two probability models can be combined into a single model.

a. The sample space for the combined model is formed by listing all possible ordered pairs that combine an individual outcome from the first model with an individual outcome from the second. Each ordered pair is an individual outcome in the combined model.

b. The total number of individual outcomes (ordered pairs) in the combined model is the product of the number of individual outcomes in each of the two original models.

2. Understand that when two probability models are combined independently, the probability that one type of outcome in the first model occurs together with another type of outcome in the second model is the product of the two corresponding probabilities in the original models (the Multiplication Rule).
3. Combine two uniform models independently to compute probabilities for a pair of random processes (e.g., flipping a coin twice, selecting one person from each of two classes).

   a. Use organized lists, tables and tree diagrams to represent the combined sample space.

   b. Determine probabilities of ordered pairs in the combined model, and determine the probability of a particular type or category of outcomes in the combined model, as the fraction of ordered pairs corresponding to it.
4. For two independently combined uniform models, use the Multiplication Rule to determine probabilities.

## Making Inferences and Justifying Conclusions S-IC

1. Understand that statistics is a process for making inferences about population parameters based on a sample from that population; randomness is the foundation for statistical inference.
2. Understand that the design of an experiment or sample survey is of critical importance to analyzing the data and drawing conclusions.
3. Understand that simulation-based techniques are powerful tools for making inferences and justifying conclusions from data.
4. Use probabilistic reasoning to decide if a specified model is consistent with results from a given data-generating process. (For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?)
5. Recognize the purposes of and differences among sample surveys, experiments and observational studies; explain how randomization relates to each.
6. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
7. Use data from a randomized experiment to compare two treatments; justify significant differences between parameters through the use of simulation models for random assignment.
8. Evaluate reports based on data.

## Conditional Probability and the Laws of Probability S-CP

1. Understand that events are subsets of a sample space; often, events of interest are defined by using characteristics (or categories) of the sample points, or as unions, intersections, or complements thereof ("and," "or," "not"). A sample point may belong to several events (categories).
2. Understand that if A and B are two events, then in a uniform model the conditional probability of A given B, denoted by $P(A \mid B)$, is the fraction of B's sample points that also lie in A.
3. Understand that the laws of probability allow one to use known probabilities to determine other probabilities of interest.
4. Compute probabilities by constructing and analyzing sample spaces, representing them by tree diagrams, systematic lists, and Venn diagrams.
5. Use the laws of probability to compute probabilities.
6. Apply concepts such as intersections, unions and complements of events, and conditional probability and independence to define or analyze events, calculate probabilities and solve problems.
7. Construct and interpret two-way tables to show probabilities when two characteristics (or categories) are associated with each sample point. Use a two-way table to determine conditional probabilities. ★
8. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. ★
9. Use permutations and combinations to compute probabilities of compound events and solve problems.

★ Standard with close connection to modeling.

## Experimenting and Simulating to Model Probabilities S-ES

1. Understand that sets of data obtained from surveys, simulations or other means can be used as probability models, by treating the data set itself as a sample space, in which the sample points are the individual pieces of data.
2. Understand that the probability of an outcome can be interpreted as an assertion about the long-run proportion of the outcome's occurrence if the random experiment is repeated a large number of times.
3. Calculate experimental probabilities by performing simulations or experiments involving a probability model and using relative frequencies of outcomes.
4. Compare the results of simulations with predicted probabilities. When there are substantial discrepancies between predicted and observed probabilities, explain them.
5. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets and tables to estimate areas under the normal curve.

## Using Probability to Make Decisions S-MD

1. Understand that the expected value of a random variable is the weighted average of its possible values, with weights given by their respective probabilities.
2. Understand that when the possible outcomes of a decision can be assigned probabilities and payoff values, the decision can be analyzed as a random variable with an expected value, e.g., of an investment.
3. Calculate expected value, e.g. to determine the fair price of an investment.
4. Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).
5. Evaluate and compare two investments or strategies with the same expected value, where one investment or strategy is safer than the other.
6. Evaluate and compare two investments or strategies, where one investment or strategy is safer but has lower expected value. Include large and small investments, and situations with serious consequences.
7. Analyze decisions and strategies using probability concepts (e.g. product testing, medical testing, pulling a hockey goalie at the end of a game).

DRAFT

An understanding of the attributes and relationships of geometric objects can be applied in diverse contexts—interpreting a schematic drawing, estimating the amount of wood needed to frame a sloping roof, rendering computer graphics, or designing a sewing pattern for the most efficient use of material.

Understanding the attributes of geometric objects often relies on measurement: a circle is a set of points in a plane at a fixed distance from a point; a cube is bounded by six squares of equal area; when two parallel lines are crossed by a transversal, pairs of corresponding angles are congruent.

The concepts of congruence, similarity and symmetry can be united under the concept of geometric transformation. Reflections and rotations each explain a particular type of symmetry, and the symmetries of an object offer insight into its attributes—as when the reflective symmetry of an isosceles triangle assures that its base angles are congruent. Applying a scale transformation to a geometric figure yields a similar figure. The transformation preserves angle measure, and lengths are related by a constant of proportionality.

The definitions of sine, cosine and tangent for acute angles are founded on right triangle similarity, and, with the Pythagorean theorem, are fundamental in many real-world and theoretical situations.

Coordinate geometry is a rich field for exploration. How does a geometric transformation such as a translation or reflection affect the coordinates of points? How is the geometric definition of a circle reflected in its equation? Coordinates can describe locations in three dimensions and extend the use of algebraic techniques to problems involving the three-dimensional world we live in.

Dynamic geometry environments provide students with experimental and modeling tools that allow them to investigate geometric phenomena in much the same was as CAS environments allow them to experiment with algebraic phenomena.

*Connections to Equations and Inequalities*. The correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing and understanding algebra. Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling and proof.

## Content Outline

### Congruence

### Similarity, Right Triangles, and Trigonometry

### Circles

### Expressing Geometric Properties with Equations

### Trigonometry of General Triangles

### Geometric Measurement and Dimension

### Modeling with Geometry

## Congruence G-CO

1. Understand that two geometric figures are congruent if there is a sequence of rigid motions (rotations, reflections, translations) that carries one onto the other. This is the principle of superposition.
2. Understand that criteria for triangle congruence are ways to specify enough measures in a triangle to ensure that all triangles drawn with those measures are congruent.
3. Understand that criteria for triangle congruence (ASA, SAS, and SSS) can be established using rigid motions.
4. Understand that geometric diagrams can be used to test conjectures and identify logical errors in fallacious proofs.
5. Know and use (in reasoning and problem solving) definitions of angles, polygons, parallel, and perpendicular lines, rigid motions, parallelograms and rectangles.
6. Prove theorems about lines and angles. *Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; two lines parallel to a third are parallel to each other; points on a perpendicular bisector of a segment are exactly those equidistant from the segment's endpoints.*
7. Prove theorems about triangles. *Theorems include: measures of interior angles of a triangle sum to 180°, base angles of isosceles triangles are congruent, the triangle inequality, the longest side of a triangle faces the angle with the greatest measure and vice-versa, the exterior-angle inequality, and the segment joining midpoints of two sides of a triangle parallel to the third side and half the length.*
8. Use and prove properties of and relationships among special quadrilaterals: parallelogram, rectangle, rhombus, square, trapezoid and kite.
9. Characterize parallelograms in terms of equality of opposite sides, in terms of equality of opposite angles, and in terms of bisection of diagonals; characterize rectangles as parallelograms with equal diagonals.
10. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc). *Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.*
11. Construct an equilateral triangle, a square and a regular hexagon inscribed in a circle.
12. Use two-dimensional representations to transform figures and to predict the effect of translations, rotations, and reflections.
13. Use two-dimensional representations to transform figures and to predict the effect of dilations.

## Similarity, Right Triangles, and Trigonometry G-SRT

1. Understand that dilating a line produces a line parallel to the original. (In particular, lines passing through the center of the dilation remain unchanged.)
2. Understand that the dilation of a given segment is parallel to the given segment and longer or shorter in the ratio given by the scale factor. A dilation leaves a segment unchanged if and only if the scale factor is 1.
3. Understand that the assumed properties of dilations can be used to establish the AA, SAS, and SSS criteria for similarity of triangles.
4. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of sine, cosine, and tangent.
5. Understand that a line parallel to one side of a triangle divides the other two proportionally, and conversely.
6. Use triangle similarity criteria to solve problems and to prove relationships in geometric figures. *Include a proof of the Pythagorean theorem using triangle similarity.*
7. Use and explain the relationship between the sine and cosine of complementary angles.
8. Use sine, cosine, tangent, and the Pythagorean Theorem to solve right triangles[2] in applied problems.
9. STEM Give an informal explanation using successive approximation that a dilation of scale factor $r$ changes the length of a curve by a factor of $r$ and the area of a region by a factor of $r^2$.

## Circles G-C

1. Understand that dilations can be used to show that all circles are similar.
2. Understand that there is a unique circle through three non-collinear points, and four circles tangent to three non-concurrent lines.

[2] A right triangle has five parameters, its three lengths and two acute angles. Given a length and any other parameter, "solving a right triangle" means finding the remaining three parameters.

3. Identify and define radius, diameter, chord, tangent, secant, and circumference.
4. Identify and describe relationships among angles, radii, and chords. *Include the relationship between central, inscribed and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.*
5. Determine the arc lengths and the areas of sectors of circles, using proportions.
6. STEM Construct a tangent line from a point outside a given circle to the circle.
7. STEM Prove and use theorems about circles, and use these theorems to solve problems involving:
   a. Symmetries of a circle
   b. Similarity of a circle to any other
   c. Tangent line, perpendicularity to a radius
   d. Inscribed angles in a circle, relationship to central angles, and equality of inscribed angles
   e. Properties of chords, tangents, and secants as an application of triangle similarity.

## Expressing Geometric Properties with Equations G-GPE

1. Understand that two lines with well-defined slopes are perpendicular if and only if the product of their slopes is equal to –1.
2. Understand that the equation of a circle can be found using its definition and the Pythagorean Theorem.
3. Understand that transforming the graph of an equation by reflecting in the axes, translating parallel to the axes, or applying a dilation in one of the coordinate directions corresponds to substitutions in the equation.
4. STEM Understand that an ellipse is the set of all points whose distances from two fixed points (the foci) are a constant sum. The graph of $x^2/a^2 + y^2/b^2 = 1$ is an ellipse with foci on one of the axes.
5. STEM Understand that a parabola is the set of points equidistant from a fixed point (the focus) and a fixed line (the directrix). The graph of any quadratic function is a parabola, and all parabolas are similar.
6. STEM Understand that the formula $A = \pi ab$ for the area of an ellipse can be derived from the formula for the area of a circle.★
7. Use the slope criteria for parallel and perpendicular lines to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
8. Find the point on the segment between two given points that divides the segment in a given ratio.
9. Use coordinates to compute perimeters of polygons and areas for triangles and rectangles, e.g. using the distance formula.★
10. Decide whether a point with given coordinates lies on a circle defined by a given equation.
11. Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point (0, 2).
12. Complete the square to find the center and radius of a circle given by an equation.
13. STEM Find an equation for an ellipse given in the coordinate plane with major and minor axes parallel to the coordinate axes.
14. STEM Calculate areas of ellipses to solve problems.★

## Trigonometry of General Triangles G-TGT

1. STEM Understand that the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle can be derived by drawing an auxiliary line from a vertex perpendicular to the opposite side. Applying this formula in three different ways leads to the Law of Sines.
2. STEM Understand that the Law of Cosines generalizes the Pythagorean Theorem.
3. STEM Understand that the sine, cosine and tangent of the sum or difference of two angles can be expressed in terms of sine, cosine, and tangent of the angles themselves using the addition formulas.
4. STEM Understand that the Laws of Sines and Cosines embody the triangle congruence criteria, in that three pieces of information are usually sufficient to completely solve a triangle. Furthermore, these laws yield two possible solutions in the ambiguous case, illustrating that "Side-Side-Angle" is not a congruence criterion.
5. STEM Explain proofs of the Law of Sines and the Law of Cosines.

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★ Standard with close connection to modeling.

6. STEM Use the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).

## Geometric Measurement and Dimension G-GMD

1. Understand that the area of a decomposed figure is the sum of the areas of its components and is independent of the choice of dissection.
2. STEM Understand that lengths of curves and areas of curved regions can be defined using the informal notion of limit.
3. STEM Understand that Cavalieri's principle allows one to understand volume formulas informally by visualizing volumes as stacks of thin slices.
4. Find areas of polygons by dissecting them into triangles.
5. Explain why the volume of a cylinder is the area of the base times the height, using informal arguments.
6. For a pyramid or a cone, give a heuristic argument to show why its volume is one-third of its height times the area of its base.
7. Apply formulas and solve problems involving volume and surface area of right prisms, right circular cylinders, right pyramids, cones, spheres and composite figures.
8. STEM Identify cross-sectional shapes of slices of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.
9. STEM Use the behavior of length and area under dilations to show that the circumference of a circle is proportional to the radius and the area of a circle is proportional to the square of the radius. Identify the relation between the constants of proportionality with an informal argument involving dissection and recomposition of a circle into an approximate rectangle.

## Modeling with Geometry G-MG

1. Understand that models of objects and structures can be built from a library of standard shapes; a single kind of shape can model seemingly different objects.★
2. Use geometric shapes, their measures and their properties to describe objects (e.g., modeling a tree trunk or a human torso or as a cylinder).★
3. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).★
4. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy constraints or minimize cost; working with typographic grid systems based on ratios).★

★ Standard with close connection to modeling.

# Glossary

**Addition and subtraction within 10, 20, or 100**. Addition or subtraction of whole numbers with whole number answers, and with sum or minuend at most 10, 20, or 100. Example: $8 + 2 = 10$ is an addition within 10, $14 - 5 = 9$ is a subtraction within 20, and $55 - 18 = 37$ is a subtraction within 100.

**Additive inverses**. Two numbers whose sum is 0 are additive inverses of one another. Example: $3/4$ and $-3/4$ are additive inverses of one another because $3/4 + (-3/4) = (-3/4) + 3/4 = 0$.

**Box plot**. A method of visually displaying a distribution of data values by using the median, quartiles, and extremes of the data set. A box shows the middle 50% of the data.[3]

**Complex fraction**. A fraction $A/B$ where $A$ and/or $B$ are fractions.

**Congruent**. Two plane or solid figures are congruent if one can be obtained from the other by a sequence of rigid motions (rotations, reflections, and translations).

**Counting on**. A strategy for finding the number of objects in a group without having to count every member of the group. For example, if a stack of books is known to have 8 books and 3 more books are added to the top, it is not necessary to count the stack all over again; one can find the total by *counting on*—pointing to the top book and saying "eight," following this with "nine, ten, eleven. There are eleven books now."

**Decade word**. A word referring to a single-digit multiple of ten, as in *twenty*, *thirty*, *forty*, etc.

**Dot plot**. A method of visually displaying a distribution of data values where each data value is shown as a dot or mark above a number line. Also known as a line plot.[4]

**Dilation**. A transformation that moves each point along the ray through the point emanating from a fixed center, and multiplies distances from the center by a common scale factor.

**Empirical probability model**. A probablity model based on a data set for a random process in which the probability of a particular type or category of outcome equals the percentage of data points included in the category. Example: If a coin is tossed 10 times and 4 of the tosses are Heads, then the empirical probability of Heads in the empirical probability model is $4/10$ (equivalently 0.4 or 40%).

**Equivalent fractions**. Two fractions $a/b$ and $c/d$ that represent the same number.

**Expanded form**. A multidigit number is expressed in expanded form when it is written as a sum of single-digit multiples of powers of ten. For example, $643 = 600 + 40 + 3$.

**First quartile**. For a data set with median $M$, the first quartile is the median of the data values less than $M$. Example: For the data set {1, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the first quartile is 6.[5] *See also* median, third quartile, interquartile range.

**Fraction**. A number expressible in the form $a/b$ where $a$ is a whole number and $b$ is a positive whole number. (The word *fraction* in these standards always refers to a nonnegative number.) *See also* rational number.

**Independently combined probability models**. Two probability models are said to be combined independently if the probability of each ordered pair in the combined model equals the product of the original probabilities of the two individual outcomes in the ordered pair.

**Integer**. A number expressible in the form $a$ or $-a$ for some whole number $a$.

**Interquartile Range**. A measure of variation in a set of numerical data, the interquartile range is the distance between the first and third quartiles of the data set. Example: For the data set {1, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the interquartile range is $15 - 6 = 9$. *See also* first quartile, third quartile.

**Laws of arithmetic**. See Table 3 in this Glossary.

**Line plot**. See dot plot.

**Mean**. A measure of center in a set of numerical data, computed by adding the values in a list and then dividing by the number of values in the list.[6] Example: For the data set {1, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the mean is 21.

**Mean absolute deviation**. A measure of variation in a set of numerical data, computed by adding the distances between each data value and the mean, then dividing by the number of data values. Example: For the data set {2, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the mean absolute deviation is 20.

**Median**. A measure of center in a set of numerical data. The median of a list of values is the value appearing at the center of a sorted version of the list—or the mean of the two central values, if the list contains an even number of values. Example: For the data set {2, 3, 6, 7, 10, 12, 14, 15, 22, 90}, the median is 11.

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[3] Adapted from Wisconsin Department of Public Instruction, http://dpi.wi.gov/standards/mathglos.html, accessed March 2, 2010.

[4] Adapted from Wisconsin Department of Public Instruction, *op. cit.*.

[5] Many different methods for computing quartiles are in use. The method defined here is sometimes called the Moore and McCabe method. See Langford, E., "Quartiles in Elementary Statistics," *Journal of Statistics Education* Volume 14, Number 3 (2006),

[6] To be more precise, this defines the *arithmetic mean*.

**Multiplication and division within 100**. Multiplication or division of whole numbers with whole number answers, and with product or dividend at most 100. Example: $72 \div 8 = 9$.

**Multiplicative inverses**. Two numbers whose product is 1 are multiplicative inverses of one another. Example: $3/4$ and $4/3$ are multiplicative inverses of one another because $3/4 \times 4/3 = 4/3 \times 3/4 = 1$.

**Properties of equality**. See Table 4 in this Glossary.

**Properties of inequality**. See Table 5 in this Glossary.

**Properties of operations**. Associativity and commutativity of addition and multiplication, distributivity of multiplication over addition, the additive identity property of 0, and the multiplicative identity property of 1.See Table 3 in this Glossary.

**Probability**. A number between 0 and 1 used to quantify likelihood for processes that have uncertain outcomes (such as tossing a coin, selecting a person at random from a group of people, tossing a ball at a target, testing for a medical condition).

**Rational number**. A number expressible in the form $a/b$ or $-a/b$ for some fraction $a/b$. The rational numbers include the integers.

**Related fractions**. Two fractions are said to be related if one denominator is a factor of the other.[7]

**Rigid motion**. A transformation of points in space consisting of one or more translations, reflections, and/or rotations. Rigid motions are here assumed to preserve distances and angle measures.

**Sample space**. In a probability model for a random process, a list of the individual outcomes that are to be considered.

**Scatter plot**. A graph in the coordinate plane representing a set of bivariate data. For example, the heights and weights of a group of people could be displayed on a scatter plot.[8]

**Similarity transformation**. A rigid motion followed by a dilation.

**Tape diagrams**. Drawings that look like a segment of tape, used to illustrate number relationships. Also known as strip diagrams, bar models or graphs, fraction strips, or length models.

**Teen number**. A whole number that is greater than or equal to 11 and less than or equal to 19.

**Third quartile**. For a data set with median $M$, the third quartile is the median of the data values greater than $M$. Example: For the data set $\{2, 3, 6, 7, 10, 12, 14, 15, 22, 120\}$, the third quartile is 15. *See also* median, first quartile, interquartile range.

**Uniform probability model**. A probability model in which the individual outcomes all have the same probability ($1/N$ if there are $N$ individual outcomes in the sample space). If a given type of outcome consists of $M$ individual outcomes, then the probability of that type of outcome is $M/N$. Example: if a uniform probability model is used to model the process of randomly selecting a person from a class of 32 students, and if 8 of the students are left-handed, then the probability of randomly selecting a left-handed student is $8/32$ (equivalently $1/4$, 0.25 or 25%).

**Whole numbers**. The numbers 0, 1, 2, 3, ....

[7] See Ginsburg, Leinwand and Decker (2009), *Informing Grades 1-6 Mathematics Standards Development: What Can Be Learned from High-Performing Hong Kong, Korea, and Singapore?*, Table A1, p. A-5, grades 3 and 4.

[8] Adapted from Wisconsin Department of Public Instruction, *op. cit.*.

**TABLE 1**. Common addition and subtraction situations.[9]

| | Result Unknown | Change Unknown | Start Unknown |
|---|---|---|---|
| **Add to** | Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now?<br>2 + 3 = ? | Two bunnies were sitting on the grass. Some more bunnies hopped there. Then there were five bunnies. How many bunnies hopped over to the first two?<br>2 + ? = 5 | Some bunnies were sitting on the grass. Three more bunnies hopped there. Then there were five bunnies. How many bunnies were on the grass before?<br>? + 3 = 5 |
| **Take from** | Five apples were on the table. I ate two apples. How many apples are on the table now?<br>5 – 2 = ? | Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat?<br>5 – ? = 3 | Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before?<br>? – 2 = 3 |

| | Total Unknown | Addend Unknown | Both Addends Unknown[10] |
|---|---|---|---|
| **Put Together/ Take Apart[11]** | Three red apples and two green apples are on the table. How many apples are on the table?<br>3 + 2 = ? | Five apples are on the table. Three are red and the rest are green. How many apples are green?<br>3 + ? = 5, 5 – 3 = ? | Grandma has five flowers. How many can she put in her red vase and how many in her blue vase?<br>5 = 0 + 5, 5 = 5 + 0<br>5 = 1 + 4, 5 = 4 + 1<br>5 = 2 + 3, 5 = 3 + 2 |

| | Difference Unknown | Bigger Unknown | Smaller Unknown |
|---|---|---|---|
| **Compare[12]** | ("How many more?" version):<br>Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy?<br>("How many fewer?" version):<br>Lucy has two apples. Julie has five apples. How many fewer apples does Lucy have than Julie?<br>2 + ? = 5, 5 – 2 = ? | (Version with "more"):<br>Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have?<br>(Version with "fewer"):<br>Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have?<br>2 + 3 = ?, 3 + 2 = ? | (Version with "more"):<br>Julie has three more apples than Lucy. Julie has five apples. How many apples does Lucy have?<br>(Version with "fewer"):<br>Lucy has 3 fewer apples than Julie. Julie has five apples. How many apples does Lucy have?<br>5 – 3 = ?, ? + 3 = 5 |

[9] Adapted from Box 2-4 of National Research Council (2009, op. cit., pp. 32, 33).

[10] These *take apart* situations can be used to show all the decompositions of a given number. The associated equations, which have the total on the left of the equal sign, help children understand that the = sign does not always mean *makes* or *results in* but always does mean *is the same number as*.

[11] Either addend can be unknown, so there are three variations of these problem situations. Both Addends Unknown is a productive extension of this basic situation especially for small numbers less than or equal to 10.

[12] For the Bigger Unknown or Smaller Unknown situations, one version directs the correct operation (the version using *more* for the bigger unknown and using *less* for the smaller unknown). The other versions are more difficult.

**TABLE 2**. Common multiplication and division situations.[13]

| | **Unknown Product** | **Group Size Unknown** ("How many in each group?" Division) | **Number of Groups Unknown** ("How many groups?" Division) |
|---|---|---|---|
| | **$3 \times 6 = ?$** | **$3 \times ? = 18$ and $18 \div 3 = ?$** | **$? \times 6 = 18$ and $18 \div 6 = ?$** |
| **Equal Groups** | There are 3 bags with 6 plums in each bag. How many plums are there in all?<br>*Measurement example*. You need 3 lengths of string, each 6 inches long. How much string will you need altogether? | If 18 plums are shared equally into 3 bags, then how many plums will be in each bag?<br>*Measurement example*. You have 18 inches of string, which you will cut into 3 equal pieces. How long will each piece of string be? | If 18 plums are to be packed 6 to a bag, then how many bags are needed?<br>*Measurement example*. You have 18 inches of string, which you will cut into pieces that are 6 inches long. How many pieces of string will you have? |
| **Arrays,[14] Area[15]** | There are 3 rows of apples with 6 apples in each row. How many apples are there?<br>*Area example*. What is the area of a 3 cm by 6 cm rectangle? | If 18 apples are arranged into 3 equal rows, how many apples will be in each row?<br>*Area example*. A rectangle has area 18 square centimeters. If one side is 3 cm long, how long is a side next to it? | If 18 apples are arranged into equal rows of 6 apples, how many rows will there be?<br>*Area example*. A rectangle has area 18 square centimeters. If one side is 6 cm long, how long is a side next to it? |
| **Compare** | A blue hat costs \$6. A red hat costs 3 times as much as the blue hat. How much does the red hat cost?<br>*Measurement example*. A rubber band is 6 cm long. How long will the rubber band be when it is stretched to be 3 times as long? | A red hat costs \$18 and that is 3 times as much as a blue hat costs. How much does a blue hat cost?<br>*Measurement example*. A rubber band is stretched to be 18 cm long and that is 3 times as long as it was at first. How long was the rubber band at first? | A red hat costs \$18 and a blue hat costs \$6. How many times as much does the red hat cost as the blue hat?<br>*Measurement example*. A rubber band was 6 cm long at first. Now it is stretched to be 18 cm long. How many times as long is the rubber band now as it was at first? |
| **General** | $a \times b = ?$ | $a \times ? = p$ and $p \div a = ?$ | $? \times b = p$ and $p \div b = ?$ |

[13] The first examples in each cell are examples of discrete things. These are easier for students and should be given before the measurement examples.
[14] The language in the array examples shows the easiest form of array problems. A harder form is to use the terms rows and columns: The apples in the grocery window are in 3 rows and 6 columns. How many apples are in there? Both forms are valuable.
[15] Area involves arrays of squares that have been pushed together so that there are no gaps or overlaps, so array problems include these especially important measurement situations.

**TABLE 3**. The laws of arithmetic, including the properties of operations (identified with °). Here $a$, $b$ and $c$ stand for arbitrary numbers in a given number system. The laws of arithmetic apply to the rational number system, the real number system, and the complex number system.

| | |
|---|---|
| °*Associative law of addition* | $(a + b) + c = a + (b + c)$ |
| °*Commutative law of addition* | $a + b = b + a$ |
| °*Additive identity property of 0* | $a + 0 = 0 + a = a$ |
| *Existence of additive inverses* | For every $a$ there exists $-a$ so that $a + (-a) = (-a) + a = 0$. |
| °*Associative law of multiplication* | $(a \times b) \times c = a \times (b \times c)$ |
| °*Commutative law of multiplication* | $a \times b = b \times a$ |
| °*Multiplicative identity property of 1* | $a \times 1 = 1 \times a = a$ |
| *Existence of multiplicative inverses* | For every $a \neq 0$ there exists $1/a$ so that $a \times 1/a = 1/a \times a = 1$. |
| °*Distributive law of multiplication over addition* | $a \times (b + c) = a \times b + a \times c$ |

**TABLE 4**. The properties of equality. Here $a$, $b$ and $c$ stand for arbitrary numbers in the rational, real, or complex number systems.

| | |
|---|---|
| *Reflexive property of equality* | $a = a$ |
| *Symmetric property of equality* | If $a = b$, then $b = a$. |
| *Transitive property of equality* | If $a = b$ and $b = c$, then $a = c$. |
| *Addition property of equality* | If $a = b$, then $a + c = b + c$. |
| *Subtraction property of equality* | If $a = b$, then $a - c = b - c$. |
| *Multiplication property of equality* | If $a = b$, then $a \times c = b \times c$. |
| *Division property of equality* | If $a = b$ and $c \neq 0$, then $a \div c = b \div c$. |
| *Substitution property of equality* | If $a = b$, then $b$ may be substituted for $a$ in any expression containing $a$. |

**TABLE 5**. The properties of inequality. Here $a$, $b$ and $c$ stand for arbitrary numbers in the rational or real number systems.

| |
|---|
| Exactly one of the following is true: $a < b$, $a = b$, $a > b$. |
| If $a > b$ and $b > c$ then $a > c$. |
| If $a > b$, then $b < a$. |
| If $a > b$, then $-a < -b$. |
| If $a > b$, then $a \pm c > b \pm c$. |
| If $a > b$ and $c > 0$, then $a \times c > b \times c$. |
| If $a > b$ and $c < 0$, then $a \times c < b \times c$. |
| If $a > b$ and $c > 0$, then $a \div c > b \div c$. |
| If $a > b$ and $c < 0$, then $a \div c < b \div c$. |

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# Appendix (B)(1)-4

# Draft of Rhode Island K-12 Grade Span Expectations in Engineering and Technology

| ET1 - Engineering and technology impacts the world and the growth of humankind (ITEA – STL 1-7) | | | | | |
|---|---|---|---|---|---|
| **ET1.1 (K-4)**<br>*Demonstrate and identify reasons for the development of technology and its effects on humankind.* | | **ET1.1 (5-8)**<br>*Compare, contrast, and provide evidence of how technology influences history and impacts society.* | | **ET1.1 (9-12)**<br>*Identify the factors affecting technological advances (e.g. social, economic, political, cultural, environmental) throughout history.* | |
| Grade Span Expectations (K-4) | | Grade Span Expectations (5-8) | | Grade Span Expectations (9-12) | |
| **ET1.1 (K-2)**<br>**Students demonstrate an understanding of the nature of technology by:** | **ET1.1 (3-4)**<br>**Students demonstrate an understanding of the nature of technology by:** | **ET1.1 (5-6)**<br>**Students demonstrate an understanding of the impact of technology by:** | **ET1.1 (7-8)**<br>**Students demonstrate an understanding of the impact of technology by:** | **ET1.1 (9-12)**<br>**Students demonstrate an understanding of the influences of technology by:** | ***Example Extensions***<br>**Students demonstrate an understanding of the influences of technology by:** |
| 1a. investigating life without current technology (e.g. role-play use of the bucket brigade instead of a fire truck). | 1a. comparing and contrasting life with and without current technology and how technology impacts everyday life. | 1a. researching and displaying how historical events have inspired technological advancements (e.g. Cold War/Sputnik, slavery/cotton gin). | 1a. describing how technological advances affect society (e.g. horse drawn carriages to automobiles). | 1a. analyzing factors related to the development of technology and its effects on the rate of change. | 1a. forecasting technological advancements based on potential needs and wants. |
| 1b. describing how technology affects daily human routines (e.g. How does milk get from the cow to the home refrigerator?). | 1b. recognizing that technology has positive and negative outcomes utilizing specific examples. | 1b. listing and describing the importance of technology in daily life. | 1b. comparing and contrasting the social and economic concerns that arise for the individual, the family, and/or the community as a result of technological advancements. | 1b. assessing the relationship between available resources and the development of technology. | 1b. developing technology to meet a need and identify potential tradeoffs. |
| 1c. differentiating between needs/wants, helpful/ harmful, disposable/ reusable and natural/human-made products. | 1c. identifying natural vs. human-made objects (e.g. classifying and categorizing objects in words, a table, chart and/or diagram ). | 1c. evaluating the many and varying uses of technology within different geographic regions (e.g. geothermal, tidal, and wind power). | 1c. analyzing the use of technology within various cultures (e.g. Amish, Japanese ). | 1c. analyzing the evolution of factors affecting technological advances in a global environment (e.g. satellites, transportation, media). | |

| ET1 - Engineering and technology impacts the world and the growth of humankind. (ITEA – STL 1-7) | | | | | |
|---|---|---|---|---|---|
| **ET1.2 (K-4)**<br>*Discuss and define technology and its relationship to the natural and designed (human-made) world in the local community.* | | **ET1.2 (5-8)**<br>*Describe and demonstrate the effects of technological systems to humankind on a national scale.* | | **ET1.2 (9-12)**<br>*Analyze and explain advancements in technological systems and their impact on the world.* | |
| Grade Span Expectations (K-4) | | Grade Span Expectations (5-8) | | Grade Span Expectations (9-12) | |
| **ET1.2 (K-2)**<br>**Students demonstrate an understanding of the need for technology by:** | **ET1.2 (3-4)**<br>**Students demonstrate an understanding of the need for technology by:** | **ET1.2 (5-6)**<br>**Students demonstrate an understanding of the outcomes of technology by:** | **ET1.2 (7-8)**<br>**Students demonstrate an understanding of the outcomes of technology by:** | **Students demonstrate an understanding of the impacts of technology by:** | ***Example Extensions***<br>**Students demonstrate an understanding of the impacts of technology by:** |
| 2a. defining technology as something that makes life easier (e.g. clothes, telephone, automobile, microwave). | 2a. defining technology as any process or invention that affects society (e.g. impact of the tractor on farming, indoor plumbing). | 2a. making connections between technological inventions and their impacts on a nation. (e.g. automobiles and highway systems; computerized machines and manufacturing ). | 2a. designing or improving a technological product and explaining how it may impact society. (e.g. vaccinations, television , cell phones, jumbo jets,) | 2a. revising a current technological system and analyzing the global effects of the innovation (e.g. transition from fossil fuels to use of renewable resources). | 2a. designing a technological system to meet a specified need and analyzing its potential impact on the world (e.g. genetic engineering of crops). |
| 2b. discussing the purpose of technology and its relationship to the natural and designed world (e.g. how cutting down trees to manufacture lumber affects the forest habitat). | 2b. discussing the purpose of technology and how it has affected human development (e.g. interview people from different generations to compare changes in lifestyles due to technological advancements). | 2b. researching and analyzing the effects on humankind and the environment that a particular technology has had over a period of time (e.g. landfill, dam on a river, desalinization plant). | 2b. associating and illustrating the effects of particular technological systems over a period of time (e.g. waste disposal systems, potable water systems). | 2b. modeling and evaluating the design of a technological system and its impact on humankind. | |

| ET2 - Effective design through engineering and technology is the outcome of a problem solving process involving the application of content knowledge, acquired skills, and creativity. (ITEA STL 8-13) | | | | | |
|---|---|---|---|---|---|
| **ET2.1 (K-4)**<br>*Explore and recognize the attributes of the design process.* | | **ET2.1 (5-8)**<br>*Utilize the attributes of the design process to solve a real world problem.* | | **ET2.1 (9-12)**<br>*Evaluate the design and refine the design process used to solve a real world problem.* | |
| Grade Span Expectations (K-4) | | Grade Span Expectations (5-8) | | Grade Span Expectations (9-12) | |
| **ET2.1 (K-2)**<br>**Students demonstrate an understanding of the attributes of the design process by:** | **ET2.1 (3-4)**<br>**Students demonstrate an understanding of the attributes of the design process by:** | **ET2.1 (5-6)**<br>**Students demonstrate an understanding of the attributes of the design process by:** | **ET2.1 (7-8)**<br>**Students demonstrate an understanding of the attributes of the design process by:** | **ET2.1 (9-12)**<br>**Students demonstrate an understanding of the attributes of the design process by:** | **Example Extensions**<br>**Students demonstrate an understanding of the attributes of the design process by:** |
| 1a. asking questions, making observations, and brainstorming various ideas. | 1a. defining a problem and expressing design ideas for that problem to others. | 1a. defining a problem that addresses a scenario with given criteria and constraints. | 1a. defining a problem that addresses a scenario by identifying its criteria and constraints. | 1a. identifying in depth criteria and constraints by developing a concise problem statement | |
| 1b. exploring solutions to a problem based on observations and brainstorming ideas. | 1b. solving problems through the creation of design solutions. | 1b. selecting an appropriate design solution for a given scenario or task. | 1b. selecting and justifying an appropriate design solution for a given scenario or task. | 1b. evaluating and finalizing the most appropriate design solution for a given scenario or task. | 1b. reevaluating the process utilized in the development of the design solution with the goal of enhanced efficiency. |
| 1c. completing tasks cooperatively in a group setting. | 1c. identifying the characteristics of being an effective team member and working together to complete a task. | 1c. explaining what makes an effective design team and working together to achieve a desired result. | 1c. fulfilling a specific function as a team member to achieve a desired result. | 1c. creating a team and assigning roles to team members for the purpose of achieving an overall desired result. | 1c. identifying the personnel positions required to complete a task and the essential qualities required of each position. |

ET2 - Effective design through engineering and technology is the outcome of a problem solving process involving the application of content knowledge, acquired skills, and creativity. (ITEA STL 8-13)

| **ET2.2 (K-4)** *Explore and recognize basic technological products and systems, as well as their tools.* | | **ET2.2 (5-8)** *Use and maintain technological products and systems, as well as their tools.* | | **ET2.2 (9-12)** *Incorporate technological products, systems and their tools to achieve design solutions.* | |
|---|---|---|---|---|---|
| Grade Span Expectations (K-4) | | Grade Span Expectations (5-8) | | Grade Span Expectations (9-12) | |
| **ET2.2 (K-2) Students demonstrate an understanding of technological products and systems by:** | **ET2.2 (3-4) Students demonstrate an understanding of technological products and systems by:** | **ET2.2 (5-6) Students demonstrate an understanding of technological products and systems by:** | **ET2.2 (7-8) Students demonstrate an understanding of technological products and systems by:** | **ET2.2 (9-12) Students demonstrate an understanding of technological products and systems by:** | **Example Extensions Students demonstrate an understanding of technological products and systems by:** |
| 2a. identifying and safely using the required tools for a specific task. | 2a. identifying and safely using lythe required tools and information resources for a specific task. | 2a. safely using the required tools and organizing information resources for a specific task. | 2a. explaining and safely using the required tools and organizing information resources for a specific task. | 2a. selecting independently the proper tools or informa-tion resources used in completing a task. | 2a. designing specific jigs and fixtures to expedite the task. |
| 2b. collecting and using information about everyday products and symbols. | 2b. using information to identify patterns within those systems. | 2b. incorporating assigned materials and assigned measurement instrumentation throughout the design process. | 2b. incorporating information, proper material selection and assigned measurement instrumentation throughout the design process. | 2b. incorporating proper information, material selection and sophisticated measure-ment instrumentation throughout the design process. | |
| 2c. exploring how things work. | 2c. following step by step procedures and identifying sequential actions. | 2c. using information to discover, diagnose and troubleshoot problems that arise in the course of building. | 2c. using tools to diagnose, adjust, and repair problems that arise in the course of building. | 2c. documenting, communicating, and evaluating processes and procedures used to build, operate, and maintain systems. | 2c. creating technically written documentation to support a designed product. |
| 2d. exploring the properties of a product (e.g. size, type of material, shape). | 2d. identifying the effects of technology and comparing and contrasting tradeoffs (e.g. advantage of using scissors vs. paper cutter or tearing paper). | 2d. interpreting and evaluating the accuracy of information for the purpose of developing possible solutions. | 2d. interpreting and evaluating the accuracy of information for the purpose of developing possible solutions. | 2d. synthesizing information to develop possible solutions and evaluate the designs . | 2d. designing forecasting techniques. |

ET2 - Effective design through engineering and technology is the outcome of a problem solving process involving the application of content knowledge, acquired skills, and creativity. (ITEA STL 8-13)

| **ET2.3 (K-4)** *Explore the processes of research and development, invention and innovation, experimentation, and troubleshooting in planning practical solutions to problems.* | | **ET2.3 (5-8)** *Utilize processes (i.e. research and development, invention and innovation, experimentation, and troubleshooting) in designs that use criteria and constraints leading to useful products and systems.* | | **ET2.3 (9-12)** *Refine the processes of research and development, invention and innovation, experimentation, and troubleshooting for the purpose of achieving an optimal design solution.* | |
|---|---|---|---|---|---|
| Grade Span Expectations (K-4) | | Grade Span Expectations (5-8) | | Grade Span Expectations (9-12) | |
| **ET2.3 (K-2) Students demonstrate an understanding of effective design by:** | **ET2.3 (3-4) Students demonstrate an understanding of effective design by:** | **ET2.3 (5-6) Students demonstrate an understanding of effective designs of products and systems by:** | **ET2.3 (7-8) Students demonstrate an understanding of effective designs of products and systems:** | **ET2.3 (9-12) Students demonstrate an understanding of what is an optimal design solution by:** | **Example Extensions Students demonstrate an understanding of what is an optimal design solution by:** |
| 3a. recognizing there are steps to solving a problem.<br><br>3b. experimenting / exploring with various materials (wheels, axles, gears, pulleys) to demonstrate their uses and discuss their differences.<br><br>3c. asking questions and making observations of design solutions (e.g. comparing toothbrush designs).<br>3d. comparing and contrasting various design solutions (e.g. bus vs. race car). | 3a. exploring the process of solving a real world problem.<br><br>3b. using age-appropriate construction materials to build a model to solve a specific problem.<br><br>3c. testing, troubleshooting, and evaluating a basic design solution.<br><br>3d. documenting the advantages and disadvantages of multiple designs (e.g. various designs of can openers). | 3a. formulating a process to solve a real world problem.<br><br>3b. utilizing materials provided to construct a working model for a given task (e.g. construct a contraption that utilizes all the simple machines – chain reaction machine).<br><br>3c. testing, troubleshooting, and evaluating an intermediate design solution.<br><br>3d. presenting their final working model for peer review and revision. | 3a. formulating a process to solve a real world problem.<br><br>3b. utilizing materials provided to construct a working model for a given task.<br><br>3c. testing, troubleshooting, and evaluating a complex design solution.<br><br>3d. presenting their documentation, revisions, and final working model to their peers using a variety of technological tools. | 3a. formulating a process to solve a real world problem and justifying the selection.<br><br>3b. choosing appropriate materials to construct a working prototype.<br><br>3c. evaluating and refining a complex design solution for a working prototype.<br><br>3d. presenting comparative simulations/ prototypes and defending the selected solution. | 3a. revising a process to solve a real world problem given unexpected constraints.<br><br>3b.developing an alternative solution to a design problem.<br><br>3c. researching the patent application process.<br><br>3d. presenting solutions to a community problem in a public forum (e.g. senior exhibitions). |

ET3 - The designed world community selects and uses the appropriate technology. (ITEA – STL 14-20)

* See Introduction for Areas - *medical, agricultural and biotechnologies, energy and power, information and communication, transportation, manufacturing, and construction*

| **ET3.1 (K-4)** *Recognize that there are various areas in engineering and technology.* | | **ET3.1 (5-8)** *Explore the various areas in engineering and technology and their interconnections.* | | **ET3.1 (9-12)** *Experience and implement the various areas in engineering and technology.* | |
|---|---|---|---|---|---|
| Grade Span Expectations (K-4) | | Grade Span Expectations (5-8) | | Grade Span Expectations (9-12) | |
| **ET3.1 (K-2) Students demonstrate an understanding of the areas of engineering and technology by:** | **ET3.1 (3-4) Students demonstrate an understanding of the areas of engineering and technology by:** | **ET3.1 (5-6) Students demonstrate an understanding of the areas of engineering and technology by:** | **ET3.1 (7-8) Students demonstrate an understanding of the areas of engineering and technology by:** | **ET3.1 (9-12) Students demonstrate an understanding of the areas of engineering and technology by:** | ***Example Extensions* Students demonstrate an understanding of the areas of engineering and technology by:** |
| 1a. identifying community workers in these areas. | 1a. identifying responsibilities of community workers in these areas. | 1a. differentiating among the various engineering and technological careers (e.g. medical technologist vs. biotechnologist). | 1a. researching and defining the requirements of a particular engineering / technological discipline. | 1a. preparing a career portfolio of a particular engineering / technological discipline. | 1a. participating in an internship or job shadowing opportunity in a particular engineering / technological discipline. |
| 1b. making connections between these different areas (e.g. recognize that transportation tech-nologies are involved in construction). | 1b. specifying and explaining the connections within these areas. | 1b. researching the connections within these areas as they apply to an assigned product. | 1b. evaluating the connections within these areas as they apply to an assigned product. | 1b. evaluating the connections within these areas as they apply to a student designed product. | 1b. manufacturing a product incorporating multiple areas. |

ET3 - The designed world community selects and uses the appropriate technology. (ITEA – STL 14-20)
* See Introduction for Areas - *medical, agricultural and biotechnologies, energy and power, information and communication, transportation, manufacturing, and construction*

| **ET3.2 (K-4)** *Select and utilize appropriate tools to measure, design, and implement specific technologies.* | | **ET3.2 (5-8)** *Compare and contrast tools to measure, design, and implement specific technologies.* | | **ET3.2 (9-12)** *Evaluate the effectiveness of tools to measure, design, and implement specific technologies.* | |
|---|---|---|---|---|---|
| Grade Span Expectations (K-4) | | Grade Span Expectations (5-8) | | Grade Span Expectations (9-12) | |
| **ET3.2 (K-2)** **Students demonstrate an understanding of selecting appropriate tools by:** | **ET3.2 (3-4)** **Students demonstrate an understanding of selecting appropriate tools by:** | **ET3.2 (5-6)** **Students demonstrate an understanding of selecting appropriate tools by:** | **ET3.2 (7-8)** **Students demonstrate an understanding of selecting appropriate tools by:** | **ET3.2 (9-12)** **Students demonstrate an understanding of selecting appropriate tools by:** | ***Example Extensions*** **Students demonstrate an understanding of selecting appropriate tools by:** |
| 2a. recognizing that there are specialized tools for different areas of technology. | 2a. identifying characteristics of appropriate tools within different technologies. | 2a. comparing and contrasting tools used for the same purpose across different technologies (e.g. linear measurement tools in construction vs. biotechnology). | 2a. researching and explaining the evolution of key tool(s) used in specific technologies (e.g. the evolution of the microscope in the medical area). | 2a. evaluating the effectiveness of various tool(s) used in specific technologies. | |
| 2b. experimenting with different tools for tasks (e.g. measuring with various tools – ruler, tape measure, string, etc.). | 2b. experimenting and selecting the optimal tool for a given task in a specific area of technology. | 2b. researching and selecting the optimal tool for a given task in a specific area of technology. | 2b. researching and selecting the optimal tool for a student- selected task in a specific area of technology. | 2b. developing or improving a tool for a specific technology. | |

# Appendix (B)(2)-1

# MOU for the Achieve Assessment Consortium

# M U

**Purpose.** This document commits states to participate in the Partnership for Assessment of Readiness for College and Career, a state-led consortium that will collaborate on the development of common, high-quality assessments aligned to the Common Core State Standards (CCSS) in English language arts and mathematics for grades 3-8 and high school. The primary goal of the Partnership's work is to measure and document students' college and career readiness against common academic standards and to measure students' progress toward this target throughout the rest of the system.

While participating in the Partnership demonstrates the state's commitment to pursue a common assessment system that enables comparisons against the CCSS across all Partnership states, it does not commit the state to a specific assessment design at this point. Partnership states are still considering several options for the design of a common assessment system in pursuit of the Race to the Top (RTTT) Comprehensive Assessments Grant and will not be asked to commit to the Partnership's application until a later date. Until that time, all participating states will have the opportunity to contribute to and shape the Partnership's proposal.

**Preliminary Design Principles**. Partnership states have identified the following major purposes and uses for the assessment system. As the Partnership collaborates to develop its application for the RTTT assessment competition, these purposes will guide its work.

- The primary purpose is to measure and document students' **college and career readiness** and to measure students' progress toward this target throughout the rest of the system. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in participating states.

- Additionally, the partnership is committed to ensuring that the assessment results:
    - Are **comparable across states** at the student level;
    - Meet **internationally rigorous benchmarks**;
    - Support valid assessment of **student longitudinal growth**; and
    - Serve as a **signal for good instructional practices**.

- The results must be able to support multiple levels and forms of accountability including:
    - Decisions about **promotion and graduation for individual students**,
    - **Teacher and leader evaluations**, and
    - **School accountability** determinations.

**Roles and Responsibilities of Partnership States.** The Partnership will employ a multi-level governance and management structure designed to guide the partnership through the submission of the proposal.

- The **Governing States** are comprised of a representative group of leaders from Partnership states that are committed to implementing the assessment system developed by the partnership, should it win a grant from the Race to the Top Comprehensive Assessment System competition, and are responsible for guiding the proposal development process. Each Governing State will commit a team comprised of the chief, assessment director, and other key officials from the SEA, Governor's office, and higher education as appropriate.
- The **Proposal Design Team** will include officials from partnership states who will work with an advisory group of national and international experts to create an assessment system design for the Partnership's proposal. The design team will include as many states as are interested in and capable of contributing to and shaping the design of the proposed next generation assessment system.

- **Participating States** will include other partnership states that are unable to provide staff time to the design team but will provide rapid feedback on drafts of the proposal through the development phase.

**State Commitment**. This memorandum of understanding is voluntary and non-binding for states. States signing this MOU should do so with the intent of continuing in the Partnership through the proposal development, assessment development, and implementation phases. However, there will be an opportunity for states re-assess their participation in the Partnership before it submits its application for a Race to the Top Comprehensive Assessment Systems Grant by June 23, 2010.

**Agreement.** The undersigned state leader agrees to the process and structure as described above and attests accordingly by his/her signature below.

| **Signature(s) for the State of: Rhode Island** | |
|---|---|
| Authorized State Signature: | |
| Name: Deborah A. Gist | Date: May 11, 2010 |
| Title: Commissioner | |

# Appendix (B)(2)-2

# Number and List of States Belonging to Achieve Consortium

## PARTICIPATING STATES

**MAY 13, 2010**

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1. Alabama
2. Arizona
3. Arkansas
4. Colorado
5. Delaware
6. District of Columbia
7. Florida
8. Georgia
9. Hawaii
10. Illinois
11. Indiana
12. Kentucky
13. Louisiana
14. Maryland
15. Massachusetts
16. Mississippi
17. New Hampshire
18. New Jersey
19. New York
20. North Dakota
21. Ohio
22. Oklahoma
23. Pennsylvania
24. Rhode Island
25. South Carolina
26. Tennessee

# Appendix (B)(2)-3

# MOU for State Board Exam Consortium

# Memorandum of Understanding
# The State Consortium on Board Examination Systems

The purpose of this Memorandum of Understanding is to reflect the mutual understandings that the state partners and the National Center on Education and the Economy (NCEE) have of the purposes of the State Consortium on Board Examination Systems and the obligations of the member states and NCEE during the initial planning period. The description of the system design presented here is not intended to be legally binding on the states. The signature of the chief state school officer on this document is intended to signify only that the chief state school officer intends to make his or her best effort to achieve the goals described below, it being understood that realization of those goals will require the subsequent action of many people, including legislators, the governor, the state board of education, key figures in the higher education community, major stakeholders in the elementary and secondary education community, the business community and so on. Similarly the signature of the president of the National Center on Education and the Economy on this document signifies a pledge by NCEE to do everything it can do to reach the goals described below.

## Purposes

Overall, the aim of the members of the consortium is to install in the member states a system based on international best practice that will greatly raise the proportion of their high school students who leave high school ready to do college-level work. The principle features of that system can be found in the Brief Prospectus for a State Board Examination System, available from NCEE.

Near term, in the Consortium's first year of operation, our goal is to conduct the initial planning and research needed to prepare for implementation of the plan put forward in the Brief Prospectus. Most succinctly, that involves establishment of a system in which the member states will, when the system is in operation:

- ask their high schools to offer at least one board examination system (as that term is defined in the Brief Prospectus) at the lower secondary (freshman and sophomore year) level and one at the upper division (junior and senior year) level. These board exam systems would be chosen from a list approved by the state, and these in turn will be chosen from a list approved by the Consortium,
- request that LEA's offer the examinations for these systems every year, and, at the lower secondary level, allow the students to take them as often as they wish; students would be able to take the full set of lower secondary exams as early as the end of their sophomore year,
- tell the students that, as soon as they pass their lower secondary exams, they will be able to go to any open-admissions post-secondary institution

in the state without having to take any remedial courses, if they choose to do so,

- tell their high schools that, for students who take the lower secondary exams and fail, they must analyze that student's sub scores and prepare a program for that student addressed to that student's weaknesses, so that that student will stand a much better chance of passing on the next attempt, and
- tell students who do pass their lower secondary exams that they can stay in high school and take a board examination program designed to prepare them for entrance into a selective college.

The initial work of the Consortium

To get to the point at which a significant number of states have such systems in place, the following tasks need to be accomplished in the first year:

- a governing body needs to be established, one in which the states have the major voice, so that the policy decisions that will collectively set the rules for the operation of the system as a whole can be made,
- a Technical Advisory Committee must be established, to make sure that the technical decisions that will have to be taken by the governing body are informed by the best technical advice available anywhere,
- a series of technical studies must be carried out so that the examinations, when administered by the states can withstand intensive scrutiny with respect to issues of fairness and accuracy,
- requirements must be established that will apply to the providers of the board examination curriculum, materials, assessments and teacher training, and the staff must be in a position to communicate those requirements to the providers on behalf of the Consortium members and make sure that they are met,
- the states will need to involve many key policy makers and stakeholders in the discussion as to whether the state will commit to the overall Consortium design and provide the resources needed to properly implement that design and NCEE and its partners must provide the technical assistance and other support that the state leaders will need to make the case and come up with the necessary data, and
- the state in the first implementation cohort will need to take the policy decisions needed to begin the pilot, find the funds needed, recruit pilot districts and schools and organize delivery of necessary services to initiate the pilots.

During the initial year, the state agrees to:

- organize and lead an outreach effort to persuade key policy makers and stakeholders in the state to adopt the Consortium program and commit

to implementing that program, if that has not already been done (this includes agreement by the higher education community in the state that it will accept the cut-off score on the board examinations approved by the Consortium governing body as the basis for admission to the open-admissions institutions without remediation),

- participate in the work of the governing body,
- decide whether to be a member of the cohort of states beginning implementation in the 2010-11 school year or the cohort beginning implementation in the 2011-2012 school year, and begin the organizational work needed to implement the program in the chosen cohort year,
- work with NCEE to include language about the Consortium's program in its Race to the Top proposal and other similar proposals as appropriate, as well as requests for funds to support both the state's expenses and NCEE's expenses in connection with this program

<u>During the initial year, NCEE agrees to:</u>

- recruit the states and organize the work of the Consortium
- raise the money required to fund the work of the Consortium, from both federal and foundation sources;
- recruit the Technical Advisory Committee, staff it and carry out those of its recommendations that are approved by the governing body
- create the governing body and act as its staff;
- provide support to the leaders in the member states as they seek to build support for the Consortium program among policymakers, key stakeholders and the public;
- negotiate with the board examination providers to persuade them to modify their offering to reflect the needs of Consortium states and to get the best prices for their products and services for Consortium members;
- ensure that all eligible students who exhibit academic proficiency sufficient to qualify for completion of state-level high school graduation requirements have the opportunity to continue their high school experience with meaningfully challenging academic coursework that earns college credit:
- provide the Consortium with high quality analysis to support the continued development of the standards, curriculum, assessments and teacher training delivered to the schools; and,
- provide the Consortium with high quality analysis of the Consortium's program as it evolves over time and is actually experienced by schools, teachers, students and communities, to provide accurate feedback to the governing body as the basis of a program of continuing improvements to the system.

The participants expect that, during the first year, some states will join the Consortium and others will drop out. As the first cohorts of implementing states

start implementation, new issues will arise. The shape of the Consortium program may change as a consequence. Thus this Memorandum of Understanding is intended as a fluid document that will certainly change over time. It is intended therefore not as a constitution but rather as the basis for initial action.

_____ 4/16/2010

Deborah A. Gist
Commissioner
Rhode Island Department of
Elementary and Secondary Education

Date

# Appendix (B)(2)-4

# Number and List of States Belonging to State Board Exam Consortium

The State Board Exam Consortium is comprised of eight, states. The State Board Exam Consortium roster includes:

Connecticut
Kentucky
Maine
New Hampshire
New Mexico
Pennsylvania
Rhode Island
Vermont

# Appendix (B)(3)-1

# Letter from The Charles A. Dana Center documenting Support and capacity for implementation

THE CHARLES A. DANA CENTER
THE UNIVERSITY OF TEXAS AT AUSTIN

*UTA 3.206 • 1616 Guadalupe Street • Austin, TX 78701-1222 • 512-471-6190*
*FAX 512-232-1855 • http://www.utdanacenter.org*

May 7, 2010

The Honorable Secretary Arne Duncan
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20002

Re: Dana Center organizational capacity to work in Rhode Island

Dear Secretary Duncan:

Since 2009, the Charles A. Dana Center at the University of Texas at Austin has been collaborating with the Rhode Island Department of Education to Build a Strong Foundation for improving student achievement in mathematics and science.

This initiative grew out of work that the Dana Center has been doing in Providence Public Schools since 2008. In January 2009, with the strong support of the state commissioner of education and under the leadership of Mary Ann Snider, RIDE chief of educator quality and instructional effectiveness, we began planning to scale up the work in the Providence Public Schools to the entire state of Rhode Island.

The Dana Center has extensive experience incubating innovative ideas and implementing them at large scale, with a particular focus on seeking key leverage points in the education system:

- We managed in the mid-1990s the Texas Statewide Systemic Initiative, developing state standards in mathematics and science and delivering supports to implement those standards statewide.
- We created mathematics and science courses (with Agile Mind, Inc.) which, over the past 8 years, have served 20,000 teachers and 2 million of their students in 10 states.
- We develop and deliver supports for students making the transition from middle school to high school and high school to postsecondary education or careers.

Of particular relevance to the initiative in Rhode Island is our integrated suite of research-based, field-tested tools and protocols designed for use by local education leaders and teachers in implementing strategies for continuous improvement of teaching and learning in the classroom. Our program integrates leadership development for department, campus, and district leaders with on-the-ground support for classroom teacher development.

Our work with teachers and leaders is driven by the state's education standards and is designed to support student learning and success on high-stakes assessments. Our protocols include strategies for analyzing the gap between current and target levels of achievement and are designed to address all levels of the system—district, campus, department/grade, and classroom. Our content expertise is in mathematics, science, and instructional leadership, and our services include targeted in-district, on-site support, ongoing expert support and technical assistance, and local scaling up and capacity-building through a system of certified **intermediate service providers.**

In all these efforts, our strategy is to work with clients (schools, districts, states, or other education organizations) to evaluate the entire system and then identify key leverage points—from standards development to online courses to key gateways in the education pipeline—where our resources can be deployed to maximum effect.

So we are excited to engage with Rhode Island in scaling up this important work from one district to an entire state. Given Rhode Island's strong commitment to improving mathematics and science achievement, and given the Dana Center's equity-driven mission of ensuring that every student has access to an excellent education no matter the circumstances of their birth, we have made a major commitment to the work in Rhode Island and have made it a high priority in our staff assignments.

From the Dana Center's staff of more than 60 researchers and educators with expertise in mathematics and science education, education leadership, school improvement, product and curriculum development, and the development and delivery of professional services and programs, we have assigned a team of 3 science professionals, 5 mathematics professionals, and 4 leadership professionals to carry out the work on site.

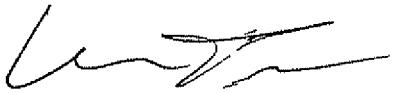
This team meets regularly with RIDE and local district staff to plan the work for the year, and currently engages intensively with teachers and leaders in Providence, Cranston, Cumberland, Lincoln, and Woonsocket Public Schools, with 4 more districts joining this endeavor in 2010–11. The Dana Center facilitates these district teams in studying the state standards, developing a scope and sequence, and, now, developing curriculum materials aligned with those standards. In addition, a team based at the Center provides logistical, editing, and publication support for these district curriculum frameworks.

Given the Center's strategy of targeting key leverage points in the system, however, it has always been our intention to implement an intermediate service providers model to build the state's internal capacity to use the Dana Center's suite of tools and protocols to scale up and sustain the work.

Concurrent with the start of our engagement in the first four Rhode Island districts, we launched a statewide network of ISPs consisting of Rhode Island educators who have extensive experience in professional learning and school improvement efforts. Dana Center staff are taking the ISPs through a carefully designed certification process to ensure that they can deliver training—with quality and fidelity—to districts throughout the state in the use of our tools and protocols.

We project that in 2011–12 we can serve—with the help of the current group of 15 ISPs—16 of the state's 36 districts. When the ISPs are fully trained, Rhode Island will have the internal capacity to serve every district that has a need for the services. Our model of using ISPs to deliver our protocols and tools ensures that the state can continue to build capacity—and improve student achievement—when the Dana Center no longer has an onsite presence.

Cordially,



Philip Uri Treisman
Professor of Mathematics, Professor of Public Affairs, and
Director, Charles A. Dana Center

# Appendix (C)(1)-1

# Data Exchange Agreement

# DATA EXCHANGE AGREEMENT

WHEREAS, the Rhode Island Office of Higher Education (hereinafter "RIOHE") and the Rhode Island Department of Education (hereinafter "RIDE") agree that sound data collection, reporting, and analysis are critical to building a public education system capable of ensuring that all Rhode Island students are adequately prepared for college and the global workforce. Elementary schools, middle schools, secondary schools and higher education institutions can improve instructional and educational decision-making using data that is collected and made available to them; and

WHEREAS, it is acknowledged that state public education policymaking benefits from partnerships between state education agencies and entities with expertise in education research; and

WHEREAS, RIDE and RIOHE are committed to establishing and maintaining a longitudinal student unit record data system that educators and policymakers can use to analyze and assess student progress from early learning programs through postsecondary education and into employment. The parties hereto are engaged in efforts to effectively link and use available education data in a cooperative manner to establish a data-driven, decision-making environment for this state's public education system; and

WHEREAS, students will achieve improved learning outcomes because of the longitudinal data system established through a data sharing agreement as outlined herein; and

WHEREAS, RIOHE has collected certain unit record data that includes individually identifiable information in the course of developing a set of common educational measures related to the Rhode Island public higher education system, commonly known to said office and hereinafter identified as the "data warehouse files" and "DW"; and

WHEREAS, RIDE has collected certain unit record data that includes individually identifiable information in the course of developing a set of common educational measures related to the Rhode Island K-12 Education System, commonly known to said department and hereinafter identified as the "data warehouse files" and "DW"; and

WHEREAS, RIDE and RIOHE wish to study the postsecondary success and efficacy of graduates from the state's K-12 systems who enter one of Rhode Island's three public institutions of

higher education, for the purposes of improving student academic success in grades K-12 and the PK-16 educational delivery system; and

WHEREAS, the parties hereto wish to provide for the confidentiality, protection, and handling of the "data warehouse files" in accordance with all applicable state and federal laws and regulations;

NOW, THEREFORE, RIOHE and RIDE hereby agree as follows:

1. The precatory "Whereas" clauses set forth above are incorporated herein and made a part of this Data Exchange Agreement.
2. RIDE and RIOHE agree to release to each other that information/dataset set forth in Exhibit A attached hereto and incorporated herein.
3. RIOHE and RIDE (or their contractors, consultants, or outside service providers, as provided herein) will de-identify the data and perform analysis of aggregated data by student characteristics, institution type, or geographical factors.
4. RIOHE and RIDE agree that any contractor, consultant, or outside service provider that they may engage, or have engaged, to perform the analysis described herein, shall be under their direct control and shall, prior to receiving any of the data and information set forth in section 2 above, execute a written data sharing agreement that conforms to and satisfies all of the requirements, terms and conditions set forth in Section 5 below. RIOHE and RIDE shall provide each other with copies of any such written data sharing agreement that is executed pursuant to the terms hereof.
5. Any data sharing arrangement entered into with any contractor, consultant, or outside service provider pursuant to this Agreement shall meet the following criteria:

   (a) Be permissible under and undertaken in accordance with Privacy Protection Laws;

   (b) Be approved, in writing, by the Commissioner of the Rhode Island Department of Education or his or her designee and the Commissioner of Higher Education or his or her designee, as appropriate, if data from that entity are being utilized in the research;

   (c) Specify the purpose, scope and duration of the data sharing arrangement;

   (d) Describe specific data access, use and security restrictions that the recipient of the data will undertake;

   (e) Require the recipient of the data to use confidential information from education records to meet only the purpose or purposes of the data sharing arrangement stated in the written agreement;

   (f) Not permit the personal identification of any person by individuals other than authorized representatives of the contractor, consultant, or outside service provider that have legitimate interests in the information; and

(g) Ensure the destruction or return of the data when no longer needed for the authorized purposes under the data sharing arrangement.

6. For purposes of this agreement, the following definitions apply:
   a) "Confidential information" means all information exchanged hereunder that is or could be personally identifiable and that has been provided by RIDE to RIOHE or by RIOHE to RIDE. All information included in RIDE's and RIOHE's data warehouse files shall be considered confidential information. Confidential information as used herein shall include all records and information protected and deemed confidential by Privacy Protection Laws, and also includes all information that would make a person's identity easily traceable and all information at levels of refinement, including de-identified information released in a manner that would enable the identities of individuals to be deduced.
   b) "Longitudinal data system" means a student unit record data system that links student records from early learning through the postsecondary level through entry into the workforce and beyond, which may consist of separate student unit record systems integrated through agreement and data transfer mechanisms.
   c) "Privacy protection laws" means the federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g) ("FERPA"), its accompanying federal regulations, and any other state or federal laws and regulations relating to the confidentiality and protection of personally identifiable information and educational records.
   d) "Research organization" means a governmental entity, institution of higher education, public policy organization, or other person or entity conducting educational research that: (i) is specifically authorized by privacy protection laws to receive confidential information from educational records without parental or student consent; (ii) is qualified to perform educational research and protect the privacy of student data; (iii) is seeking to perform research for a noncommercial purpose authorized by privacy protection laws; and (iv) agrees to perform the research pursuant to a written agreement executed with RIDE and RIOHE, and meeting the requirements of privacy protection laws and best research practices.

7. To facilitate implementation of the requirements of this section:

   (a) RIDE and RIOHE hereby authorize each other to disclose data to each other consistent with the purposes of this Agreement;

   (b) To the maximum extent practicable, RIDE and RIOHE shall share each agency's unique identifier for all students who have attended public schools in Rhode Island to facilitate better matching of student unit record data; and

   (c) RIDE and RIOHE will allow each other to review any draft report or study generated utilizing that party's data at least ten-days before the report or study is released publicly.

During that ten day period, each party shall be given the opportunity to submit comments regarding the accuracy, conclusions and recommendations of the report or study.

8. Confidential information received by the parties hereto may be used by the receiving party only in accordance with the terms herein or the subsequently issued specific written instructions of RIOHE and RIDE. All confidential information, including but not limited to unit record data and data warehouse files, and all copies of confidential information provided by RIOHE and RIDE remain at all times the sole property of the entity so providing such confidential information. Upon the termination or expiration of this agreement, confidential information and all copies thereof and notes made therefrom must be immediately destroyed by the receiving parties or returned to RIOHE or RIDE, as they may instruct. If destroyed, the destroying party must certify in writing to the other party that all such information, including all copies, has been destroyed.

9. Except as specifically provided herein, neither party hereto shall disclose, publish nor communicate any information containing or derived from the confidential information it receives pursuant to this Agreement in a manner that is personally identifiable or could be personally identifiable without prior written consent of the other party. In order to prevent the identity of individuals from being deduced, neither RIDE nor RIOHE shall disclose, publish or communicate any confidential information that is based upon five (5) or fewer observations in any cell of tabulation.

10. RIOHE shall not, and it will require that any contractor, consultant, or outside service provider that it may engage pursuant to Section 4 above shall not, use the confidential information provided to it by RIDE, or circulate it within its own organization except to the extent necessary for the performance of the analysis set forth above and authorized herein. RIDE shall not, and it will require that any contractor, consultant, or outside service provider that it may engage pursuant to Section 4 above shall not, use the confidential information provided to it by RIOHE, or circulate it within its own organization except to the extent necessary for the performance of the analysis set forth above and authorized herein.

11. RIDE and RIOHE shall notify each other immediately upon receipt of any legal, investigative, or other demand for disclosure of confidential information provided pursuant to this Agreement.

12. Any data sharing arrangement entered into with a research organization pursuant to this Agreement shall meet the following criteria:

    (1) Be permissible under and undertaken in accordance with Privacy Protection Laws;

    (2) Be approved, in writing, by the Commissioner of the Rhode Island Department of Education or his or her designee and the Commissioner of Higher Education or his or her designee, as appropriate, if data from that entity are being utilized in the research;

(3) Not permit the personal identification of any person by individuals other than authorized representatives of the research organization that have legitimate interests in the information;

(4) Ensure the destruction or return of the data when no longer needed for the authorized purposes under the data sharing arrangement;

(5) Be performed pursuant to a written agreement executed by RIDE or RIOHE and the research organization that does the following:

(A) Specifies the purpose, scope and duration of the data sharing arrangement;

(B) Requires the recipient of the data to use confidential information from education records to meet only the purpose or purposes of the data sharing arrangement stated in the written agreement;

(C) Describes specific data access, use and security restrictions that the recipient will undertake; and

(D) Contains such other terms and provisions as both RIDE and RIOHE deem necessary or appropriate.

13. RIOHE and RIDE shall use appropriate safeguards to prevent the use or disclosure of the confidential information other than as provided for by this Agreement. RIOHE and RIDE shall notify each other immediately upon discovering any use or disclosure of the confidential information not provided for by this Agreement. Such notification shall identify: (i) the nature of the unauthorized use or disclosure; (ii) the confidential information used or disclosed; (iii) who made the unauthorized use or received the unauthorized disclosure; (iv) what RIOHE or RIDE has done or shall do to mitigate any deleterious effect of the unauthorized use or disclosure; and (v) what corrective action RIOHE or RIDE has taken or shall take to prevent future similar unauthorized use or disclosure. RIOHE and RIDE shall provide each other such other information, including a written report, as may be reasonably requested.

14. RIOHE and RIDE agree that specifically authorized representatives of their department/office have the right to make unannounced and unscheduled inspections of the other party's facilities to evaluate compliance with the terms of this Agreement.

15. RIOHE, to protect the confidential information which it has received from RIDE, and RIDE, to protect the confidential information which it has received from RIOHE shall adopt and follow the following specific security plans:

    a. Only RIDE's and RIOHE's authorized personnel shall have access to the confidential information;

b. RIDE's and RIOHE's authorized personnel shall maintain the confidential information in a space and/or manner that is limited to access by them only. Specifically:

   1. Files containing any confidential information shall be kept on storage medium that is either physically kept under "lock and key" or subject to other appropriate industry approved security measures when not in direct use by the RIOHE's and RIDE's authorized personnel. Only the RIOHE's and RIDE's authorized personnel will be able to access these files, which will be kept either in a locked file cabinet or subject to other appropriate industry approved security measures in RIOHE's and RIDE's offices. The term "files" and "confidential information" includes electronic data and hard copy printouts.

   2. When the DW files are not in use either in the secure remote access mode or secure FTP protocol the storage medium of the DW data with any confidential information will not be used on any device that is in any way connected to the internet, any other intranet, or any other electronic mode of file access/transfer other than in cases of the exceptions described above. RIDE and RIOHE shall ensure that its authorized personnel do not use the confidential information provided hereunder on any device that is in any way connected to the internet, any other intranet, or any other electronic mode of file access/transfer other than in cases of the exceptions described above.

      RIOHE and RIDE shall also designate an employee or employees to co-ordinate, monitor, and to be accountable for the above described information security program and it shall notify each other, in writing, of the name(s) of the employee(s) so designated.

   3. If electronic files are to be used by RIOHE's and RIDE's authorized personnel on any storage medium other than that referred to above, then only extracts or copies shall be used that do not contain any confidential information.

   4. If necessary for data management purposes, RIOHE's and RIDE's authorized personnel will create and use a record I.D. variable that does not include an individual's social security number, or any part thereof, first or last name, student identification number, or any other uniquely identifying information.

c. In addition to the foregoing, RIOHE and RIDE shall, at all times, abide by the standards relating to the use of confidential data and personally identifiable information endorsed by the National Center for Educational Statistics. In the event of any conflict between the standards endorsed by the National Center for Educational Statistics and the standards for confidentiality and security set forth herein, the standards set forth herein shall be controlling.

16. RIOHE and RIDE acknowledge and agree that injunctive relief is appropriate for any breach or threatened breach of this agreement. In the event of any litigation or other proceedings before an adjudicative authority regarding the construction of this agreement or any breach hereof, the parties hereby consent to exclusive venue and jurisdiction for actions hereunder in

the state courts of Rhode Island. This agreement is governed by and construed in accordance with the laws of the State of Rhode Island, without regard to principles of conflicts of laws.

17. No license to RIOHE or RIDE under any trademark, patent, or copyright, or application for same is either granted or implied by the conveying of confidential information to the receiving party.

18. All instructions from RIOHE and RIDE, and all requests for studies, evaluations, or the processing or analysis of data or confidential information shall be in writing and may be modified only by a written agreement executed between and among the parties. The results of all such studies, evaluations, processing or analysis or any other use of confidential information or other data supplied by RIOHE and RIDE, pursuant to this Agreement, shall be initially released only to RIDE and RIOHE. Any subsequent release of such results shall only be made pursuant to a written agreement executed by RIDE and RIOHE.

19. The obligations of non-disclosure hereunder will continue indefinitely; notwithstanding any termination or expiration of this agreement.

20. In addition to the provisions for confidentiality set forth in this agreement, the parties hereto shall automatically be required to abide by any state or federal law or regulation, subsequently enacted during the term of this Agreement, relating to the handling or protection of confidential information, including but not limited to those requirements, conditions and limitations (on disclosure and re-disclosure) set forth in FERPA.

21. Each party hereto agrees to indemnify, defend and hold harmless the other, to the extent allowable by law, from and against any loss, liability or payment, of any claim or demand by any person or entity or of any nature and kind, arising out of or caused by the acts or omissions of the indemnifying party, its employees, agents, contractors, consultants, or outside service providers, related to this Agreement or any breach thereof. Such indemnification shall also include the non- indemnifying party's costs for the defense of any such claim or demand.

22. This Data Exchange Agreement, except as provided above, shall be in effect from _____, 2010 through_____, 2013. This Agreement may be terminated by either party upon ninety (90) days prior written notice to the other party.

23. The parties hereto acknowledge and agree that this Agreement is conditioned upon and subject to the approval of each party's governing board, if such approval is required by that governing board, as well as state purchasing requirements and approval regarding any contractor, consultant, or outside service provider.

THE RHODE ISLAND OFFICE OF
HIGHER EDUCATION

BY: _____ _____
Ray DiPasquale, Acting Commissioner Witness

_____
Date

THE RHODE ISLAND DEPARTMENT OF
EDUCATION

BY:_____ _____
Witness

_____
Date

# EXHIBIT A

Information/Dataset to be Exchanged by RIDE and RIOHE

OHE will provide RIDE with a dataset containing the following information:
Student ID*[1]

1. Full name
2. Date of birth
3. Sex
4. SSN
5. Name of high school enrolled/graduated from
6. High school code
7. Year graduated from high school
8. High school GPA
9. Year of most recent course related to placement decision (e.g., math or English)
10. Grade in most recent English/math course
11. PSAT scores (composite and subscores)
12. SAT/ACT scores (composite and subscores)
13. Accuplacer (or other placement) score
14. AP/CLEP scores/subject areas if applicable
15. Higher education institution where placed or tested using placement test
    We are interested in as complete a data set for that year as possible, including students who may have taken the placement test in an institution of higher education, but who subsequently did not enroll.[2]
16. Name of placement test
17. Subject of placement test
18. Score
19. Date of score (may have multiple scores and dates)
20. Placement decision/recommendation from higher education campus
21. Enrollment in remedial coursework
22. Course enrolled in
23. Date of enrollment
24. Designation of enrolled course as credit-bearing or not
25. Grade in first higher ed course in content area (e.g., English, math)
26. Grade in subsequent (second semester) higher ed course
27. Overall GPA after first semester
28. Overall GPA after second semester
29. RIOHE State assigned student identifier

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[1] We need some way to match students' higher education data with their state and local data. The state student ID used in 3-11 assessment would be preferable. If that is not available, then we can match students on other information, such as name, date of birth, sex, and high school. A combination of matching information is helpful. We will delete confidential and identifying information (e.g., name) from our data files once the information is merged together.

[2] We can clean the data, e.g., if the data file contains students who enrolled in the institution of higher education but did not come from a Rhode Island public school.

30. Notes: Any special supports provided (e.g., tutoring); any change in higher education institution enrollment

RIDE will provide RIOHE with a dataset containing the following student information fields (as available) based on the data provided by OHE:

1. Resident District;
2. Legal Last Name;
3. Legal First Name;
4. Legal Middle Name (Initial);
5. Student Gender;
6. Student DOB;
7. Student's grade level at the time of assessment;
8. Student's primary race/ethnicity;
9. Funding School;
10. Attendance school/program;
11. Eligibility for National School Lunch Program;
12. Last set of State Mathematics Assessment Scores associated with academic year '08-'09 high school graduating class;
13. Last set of State Reading Assessment Scores associated with academic year '08-'09 high school graduating class;
14. Last set of State Writing Assessment Scores associated with academic year '08-'09 high school graduating class;
15. Last set of State Science Assessment Scores associated with academic year '08-'09 high school graduating class (if available);
16. ESOL/Bilingual Program Participation Code (for private schools, at assessment time only);
17. Post-graduation plans;
18. Participation in Technical Education;
19. County of Attendance school/program;
20. Number of students in graduating class;
21. Type of school (rural/urban).
22. RIDE State-Assigned Student Identifier
23. Student disability (IEP) status

# Appendix (C)(1)-2
# Selected Activities of the Center for Labor Management Development

# Section C:
# Appendix 2

## Selected Activities of the Center for Labor Market Development (CLMS)

1. Transition Study of Rhode Island High School Graduates into the Post Secondary System of the nation. CLMS was able to obtain publicly available directory information that we could use in combination with the National Student Clearinghouse to measure post-secondary access, retention and completion of graduates of public high school in Rhode Island over a several year period. We developed data sharing agreements with the NSC and served as agent for RIOHE in acquiring both the data sharing agreements and the relevant data files. We analyzed these data and prepared over 60 individual high school specific reports that measured college access, retention and completion for individual graduates of those high schools at the request of the Commissioner. These reports were subsequently distributed to each of the high schools in the state. We also prepared a statewide report that was provided to RIDE at their request.

2. SALT/NSC Study: With support from OHE and the Nellie Mae Foundation we conducted a research study on the high school to college transition of recent graduates of public high school in Rhode Island. Using high schools as the unit of analysis we were able to develop a sophisticated data file that linked findings of district high school organizational traits, students behavior, parents connections and teacher perceptions. An article based on this paper has been accepted for publication by the New England Journal of Higher Education

3. Study of State Financial Aid Distributions using RIHEAA administrative tables: We prepared a report that examined the shares of state aid that went to graduates of each of the three public colleges and other private and public colleges both inside and outside Rhode Island. This paper found that CCRI seemed to receive below expected shares of state financial aid, in part because of the late filing times of its entering and re-entering students

4. Education and the Economic Recession: CLMS prepared a paper that examined the impact of recession and job loss on the working age population of Rhode Island with special emphasis on the level of educational attainment. The paper was presented at the Chamber of Commerce Spring Economic Outlook Event and received considerable media coverage

5. The Fiscal Impacts of Dropping out in Rhode Island: CLMS prepared a paper that examined the long term labor market and fiscal consequences of achieving alternative levels of educational attainment in Rhode Island. The paper was presented at the Chamber of Commerce Spring Economic Outlook Event and received considerable media coverage

6. Spring Labor Market Outlook: Each year for the past five years CLMS, RIOHE and the Greater Providence and Rhode Island Chamber of Commerce organize a spring labor market outlook event. Over the past few years, this event has focused heavily on higher education and its meaning for economic growth and prosperity. It is usually covered by the print and radio/TV media as well followed by guest appearances on local and radio and TV shows

7. Current Spring Outlook Conference and Papers: We are currently preparing two papers related to Rhode Island labor markets for this year's Spring labor market outlook event (to be held for the first time at a RI public higher education institution).
    - The first paper examines the disconnected youth problem in Rhode Island over the course of the economic recession and examines the way that teens and young g adults have adjusted to the sharp reduction in employment opportunities available in the state in recent years.
    - The second paper provides an overview of labor market developments in the state over the past year and their meaning for education and human resource development efforts in the state.

8. College Crusade of Rhode Island**:** The College Crusade of Rhode expressed an interest in an analysis of the postsecondary enrollment, retention, and graduation outcomes of participants in their program to the OHE. CLMS matched data for 1,000 College Crusade high school graduates from the Classes of 2006, 2007, and 2008 and matched them against the Data Warehouse records for 13 semesters between the Summer semester of 2006 and the Spring semester of 2009. CLMS produced tabulations containing the enrollment rates of these graduates immediately after their high school graduation and at any time since their high school graduation and the spring semester of 2009. We also provided them with tabulations on the distribution of the College Crusade graduates who were enrolled by the institution in which they were enrolled including concurrent enrollment in two or more institutions. We also prepared tabulations on the share of all initial college enrollees who had positive outcomes as of the spring semester of 2009 including the number who were awarded a diploma and the number who remained enrolled in one of the three institutions. One-year retention rates were also produced for each graduating class and by the institution in which they were first enrolled.

9. Rhode Island Office of Adult Education: CLMS obtained data on about 18,000 participants in the ABE program in RI and matched then with Data Warehouse data to produce data on the semester-by semester enrollment to produce the enrollment, retention, graduation outcomes for these graduates. Data were produced for nine semesters.

10. Data Sharing Agreement with DLT; CLMS in cooperation with OHE legal counsel and DLT staff developed a data sharing agreement and data sharing protocols with DLT in order to gain access to employment and wage records of students enrolled in public higher education in the state. We are now analyzing these data as part of a larger retention study being undertaken for OHE

11. OHE Retention Study: We have produced a number of small retention studies and transfer at the request of OHE staff related to topics such as financial aid and accuplacer scores. We now plan on undertaking a larger, more systematic study of student retention when unit records become available from RIDE

List of Reports:

- Performance Indicators for Public Higher Education in Rhode Island, 2007
- Performance Indicators for Public Higher Education in Rhode Island, 2008
- The Transition from High School to Public Higher Education in Rhode Island, Classes of 2002, 2003, 2004, and 2005
- The Transition from High School to Public Higher Education in Rhode Island, Classes of 2005, 2006, and 2007
- From Labor Shortage to Labor Surplus: The Changing Labor Market Context and Its Meaning for Higher Education (July 2009)
- College Bound in Rhode Island: Understanding Differences in College Enrollment Outcomes among High Schools in Rhode Island (November 2009)
- Alternate Measures to Estimate Remedial Needs at Rhode Island College and University of Rhode Island
- The Labor Market Impacts of the National Economic Crisis in Rhode Island (April 2009)
- The Fiscal Consequences of Dropping Out of High School in Rhode Island (April 2009)

# Appendix (C)(1)-3

# Research Agenda

Section C
Appendix 3

RIDE and RIOHE have articulated critical policy and research questions that are organized in relation to the following three domains:

**Entering Higher Education**

- How do the state's high school graduates persist and perform in higher education?
    - Enrollment in subsequent semesters
    - Earned credits
    - GPA
- What pattern of high school course-taking leads to success in higher education?
- What is the predictive value of a state's tenth grade assessment?
- Who needs developmental and remedial education courses in reading, writing and math?
- How is this related to high school course-taking?
- How is this related to tenth grade test results?
- How is this related to scores on the GED examination?
- How do students who need/take developmental courses persist and perform relative to students who do not need them?
- How do under-represented populations persist and perform in higher education?
    - Adults
    - Males
    - Low-income
    - GED recipients
    - Racial/ethnic minorities
- How do the findings inform high school and adult education reform, including development of college-ready standards in the key academic skill areas?

**Within Higher Education**

How do students move through the sectors of a higher education system?

- Are tuition and fees affordable for state residents?
- How do community college transfer students persist and perform at the receiving institution(s)?
- Are increasing numbers of community college students (or graduates) transferring?
- How do financial aid packaging practices affect persistence and academic success of low-income students?
- What are the actual graduation rates, adjusted for mobility within a system?
- How do various student retention strategies impact student success?

**Beyond Higher Education**

- What is the employment and wage status of graduates by program of study and degree level?
- Are we graduating sufficient numbers of students in fields with high job vacancy rates?
- How do graduates of teacher preparation programs perform?

# Appendix (C)(1)-4

# Matrix

| Strategic Plan Objectives & Strategies | Race to the Top Proposal Elements | Research Agenda |
|---|---|---|
| EE1 Improve Rigor of Preparation Programs<br>1.1 Strengthen Standards<br>1.2 Create Innovative Options | Expand RICERT System (C2)<br>Alternative Certification (D1)<br>Teacher & Principal Preparation Opportunities (D4)<br>Academy of School Leadership (D4, D5)<br>Preparation Program Report Cards (D4) | ○ How do graduates of teacher preparation programs perform?<br>○ What measures of effectiveness and teaching performance requirements are necessary to for exiting educator preparation programs?<br>○ How effective are alternative certification programs and pathways? |
| EE2 Support Districts on Effective Human Resources<br>2.1 Model HR Systems<br>2.2 Evaluation Systems | Filling Areas of Shortage (D1)<br>Educator Evaluation System (C2, D2)<br>PD: Educator Evaluation System (D2)<br>Compensation Model Pilots (D2) | ○ What capacity standards are needed to implement effective human capital systems?<br>○ What are the critical components of a fair and effective educator evaluation system? |
| EE3 Align Growth and Advancement to Student Achievement<br>3.1 Revise Licensure Renewal<br>3.2 Professional Development | Dashboards & Toolkits (C2)<br>Educator Evaluation System (C2, D2)<br>Instructional Management System (C3)<br>PD: Tailored to Individual Educator Need (D5) | ○ How effective are professional development providers? |
| AS1 Accelerate Achievement<br>1.1 Early Learning<br>1.2 Close Gaps<br>1.3 System of Supports | Dashboards & Toolkits (C2)<br>Early Warning Indicators Tool (C3)<br>Instructional Management System (C3)<br>Student Growth Measures (D2)<br>New Teacher Induction (D5)<br>PD: Tailored to Individual Educator Need (D5) | ○ How effective are existing early learning programs?(SP)<br>○ How can early learning program implementation be strengthened?<br>○ What are acceptable outcomes in student achievement based upon growth measures and metrics for closing achievement gaps?<br>○ What are the elements of effectiveness of LEA programs and supports and how should they be measured?<br>○ How do under-represented populations persist and perform in higher education?<br>○ How effective are systems of student supports?<br>○ How effective are expanded learning opportunities?<br>○ How effective are family and community engagements strategies in improving student achievement? |
| AS2 Transform Identified Schools<br>2.1 Model Options Developed<br>2.2 Leadership Development | Dashboards & Toolkits (C2)<br>Alternative Certification (D1)<br>Academy of School Leadership (D4, D5)<br>Turnaround Principal Program (D5)<br>Intervention Protocol (E2)<br>Implement School Reform Plans (E2)<br>Investments in Best Practice Resources (E2)<br>Investments in Innovative Options (E2) | ○ How effective are the approved state options for transforming identified schools and programs?<br>○ What policies and infrastructure supports are needed to support innovations?<br>○ How effective are outside turnaround and transformation providers?<br>○ How effective is the Academy of School Leadership in supporting the transformation of underperforming schools and LEAs?<br>○ How well are newly trained leaders performing, including their impact on student achievement? |
| AS3 Create Multiple Pathways to Colleges and Careers<br>3.1 Diversify Pathways | Dashboards & Toolkits (C2)<br>Early Warning Indicators Tool (C3)<br>Investments in Best Practice Resources | ○ How do the state's high school graduates persist and perform in higher education?<br>○ What pattern of high school course-taking leads to success in higher education?<br>○ Who needs developmental and remedial education courses in reading, writing and |

| | | |
|---|---|---|
| 3.2 Technical Assistance<br>3.3 Strategic Partnerships<br>3.4 Evaluate Efficiencies | (E2)<br>Investments in Innovative Options (E2) | math?<br>○ How is this related to high school course-taking?<br>○ How is this related to tenth grade test results?<br>○ How is this related to scores on the GED examination?<br>○ How do students who need/take developmental courses persist and perform relative to students who do not need them?<br>○ How do the findings inform high school and adult education reform, including development of college-ready standards in the key academic skill areas?<br>○ How do multiple pathways affect gaps in student achievement, graduation rates, and transition rates to further education, training, and employment? |
| WCS1 Adopt World-Class Standards<br>1.1 Common Core Standards<br>1.2 Rigorous Curricula<br>1.3 Support Programs | Common Core Standards (B1)<br>Study of Standards (B3)<br>Aligned Curriculum Resources (B3)<br>Instructional Management System (C3)<br>Early Warning Indicators Tool (C3) | ○ How do the findings inform high school and adult education reform, including development of college-ready standards in the key academic skill areas?<br>○ How well aligned are existing Rhode Island standards and the national Common Core Standards?<br>○ How effective are partnerships with the Dana Center and intermediary Service Providers in the development of curricula and units of study?<br>○ How effective are these partnerships in ensuring fidelity in curriculum implementation in schools and classrooms?<br>○ What program requirements, teacher expertise requirements, and profiles of students will be successful with various intervention models? |
| WCS2 Implement High-Quality State Assessments<br>2.1 Review NECAP<br>2.2 Review International Assessments | Study of Standards (B3)<br>Instructional Management System (C3) | ○ What is the predictive value of a state's tenth grade assessment?<br>○ What is the predictive value of end-of-course assessments and board examinations adopted by the State? |
| WCS3 Monitor Local Assessments<br>3.1 Logistical Support on Formative Assessments<br>3.2 Identify Models | Formative & Interim Assessments (B3)<br>Aligned Curriculum Resources (B3)<br>Dashboards & Toolkits (C2)<br>Instructional Management System (C3) | ○ How effective are teacher leaders in identifying professional development needs based on the analysis of student achievement data?<br>○ What are the features and components of effective comprehensive local assessment systems?<br>○ How well do professional development providers and models support the implementation of effective assessment systems? |
| DS1 Improve Data Accessibility<br>1.1 Create Tools<br>1.2 Engage Public | Robust Data Systems (C2)<br>Data Dashboards & Toolkits (C2)<br>PD: Using Data (B3,C3) | ○ What system requirements and levels of functionalities are needed by various user groups?<br>○ How effective are training and support in improving the use of data in decision-making? |
| DS2 Design Infrastructure Supports<br>2.1 Integrated Data Structure<br>2.2 Processes for Ownership | Robust Data Systems (C2)<br>Data Governance Committee (C2) | ○ How effectively are internal databases integrated?<br>○ What processes and structures are needed to support data integrity, quality, and the meaningful use of data by all stakeholders? |
| DS3 Strengthen Informed Decision-Making<br>3.1 Create Tools<br>3.2 Support to LEAs | Robust Data Systems (C2)<br>Data Dashboards & Toolkits (C2)<br>PD: Using Data (B3, C3)<br>Instructional Management System (C3) | ○ How effective are professional development and community in-practice models in using data to problem-solve?<br>○ To what extent does the instructional management system improve instruction and student achievement? |
| DS4 Redesign Accountability Systems | Robust Data Systems (C2) | ○ How effective are accountability systems in measuring the effectiveness of school |

| | | |
|---|---|---|
| 4.1 Improve Processes<br>4.2 Develop Metrics | Data Dashboards & Toolkits (C2)<br>Data Governance Committee (C2)<br>Instructional Management System (C3) | and LEA programs, supports, and interventions?<br>○ What standards and processes are needed to use performance metrics to improve student achievement? |
| IRW1 Promote Adequate, Equitable Funding<br>1.1 Develop Funding Formula<br>1.2 Improve Statewide Systems<br>1.3 Seek Funding | Dashboards & Toolkits (C2) | ○ What are the costs of implementing the Basic Education Program?<br>○ How effective are the application, reporting and accounting systems for schools and programs?<br>○ What resource gaps exist? |
| IRW2 Appropriate Investments<br>2.1 Create Tools and Processes for Efficiencies<br>2.2 Evaluate Effectiveness | Dashboards & Toolkits (C2) | ○ What opportunities exist for implementing statewide efficiencies?<br>○ What actual savings do statewide efficiencies generate?<br>○ How are savings from statewide efficiencies redirected?<br>○ How does student achievement change in LEAs that have generated large savings from efficiencies? |
| IRW3 Responsive School Budgets<br>3.1 Standardized Budgets<br>3.2 Identify Effective Practices | Dashboards & Toolkits (C2)<br>Compensation Model Pilots (D2) | ○ What are the benefits of a Regents-approved budget model?<br>○ What are practices for long-range planning, budget development, and budget administration have the greatest educational return?<br>○ How do spending patterns affect student achievement by selected programs and subpopulations? |

| Data Source | Purpose | Audience(s) | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Students | Parents | Teachers | Education Leaders | Researchers | Community Members | Policy Makers |
| DataWorks! | This is the parent data/information website for all things education data in Rhode Island. The items listed below can all be found in this one central location. DataWorks! is were we communicate with the field about ongoing data training, projects and programs. | | | x | x | x | x | x |
| InfoWorks! | InfoWorks! is designed to attract and engage parents, first and foremost. Here all Rhode Islanders have easy access to information about schools, districts, and the state as a whole. This interactive site includes information about test scores, school classifications, attendance and demographics. | | x | x | x | | x | x |
| SurveyWorks! | This is an annual survey with 10 years of student, teacher, administrator and parents survey data about school climate and barriers to implement reforms, student academic, social and risk behaviors, parent involvement and needs, and teacher efficacy and expectations. | x | x | x | x | | x | |
| In$ite | In$ite is designed as an easy-to-understand information and finance reporting system for school district. In$ite™ categorizes each district expenditure into one of five broad categories: Instruction, Instructional Support, Operations, Other Commitments, and Leadership. In$ite™ also assigns each expenditure to one of six broad program categories found in most school districts. | x | x | | x | x | x | x |
| RI Kids Count | Rhode Island Kids Count publishes an annual Factbook that includes more than 20 education indicators representing a range of topics (such as student mobility, early intervention services, school breakfast program participation, high school graduation rates, etc.). | | | x | x | x | | |
| RI Data Warehouse-Analyzer | This is a sophisticated web-based ad-hoc data query tool. Simple reports can be generated with a few mouse clicks and very complex queries can be created to analyze cohorts of students, tracking students over time, performing regression analysis, etc. Implemented in 2006, Data Analyzer contains multiple years of enrollment, demographic, district/school profile, financial and state assessment data. | | | | x | x | | |

| Data Source | Purpose | Audience(s) | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Students | Parents | Teachers | Education Leaders | Researchers | Community Members | Policy Makers |
| RI Data Warehouse-Dash | This is an easy to use web-based dashboard representation of schools and classrooms, with key composite indicators represented as gauges. The idea is to feed as close to real time data into the system as possible in order to give administrators and educators a view of their schools and classrooms as they are happening. | | | x | x | | | |
| Frequently Requested Education Data (FRED) | This is the Department's information services initiative intended to streamline the process of data exchanges with the public and the education community. With FRED, users are able to sort, search, view and download the most Frequently Requested Education Data (FRED) as well as information routinely requested by the District, State and Federal program and policy administrators, local media, and other non-profit organizations. | | | | x | x | | x |
| WayToGoRI | Hosted by the RI Higher Educatio Assistance Authority this is is a free, internet-based portal that helps students, parents and educators explore educational options, discover a wide variety of occupations, and make plans to achieve education and career goals. | x | x | x | | | | |
| RI DataHub | In development, this site provides access to hundreds of unique indicators relating to child and adolescent well-being in Rhode Island. Ultimately, the initiative will integrate data from across different state agencies — schools, health and social services — providing a rich picture of the well-being of children and youth. | | x | x | x | x | x | x |
| Uniform Chart of Accounts (UCOA) | A uniform chart of accounts is used by multiple entities such as School Districts and Charter Schools. The primary objective of the UCOA is to meet the internal and external reporting needs of the Districts and the State by providing consistent detail in the general ledger to address the questions and need for information of stakeholders at all levels. | | | | x | x | x | x |
| eRide: | This is RIDE's internally developed web based data collection portal. eRIDE provides for program-based data collections, state and local assessments, and systems-output data to be submitted with web-based forms or a set of web-based utilities with internal validation. eRIDE improves the accuracy, timeliness, and utility of information that will inform management, budget, and policy decisions. | | | x | x | | | |

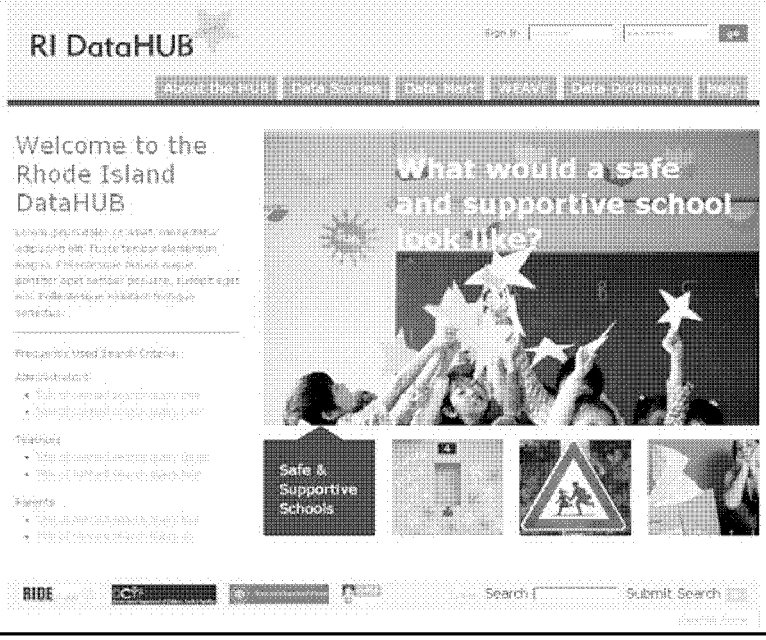
# Appendix (C)(2)-1

# Data Sites Available to Various Stakeholders

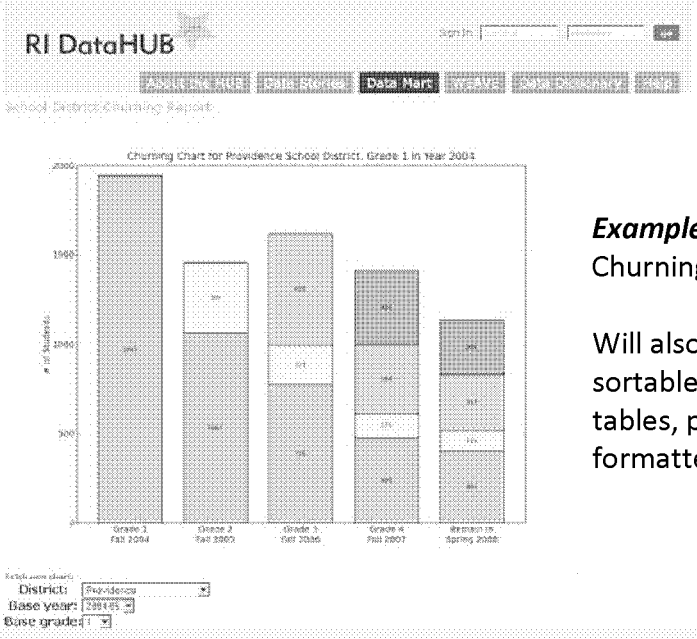
# Website Concept

- Both single-agency and combined-agency indicators
- Tiered permissions and access
- "**Data Mart**" provides basic statistics and graphics, pre-formatted reports
- "**Data Stories**" provide guided data exploration with interactive graphics
- **Weave** provides advanced data exploration
- **Data Dictionary** provides detailed context-sensitive metadata

# Beta Site



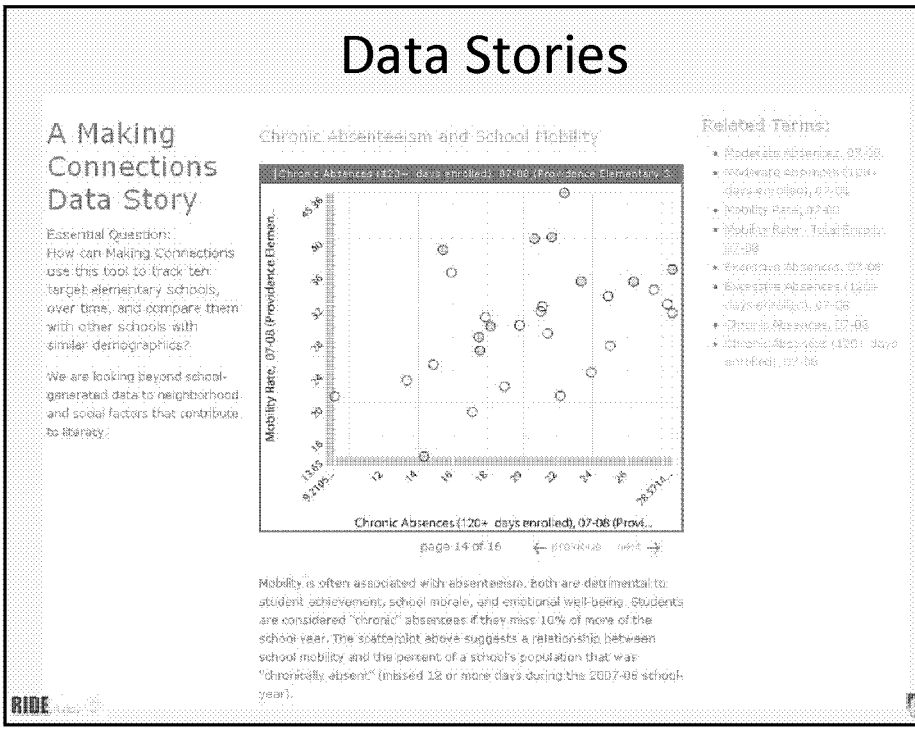
# Data Mart




***Example:*** Dynamic Churning Chart

Will also provide sortable crosstab tables, pre-formatted reports

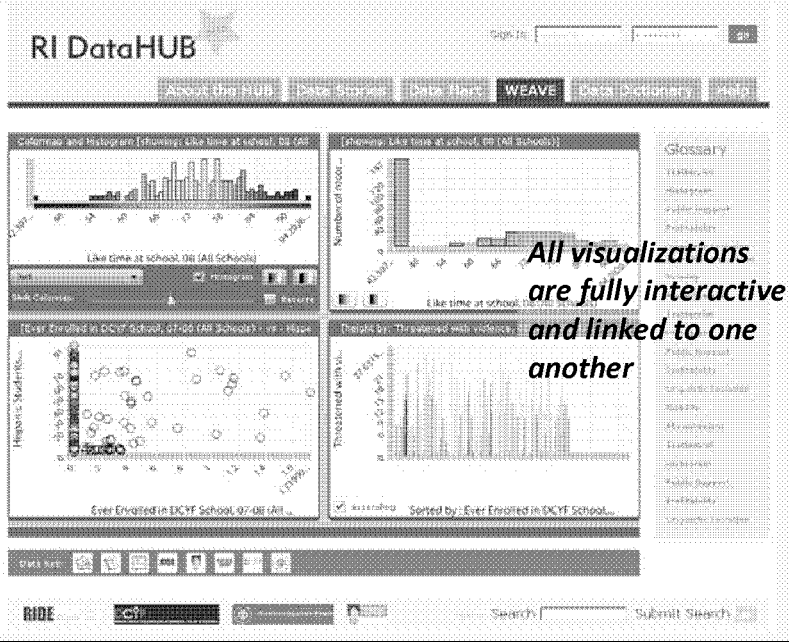
# Data Stories



# Appendix (C)(2)-2

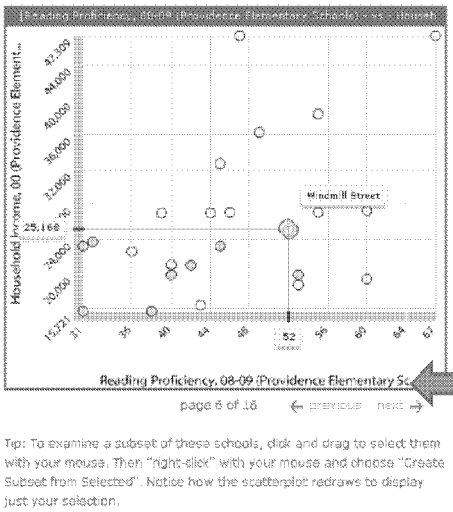
# Overview of WEAVE

# *Weave* Advanced Visualization

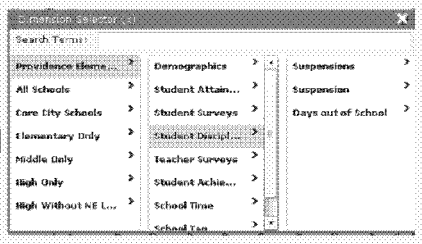



***All visualizations are fully interactive and linked to one another***

# *Weave* Detail



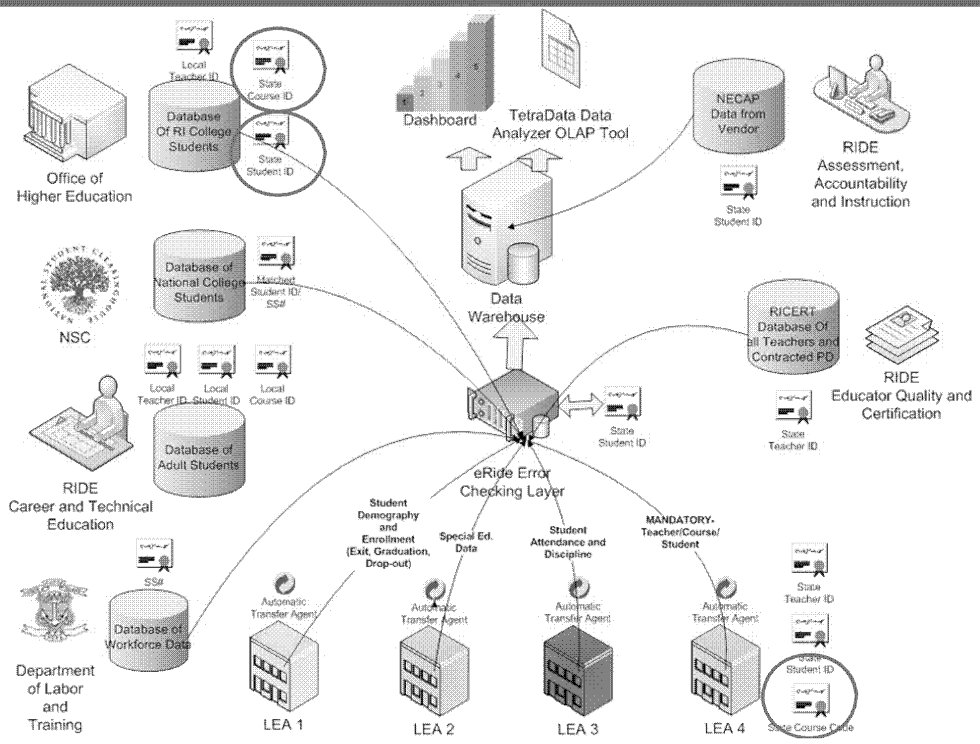

***Users are free to drill down on any point as well as change indicator axis***



# Appendix (C)(2)-3

# RIDE Data Ecosystem Vision

# RIDE Data Ecosystem Vision



# Appendix (C)(2)-4

# Data Elements to be developed

*APPENDIX: Data Elements and Reports to be developed by RIDE by Project*
**(Educator Preparation Portal, PD Data Collection Portal, Data Dashboards, Educator Evaluation System, Higher Ed/Workforce Integration)**

**Educator Preparation Program Data**
***(new system of data collection to be integrated into the data warehouse so it can be tied to teacher ID in state certification database)***

| Data Elements | Source | Comments/Status |
|---|---|---|
| Program Information:<br>• Institution Name<br>• Program Type (traditional, non-traditional)<br>• Admission Requirements<br>• Enrollment Summary Data<br>• Completion Requirements<br>• Completion Summary Data | Educator Preparation Programs | New data collection |
| Program Completers Information<br>• Enrollment data<br>  o Enrollment date<br>  o Demographic data<br>  o High School enrollment and academic data<br>  o HS Graduation data<br>  o SAT, ACT, GRE data<br>• Academic data<br>  o GPA<br>  o Proficiency Scores (PRAXIS)<br>  o Degree Type<br>  o Subject Area/Concentration<br>  o Graduation Date<br>• Student teacher permit data<br>  o Date permit issued<br>  o Student teacher Placement<br>  o Date of Placement<br>  o Length of Placement | Educator Preparation Programs | New data collection |

Key Reporting/Analysis needs to be met:

1. Ability to report on # individuals certified by year and by program to meet new federal reporting requirements
2. Ability to expedite the process of initial certification (by receiving program completion data directly out of data system)
3. Ability to link information on program completers to student achievement data via the unique Teacher ID that currently gets assigned upon initial certification
   a. Analyze impact of educator preparation programs on student learning
   b. Understand trends around program completers who seek certification and obtain employment in Rhode Island
   c. Use program completion data tied to student achievement to evaluate effectiveness and ultimately improve program effectiveness.

*APPENDIX: Data Elements and Reports to be developed by RIDE by Project*
**(Educator Preparation Portal, PD Data Collection Portal, Data Dashboards, Educator Evaluation System, Higher Ed/Workforce Integration)**

**Professional Development Program Data**
***(new system of data collection from the professional development programs and from schools, to be integrated into the data warehouse so it can be tied to teacher ID in state certification database)***

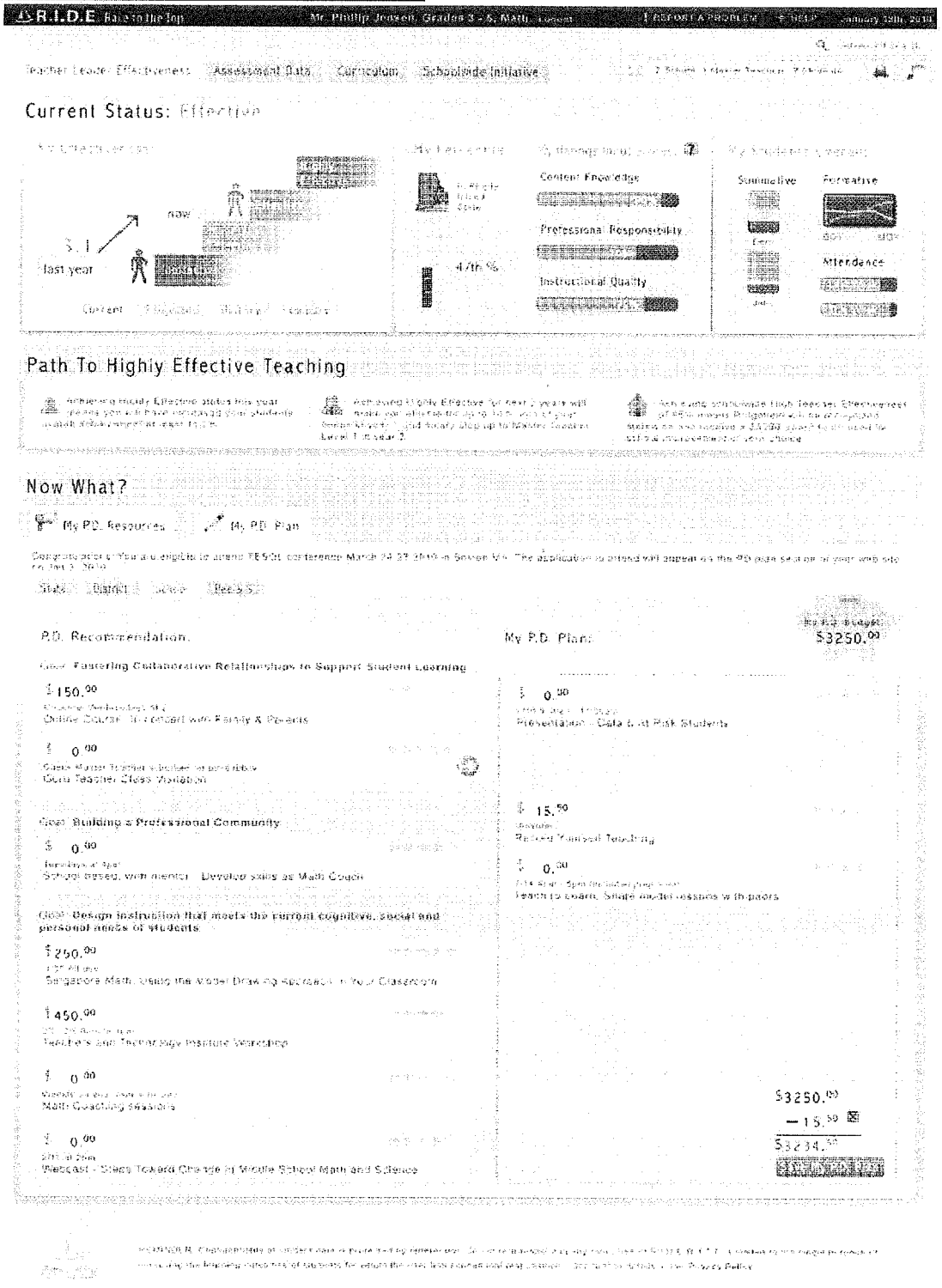
| Data Elements | Source | Comments/Status |
|---|---|---|
| Program Information:<br>• Institution Name<br>• Professional Development Program Type<br>• Summary of proficiencies/skills to be attained<br>• Enrollment Summary Data<br>• Completion Summary Data | PD Program | New data collection |
| Teacher Level Data<br>• Teacher ID, school<br>• Date of PD completion<br>• Name of PD program, type<br>• Credits/hours completed<br>• Cost of PD | School | New data collection |

Key Reporting/Analysis needs to be met:

1. Ability to report out on the # and types of PD each teacher attends, by program type, school, grade level, district.
2. Ability to track on individual teacher and principal dashboards the amount of dollars spent on PD per teacher, and the amount remaining in each teacher's budgeted allowance of PD.
3. Ability to link information on program completers to student achievement data via the unique Teacher ID
    a. Analyze impact of professional development programs on student learning
    b. Understand trends around teachers who attend specific PD programs
    c. Use PD completion data tied to student achievement to evaluate program effectiveness and ultimately improve program effectiveness.

## *APPENDIX: Data Elements and Reports to be developed by RIDE by Project*
## (Educator Preparation Portal, PD Data Collection Portal, Data Dashboards, Educator Evaluation System, Higher Ed/Workforce Integration)

### Data Dashboards Mock-Up for Educators



*APPENDIX: Data Elements and Reports to be developed by RIDE by Project*
**(Educator Preparation Portal, PD Data Collection Portal, Data Dashboards, Educator Evaluation System, Higher Ed/Workforce Integration)**

**Dashboard Data Overview:**

| User Group | Key Metrics and Comparative Analytics | Level |
|---|---|---|
| Teachers | Student Achievement data (NECAP, additional measures) | Individual student, classroom, grade, subgroup, school |
| | Student growth index | Individual student, classroom, grade, school |
| | Teacher effectiveness index based on student achievement, and 3 required factors (quality of instruction, demonstrated professional responsibilities, and content knowledge) | Individual student, classroom, all students tied to teacher |
| | Student Progress towards meeting standards as measured by interim assessment/end-of-course exams | Individual student, classroom, all students tied to teacher |
| | Professional Development Summary | Teacher, subject area |
| Principals | Student Achievement data (NECAP, additional measures) | Individual student, classroom, grade, school, district |
| | Student growth index | Individual student, classroom, grade, school, district |
| | School effectiveness index | School |
| | Teacher effectiveness index based on student achievement, and 3 required factors (quality of instruction, demonstrated professional responsibilities, and content knowledge) | Individual student, teacher, school |
| | Teacher Attendance | Individual teacher, school |
| | Teacher Certification milestones (upcoming expirations) | Subject, 30 and 60 days out |
| | Student Progress towards meeting standards as measured by interim assessment/end-of-course exam | Individual student, classroom, all students tied to teacher, district |
| | Professional Development Summary | Subject Area, School |
| | Hiring/Vacancy Data | School, content area (cert type?) |
| District Administrators | Student Achievement data (NECAP, additional measures) | Individual student, classroom, grade, school, district |
| | Student growth index | Individual student, classroom, grade, school, district |
| | School effectiveness index | School |
| | Teacher effectiveness index based on student achievement, and 3 required factors (quality of instruction, demonstrated professional responsibilities, and content knowledge) | Individual student, teacher, school |
| | Teacher Attendance | Individual teacher, school |
| | Teacher Certification milestones (upcoming expirations) | Subject, 30 and 60 days out |
| | Student Progress towards meeting standards as measured by interim assessment/end-of-course exams | Individual student, classroom, all students tied to teacher, district |
| | Hiring/Vacancy Data | School, content area, certification type |

*APPENDIX: Data Elements and Reports to be developed by RIDE by Project*
**(Educator Preparation Portal, PD Data Collection Portal, Data Dashboards, Educator Evaluation System, Higher Ed/Workforce Integration)**

| | | |
|---|---|---|
| Parents | Student achievement data (NECAP, additional measures), grade level, school and district comparison | Individual student level<br>School/district/state level |
| | Student Progress towards meeting standards as measured by interim assessment/end-of-course exams | Individual student level<br>School/district/state level |
| | Student attendance and discipline data | Individual student level<br>School/district/state level |
| | Overall teacher effectiveness data (summary of all teachers at school) | School level |

*APPENDIX: Data Elements and Reports to be developed by RIDE by Project*
**(Educator Preparation Portal, PD Data Collection Portal, Data Dashboards, Educator Evaluation System, Higher Ed/Workforce Integration)**

**Educator Evaluation Data Collection**

**(new system of data to be collected by LEAs/State data on teacher effectiveness)**

| Data Elements | Source | Comments/Status |
|---|---|---|
| For each Teacher and Principal, annual data on:<br>• Name of evaluator(s)<br>• Overall effectiveness rating<br>  o Highly Effective<br>  o Effective<br>  o Minimally Effective<br>  o Ineffective | LEA | New data collection |
| • Effectiveness rating based on student achievement data 51% (by 2013/14) | State | |
| • Effectiveness rating based on evaluation of the 3 required factors to comprise 49% (by 2013/14)<br>  o Quality of Instruction (for principals, quality of instructional leadership and management)<br>  o Demonstrated professional responsibilities<br>  o Content Knowledge | LEA | |

Key Reporting/Analysis needs to be met:

1. Teacher effectiveness
   a. Where does everyone fall?
   b. Improvement over time
   c. Early teacher metrics, growth over time
2. Linking educator preparation completion data to teacher effectiveness data
3. Tracking teacher effectiveness to completion of professional development programs
4. Differential retention (which teachers stays, leaves, and why?)
5. Equity from student distribution (effective teachers to students in poverty)
6. How well does state system make fair and valid judgments about performance (stability over time, patterns across data, evaluator trends)
   a. System fairness – compare student achievement/growth to principal's own evaluation
   b. 3rd party evaluator to ensure fairness (often more stringent)
7. District actions tied to teacher effectiveness ratings – what are the results of evaluation? Positive incentives and negative consequences tied to evaluation results. Tied to specific aligned PD as a type of action.
8. Matching teacher effectiveness data to upcoming/past tenure dates

*APPENDIX: Data Elements and Reports to be developed by RIDE by Project*
**(Educator Preparation Portal, PD Data Collection Portal, Data Dashboards, Educator Evaluation System, Higher Ed/Workforce Integration)**

**Post-Secondary Data Collection**

***(integration of K-12 data to Office of Higher Education, National Student Clearinghouse, and Workfoce data)***

| Data Elements | Source | Comments/Status |
|---|---|---|
| College Enrollment<br>• Count/% enrollment into 2 yr, 4 yr college/university in fall following graduation from RI high school<br>• Count/% enrollment into 2 yr, 4 yr college/university after 1 year following graduation from RI high school<br>• Count students graduating from RI high school and enrolled in a 2 yr/4 yr college/university enrolling in remedial courses<br><br>Retention<br>• Count/% of RI high school graduates enrolled in college who completed 1-4 full years of coursework<br>• Count/% of RI high school graduates enrolled in college who graduated from college/university<br><br>Workforce<br>• Workforce/earning information annually following HS graduation | Office of Higher Education, National Student Clearinghouse | |

1. Ability to tie college enrollment, retention, and workforce earnings information to specific intervention/indicator data throughout a student's K-12 experience.
2. Ability to tie post-HS success back to individual teacher effectiveness

*APPENDIX: Data Elements and Reports to be developed by RIDE by Project*
**(Educator Preparation Portal, PD Data Collection Portal, Data Dashboards, Educator Evaluation System, Higher Ed/Workforce Integration)**

# Appendix (C)(3)-1

# Sample Data and Reports Story

RI DataHUB

Sign In go

About the HUB | Data Stories | Data Mart | WEAVE | Data Dictionary | Help

All Data Stories

# Indicator Creation: Out-of-School Time

Essential Question: If days out of school for suspension are added to regular absenteeism how much time do kids spend away from the classroom?

A Mini Story

A Mini Story

Essential Question: If days out of school for suspension are added to regular absenteeism how much time do kids spend away from the classroom?

A child not in school is not learning, at least not what we'd like them to be learning.

Page 1 of 9 Go to page « Next → »

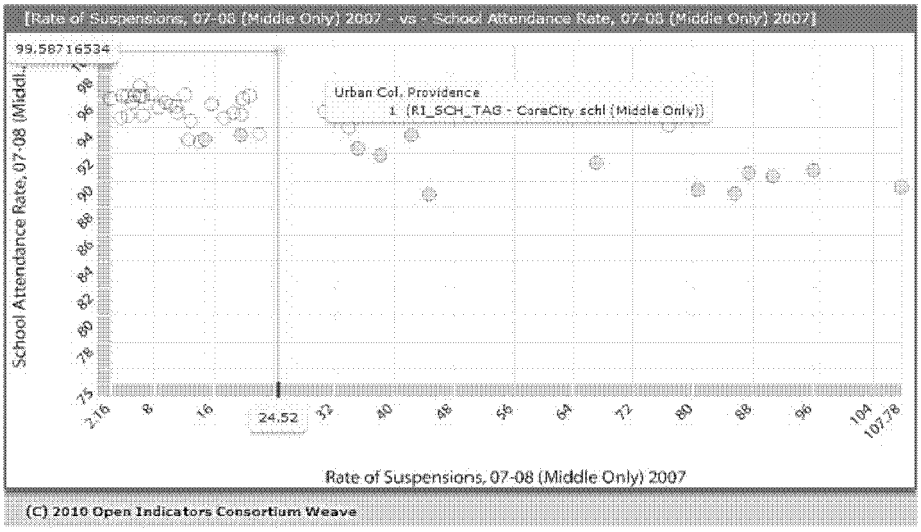
RIDE | DCYF

# Indicator Creation: Out-of-School Time

Essential Question:
If days out of school for suspension are added to regular absenteeism how much time do kids spend away from the classroom?

A Mini Story

The rate of Middle School Attendance compared with the rate of school suspension (in- and out-of-school suspension for at least a full day).




Related Terms

Page 2 of 5 Go to page: « ← Previous Next → »

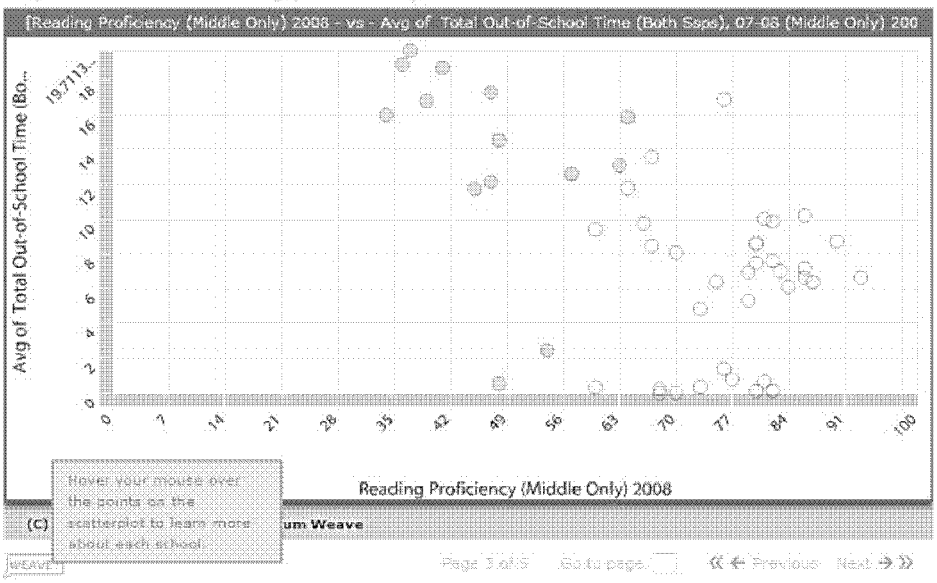
Core urban city schools are represented by yellow points. Note that in general, core urban middle schools have lower attendance rates and higher suspension rates than non-core middle schools. However, some core urban schools--UCAP, the Pawtucket-district middle schools and Thompson (Newport district)-- appear to be using practices that improve urban-student attendance and reduce suspensions, thereby reducing out of school time.

# Indicator Creation: Out-of-School Time

Essential Question:
If days out of school for suspension are added to regular absenteeism how much time do kids spend away from the classroom?

A Mini Story

Using the Middle School out-of-school time indicator to examine the implications for reading proficiency.




We have added days absent to days suspended for a total of time spent "out-of-school" for each student in each school. We then average this by the number of students to create a school-level indicator.

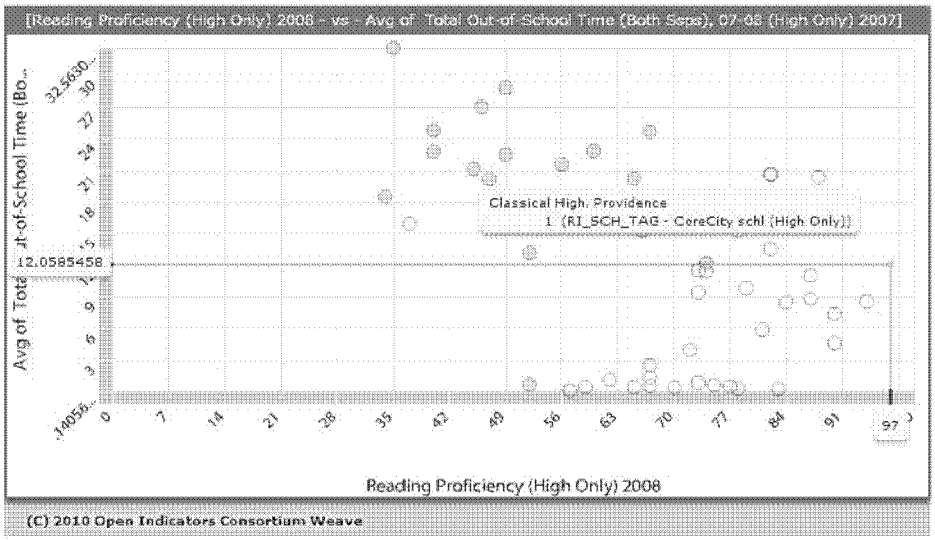
Clearly time out-of-school correlates with lower reading proficiency. Note that certain core urban schools are using practices which either reduce time out-of-school or improve reading proficiency.

# Indicator Creation: Out-of-School Time

Essential Question:
If days out of school for suspension are added to regular absenteeism how much time do kids spend away from the classroom?

A Mini Story

Using the High School out-of-school time indicator to examine the implications for reading proficiency.




Page 4 of 5 Go to page Previous Next

A high time out-of-school rate does not relate to high reading proficiency. If you hover your mouse over the far right yellow dot you will notice the urban-school outlier is Classical High school, an exam school. At 91%, their proficiency is the highest in the state.

At both the middle and high school level, Woonsocket appears to use practices that improve attendance or reduce suspension, and as have proficiency rates higher than many other urban schools.

# Indicator Creation: Out-of-School Time

Essential Question:
If days out of school for suspension are added to regular absenteeism how much time do kids spend away from the classroom?

A Mini Story

## Concluding Remarks

Students are absent for all kinds of personal reasons including illness, disaffection, bullying, and family obligations. Harsh handling of misbehavior, such as heavy use of suspensions, is a school decision. To reduce out-of-school time, schools should reconsider their suspension policies. There is little research that supports the efficacy of suspensions. While sometimes necessary for school safety, in general, students learn nothing during suspensions, and tend to watch TV, roam the streets, or otherwise get in trouble.

The **out-of-school time** indicator adds regular absenteeism to days out-of-school resulting from schools' disciplinary actions. This indicator is used within different data stories and is available for use in the WEAVE section of the web site.

# Appendix (D)(1)-1

# Board of Regents Alternative Certification Program Regulations

## Board of Regents Standards for Alternative Route to Certification Programs

a. **Purpose –** In order to insure that every child is served by well prepared educators in both professional expertise and content area knowledge, the Rhode Island Department of Education may approve alternative educator preparation programs. Programs may be designed to serve any of the following purposes:

1. Meet the demand for qualified teachers in high need certification areas
2. Recruit teachers to staff schools in high need local education agencies (LEAs)
3. Increase the number of qualified candidates from groups that are underrepresented in the Rhode Island teaching force
4. Provide rigorous, high quality preparation through an expedited track to certification
5. Attract highly motivated individuals who bring subject matter expertise to the profession

b. **Definitions –**

1. **Alternative educator preparation program –** a program that provides preparation to educator candidates who serve as teachers of record while completing the approved program. These programs may be offered by an institution of higher education, a professional organization or a private service provider.
2. **Teacher of record –**
   - **i.** Teachers that are responsible for content instruction and determining student grades, or
   - **ii.** Administrators or other education service providers that perform the functions allowed by their program certificate area.

c. **Approval of program –** To be approved by the Rhode Island Department of Education an alternative educator preparation program must:

1. Meet the RI Program Approval (RIPA) Standards and participate in regular program review as defined in the Rhode Island Department of Education Teacher Preparation Approval Guidelines. Notwithstanding language to the contrary within RIPA, any reference to institutions of higher education or colleges and universities shall be interpreted to include private service providers and other professional organizations for the purposes of this section.
2. Develop a partnership with one LEA or consortium of LEAs that demonstrates a commitment by the LEA(s) to hire and supervise candidates as teachers of record while enrolled in an approved alternative route to certification program.

3. Be designed and delivered in a way that is responsive to needs of candidates and LEAs through a measurable system of assessment as defined in RIPA.
4. Private service providers and other professional organizations do not require accreditation by NEASC.

d. **Program Components –** The RIPA approval process and the standards contained therein apply to both traditional and alternative educator preparation programs. Alternative certification programs must design program components that align to RIPA standards and must:

1. Ensure that candidates meet eligibility requirements for their certificate area prior to entering an approved program
2. Include rigorous admission criteria that include:
   - **i.** a minimum of a bachelor's degree from an accredited institution; and for secondary areas a major in, or closely related to, the intended teaching field or demonstration of content knowledge by meeting other Regents approved content knowledge measures as they are developed and contained in RI certification regulations;
   - **ii.** a minimum cumulative grade point average of "B" (3.00 on a 4.00 scale) in undergraduate studies; or in at least 24 semester hours of graduate study;
   - **iii.** other admission criteria identified by the program to meet Rhode Island Program Approval standards
3. Include the successful completion of an intensive pre-service experience, of a minimum of 5 weeks, that addresses the unique needs of the certificate areas and prepares individuals to begin serving as the educator of record, including, but not limited to, instruction in grade-level appropriate pedagogy, classroom management, and the statutes and regulations governing public education and students' rights . The pre-service experience must also include opportunities for candidates to apply knowledge and skills.
4. Include an on-going curriculum during the school year through seminars or courses.
5. Require individuals working on an alternative program certificate to serve as the teacher of record for a minimum of one school year.
6. Ensure on-going professional support and supervision of candidates by educators who model effective practice and assume responsibility for supporting prospective colleagues. Program and district personnel, including but not limited to a district-assigned mentor, consistent with Board of Regents' standards for induction and mentoring, must provide field-based support and supervision in such a way that supports the development of prospective educators. Ongoing feedback provided to candidates must focus on improving candidate performance.

e. **Certification –**

1. Individuals in alternative route to certification programs will hold an alternative route program certificate that allows them to serve as the teacher of record for at least one school year.
2. Upon successful completion of all program requirements, state testing requirements and recommendation for licensure, individuals will be eligible for a Rhode Island professional certificate.

f. **Highly qualified –** Program participants will be considered "highly qualified" in NCLB core content areas under NCLB-Highly Qualified Teacher while working on the alternative route program certificate if the program meets NCLB requirements for alternative certification programs.

# Appendix (D)(1)-2

# The New Teacher Project Overview

The New Teacher Project

# Overview of Teaching Fellows Programs & Practitioner Teacher Program

*January 14, 2010*

# Introduction

**Great teachers can change lives.** Teacher quality matters more than any other school factor in student success or failure. As one study suggested, "having a top-quartile teacher rather than a bottom-quartile teacher four years in a row would be enough to close the black-white test score gap" (Gordon, Kane and Staiger, 2006). But the students who need great teachers the most are the least likely to get them. Classes in high-poverty schools are 77 percent more likely to be assigned a teacher who lacks certification in the subject being taught than classes in low-poverty schools. Nationwide, almost half (49 percent) of all math classes in high-poverty schools are taught by unqualified teachers (Jerald and Ingersoll, 2002).

To end educational inequality and close the achievement gap, districts and states must take action to ensure the highest-need students have great teachers. Without a strategic plan to address teacher effectiveness, any effort to improve student achievement cannot fully succeed.

The New Teacher Project (TNTP), a national non-profit organization, helps states and districts strengthen the effectiveness of its new teacher hires and ensure that districts' highest-need subject areas and schools are staffed with excellent teachers.

# About The New Teacher Project

The New Teacher Project's mission is to end the injustice of educational inequality by providing excellent teachers to the students who need them most and by advancing policies and practices that ensure effective teaching in every classroom. A national nonprofit organization founded by teachers, TNTP is driven by the knowledge that although great teachers are the best solution to educational inequality, the nation's education systems do not sufficiently prioritize the goal of effective teachers for all. In response, TNTP develops customized programs and policy interventions that enable education leaders to find, develop and keep great teachers and achieve reforms that promote effective teaching in every classroom. Since its inception in 1997, TNTP has recruited or trained approximately 37,000 teachers—mainly through its highly selective Teaching Fellows™ programs—benefiting an estimated 5.9 million students. TNTP has also released a series of acclaimed studies of the policies and practices that affect the quality of the nation's teacher workforce, most recently including *The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness* (2009). Today TNTP is active in more than 40 cities, including Baltimore, Chicago, Denver, New Orleans, New York, and Oakland, among others. For more information, please visit www.tntp.org.

*Organizational Commitment to Diversity*
TNTP prioritizes diversity both within the ranks of our own staff and in the pool of teachers we hire and train each year. In 2009, more than half (53 percent) of external hires for TNTP staff positions were people of color (one third were African American or Latino). Of external new hires at the partner/vice president level, a full three quarters were people of color (half were African American or Latino). Importantly, TNTP operates a Diversity Committee to inform organizational goals around diversity and support the implementation of diversity projects and resources, such as recruitment events and affinity events at our semiannual organization conferences.

The pools of teachers hired and trained by TNTP for school districts nationwide are, on average, significantly more diverse than the general teacher workforce. In 2009, 35 percent of TNTP's new Teaching Fellows were people of color. In comparison, nationwide, 12 percent of all teachers are African American or Latino, according to 2004-05 data from the U.S. Census Bureau. Details about how TNTP works to increase the recruitment of people of color into teaching are included in the "Teaching Fellows Program" section of this proposal.

## Teaching Fellows Program

In order for districts to ensure that disadvantaged poor and minority students are taught by effective teachers, they must build a supply of excellent teachers available for hire by schools. The New Teacher Project's Teaching Fellows programs are highly selective and rigorous teacher recruitment initiatives that expand the pool of qualified teachers available for high-need vacancies. TNTP currently operates 18 Teaching Fellows programs in partnership with school districts and states nationwide. Today, TNTP's Teaching Fellows programs serve many of America's largest cities and metropolitan areas, including:

- Austin, TX
- Baltimore, MD
- Chicago, IL
- Dallas, TX
- Denver, CO
- Indianapolis, IN
- Memphis, TN
- Milwaukee, WI
- New Orleans, LA
- New York, NY
- Oakland, CA
- Philadelphia, PA
- Phoenix, AZ
- Prince George's County, MD
- Rhode Island
- San Antonio, TX
- Twin Cities, MN
- Washington, DC

Teaching Fellows programs share several common components that span the new teacher hiring continuum. Components include: aggressive recruitment, rigorous selection, intensive pre-service training for alternate route candidates, cultivation and placement, and certification and program administration. Each of these is described in full below.

**Aggressive recruitment:** The New Teacher Project is nationally recognized for its expertise in teacher recruitment. Teaching Fellows programs employ high-impact marketing strategies and compelling messages to pique the interest of talented, high-achieving individuals and build a diverse applicant pool. The programs seek individuals who want to make a difference and make teaching a long-term career change. In 2009, these strategies enabled TNTP's Teaching Fellows programs to attract a total of more than 40,000 applicants and maintain extremely high standards, accepting just 9.5 percent of applicants. Of the 2,099 candidates hired through Teaching Fellows programs in 2009, two in three (66 percent) were in math, science and special education, and about one in three (35 percent) were of color.

(b)(6)

*Program applicants will interface with a website similar to this one for the DC Teaching Fellows program.*

Our approach to new teacher recruitment is characterized by the use of data-driven goals and targets; distinctive program branding; multiple marketing strategies and trained recruiters; high-impact messaging; advanced technology; meticulous cost-effectiveness tracking; and targeted outreach and cultivation.

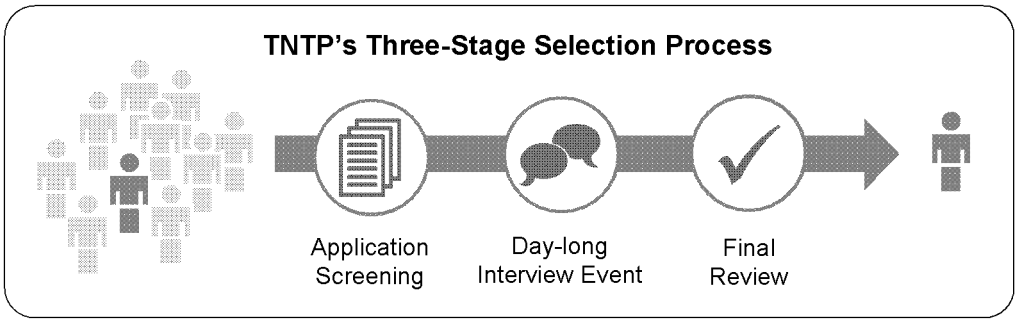
TNTP utilizes targeted messages and applicant cultivation to ensure that the Teaching Fellows we bring to partner school districts meet district needs, including around diversity. We have found that effective recruitment messages for people of color:

- Appeal to a sense of wanting to give back to a community that may reflect one that applicants grew up in; and
- Are driven by the opportunity to address inequalities in education and to work with children.

Cultivating applicants represents an important piece of our recruitment of candidates of color. Our program staff may compile an extensive list of potential sources for high-need teacher candidates (e.g., a Latino Society), and reach out to these organizations to cultivate applicants.

These strategies have been extremely effective to date, allowing TNTP to attract significant numbers of applicants of color. In 2009, for example, 28 percent of new Fellows hired through the Philadelphia Teaching Fellows program were people of color, and in New York City, 44 percent of new Teaching Fellows were of color.

**Rigorous selection:** A standardized three-phase selection process enables TNTP's Teaching Fellows programs to assess each candidate comprehensively against pre-defined criteria and ensures that only the best are accepted. In addition to completing a written application, prospective teachers must demonstrate their skills during a day-long interview event that requires them to engage in group discussion, teach a sample lesson and respond to a written prompt.




The New Teacher Project believes that the most important determinant of teachers' success is the nature of their fundamental personality and character traits. We have developed a specific, manageable list of selection criteria that, during the three-phase selection process, identify and define as comprehensively as possible the character and personality traits that, regardless of the individuals' experience or training in education, we have found our most successful teachers to have. These criteria include the following:

- Achievement in past endeavors
- Analyzes situations thoroughly and generates effective strategies
- Demonstrates effective written and oral skills
- Evidence of constant learning
- Respectful of and sensitive to norms of interaction in different situations
- Committed to raising academic achievement in high-needs schools
- Assumes accountability for reaching outcomes despite obstacles

TNTP relies on carefully trained selectors to evaluate each candidate's abilities against this proven set of selection criteria. This rigorous process enables the program to be highly selective: On average, Teaching Fellows programs are comparable in selectivity to the nation's top tier universities.

**Intensive pre-service training:** The New Teacher Project believes that intensive pre-service training is essential to cultivate among new teachers high expectations for students and a commitment and ability to ensure that all students demonstrate significant gains in academic achievement in the course of each school year. Through the pre-service training, new teachers are trained to internalize an approach to effective teaching that involves:

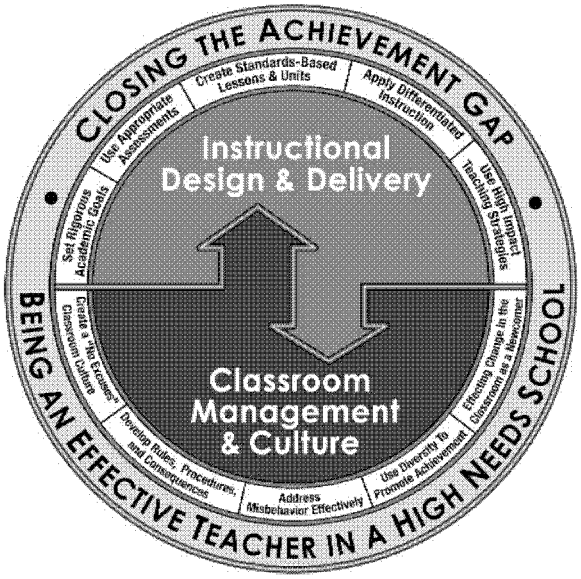
- Establishing clear, measurable goals based on state and national standards and high expectations for students, and planning instruction and delivery around these goals

- Investing students and students' parents in high academic achievement
- Establishing a classroom environment that enables the students to achieve
- Employing effective strategies for achieving the students' goals and making adjustments when necessary to increase student learning
- Being effective within the cultural and political realities of their school and community
- Assuming responsibility for their own development as teachers who attain significant gains in student learning and development

Teaching Fellows programs include a mandatory five- to six-week training component during which candidates internalize proven strategies for effective teaching. Candidates complete multiple training components, including teaching in a summer school, observing experienced teachers and engaging in intensive professional development sessions with their colleagues. Candidates proceed through the training in distinct cohorts and typically complete it in the schools where they will eventually teach.

*The Teaching for Student Achievement Framework*

The training revolves around TNTP's research-based curriculum framework, *Teaching for Student Achievement (TfSA)*, which contains two interrelated parts: Instructional Design and Delivery, and Classroom Management and Culture. These parts divide into components that are woven through the training coursework and provide teachers a common professional language for discussing teaching and learning in high-need schools. The following illustration lays out the framework:




The New Teacher Project has created a central text for the training, a teacher toolkit, course syllabi, and trainer's materials for staff. We have found that teachers who internalize the framework can immediately begin to make a profound difference in the academic achievement of students in high-need schools.

TNTP's pre-service training directly links to standards and aligns with district curricular resources. We explicitly train our instructors to make connections between the *Teaching for Student Achievement* course curriculum and local curricular resources, whether that may be a prescribed curriculum or a district-wide curricular approach. We work closely with districts to ensure that the appropriate resources and curricular materials are incorporated into the pre-service training.

**Cultivation and district hiring:** Throughout the application, enrollment and training processes, Teaching Fellows program staff identify high-priority candidates (e.g., people of color) and use special events and outreach to engage these individuals. For all Fellows, program staff implement a hiring process that efficiently matches candidates with schools through the use of technology, individualized assistance to Fellows and principals, and large-scale interview opportunities (e.g., job fairs).

**Certification and program administration:** In programs such as Rhode Island Teaching Fellows, alternate route Teaching Fellows enroll in TNTP's innovative Practitioner Teacher Program, which is designed to prepare new teachers to raise student achievement in high-need schools. All Fellows enter the classroom "highly qualified" and, upon successful completion of the Practitioner Teacher Program, become fully certified. Additional information about the Practitioner Teacher Program is included below.

**Fellow Profile**

Teaching Fellows are people like Dan Gordon, a 2006 DC Teaching Fellow and Harvard Law School graduate. An English teacher at Columbia Heights Education Campus in the Northwest quadrant of D.C., Gordon teaches AP English as part of the school's "AP for All" initiative. The initiative, which includes such demanding assignments as writing research papers, helps students feel prepared for higher education. "If they can do this, then when they get to college, they'll be ready to succeed," Gordon told the *Washington Post.*

### *Evaluation*

The New Teacher Project recognizes the importance of rigorous data collection and the potential for reliable data not only to be instrumental in decision-making within and during a project, but also to shape policies and drive change far beyond the project's limits. TNTP utilizes the data it collects in its evaluation efforts to constantly refine and develop program services and knowledge. Accordingly, TNTP will implement a comprehensive evaluation program that determines:

- The quality of the Teaching Fellow program participants based on their credentials prior to joining the program;
- The quality of the new alternate route teachers based on their performance in the classroom (evidence of such performance is part of the certification program, described in the next section);
- The level of satisfaction among participants in the program and their experience teaching in PPS;
- The effectiveness of program strategies for recruitment, selection and training.

### *Impact*

As Teaching Fellows programs recruit and hire a growing number of excellent teachers, the ability to improve educational quality for students grows too. In New York City, TNTP's NYC Teaching Fellows program, which has been in place since 2001, has dramatically narrowed the gap in teacher qualifications between high- and low-poverty schools. More than 9,100 active teachers—or about 11 percent of the city's total teaching faculty—were recruited by the Teaching Fellows program. According to a 2007 study published by the Urban Institute:

> "In 2000, before Fellows and TFA teachers were significant in numbers, 63 percent of newly hired teachers in the highest poverty quartile were temporarily licensed teachers. The hiring of Fellows and TFA teachers into high poverty schools, instead of temporarily licensed teachers, has been responsible for much of the narrowing of the gap in teacher qualifications between high-poverty and low-poverty schools" (Boyd et al., 2007).

By launching a Teaching Fellows program, states/districts establish a significant stream of talented new teachers available to high-need schools. These teachers will have a clear impact on the city's classrooms and will help close the achievement gap, one student at a time.

# Practitioner Teacher Program

TNTP's Practitioner Teacher Program (PTP) is a standards-based certification program that is tailored to the needs of career changers and recent graduates; it specifically maximizes the new teachers' impact on student achievement. TNTP created the PTP in 2001 as an innovative alternative to traditional university-based certification options, which too often are disconnected from the needs of career changers and from the realities of raising student achievement in high-need schools.

To date, more than 1,500 new teachers have obtained full certification through the PTP. The program is approved to operate in five states (California, Louisiana, Maryland, Rhode Island and Texas) as well as in the District of Columbia. Importantly, value-add research has shown that the PTP **consistently produces highly effective teachers in foundational subject areas**[1]. Teachers certified through TNTP's Louisiana Practitioner Teacher Program have been found by a state-sponsored study in Louisiana to **outperform beginning and experienced teachers** from other preparation programs when it comes to raising student outcomes on state standardized tests. In math, LPTP-trained teachers exhibited a positive effect on student achievement that even outweighs the negative effect estimates of a student's high-poverty background.

New teachers participating in the Teaching Fellows program complete the PTP, as opposed to university coursework, in order to become fully certified. TNTP ensures that new Teaching Fellows are rigorously prepared and able to raise student achievement in high-need schools.

As explained below, the curriculum for the program maps to national content standards and incorporates district curricular materials and resources; instructors are outstanding current teachers with strong track records of affecting student achievement who are tasked with making connections between the PTP curriculum and the classroom.

*Teaching for Results Seminars*
We believe that high-quality teachers can and must close the achievement gap. The New Teacher Project's *Teaching for Results* (TfR) seminar series is designed specifically for new teachers in high-need schools and focuses on engaging participants in educational practices that promote a high-quality education for all students. Participants in the *TfR* seminars are responsible for ensuring that all of their students meet or exceed grade-level standards.

Each experience in the *TfR* seminars aims to help teachers become more effective at understanding and delivering the ***content*** for which their students must master, as well as administering and utilizing ***assessment*** tools and data to inform ***instruction*** to move students toward standards mastery. Combined, these broad components equip teachers with the skills and habits of mind to help them close the achievement gap:

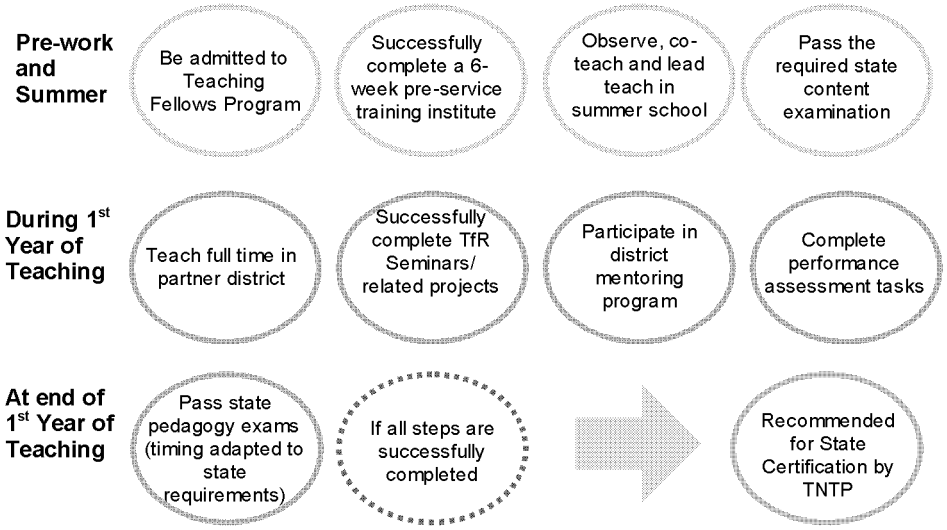
- **Content**: Each course is set up so that participants are exposed to an extensive bank of content-specific instructional strategies.
- **Assessment**: Teachers are also asked to assess student performance constantly in relation to standards and expectations of content mastery through a course routine called the inquiry process.

[1] Noell, George H.; Gansle, Kristin A.; Patt, R. Maria; and Schafer, Michael J. (2009) "Value Added Assessment of Teacher Preparation in Louisiana: 2005-2006 to 2007-2008" (Year 4 - 2009). Louisiana State University.

- **Instruction**: With a clear picture of where students are and where they need to be to achieve at high levels, teachers are best equipped to effectively and efficiently plan, teach, re-teach when warranted, and make changes to their instructional practice to ensure measurable results in their efforts to close the achievement gap.

The *TfR* seminars are held in small, content-specific sessions led by carefully selected and trained Seminar Leaders (SLs). Groups will typically meet for three hours twice a month, for a total of approximately 48 hours contact hours during the school year. Participants are required to complete a series of performance related projects throughout the year. The *TfR* seminars provide continuous, ongoing peer support and professional development for participants.

The following illustration shows how candidates proceed through the continuum:




**Average Time to Certification: 12-18 months**

Throughout the *TfR* content seminars, instructors align activities with district curricular resources. Importantly, TNTP has implemented a specific course routine in which participants regularly examine state standards and local curricular resources to ensure the new teachers are able to make connections between the material in the course and their own classrooms.

Ultimately, assessments that are incorporated into certification decisions may include principal observations of participants, principal recommendations, parent and student surveys, seminar assessments, and documented evidence of student academic achievement.

## Conclusion

Our schools are only as strong as our teachers. Yet in many cities, the schools serving the most disadvantaged students are often the least likely to be staffed with teachers who can deliver on the promise of a quality education. Without highly effective teachers, these schools inadvertently perpetuate a history of educational inequality. By establishing a Teaching Fellows program that brings an influx of teacher talent into the district and certifying the new professionals through the proven Practitioner Teacher Program, districts, states and TNTP can generate systemic improvement in the quality and effectiveness of the teacher workforce. Together, we can build a critical mass of exceptional teachers in high-need schools so that all students—regardless of skin color or socioeconomic class—receive an excellent education, year after year.

# Appendix (D)(1)-3

# Teach for America Overview

Program Activities

In order to affect immediate and long-term benefits for the students we serve, Teach For America executes the following key program activities:

Recruitment

Teach For America corps members are a diverse group of talented recent college graduates who possess the leadership skills needed to make an immediate and long-term impact on the issue of educational inequity. On more than 450 college campuses around the country, Teach For America seeks out individuals from all backgrounds with varied career interests who have what it takes to excel as teachers and to ultimately exert broader societal influence in our country. Our recruitment team identifies top prospects and cultivates them individually to apply, while raising campus awareness and building knowledge about Teach For America and the educational achievement gap in our country.

Teach For America continues to rank among the country's top 10 recruiters of recent college graduates. This September, Teach For America was ranked #7 in *Business Week's* "Best Places to Launch a Career."[1] In addition, more than 35,000 of our nation's best and brightest applied to Teach For America's 2009 corps, including 11 percent of all Ivy League graduating seniors, 1,000 from the state of Texas, and 8 percent of graduating seniors at Rice University.

Selection

To make selection decisions, Teach For America conducts ongoing research to understand key motivations and strategies that allow corps members to succeed with their students. This research has resulted in a selection model that enables us to accept applicants who have the greatest likelihood of success. We look for individuals with a proven record of achievement in school, work, or extracurricular activities. The average combined verbal and math SAT score for the 2009 Teach For America corps is 1344. Corps members earned an average G.P.A. of 3.6 in college, and nearly 90 percent held a leadership position. Additionally, 30 percent of the corps identify as people of color.

Training

Each year, Teach For America trains more teachers for low-income communities than any other institution. The central component of our training program is a rigorous five-week summer institute held in one of eight sites: Atlanta, Chicago, Houston, the Mississippi Delta, Philadelphia, New York, Phoenix, and Los Angeles. The institute involves teaching in summer school programs that Teach For America runs in partnership with school districts, receiving feedback from Teach For America alumni and veteran teachers, and participating in a regimen of seminars and practice sessions designed to build the requisite mindsets, skills, and knowledge to advance student achievement. In addition to the summer institute, corps members engage in hours of assigned reading and observation of experienced teachers as well as one- to two-week local orientations to the schools and communities in which they will be teaching.

Placement

In addition to placing our corps members in the highest need classrooms – nationally, 80 percent of the students we teach receive free or reduced-price lunch – we seek out openings where our corps members can achieve maximum success, balancing district needs and state requirements as well as their own preferences for grade levels and subject areas. Our goal is to cluster corps members within schools, which means placing at least two corps members per year in each school and developing ongoing relationships with schools. Clustering helps corps members to feel that they are part of a larger movement and enables second-year corps members and alumni in the school to mentor first-year corps members. It also helps all corps members develop necessary relationships and access the best resources.

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[1] The Best Places to Launch a Career. (2009, September 3). *Business Week*.

At the same time, we ensure that our corps members reach the region's neediest students in order to affect the greatest change in the community. A rigorous study released in 2004 by Mathematica Policy Research, Inc., a leading research firm, found that Teach For America corps members are working in the highest-need classrooms in the country, where students begin the year on average at the 14th percentile against the national norm.

Ongoing Support and Professional Development

Building on the foundation corps members receive at the summer training institutes, Teach For America's regional support network provides professional development throughout the two-year commitment, giving our corps members the resources they need to lead their students to make significant academic gains. By achieving more than one year's academic growth each year, we seek to elevate the academic performance of students in low-income schools to a level that will allow them to be competitive with their counterparts in higher-income areas. Teach For America's regional program staff – all of whom were high-performing corps members themselves – support corps members' professional development by helping them prioritize areas for improvement and build the knowledge, skills and mindsets necessary for classroom success.

Teach For America also works with universities and credentialing agencies in each of our placement regions to ensure that our teachers are certified and credentialed for their respective states and districts. Several states now grant corps members credit toward their credentials because of their five weeks at our intensive training institute, a validation of our rigorous preparation program and support model.

Alumni Network

As our alumni base grows from 17,000 to nearly 24,000 alumni over the next three years, Teach For America is doing more to promote their leadership in education and social reform efforts. We are working to accelerate their leadership through three key initiatives:

- The School Leadership Initiative, designed to enable alumni to assume principalships and attain excellence in teaching;
- The Political Leadership Initiative, designed to help alumni run for elected office; and
- The Social Entrepreneurship Initiative, designed to support alumni in developing social enterprises.

Moreover, we are fostering a strong alumni community through:

- Publishing regular e-newsletters and a quarterly alumni journal;
- Organizing alumni summits that bring together hundreds of alumni to advance their thinking and inspire their ongoing commitment to educational excellence and equity; and
- Developing an online community that provides easy access to resources, networks, and opportunities.

# Appendix (D)(1)-4

# Principal Residency Network Program Overview

# Principal Residency Network

principalresidencynetwork@google.com

A residency-based administrator certification program dedicated to the development of principals who champion educational change through leadership of innovative schools for the purpose of improving student achievement.

# Principal Residency Network

***Coming Soon:***

*The PRN hopes to gain approval from RIDE to offer an extended-time residency program for classroom teachers who are unable to obtain release time to participate in the PRN. These aspiring principals would spend two years, as opposed to one, in the program.*

*The PRN also hopes to gain approval from JWU to offer the PRN experience as an alternative route into the Educational Leadership Doctoral Program.*

*The Principal Residency Network is an approved Rhode Island Department of Education administrator certification program run in partnership between the Rhode Island Instructional Leadership Academy and Johnson & Wales University.*

For more information on the PRN
go to http://www.riasp.org/principal-residency-network
or contact PRN Director, Donna Braun, at
**principalresidencynetwork@google.com** or 401-316-8380.

**Over 90% of PRN graduates have served as school and/or district leaders in over 20 Rhode Island School Districts.**

*The first year that I was principal, it never had anything happen that I hadn't dealt with the year before with somebody right by my side.*
*~PRN Graduate*

(b)(6)

## The PRN's research-based best practices

- **standards-based curriculum**
- **individualized curriculum**
- **performance-based assessments**
- **focus on reflection**
- **focus on reform through instructional leadership**
- **intensive residency**
- **high quality mentoring**
- **problem-based learning**
- **cohort structure**
- **rigorous entrance requirements**

(b)(6)

## PRN Aspiring Principals:

* Take responsibility for the success of every student.
* Use their strong instructional backgrounds to build professional school learning communities.
* Support one another to grow as courageous, resilient, and effective leaders.
* Are prepared to thrive in one of the most challenging *and* rewarding roles in education, school leadership.

Aspiring Principals and Mentor Principals apply to the PRN as a pair. The PRN application describes the commitments required of the Aspiring Principal, Mentor Principal and the district.

For an application, go to: http://www.risspi.org/principal-residency-network

## Who Can Apply:

Aspiring principals work in the same school with a mentor principal for a one-year residency. Aspiring principals must:

* Have a masters degree, at least 3 years of professional educator experience and a valid RI professional educator certificate.
* Work with the PRN director and their district to construct an arrangement that will allow participation in the program. If the aspiring principal does not have full-time release from their current job duties, the following two criteria need to be met:
  - **the current job responsibilities of the aspiring principals involve a large degree of instructional leadership**
  - **the arrangement allows for aspiring principals to spend time outside typical responsibilities and involve her/him in experiencing every aspect of the principalship.**

## Examples of Residency Arrangements

* Aspiring principal is currently an **instructional coach, curriculum coordinator, or dean of students**. The aspiring and mentor principal, in collaboration with the superintendent, decide which of the duties of the current position could be distributed, could be reduced in scope, and/or completed outside of school hours. *This arrangement requires a large time commitment on the part of the aspiring principal, but the district does not incur additional costs.*
* Aspiring principal is currently a **grade level, team or department teacher leader, reading/math specialist, or guidance counselor.** The aspiring and mentor principal, in collaboration with the superintendent, decide which of the direct services/classes the aspiring leader could be released from teaching, which job duties could be distributed to another staff member or reduced in scope, and which duties could be completed outside of school hours. The aspiring principal can only be in direct service to students for 25% or less of work day to participate in the PRN. *This arrangement requires a large time commitment on the part of the aspiring principal, and the district may not incur additional costs.*
* Aspiring principal is a **classroom teacher leader**. The aspiring principal is replaced by a substitute for at least 75% to 100% of their teaching time. *This arrangement requires the district to replace the aspiring principal with a substitute.*

These are a few common PRN arrangements. If these do not fit your current situation or contexts, please contact the program director to discuss other possibilities.

# Appendix (D)(2)-1

# RI Educator Evaluation Standards

# Educator Evaluation System Standards

## Introduction

*"Improving achievement requires recruitment of talented teachers and principals and stronger instructional practices, which in turn are driven by strategic talent management. Strategic talent management involves the practices of recruiting, developing, rewarding and retaining talented and demonstrably successful staff in school districts." (Strategic Management of Human Capital, 2008)*

The Rhode Island Department of Education has reviewed recommendations from the Consortium for Policy Research in Education, which was launched with a focus on identifying strategies, policies, and practices to "attract, deploy, develop, incentivize, and retain top teaching, leadership and management talent," and from the Rhode Island Urban Education Task Force, which has recommended the development and implementation of a statewide educator performance management system to improve educator quality. Anticipating the development of a performance management system that addresses the human capital cycle of acquisition through development, deployment, and advancement to accountability and exit, RIDE recognizes the need to provide leadership to its districts to assure the high quality educator evaluation that is at the core of the performance management system.

Establishing parameters for evaluation systems that are at the basis for the development, deployment, and advancement stage of the model begins with the development of standards for district-based educator evaluation systems. This document presents a set of six standards that describe a high quality system. The standards identify expectations for all districts. RIDE will develop recommendations for how to support districts as they begin to implement these standards and processes that will lead to how local systems will be reviewed for compliance with the standards. It is important to remember that educator evaluation is only one element of an educator performance management system, but it represents a critical starting point.

The six standards that comprise the ***Educator Evaluation System Standards*** were crafted to support the work of school districts to assure educator quality through a comprehensive district educator[1] evaluation system that:

- establishes a common understanding of expectations for educator quality within the district;
- emphasizes the professional growth and continuous improvement of individual educators;
- creates an organizational approach to the collective professional growth and continuous improvement of groups of educators to support district goals;
- provides quality assurance for the performance of all district educators;
- assures fair, accurate, and consistent evaluations; and
- provides district educators a role in guiding the ongoing system development in response to systematic feedback and changing district needs.

[1] The term educator is used to designate all district positions that require certification by the Rhode Island Department of Education. The terms of administrator, teacher, and support professional are used to designate three distinct roles that correspond to certification categories. For a full listing of certificates included in each category see http://www.ride.ri.gov/EducatorQuality/DOCS/Certification/list%20of%20certs%20issued.pdf

**Standard 1:** District evaluation systems establish a ***common vision of educator quality*** within a district through clearly communicated evaluation processes that build upon professional standards, emphasize professional practice, impact on student learning, demonstration of professional responsibilities, and content knowledge, and support district initiatives.

1. District administrators, teachers, and support professionals develop and sustain a common understanding of expectations for educator quality through a detailed system for educator evaluation that clearly communicates the *purposes*, procedures and policies for evaluation, acceptable *levels of performance* for individual educators and groups of educators, and the *ways in which evaluation information will be collected and used*.
   - The system addresses at least the following four core personnel evaluation *purposes*: provide feedback on performance to all educators to support continuous professional development; create incentives for highly effective educators; improve the performance of or remove ineffective educators; and organize personnel resources to support organizational efforts to meet district goals.
   - The system communicates a vision of effective educators and supports this description with clear, measurable expectations for performance that distinguish among highly effective, effective, minimally effective, and ineffective educators.
   - The system clearly identifies the ways in which evaluation data are used to demonstrate each of the four levels of effectiveness and the actions (e.g., professional development, retention, incentives, removal) that result from each rating.
2. Educator evaluation builds upon the professional standards appropriate to the educator's role within the district.
   - Teacher evaluation builds upon the Rhode Island Professional Teaching Standards.
   - Administrator evaluation builds upon the Rhode Island Standards for Educational Leadership.
   - Support Professional evaluation builds upon the professional standards for these positions[2].

     When an educator's specific responsibilities are more appropriately measured by the standards for a different role category a district may elect to evaluate that educator using the more appropriate standards and evaluation instruments[3].

[2] The Board of Regents has not adopted specific standards for Support Professionals. Districts should build on the appropriate professional standards for educators working in these roles.

[3] For example a library media specialist (a teacher certificate) whose responsibilities in one district may be more comparable to running a program, similar to a support professional. In that situation support professional standards and evaluation instruments may be more applicable than teacher standards and evaluation instruments.

3. Educator evaluation emphasizes the professional practice, impact on student learning, demonstration of professional responsibilities, and requisite content knowledge for all Rhode Island Educators. An educator's overall evaluation of effectiveness is primarily determined by evidence of impact on student growth and academic achievement.
   - Teacher evaluation includes evidence of quality of instruction, of student learning, of professional responsibilities, and of subject matter knowledge.
   - Administrator evaluation includes evidence of quality of instructional leadership and management, of student learning, of professional responsibilities, and of the content knowledge of the field.
   - Support Professional evaluation includes evidence of quality of program planning and delivery of service, of consultation and collaboration, of student learning, of professional responsibilities, and of the content knowledge of the area of professional specialization.
4. Educator evaluation is integrated with and supportive of district initiatives and the district's strategic plan. The district and its schools integrate objectives that support the achievement of district initiatives, school improvement plans, and district plans into the evaluation system in ways that assure that the evaluation of district educators supports the attainment of these objectives.

## **Standard 2**: District evaluation systems **emphasize the professional growth and continuous improvement of *individual educators'*** professional practice to enhance student performance.

1. Educator evaluation systems establish a cyclical process that includes the collection and analysis of information about an educator's performance, the establishment of individual goals for professional development based on the analysis, and the improvement of performance as a result of that professional development.
2. Educator evaluation systems assure that all educators receive detailed feedback on their performance and recommendations for professional growth.
3. Educator evaluation systems create expectations that educators analyze their own professional practice by considering feedback from supervisors, colleagues, students, and parents/guardians, confer with supervisors about their performance and use recommendations for professional growth in developing professional development goals.
4. Educator evaluation systems collect and analyze data about individual professional development needs and identify patterns within schools and across the district to inform the development of a coherent district staff development plan.

**Standard 3:** District evaluation systems create ***an organizational approach to the collective professional growth and continuous improvement of groups of*** **educators'** (e.g., departments, teams, programs, schools) professional practice to enhance student performance.

1. Evaluation systems establish a cyclical process to collect and analyze data on the collective effectiveness of groups of educators ( e.g., departments, teams, programs, schools, district) and use the data to establish common goals for professional development based on the analysis and to improve performance as a result of that professional development.
2. Educator evaluation systems collect and analyze data about collective professional development needs of groups of educators and identify patterns across departments, teams, programs, schools and the district to inform the development of a coherent district staff development plan.
3. Evaluation systems include a process to identify individual and groups of district educators who demonstrate exemplary professional practice, impact on student learning, and/or professional responsibilities and who contribute in measurable ways to district improvement. The district identifies ways to recognize and capitalize on their talents through differentiated roles and responsibilities, formal recognition, and/or other incentives.

**Standard 4:** District evaluation systems provide ***quality assurance of all district educators*** and differentiate evaluation processes based upon level of experience, job assignment, and information from prior evaluations.

1. All district educators are evaluated at least annually; however due to the cyclical nature of the evaluation the specific procedures may vary based on educator experience, assignment, and the outcome of prior evaluations.
2. Evaluation systems differentiate procedures based on the level of an educator's experience.
    - Educators who are new to the profession, new to the district, or who are new to a role category are provided with intensive support and evaluation in ways that assure that they meet expectations for educator quality within the district.
    - Educators who change assignments within a role category are supported and evaluated based upon a district-developed transition plan that is designed to address the new knowledge and skills required by the change in position, professional development needs identified from prior evaluations, and contextual reasons (e.g., district need, involuntary transfer) for the move.
    - Educators who remain in the same assignment and consistently demonstrate that they meet expectations for educator quality within the district are evaluated in ways that monitor continued quality of performance and emphasize professional growth.

3. Evaluation systems identify all educators who do not meet expectations for educator quality within the district and provide them with intensive support and evaluation specifically designed to improve their performance.
    - The district identifies a team to work with each educator to develop an improvement plan with targeted support and intervention designed to help the educator meet the district's expectations for educator quality.
    - The improvement plan includes clearly articulated objectives, benchmarks, and timelines to improve performance to an acceptable level.
    - The district identifies personnel actions that will result when the educator meets or fails to meet the expectations.
4. The district dismisses educators who do not meet expectations for educator quality and who are unwilling or unable to improve as a result of feedback and outcomes identified in an improvement plan in a timely manner.
5. Evaluation systems are designed to provide objective information to support meaningful renewal and tenure decisions.

## **Standard 5:** District evaluation systems assure ***fair, accurate, and consistent assessment*** of educator performance.

1. The evaluation system is transparent to all educators. The purpose, criteria, instruments, procedures, and expectations for acceptable levels of performance are clearly communicated to educators through handbooks. Districts support educators in developing a thorough understanding of the evaluation system.
2. The evaluation system demonstrates the validity of evaluation decisions by assuring a strong connection between the evaluation instruments and professional standards and educator roles and responsibilities.
3. Evaluation systems incorporate appropriate evaluation instruments, including at a minimum, observations of the educator's practice, evidence of student learning outcomes, and demonstrations of professional responsibilities.
4. Evaluation systems seek information from students, parents and guardians, colleagues, and supervisors, to inform an educator's evaluation and professional development. Evaluation systems use a variety of methodologies that incorporate different types of evidence to address the range of expectations identified in the appropriate professional standards and use multiple measures, to provide a thorough assessment of the educator's performance.
5. Evaluators are selected, trained, and retained based on their ability to make valid and accurate judgments. Evaluators are selected based upon their depth of knowledge and their demonstrated expertise and are assigned based upon the subject matter knowledge, grade-level experience, and other requisite experience required to accurately use specific evaluation instruments. Evaluators are trained in the implementation of the district's evaluation instruments, demonstrate their ability to make consistent judgments, and are reviewed on a regular basis to verify they continue to make accurate judgments.

6. The evaluation system provides safeguards against possible sources of bias to ensure valid assessments. Districts review evaluation instruments for possible sources of bias in the design process and monitor implementation results for possible inappropriate adverse impact. Evaluators raise existing or potential conflicts of interest so they can be addressed. The evaluation system provides procedural safeguards (e.g., appeals) to ensure the integrity of the system.

**Standard 6:** District evaluation systems are an integral part of the district human capital management system and ***are supported by district educators who regularly review and revise the system in response to systematic feedback and changing district needs.***

1. Districts establish and support a District Evaluation Committee that includes teachers, support professionals, administrators, and union representatives. The committee solicits feedback from others (e.g., students, parents, assessment experts) who bring added perspective or expertise when appropriate. The Committee reviews the effectiveness of the evaluation system, the validity and utility of the data produced by the system, the fairness, accuracy, and consistency of decisions made, and the currency of the system. The Committee uses the information from the analysis to make recommendations for revisions to the system.
2. The District Evaluation Committee communicates data from the evaluation system to district personnel responsible for strategic planning and professional development to work collaboratively towards a coherent approach to educator quality, professional development and continuous organizational improvement.
3. The District Evaluation Committee works with district leadership to assure the resources of time, financial support, and evaluation expertise necessary to maintain the quality of the evaluation system.
4. The district is responsible for meeting the Rhode Island Department of Education's reporting requirements for assuring the quality of educator evaluation.

# Appendix (D)(2)-2

# Evaluation System Rubric

# Rhode Island Educator Evaluation System Standards Rubric

The Educator Evaluation Standard System rubric is designed for use in conjunction with other documents, such as the Rhode Island Educator Evaluation System Standards.

| Standard 1: District evaluation systems establish a common vision of educator quality within a district through clearly communicated evaluation processes that build upon professional standards, emphasize professional practice, impact on student learning, demonstration of professional responsibilities, and content knowledge, and support district initiatives. | | | |
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| | Unacceptable | Approaching Standard | On Standard |
| 1.1 District administrators, teachers, and support professionals develop and sustain a common understanding of expectations for educator quality through a detailed system for educator evaluation that clearly communicates the *purposes*, procedures and policies for evaluation, acceptable *levels of performance* for individual educators and groups of educators, and the *ways in which evaluation information will be collected and used*. | | | |

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| 1.1a The system addresses at least the following four core personnel evaluation *purposes*: provide feedback on performance to all educators to support continuous professional development; create incentives for highly effective educators; improve the performance of or remove ineffective educators; and organize personnel resources to support organizational efforts to meet district goals. | The system is not designed around clear purposes or only one or two of the primary purposes are addressed.<br>OR<br>Procedures and policies do not support the identified purposes.<br>OR<br>There is little or no connection between intended purposes and the evidence that will be used to inform each stated purpose. | The system is designed to address three of the four primary purposes of personnel evaluation.<br><br>OR<br>Procedures and policies are not designed to adequately address the stated purposes.<br>OR<br>There is a connection between intended purposes and the evidence that will be used to inform each stated purpose, but the connections are either not explicit or do not make a consistent connection between process and desired outcome. | There is evidence that the system is designed to address the four primary purposes of personnel evaluation – provide feedback and professional development for educators, create incentives for high performers, address ineffective educators, and support organizational efforts to meet district goals.<br><br>The purposes are clearly stated and the procedures and policies support the purposes. There is an explicit connection between intended purposes and the evidence that will be used to inform each stated purpose. |
| 1.1b The system communicates a vision of effective educators and supports this description with clear, measurable expectations for performance that distinguish among highly effective, effective, minimally effective, and ineffective educators. | The vision for educator effectiveness is defined through descriptions for only two levels of performance, (e.g. effective and ineffective).<br>OR<br>There may be specific and measurable differences but they provide little or no difference between. | The vision for educator effectiveness is defined through descriptions for only three levels of performance, (e.g. effective, minimally effective, and ineffective). There are specific and measurable differences that distinguish between and among these performance levels. | The vision for educator effectiveness is defined through descriptions for each level of performance, (e.g. highly effective, effective, minimally effective, and ineffective). There are specific and measurable differences that distinguish between and among these performance levels. |

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| 1.1c The system clearly identifies the ways in which evaluation data are used to demonstrate each of the four levels of effectiveness and the actions (e.g., professional development, retention, incentives, removal) that result from each rating. | Evaluation outcomes are not clearly documented and the decisions and actions that result from each performance level are not clearly articulated.<br><br>The decisions and actions are inadequate personnel actions for ineffective or minimally effective educators. | Most evaluation outcomes are clearly documented and the decisions and actions that result from each performance level are generally articulated.<br><br>AND<br><br>The decisions and actions reflect the appropriate personnel actions for each performance level. | All possible evaluation outcomes are clearly documented and the decisions and actions that result from each performance level are clearly articulated.<br><br>The decisions and actions reflect the appropriate personnel actions for each performance level. |
| 1.2 Educator evaluation builds upon the professional standards appropriate to the educator's role in the district | The overall evaluation of each educator fails to address the majority of competencies described in the appropriate professional standards. | The overall evaluation of each educator addresses the majority of the competencies described in the appropriate professional standards but does not address the full range of competencies. | The overall evaluation of each educator addresses the full range of competencies described in the appropriate professional standards. (RIPTS, RISEL, or Support Professional Standards) |
| 1.3 Educator evaluation emphasizes *the professional practice, impact on student learning, demonstration of professional responsibilities, and requisite content knowledge f*or all Rhode Island Educators[1] | | | |

[1] In systems with multi-year evaluation cycles, the term evaluation is used to encompass the entire evaluation cycle, not every year. Requirements for annual evaluations are addressed in the rubric for 4.1.

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| 1.3a (1) Evidence of quality of professional practice. (For teachers this is quality of instruction - RIPTS 1-9, for administrators it is quality of educational leadership and management – Leadership Standards 1,2,3 and 6; for support professionals it is quality of program planning and service delivery and consultation and collaboration). The rubric for this indicator are different for teachers, administrators, and support professionals, reflecting the differences in professional practice. This is the only rubric that makes such a distinction. | | | |
| 1.3a (1) Teachers – Quality of Instruction (RIPTS 1-9) | There is little or no direct assessment of the effectiveness of quality of instruction.<br><br>The evaluation system has few or no features that define high quality instructional practices. There is little or no link of features that define high quality instructional practices to evaluation tools and processes.<br><br>There is little or no evidence that evaluation includes a | Educators are evaluated on the effectiveness of the quality of instruction.<br>AND<br>The evaluation system has general features that define high quality instructional practices and there are some links between the features and evaluation tools and processes.<br>OR<br>The evaluation system has specific features that define high quality instructional practices however the direct links between these features and the evaluation tools and | Educators are evaluated on the effectiveness of the quality of instruction.<br><br>The evaluation system has specific features that define high quality instructional practices and directly links these features to evaluation tools and processes.<br><br>Evaluation includes a sufficient number of high quality formal and informal classroom observations that support making valid inferences about the quality of instruction. |

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| | sufficient number of high quality formal and informal classroom observations that support making valid inferences about the quality of instruction.<br><br>There is little or no evidence that evaluation includes the protocols, processes and a rationale for a systematic review of classroom artifacts of instructional planning and activities.<br><br>There is little or no evidence of implementation of a systematic review. | processes are not evident.<br>OR<br>The evaluation system has general features that define high quality instructional practices and directly links these features to evaluation tools and processes.<br>OR<br>Evaluation includes multiple formal and informal classroom observations that support making inferences about the quality of instruction, but the quality of the observations or structure of the observations may limit the validity of the inferences.<br><br>Evaluation may include the protocols, processes, a rationale for, and a systematic review of classroom artifacts of instructional planning and activities but the implementation may limit the validity of inferences. | Evaluation includes protocols, processes, a rationale for, and implementation of a systematic review of classroom artifacts, instructional planning and activities that support making valid inferences about the quality of instruction. |

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| 1.3 a(1) Administrators – Quality of Educational Leadership<br>(Leadership Standards 1,2,3 and 6) | There is little or no direct assessment of the effectiveness of instructional leadership and management.<br><br>Evaluation is based primarily on surveys and/or anecdotal information and does not build from observation and/or artifacts of administrator performance.<br><br>Observation and/or documentation are limited in depth or focus in ways that preclude valid inferences about the quality of educational leadership that improve student learning and organizational leadership. | Educators are evaluated on the effectiveness of the quality of instructional leadership and management.<br><br>AND<br><br>Evaluation includes observation OR documentation of the ways in which the educational leader improves student learning and organizational effectiveness.<br><br>The evaluation includes direct observation of leadership (e.g., facilitating meetings, directing initiatives, oversight of curriculum development and implementation community presentations) OR analysis of artifacts of leadership efforts (e.g. planning materials, reports, evidence of success).<br><br>The depth of the analysis of the evaluation may not sufficiently support valid inferences about the quality of educational leadership and the ability to plan for, use data and resources, and facilitate organizational change. | Educators are evaluated on the effectiveness of the quality of instructional leadership and management.<br><br>Evaluation includes observation and documentation of the ways in which the educational leader improves student learning and organizational effectiveness.<br><br>The evaluation includes direct observation of leadership (e.g., facilitating meetings, directing initiatives, oversight of curriculum development and implementation, community presentations) as well as analysis of artifacts of leadership efforts (e.g. planning materials, reports, evidence of success).<br><br>The depth of the analysis of the evaluation supports valid inferences about the quality of educational leadership and the ability to plan for, use data and resources, and facilitate organizational change. |

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| 1.3 a (1) Support Professionals – Quality of program planning and service delivery and consultation and collaboration | There is little or no direct assessment of the effectiveness of support program delivery.<br><br>Evaluation is based primarily on surveys and/or anecdotal information and does not build from observation and/or artifacts of support professional performance.<br><br>Observation and/or documentation are limited in depth or focus in ways that preclude valid inferences about the quality of support professional services. | Educators are evaluated on the effectiveness of the quality of support program delivery.<br><br>AND<br><br>Evaluation includes observation OR documentation of the ways in which the support professional plans and delivers support services. The evaluation includes direct observation of delivery of services (e.g., consultation and collaboration with other educators, directing the program, community work) OR analysis of artifacts of program planning and delivery (e.g. planning materials, reports, evidence of success).<br><br>The depth of the analysis of the evaluation may not sufficiently support valid inferences about the quality of support program delivery and the ability to plan for, collaborate and consult, and deliver support services to support educational efforts. | Educators are evaluated on the effectiveness of the quality of support program delivery.<br><br>Evaluation includes observation and documentation of the ways in which the support professional plans and delivers support services. The evaluation includes direct observation of delivery of services (e.g., consultation and collaboration with other educators, directing the program, community work) as well as analysis of artifacts of program planning and delivery (e.g. planning materials, reports, evidence of success).<br><br>The depth of the analysis of the evaluation supports valid inferences about the quality of support program delivery and the ability to plan for, collaborate and consult, and deliver support services to support educational efforts. |

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| 1.3 (2) Evidence of student learning | There is little or no evidence of impact on student learning in the evaluation process.<br><br>OR<br><br>Objective evidence of student learning that is both rigorous and comparable from classroom to classroom provides less than 51% of the educator's overall evaluation.<br><br>OR<br><br>Evidence of student learning is primarily subjective.<br><br>OR<br><br>There is little or no evidence that evaluation incorporates an indicator of value-added and student growth for student achievement data for schools, and when appropriate, individual educators, prepared by RIDE to support educator effectiveness evaluation. | Educators are evaluated on the effectiveness of their impact on student learning.<br><br>Objective evidence of student learning that is both rigorous and comparable from classroom to classroom provides 51% of the educator's overall evaluation, but it is limited to state provided standardized assessment scores (where available).<br><br>Evaluation incorporates an indicator of value-added and student growth for student achievement data for schools, and when appropriate, individual educators, prepared by RIDE to support educator effectiveness evaluation but the data are incorporated in superficial ways. | Educators are evaluated on the effectiveness of their impact on student learning.<br><br>Objective evidence of student learning that is both rigorous and comparable from classroom to classroom, including not only state provided standardized assessment scores (where available) provides 51% of the educator's overall evaluation.<br><br>Evaluation also incorporates an indicator of value-added and student growth for schools, and when appropriate, individual educators, prepared by RIDE to support educator effectiveness evaluation. |

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| 1.3 (3) Evidence of professional responsibilities.<br>(For teachers this is RIPTS 7, 10, and 11; for administrators RI Standards for Educational Leadership 4 and 5; and for support professionals it is professional responsibilities defined within their appropriate professional standards). | There is little or no evidence that evaluation includes assessment of the educator's demonstration of most of the professional responsibilities. | Evaluation includes assessment of the educator's demonstration of most of the professional responsibilities. | Evaluation includes assessment of the educator's demonstration of the full range of professional responsibilities. |
| 1.3 (4) Evidence of content knowledge<br>(For teachers, this is subject matter knowledge as described in RIPTS 2; for administrators and support professionals it is the content knowledge of their field ) | There is little or no evidence that educators are evaluated on the content knowledge of their field. | Educators are evaluated on their content knowledge, but the assessment may not reach the depth necessary to provide assurance of accuracy and of current content knowledge. | Educators are evaluated on the accuracy and currency of their content knowledge. |
| 1.4 Educator evaluation is integrated with and supportive of district initiatives and the district's strategic plan. | There is little or no evidence that the evaluation system integrates district initiatives into educator evaluation. | The evaluation system includes a general approach for integrating district initiatives into educator evaluation but the specifics may not be systemic or may lack sufficient incentives to make it effective.<br>OR<br>The district makes minimal use of the approach to support initiatives. | The evaluation system integrates district initiatives into educator evaluation through common performance goals (e.g., district-wide, school-wide, discipline-wide) to assure that educators develop and contribute to attaining district goals. |

| Standard 2: District evaluation systems emphasize the professional growth and continuous improvement of individual educators' professional practice to enhance student performance. | | | |
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| | Unacceptable | Approaching Standard | On Standard |
| 2.1 Educator evaluation systems establish a cyclical process that includes the collection and analysis of information about an educator's performance, the establishment of individual goals for professional development based on the analysis, and the improvement of performance as a result of that professional development. | There is little or no evidence that most educators have a written professional development plan that includes measurable annual performance goals, a plan for meeting those goals, and criteria that will demonstrate the goals have been met.<br>OR<br>There is little or no evidence that the evaluation system is designed to provide evidence of agreement about the evaluation analysis, identified goals, and improvement expectations and the quality of professional development plans limits their usefulness in improving individual educator practice.<br>OR<br>There is little or no evidence that educator evaluation is the basis for an effective professional development plan and changes to the plan are made based on attaining individual professional development goals and ongoing evaluation of performance. | Most educators have a written professional development plan that includes measurable annual performance goals, a plan for meeting those goals, and criteria that will demonstrate the goals have been met.<br>OR<br>The evaluation system is designed to provide evidence of agreement about the evaluation analysis, identified goals, and improvement expectations. However, the quality of professional development plans limits their usefulness in improving individual educator practice.<br>OR<br>The connection between evaluation and professional development plan is limited and/or changes to the plan may not be directly connected to goal attainment or ongoing evaluation. | Each educator has a written professional development plan that includes measurable annual performance goals, a plan for meeting those goals, and criteria that will demonstrate the goals have been met.<br><br>The evaluation system is designed to provide agreement between the evaluation analysis and the identified goals and improvement expectations that inform professional development. Educator evaluation is the basis for an effective professional development plan and changes to the plan are made based on attaining individual professional development goals and ongoing evaluation of performance. |

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| 2.2 Educator evaluation systems assure that all educators receive detailed feedback on their performance and recommendations for professional growth. | There is little or no evidence that informal and formal evaluation activities yield detailed feedback is used to inform recommendations for professional growth. | Most informal and formal evaluation activities yield detailed feedback and used to inform recommendations for professional growth.<br>OR<br>Informal and formal evaluation activities yield detailed feedback; however, it may not be linked to recommendations for professional growth.<br>OR<br>Written feedback is provided but does not consistently inform recommendations for professional growth. | All informal and formal evaluation activities yield detailed feedback and this feedback is used to inform recommendations for professional growth; written feedback is provided and informs recommendations for professional growth. |

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| 2.3 Educator evaluation systems create expectations that educators analyze their own professional practice by considering feedback from supervisors, colleagues, students and parents, confer with supervisors about their performance and use recommendations for professional growth in developing professional development goals. | There is little or no evidence that the evaluation process includes mechanisms to collect, provide and use feedback on performance.<br>OR<br>There is little or no evidence of a clear articulation about how each feedback mechanism will be used in the evaluation cycle.<br>There is little or no evidence that evidence from feedback mechanisms is used.<br>OR<br>There is little or no evidence that the evaluation process results in a documented individual professional development plan with goals based on individual analysis of performance and direction from supervisors. | The evaluation process includes mechanisms to collect, provide and use feedback on performance only from supervisors.<br><br>There is articulation about how each feedback mechanism will be used in the evaluation cycle. Some o f the evidence is used from the mechanism.<br><br>The evaluation process results in a documented individual professional development plan with goals based on individual analysis of performance and direction from supervisors. | The evaluation process includes mechanisms to collect, provide and use feedback on performance from supervisors and from colleagues, students and/or parents, but not all three groups.<br><br>There is a clear articulation about how each feedback mechanism will be used in the evaluation cycle and evidence that it is used.<br><br>The evaluation process results in a documented individual professional development plan with goals based on individual analysis of performance and direction from supervisors. |
| 2.4 Educator evaluation systems collect and analyze data about individual professional development needs and identify patterns within schools and across the district to inform the development of a coherent district staff development plan. | There is little or no evidence that the district uses data from individual professional development plans to develop comprehensive professional development plans for the district. | The district collects and reviews data from individual professional development plans and may use this data in limited ways to inform professional development plans for the district. | The district aggregates data from individual professional development plans to create comprehensive professional development plans for the district. |

| Standard 3: District Evaluation systems create an organizational approach to the collective professional growth and continuous improvement of groups of educators' (e.g., departments, teams, programs, schools) professional practice to enhance student performance. | | | |
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| | Unacceptable | Approaching Standard | On Standard |
| 3.1 Evaluation systems establish a cyclical process to collect and analyze data on the collective effectiveness of groups of educators (e.g., departments, teams, programs, schools, district) and use the data to establish common goals for professional development based on the analysis and to improve performance as a result of that professional development. | There is little or no evidence that the district establishes processes that evaluate the effectiveness of groups of educators (e.g., departments, programs) and uses this data to establish organizational performance goals (e.g. in school improvement plans or district strategic plans).<br>OR<br>There is little or no evidence that the district has a plan for providing evidence of effectively using goal setting and professional development of groups of educators to improve district performance.<br>OR<br>There is little or no evidence that changes to the organizational performance goals are made based on attaining collective professional development goals and ongoing evaluation of organizational performance. | The district establishes processes that evaluate the effectiveness of all district educators on district goals or initiatives and uses this data to establish organizational performance goals (e.g. in school improvement plans or district strategic plans) but this is not done for groups of educators.<br>OR<br>The district has a plan for providing evidence of effectively using goal setting and professional development of all educators to improve district performance.<br>OR<br>Changes to the organizational performance goals may be made but it is not clear that these were based on attaining collective professional development goals and ongoing evaluation of organizational performance. | The district establishes processes that evaluate the effectiveness of groups of educators (e.g., schools, departments, programs) and uses this data to establish organizational performance goals (e.g. in school improvement plans or district strategic plans).<br><br>The district has a plan for providing evidence of effectively using goal setting and professional development of groups of educators to improve district performance.<br><br>Changes to the organizational performance goals are made based on attaining and reviewing collective professional development goals and ongoing evaluation of organizational performance. |

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| 3.2 Educator evaluation systems collect and analyze data about collective professional development needs of groups of educators and identify patterns across departments, teams, programs, schools and the district to inform the development of a coherent district staff development plan. | There is little or no evidence that the district aggregates data from collective professional development plans and data about student learning, both state and local measures, to create comprehensive professional development plans for the district. | The district collects and reviews data from collective professional development plans and data about student learning, both state and local measures, and may use this data to inform professional development plans for the district. | The district aggregates data from collective professional development plans and data about student learning, both state and local measures, to create comprehensive professional development plans for the district. |
| 3.3 The evaluation system is designed to provide evidence of agreement about the evaluation analysis, identified goals, and improvement expectations that inform professional development plans. | | | |
| 3.3a Evaluation systems include a process to identify individual and groups of district educators who demonstrate exemplary professional practice, impact on student learning, and/or professional responsibilities and who contribute in measurable ways to district improvement. | There is little or no evidence that district evaluation effectively identifies educators or groups of educators who are highly effective in their roles or demonstrate exemplary practice in key elements of their roles, or who make exceptional contributions in measurable ways to district improvement. | The district evaluation system is designed to identify educators or groups of educators who are highly effective in their roles or who demonstrate exemplary practice in key elements of their roles but the implementation may demonstrate limited success in identifying the appropriate educators.<br><br>There is limited evidence that the district acknowledges these accomplishments. | The district evaluation system effectively identifies educators and groups of educators who are highly effective in their roles or demonstrate exemplary practice in key elements of their roles, or who make exceptional contributions in measurable ways to district improvement. The district acknowledges these accomplishments. |

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| 3.3b The district identifies ways to recognize and capitalize on their talents through differentiated roles and responsibilities, formal recognition, and/or other incentives. | There is little or no evidence that the district acknowledges highly effective educators by providing recognition and/or other incentives.<br><br>There is little or no evidence that district capitalizes on the talents identified through its evaluation system to select exemplary educators for specialized roles and responsibilities within the district. | The district acknowledges highly effective educators by providing recognition and/or other incentives.<br>OR<br>The district capitalizes on the talents identified through its evaluation system to select exemplary educators for specialized roles and responsibilities within the district.<br>OR<br>The district attempts to provide recognition and/or incentives and to capitalize through special roles and/or responsibilities, but the design and implementation have limited effect within the district. | The district acknowledges highly effective educators by providing recognition and/or other incentives.<br>AND<br>The district capitalizes on the talents identified through its evaluation system to select exemplary educators for specialized roles and responsibilities within the district. |

| Standard 4: District Evaluation systems provide quality assurance of all district educators and differentiate evaluation processes based upon level of experience, job assignment, and information. | | | |
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| | Unacceptable | Approaching Standard | On Standard |
| 4.1 All district educators are evaluated at least annually; however due to the cyclical nature of the evaluation the specific procedures may vary based on educator experience, assignment, and the outcome of prior assignments | There is little or no evidence that every educator is assigned a rating based on a comprehensive evaluation every year either in an annual or multi-year cycle.<br>OR<br>There is little or no evidence that the evaluation report includes a written analysis of how and why the rating was determined.<br>OR<br>In systems that have multi-year evaluation cycles, there is little or no evidence that there are formal and informal measures that assure that educators in non-intensive year evaluation years continue to demonstrate effective educator performance and are progressing on meeting professional expectations. | NO RATING HERE – Unacceptable or On Standard only. | Every educator is assigned a rating on an annual basis as a result of comprehensive evaluation every year either in an annual or a multi-year evaluation cycle. The evaluation report includes a written analysis of how and why the rating was determined.<br>Procedures may vary based on educator experience, assignment, and the outcome of prior assignments.<br><br>Multi-year evaluation cycles must also provide a clear explanation of why educators are on a multi-year cycle, what the cycles are, what evaluation components are used for educators on different cycles, and justification for who gets into which cycle.<br><br>In systems that have multi-year evaluation cycles, there are formal and informal measures that assure that educators continue to demonstrate effective educator performance and are progressing on meeting professional expectations. |

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| 4.2 Evaluation systems differentiate procedures based on the level of an educator's experience. | | | |
| 4.2a Educators who are new to the profession, new to the district, or who are new to a role category are provided with intensive support and evaluation in ways that assure that they meet expectations for educator quality within the district. | The evaluation system provides little or no differentiation for educators who are new to the profession, new to the district or who are new to a role category.<br><br>There is little or no evidence of new educator support.<br><br>There is little or no evidence that evaluation of new educators informs tenure decisions (when appropriate). | New educators participate in an evaluation that addresses many of the needs of new educators for one year that involves frequent observation and extensive formative feedback designed to assure the educator attains the knowledge and skills necessary to attain a rating of effective.<br><br>The district evaluation system creates methods for new educator support that recognize the needs of new educators.<br><br>Evaluation of new educators informs tenure decisions when appropriate. | New educators participate in a comprehensive evaluation for up to five years that involves frequent observation and extensive formative feedback designed to assure the educator attains the knowledge and skills necessary to attain a rating of effective.<br><br>The district evaluation system creates methods for new educator support that recognize the needs of new educators.<br><br>The evaluation of new educators informs renewal and, when appropriate, tenure decisions. |

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| 4.2b Educators who change assignments within a role category are supported and evaluated based upon a district-developed transition plan that is designed to address the new knowledge and skills required by the change in position, professional development needs identified from prior evaluations, and contextual reasons for the move. | The district evaluation system fails to assure that most educators who change assignments revise their professional development plans to incorporate district developed goals that reflect the new assignments.<br>OR<br>There is little or no evidence of changes to professional development plans when educators change assignments within a role category.<br>OR<br>There is little or no evidence that the revised professional development plan identifies specific new goals, benchmarks, and a timeline for demonstrating effectiveness.<br><br>There is little or no evidence that the professional development plan is developed by and effectively monitored by the district. | The district evaluation system assures that most educators who change assignments revise their professional development plans to incorporate district developed goals that reflect the new assignment.<br>OR<br>The revised professional development plan is general and lacks specific goals, benchmarks, and a timeline for demonstrating effectiveness.<br>The revised professional development plan is developed by the district but may not be effectively monitored by the district. | The district evaluation system assures that all educators who change assignments revise their professional development plans to incorporate district developed goals that reflect the new assignment.<br><br>The revised professional development plan identifies specific new goals, benchmarks, and a timeline for demonstrating effectiveness.<br><br>The revised professional development plan is developed by and effectively monitored by the district. |

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| 4.2c Educators who remain in the same assignment and consistently demonstrate that they meet expectations for educator quality within the district are evaluated in ways that monitor continued quality of performance and emphasize professional growth. | There is little or no evidence that every educator has a comprehensive evaluation every year either in an annual or multi-year evaluation cycle.<br>OR<br>There is little or no evidence that multi-year evaluation cycles provide a clear explanation of why educators are on a multi-year cycle, what the cycles are, what evaluation components are used for educators on different cycles, and justification for who gets into which cycle.<br>OR<br>In systems that have multi-year evaluation cycles, there is little or no evidence that there are formal and informal measures (including observations) that assure that educators who are in non-intensive year evaluation continue to demonstrate effective educator performance and are progressing on meeting professional expectations. | NO RATING AVAILABLE – ON STANDARD or UNACCEPTABLE | Every educator has a comprehensive evaluation every year either in an annual or a multi-year evaluation year cycle.<br><br>Multi-year evaluation cycles must also provide a clear explanation of why educators are on a multi-year cycle, what the cycles are, what evaluation components are used for educators on different cycles, and justification for who gets into which cycle.<br><br>In systems that have multi-year cycles, there are formal and informal measures that assure that educators continue to demonstrate effective educator performance and are progressing on meeting professional expectations. |

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| 4.3 Evaluation systems identify all educators who do not meet expectations for educator quality within the district and provide them with intensive support and evaluation specifically designed to improve their performance. | | | |
| 4.3a The district identifies a team to work with each educator to develop an improvement plan with targeted support and intervention designed to help the educator meet the district's expectations for educator quality. | There is little or no evidence of appropriate action to address the performance of educators whose performance has been rated as ineffective or minimally effective. | The district provides a team to work with all educators whose performance is rated as ineffective or minimally effective to create a plan to improve.<br><br>The plan provides support but it may not be sufficient support to improve the educator's performance. | The district provides a team to work with all educators whose performance is rated as ineffective or minimally effective to create a plan to improve.<br><br>The plan assures sufficient support to improve the educator's performance. |
| 4.3b The improvement plan includes clearly articulated objectives, benchmarks, and timelines to improve performance to an acceptable level. | There is little or no evidence of appropriate action to address the performance of educators whose performance has been rated as ineffective or minimally effective.<br><br>There is little or no evidence that the improvement plan provides evidence that the educator worked with the evaluation team to develop the plan, goals and improvement expectations. | All educators whose performance is rated as ineffective or minimally effective and who continue to work in the district are placed on an improvement plan, however the quality and specificity of the plan may provide insufficient direction to demonstrate effectiveness.<br><br>The improvement plan provides evidence that the educator worked with the evaluation team to develop the plan, goals and improvement expectations. | All educators whose performance is rated as ineffective or minimally effective and who continue to work in the district are placed on an improvement plan that identifies specific goals, benchmarks, and a timeline for demonstrating effectiveness.<br><br>The improvement plan provides evidence that the educator worked with the evaluation team to develop the plan, goals and improvement expectations. |

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| 4.3c The district identifies personnel actions that will result when the educator meets or fails to meet the expectations. | There is little or no evidence that recognition, tenure, renewal, or dismissal decisions are based on criteria in the evaluation system. | The evaluation system identifies criteria for personnel actions, including recognition, tenure, renewal, or dismissal that result from educator evaluation. However, the district's evidence of application of these employment actions suggest that implementation is not consistent. | The evaluation system identifies criteria for personnel actions, including recognition, tenure, renewal, or dismissal that result from educator evaluation.<br><br>The district provides evidence of consistent application of these employment actions |
| 4.4 The district dismisses educators who do not meet expectations for educator quality and who are unwilling or unable to improve as a result of the improvement plan in a timely manner. | There is little or no evidence that the district dismisses educators who continue to demonstrate that they are not effective educators. | The district dismisses some educators who continue to demonstrate that they are ineffective educators, but others who do not demonstrate improvement are retained.<br>OR<br>The district fails to dismiss chronically ineffective educators.<br>OR<br>The district is inconsistent in applying criteria for dismissing ineffective educators. | The district dismisses educators who continue to demonstrate for 2 consecutive years that they are ineffective. |
| 4.5 Evaluation systems are designed to provide objective information to support meaningful renewal and tenure decisions. | There is little or no evidence that educator evaluation provides objective information that is integrated with renewal and tenure decisions. | Educator evaluation provides objective information that is integrated with renewal and tenure decisions. | Educator evaluation provides objective information that is integrated with employment and tenure decisions and is the primary determinant of renewal and tenure decisions. |

| Standard 5: District Evaluation systems assure fair, accurate, and consistent assessment of educator performance. | | | |
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| | Unacceptable | Approaching Standard | On Standard |
| 5.1 The evaluation system is transparent to all educators. The purpose, criteria, instruments, procedures, and expectations for acceptable levels of performance are clearly communicated to educators through handbooks. Districts support educators in developing a thorough understanding of the evaluation system. | There is little or no evidence that the evaluation system is clearly communicated to educators and many elements of the system are open to wide interpretation with little or no clear guidance for implementation.<br><br>There is little or no evidence that purpose of the evaluation system and the criteria for meeting each of the four performance descriptions are shared and well documented.<br><br>There is little or no evidence that the district provides support to help educators develop an understanding of the evaluation system by offering, for example, after school workshops, embedding it into induction programs, webinars, and handbooks.<br><br>There is little or no evidence that the written evaluation system and the system as implemented are consistent, thereby diminishing the value of the written materials | Many elements of the system are clearly communicated to educators in the district, but there are other elements that are vague, inadequately documented, or allow for too much variation in implementation.<br><br>The purpose of the evaluation system and the criteria for meeting each of the four performance descriptions are shared and partially documented. The purposes are written, however there is limited evidence that the evaluation purposes have been shared with educators.<br><br>The district provides some support to help educators develop an understanding of the evaluation system by offering, for example, after school workshops, embedding it into induction programs, webinars, and handbooks.<br>There is evidence that the written evaluation system and the system as implemented are not consistent, thereby diminishing the value of the written materials. | The evaluation system is transparent to all participants. This is established, for example, by providing clear evaluation components, instruction, and observation tools that are shared and understood.<br><br>The purpose of the evaluation system and the criteria for meeting each of the four performance descriptions are shared and well documented. The purposes are written and there is evidence that the evaluation purposes have been shared with educators.<br><br>The district provides significant support to help educators develop an understanding of the evaluation system by offering, for example, after school workshops, embedding it into induction programs, webinars, and handbooks.<br>There is clear evidence that the written evaluation system and the system as implemented is consistent, thereby establishing the value of the written materials. |

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| 5.2 The evaluation system demonstrates the validity of evaluation decisions by assuring a strong connection between the evaluation instruments and professional standards and educator roles and responsibilities. | The evaluation system demonstrates a weak alignment of instruments to standards and the emphasis of evaluation is minimally aligned with the educator's role and responsibilities within the district. The system relies on instruments that are not appropriate for the position or are not psychometrically defensible.<br><br>There is little or no evidence that the district has a plan to study and document the system's validity by documenting decisions, examining the correlation between professional development plans and improvements on evaluations, and has a schedule for ongoing revision based on evaluation data | The evaluation system demonstrates a moderate alignment of instruments to standards and the emphasis of evaluation is partially aligned with the educator's role and responsibilities within the district.<br><br>The district has a plan to study the system's validity but partially documents evaluation decisions, how the correlation between professional development plans and improvements on evaluations is examined.<br><br>The district has a schedule for ongoing revision based on evaluation data; however the schedule is not followed consistently. | The evaluation system demonstrates a strong alignment of instruments to standards and the emphasis of evaluation is closely aligned with the educator's role and responsibilities within the district.<br><br>The district has a plan to study and document the system's validity by documenting decisions, examining the correlation between professional development plans and improvements on evaluations, and has a schedule for ongoing revision based on evaluation data. |

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| 5.3 Evaluation systems incorporate appropriate evaluation instruments, including at a minimum, observations of the educator's practice, evidence of student learning outcomes, and demonstrations of professional responsibilities. | The evaluation system addresses a limited range of an educator's performance, including only observations, evidence of student learning, or demonstration of professional responsibilities.<br><br>The quality of the evaluation instruments raises a number of significant concerns about validity, reliability and appropriateness of the evaluation instruments and/or the comprehensiveness of the educator evaluation.<br><br>The combination of evaluation from these three areas provides little or no assurance that evidence of student growth and academic achievement is the primary determinant of effectiveness. | The evaluation system addresses part of the range of an educator's performance, excluding either observations, evidence of student learning, or demonstration of professional responsibilities.<br><br>OR<br>The quality of the evaluation instruments raises some concerns about the validity, reliability, and appropriateness of evaluation instruments or the comprehensiveness of the educator evaluation.<br><br>AND<br>The combination of evaluation from these three areas assures that evidence of student growth and academic achievement is the primary determinant of effectiveness. | The evaluation system addresses the range of an educator's performance including observations, evidence of student learning, and demonstration of professional responsibilities.<br><br>The system uses instruments that are valid and reliable; that are appropriate tools to measure each intended component of an effective educator's performance; and that assure comprehensive educator evaluation.<br><br>The combination of evaluation from these three areas assures that evidence of student growth and academic achievement is the primary determinant of effectiveness. |

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| 5.4 Evaluation systems seek information from students, parents and guardians, colleagues, and supervisors, to inform an educator's evaluation and professional development. Evaluation systems use a variety of methodologies that incorporate different types of evidence to address the range of expectations identified in the appropriate professional standards and use multiple measures, to provide a thorough assessment of the educator's performance. | The evaluation system documents how it uses information from anyone other than supervisors and uses this information as part of the educator's evaluation.<br><br>The evaluation system fails to document how it uses information from supervisors and as part of the educator's evaluation.<br><br>OR<br>The evaluation system relies primarily on one methodology.<br><br>OR<br><br>The evaluation system relies primarily on one measure to determine an educator's effectiveness | The evaluation system documents how it uses information from supervisors only and uses the information as part of the educator's evaluation.<br><br>The evaluation system uses several methodologies and instruments, but they may be very similar.<br><br>The evaluation system relies on a few measures that provide a limited assessment of the educator's effectiveness. | The evaluation system documents how it uses information from supervisors and from students, parents/ guardians, or colleagues and uses the information as part of the educator's evaluation.<br><br>The evaluation system uses a variety of methodologies and instruments as part of multiple measures used to determine an educator's effectiveness. |

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| 5.5 Evaluators are selected, trained, and retained based on their ability to make valid and accurate judgments. Evaluators are selected based upon their depth of knowledge and their demonstrated expertise and are assigned based upon the subject matter knowledge, grade-level experience, and other requisite experience required to accurately use specific evaluation instruments. Evaluators are trained in the implementation of the district's evaluation instruments, demonstrate their ability to make consistent judgments, and are reviewed on a regular basis to verify they continue to make accurate judgments. | | | |
| 5.5a Evaluators are selected based upon their depth of knowledge and their demonstrated expertise and are assigned based upon the subject matter knowledge, grade-level experience, and other requisite experience required to accurately use specific evaluation instruments. | There is little or no evidence that the district selects evaluators who meet clear criteria that incorporate the knowledge and experience, subject matter knowledge, grade-level experience, and any other requisite skills needed to make accurate judgments for specific evaluation instruments. | The district selects evaluators most of whom meet clear criteria that incorporate the knowledge, experience, subject matter knowledge, grade-level experience, and other requisite skills needed to make accurate judgments for specific evaluation instruments. | The district selects evaluators who meet clear criteria that incorporate the knowledge, experience, subject matter knowledge, grade-level experience, and any other requisite skills needed to make accurate judgments for specific evaluation instruments. |

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| 5.5b Evaluators are trained in the implementation of the district's evaluation instruments, demonstrate their ability to make consistent judgments, and are reviewed on a regular basis to verify they continue to make accurate judgments. | Many evaluators have not been trained in the use of the evaluation instruments or have not demonstrated that they are able to make consistent judgments.<br>OR<br>There is little or no evidence that there are processes in place that demonstrate evaluators' judgments are calibrated on an ongoing basis and document that they continue to make accurate judgments. | All evaluators have been trained in the use of the evaluation instruments and have demonstrated that they are able to make consistent judgments.<br><br>There are processes in place to demonstrate evaluators' judgments are calibrated on an ongoing basis and document that they continue to make accurate judgments, but the judgments are not consistently applied or little or no action is taken when evaluators do not calibrate. | All evaluators have been trained in the use of the evaluation instruments and have demonstrated that they are able to make consistent judgments.<br><br>There are processes in place that demonstrate evaluators' judgments are calibrated on an ongoing basis and document that they continue to make accurate judgments. |
| 5.6 The evaluation system provides safeguards against possible sources of bias to ensure valid assessments. Districts review evaluation instruments for possible sources of bias in the design process and monitor implementation results for possible inappropriate adverse impact. Evaluators raise existing or potential conflicts of interest so they can be addressed. The evaluation system provides procedural safeguards (e.g., appeals) to ensure the integrity of the system. | There is little or no evidence that the district has a process to ensure that evaluation systems instruments and their implementation are reviewed for possible bias and that appropriate modifications are made when necessary.<br>OR<br>There is little or no evidence that evaluation systems have adequate procedural safeguards to assure that all educators are treated fairly throughout the evaluation process. | The district has a process to ensure that evaluation system instruments and their implementation are reviewed for possible bias, but does not make appropriate modifications when necessary.<br>OR<br>The district reviews the design of the evaluation system instruments OR their implementation, but not both.<br>AND<br>Evaluation systems have adequate procedural safeguards to assure that all educators are treated fairly throughout the evaluation process. | The district has a specific process to ensure that evaluation system instruments and their implementation are reviewed for possible bias and that appropriate modifications are made when necessary<br><br>Evaluation systems have adequate procedural safeguards to assure that all educators are treated fairly throughout the evaluation process. |

| Standard 6: District Evaluation systems are an integral part of the district human capital management system and are supported by district educators who regularly review and revise the system in response to systematic feedback and changing district needs. | | | |
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| | Unacceptable | Approaching Standard | On Standard |
| 6.1 Districts establish and support a District Evaluation Committee that includes teachers, support professionals, administrators, and union representatives. The committee solicits feedback from others (e.g., students, parents, assessment experts) who bring added perspective or expertise where appropriate. The Committee reviews the effectiveness of the evaluation system, the validity and utility of the data produced by the system, the fairness, accuracy, and consistency of decisions made, and the currency of the system. The Committee uses the information from the analysis to make recommendations for revisions to the system. | There is little or no evidence that an evaluation committee has been established.<br>OR<br>There is little or no evidence that there are clear processes in place that specify, for example, roles, who and how members are selected and the length of their terms, etc.<br>OR<br>There is little or no evidence of soliciting feedback from others to obtain added perspective.<br>OR<br>There is little or no evidence of ongoing collection and review of the evaluation system or recommendations to district leadership that are used to improve the evaluation system. | The district has an evaluation committee with membership that includes at a minimum teachers, support professionals, administrators, and union representatives. There are processes in place that specify, for example, roles, who and how members are selected and the length of their terms, etc; however the processes may not be consistently followed.<br><br>The committee's efforts to solicit feedback from others to obtain added perspective may be very limited.<br><br>The committee collects and reviews data from the system and makes recommendations to the district leadership that are used to improve the evaluation system but this is not done annually. | The district has an evaluation committee with membership that includes at a minimum teachers, support professionals, administrators, and union representatives.<br><br>There are clear processes in place that specify, for example, roles, who and how members are selected and the length of their terms, etc.<br><br>The committee solicits feedback from others who bring added perspective or expertise where appropriate.<br><br>The committee collects and reviews data from the evaluation system at least annually and uses the data to make recommendations to district leadership that are used to improve the evaluation system. |

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| 6.2 The District Evaluation Committee communicates data from the evaluation system to district personnel responsible for strategic planning and professional development to work collaboratively towards a coherent approach to educator quality, professional development and continuous organizational improvement. | There is little or no evidence of communication between the District Evaluation Committee and other district initiatives<br><br>There is little or no evidence that the evaluation system is integrated with district work in strategic planning and professional development. | The work of District Evaluation Committee is communicated to district personnel responsible for strategic planning and professional development but it is not evident that the system is integrated with these efforts. | The work of the District Evaluation Committee is communicated to district personnel responsible for strategic planning and professional development with strategic planning.<br><br>The work of the District Evaluation Committee is integrated with district work in strategic planning and professional development. The evaluation system informs and supports these efforts. |
| 6.3 The District Evaluation Committee works with district leadership to assure the resources of time, financial support, and evaluation expertise necessary to maintain the quality of the evaluation system. | There is little or no evidence that the District Evaluation Committee advises district leadership on the quality of the evaluation system, identifies what resources are necessary to maintain and improve the quality of the evaluation system, and works with the district to maintain a high quality evaluation system. | The District Evaluation Committee provides general advice to district leadership about the quality of the evaluation system but fails to identify the resources necessary to maintain and improve the quality of the evaluation system or work with the district to maintain a high quality evaluation system. | The District Evaluation Committee advises district leadership on the quality of the evaluation system, identifies what resources are necessary to maintain and improve the quality of the evaluation system, and works with the district to maintain a high quality evaluation system. |

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| 6.4 The district is responsible for meeting the Rhode Island Department of Education's reporting requirements for assuring the quality of educator evaluation. | The district fails to submit annual reports in compliance with RIDE data requests, quality control procedures, formats, and timelines.<br><br>There is little or no evidence that the district has data systems to provide teacher classroom/course data, evaluation data (overall and by category) as specified and required by RIDE. | The district submits annual reports in compliance with RIDE data requests, quality control procedures, formats, and timelines, but some critical data may be missing.<br><br>The district has data systems that provide most of the teacher classroom/course data, evaluation data (overall and by category) as specified and required by RIDE. | The district submits annual reports in compliance with RIDE data requests, quality control procedures, formats, and timelines.<br><br>The district has data systems to provide teacher classroom/course data, evaluation data (overall and by category) as specified and required by RIDE. |

# Appendix (D)(2)-3
# Agendas from NGA Meetings

# Donald L. Carcieri
**Governor**

## Human Resource Management, Evaluation & Student Growth Measures Symposium I

## AGENDA

**The Hyatt Newport**
**Thursday, April 29, 2010, 8:00 A.M. – 3:00 P.M.**

Participants may begin registering at 8:00 A.M.; coffee and pastries will be served.
(Commissioner Deborah A. Gist, emcee)

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| 8:30 A.M. – 8:45 A.M. | **Welcome & Opening Remarks**<br>Governor Donald L. Carcieri |
| 8:45 A.M. – 8:50 A.M. | **Supporting States to Improve Education**<br>Bridget Curran, Program Director, Education Division, National Governors Association Center for Best Practices |
| 8:50 A.M. – 9:30 A.M. | **Keynote Speaker**<br>Allan R. Odden, National Center for Education Research |
| 9:30 A.M. – 9:45 A.M. | **Rhode Island Context:**<br>**Performance Evaluations and Student Growth**<br>Commissioner Deborah A. Gist, Rhode Island Department of Elementary and Secondary Education |
| 9:45 A.M. – 10:00 A.M. | **Break** |
| 10:00 A.M. – Noon. | **National Perspectives on Educator Evaluations & Growth Measures**<br>Sandi Jacobs, National Center on Teacher Quality<br>Laura Goe, National Comprehensive Center for Teacher Quality<br>Douglas Harris, National Center for Education Research<br><br>Facilitated by Warren Simmons, Annenberg Institute for School Reform at Brown University |

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**Human Resource Management, Evaluation & Student Growth Measures**
**Symposium I**

## AGENDA

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| Noon – 2:00 P.M. | **District Team Discussion on Educator Evaluations & Growth Measures**<br>A working lunch for district teams to respond to input from the morning presentations and share perspectives (box lunches will be available). |
| 2:00 P.M. – 3:00 P.M. | "**Ask the Experts"**<br>Morning panelists will respond to questions that emerge from the district team discussions.<br><br>Facilitated by Warren Simmons, Annenberg Institute for School Reform at Brown University |

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**Donald L. Carcieri**
**Governor**

**Human Resource Management, Evaluation & Compensation Models**
**Symposium II**

**AGENDA**

**The Crowne Plaza Warwick, R.I.**
**Thursday, May 27, 2010, 8:00 A.M. – 3:00 P.M.**
Participants may begin registering at 8:00 A.M.; coffee and pastries will be available.
(Commissioner Deborah A. Gist, emcee)

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| 8:30 A.M.- 8:45 A.M. | **Welcome & Opening Remarks**<br>Governor Donald L. Carcieri |
| 8:45 A.M. – 9:15 A.M. | **Keynote Speaker**<br>Bryan Hassel, Public Impact |
| 9:15 A.M. – 9:45 A.M. | **Rhode Island Context: Current Compensation Structures**<br>John Simmons, Rhode Island Public Expenditure Council |
| 9:45 A.M. – 10:15 A.M. | **Q & A** |
| 10:15 A.M. – 10:30 A.M. | Break |
| 10:30 A.M. – 12:30 P.M. | **Perspectives on Emerging Compensation Models**<br>Jason Culbertson, The System for Teacher and Student Advancement<br>Rob Weil, American Federation of Teachers<br>Kate Dickson, Chalkboard Project, CLASS, Oregon<br>Jason Glass, Director of Human Services, Eagle County Schools, Colorado<br><br>Facilitated by Warren Simmons, Annenberg Institute for School Reform at Brown University |

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**Human Resource Management, Evaluation & Compensation Models**
**Symposium II**

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| 12:30 PM. – 2:00 P.M. | **District Team Discussion on Compensation**<br>A working lunch for district teams to respond to input from the morning presentations and share perspectives (box lunches will be available). |
| 2:00 P.M. – 3:00 P.M. | "**Ask the Experts"**<br>Morning panelists will respond to questions that emerge from the district team discussions.<br><br>Facilitated by Warren Simmons, Annenberg Institute for School Reform at Brown University |

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# Appendix (D)(3)-1

# Commissioner Notice on Seniority Hiring

State of Rhode Island and Providence Plantations
**DEPARTMENT OF EDUCATION**
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

Deborah A. Gist
Commissioner

October 20, 2009

***Re: Basic Education Program Regulations and Seniority-Based Teacher Assignments***

Dear Colleagues:

As you may know, my highest priority for transforming Rhode Island education is ensuring that every student has highly effective teachers. To meet this priority, we must be sure that:

- districts select and retain only the most highly effective staff; and
- districts base teacher and administrator assignments on student need.

These two essential principles are part of the new Basic Education Program (BEP) regulations that the Board of Regents approved in June and that go into effect next July 1st. As superintendent, you must ensure that your school district complies with all provisions of federal and state law, including the full Implementation of the BEP. In order to be in compliance with the new BEP, you may need to take some immediate actions.

The overarching goal of the BEP is clear: continuous improvement of student learning must be the primary reference point for *all* decision-making, including personnel assignment and evaluation.

To that end, the BEP requires an effective human-capital management system, specifically stating that "each LEA shall maintain control of its ability to recruit, hire, manage, evaluate, and assign its personnel." [1]

There are four required components for a legally compliant human-capital management system:

1. Policies and Procedures to Recruit, Support, and Retain Highly Effective Staff
2. Ongoing Supports to Staff
3. Cohesive System of Professional Development
4. Evaluation of Personnel Performance

Implementation of component 1: Policies and Procedures to Recruit, Support, and Retain Highly Effective Staff, requires the following:

> The LEA shall establish a set of policies and an array of strategies to recruit, hire, and retain highly effective district and school personnel; said policies and strategies shall align to district needs, focus on screening methods for determining candidate knowledge and skills to match the needs of the LEA, promote early identification of openings, use research-based protocols and incentives to address LEA related factors affecting retention and its impact on mobility trends, and address staffing low performing schools with highly effective and experienced staff.

[1] BEP, G-15-2.2(a), Board of Regents Regulations.

In sum, the new BEP requires that the system of management, professional training, evaluation, and assignment of instructional staff ensures that highly effective educators work with classrooms of students who have significant achievement gaps. *In my view, no system that bases teacher assignments solely on seniority can comply with this regulation.*

The Board of Regents has explicitly found that management of your human-capital system according to the requirements of the BEP is "essential to the mission of implementing a statewide system of public education." BEP, G-15-1.2(c), Board of Regents Regulations. As the chief administrative officer of your local education agency, you must establish a human-capital management system that meets the standards set forth in the BEP.

On July 1, 2010, the BEP will become law in the state of Rhode Island. As such, the requirements of the BEP will effectively be read into every collective-bargaining agreement entered into after that date. Contract language cannot conflict with existing state law, including regulations, and contract language that conflicts with existing law may be unenforceable.[2] Therefore, *as your collective-bargaining agreements come up for renewal, you must address any language in the contract that prevents you from meeting the BEP regulations on highly effective staff.*

I am writing to you today to provide you with sufficient time to work with your respective bargaining units to ensure that you have a system in place for ensuring faculty stability and for assigning highly effective teachers and teaching assistants according to student needs. Many of you have collective-bargaining agreements that either have expired or will expire during the next year. Now is the time to ensure that nothing in any collective-bargaining agreement prevents your district from assigning staff based on a set of performance criteria and on student need rather than by strict seniority. I understand that this may well have implications for personnel decisions you make prior to March 1 deadline for layoff notices.

At a later date, I will ask you to submit a status report explaining how you revised your human-capital system to meet the requirements of the BEP. Over the next several months, RIDE staff members will be available to provide whatever technical assistance you may need to implement these changes.

Thank you for your help and understanding, as we work to transform our education system and make decisions that are in the best interest of our students.

Very truly yours,

Deborah A. Gist
Commissioner

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[2] *See,e.g.*, State v. Rhode Island Alliance of Social Service Employees, Local 580, SEIU, 747 A.2d 465, 469 (R.I. 2000).

# Appendix (D)(3)-2

# RI Equitable Distribution Plan

# The Rhode Island HQT Plan

# Rhode Island Department of Elementary and Secondary Education

## Commissioner Peter McWalters

*Prepared by the Office of Educator Quality & Certification*

*Paulajo Gaines, NBCT- Director*
*Steven E. Olsen, NBCT- Education Specialist*

*Amended April 2007*

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# Glossary of Terms

**Adequate Yearly Progress (AYP) -** An individual state's measure of yearly progress toward achieving state academic standards. "Adequate Yearly Progress" is the minimum level of improvement that states, school districts and schools must achieve each year.

**Alternative Certification -** Most teachers are required to have both a college degree in education and a state certification before they can enter the classroom. No Child Left Behind encourages states to offer other methods of qualification that allow talented individuals to teach subjects they know.

**Core Subjects -** Federal law defines core academic subjects as English, Reading or Language Arts, Mathematics, Science, History, Civics and Government, Geography, Economics, The Arts (visual, theater, dance, and music), Foreign Language

**Corrective Action -** When a school or school district does not make yearly progress, the state will place it under a "Corrective Action Plan." The plan will include resources to improve teaching, administration, or curriculum. If a school continues to be identified as in need of improvement, then the state has increased authority to make any necessary, additional changes to ensure improvement.

**Elementary and Secondary Education Act (ESEA) -**, First enacted in 1965, ESEA is the principal federal law affecting K-12 education. The No Child Left Behind Act is the most recent reauthorization of the ESEA.

**High, Objective, Uniform State Standard of Evaluation (HOUSSE) -** allows states to develop an additional way for current teachers to demonstrate subject-matter competency and meet highly qualified teacher requirements. Proof may consist of a combination of teaching experience, professional development, and knowledge in the subject garnered over time in the profession.

**Highly Qualified (HQ) -** The law requires that teachers hold a bachelor's degree, full state certification, and demonstrate subject matter competency in the core academic subjects that teachers teach.

**Local Education Agency (LEA) -** A public board of education or other public authority within a State which maintains administrative control of public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state.

**State Educational Agency (SEA) -** is the agency primarily responsible for the State supervision of public elementary and secondary schools.

**Title I -** The first section of the ESEA, Title I refers to programs aimed at America's most disadvantaged students. Title I Part A provides assistance to improve the teaching and learning of children in high-poverty schools to enable those children to meet challenging State academic content and performance standards. Title I reaches about 12.5 million students enrolled in both public and private schools.

**Transferability -** A new ESEA flexibility authority that allows states and local educational agencies (LEAs) to transfer a portion of the funds that they receive under certain Federal programs to other programs that most effectively address their unique needs to certain activities under Title I.

# Section One

# *Introduction*

## *Foreword*

*The charts and tables referenced throughout this plan were originally submitted on July 7, 2006 using 2005-06 school year data. Where ever possible, we have added current 2006-07 school year data as supplementary information. As predicted in our original submission, with the implementation of intensive technical assistance workshops and an enhanced data collection system, we are now seeing accelerated progress toward accomplishing our State Plan.*

# Introduction

Rhode Island is a state with 48 local education agencies (LEAs): 36 locally operated public school districts, 8 charter schools and 4 state-operated schools. The locally operated districts range in size from New Shoreham (with 140 students) to Providence (with 26,741 students). In the 2004-05 school year, there were 153,560 students and 15,081 teachers in the 324 public schools.

**Background**

Rhode Island's Comprehensive Education Strategy (CES), the state's blueprint for comprehensive system-wide restructuring of the state's public schools, was developed in 1996 by a broadly representative panel appointed by then Governor Lincoln C. Almond and Commissioner Peter McWalters. There are two central themes within CES: Improving Teaching and Learning and Creating Responsive Support Systems.

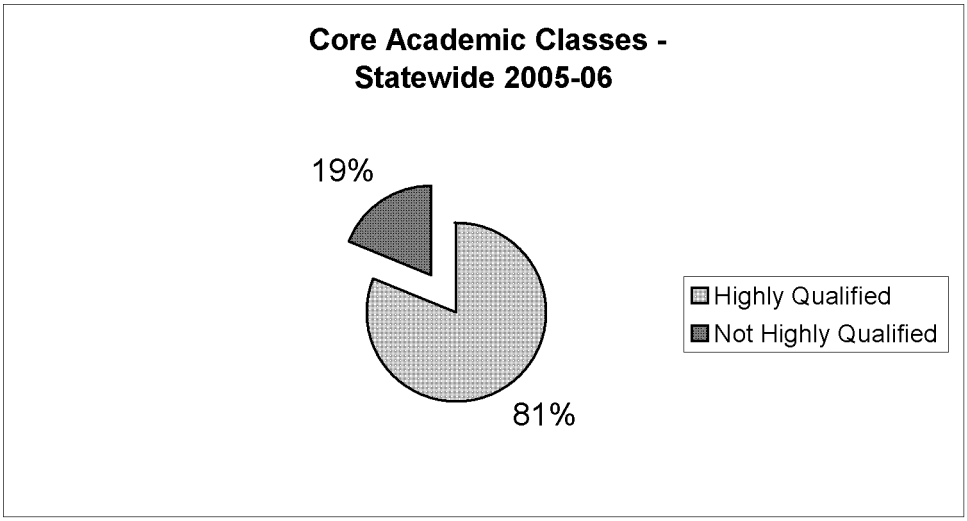
In 1997, the Rhode Island General Assembly and the governor assured major implementation support through funding for the CES by enacting the Rhode Island Student Investment Initiative, popularly known as Article 31. This law focuses on the need to improve student performance and provides key resource support in the form of targeted investments.

The enactment of the Elementary and Secondary Education Act as amended by the No Child Left Behind Act (NCLB) of 2001, enabled Rhode Island to use the momentum gained from prior years of education reform initiatives to develop and demonstrate both a commitment and a good-faith effort to implement procedures and policies that will ensure all Rhode Island public school students are taught by Highly Qualified teachers in core content area subjects.

**Data Analysis**

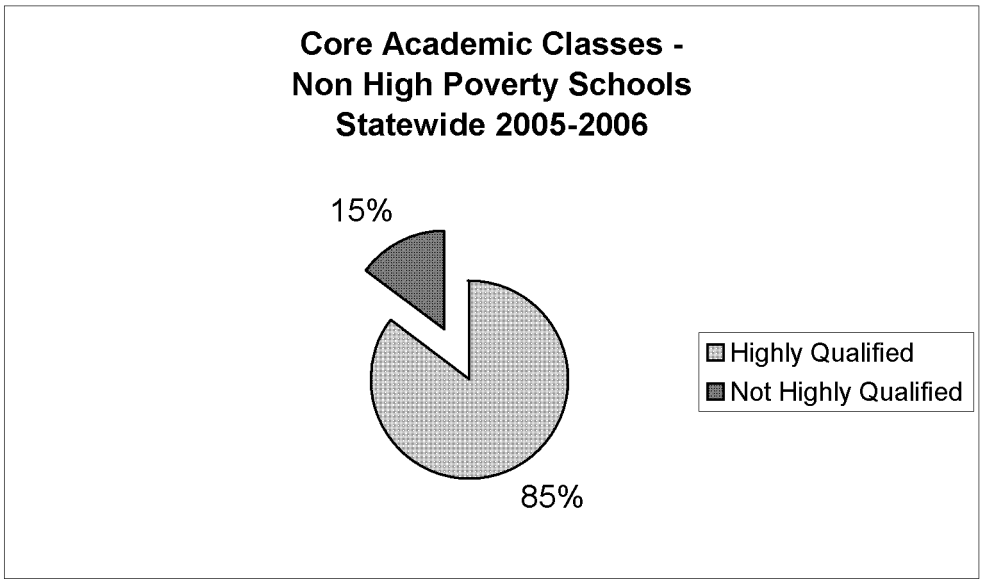
During the 2005/2006 School Year staff from the Office of Educator Quality & Certification within the Rhode Island Department of Education worked diligently to ensure that all schools and districts completed a sophisticated online data collection system called the Personnel Assignment Process (PAP). All personnel data, including an educator's Highly Qualified status, is collected through this process. During the 2005/2006 school year building level administrators entered the teacher data, including the Highly Qualified status of teachers. The data show 82% of secondary core academic classes and 81% of elementary core academic classes were taught by Highly Qualified teachers during the 2005/2006 school year. Overall, Highly Qualified teachers taught 81% of core academic classes during the 2005/2006 school-year (Chart A).

## Chart A

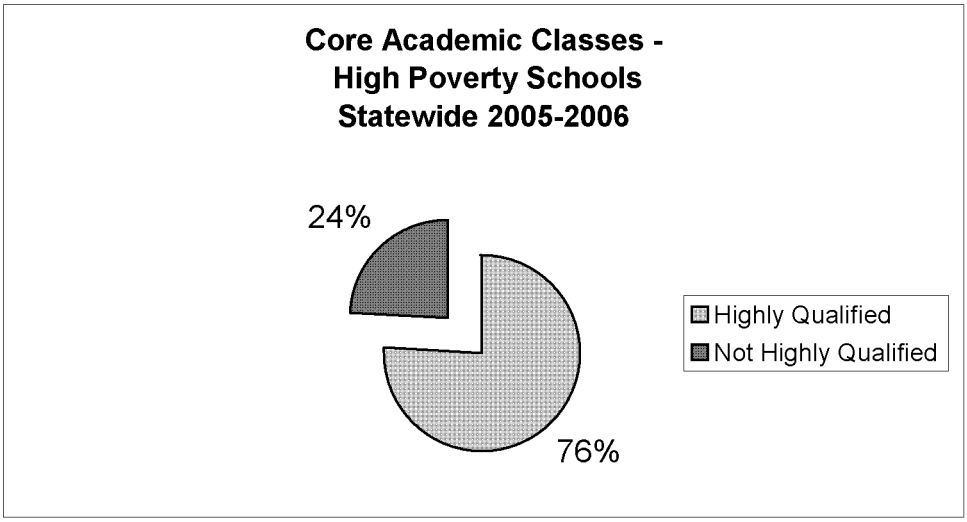



As we disaggregate these data further, we find that there is a 9% difference between the percentage of core academic subjects being taught by Highly Qualified teachers (Charts B and C) in schools designated as high poverty. We designate schools with 35% or more students on free or reduced lunch as "high poverty" for this data analysis.

## Chart B

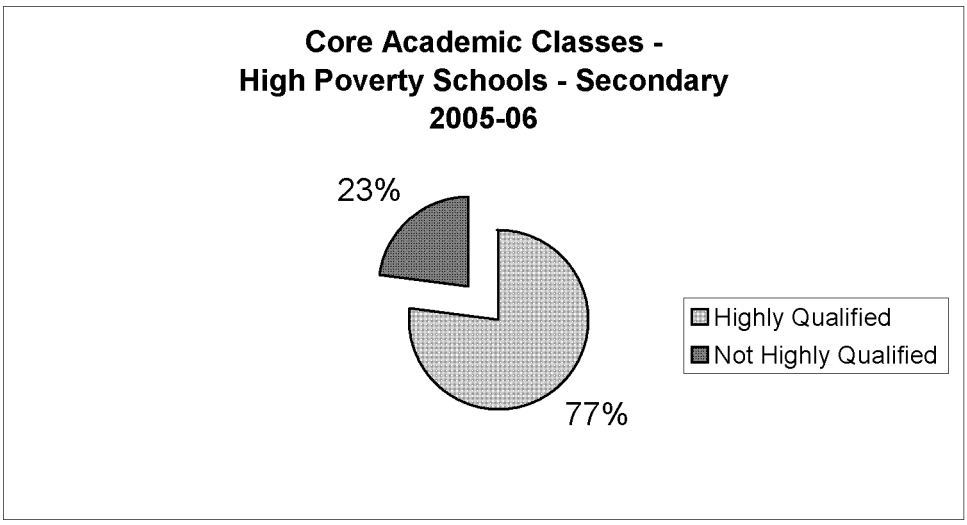


## Chart C

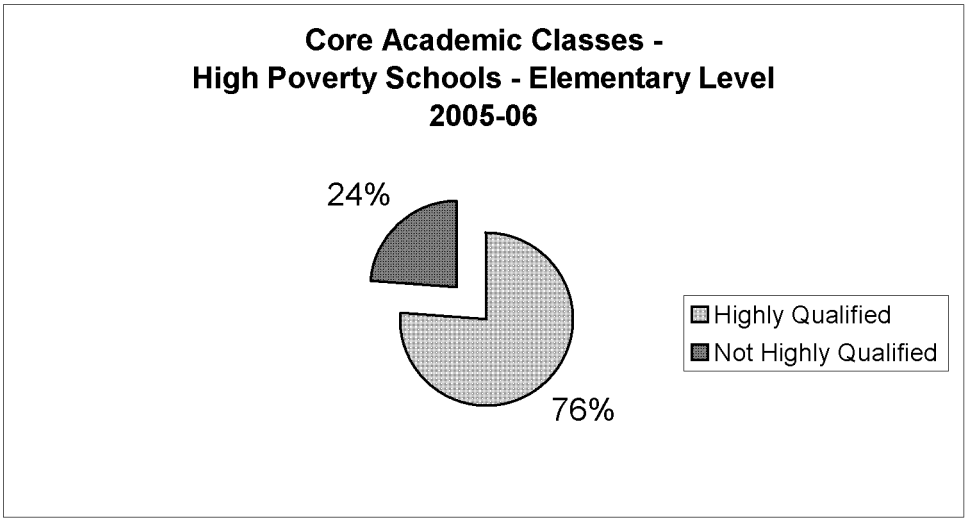



Charts D and E demonstrate that there is equal distribution of classes taught by Highly Qualified teachers at the elementary and secondary level in schools designated as High Poverty.

## Chart D



## Chart E




Currently we have 48 schools making inadequate yearly progress: 24 elementary schools and 24 secondary schools (13 high schools and 11 middle schools). School AYP classifications were only released on September 21, 2006 due to lengthy negotiations between the US Department of Education and the Rhode Island Department of Elementary and Secondary Education regarding the acceptance of 2005-06 assessment results for elementary and middle schools. This plan has been modified to reflect those recent classifications.

Rhode Island has instituted a comprehensive Progressive Support and Intervention (PS&I) strategy to assist those schools/districts not meeting Adequate Yearly Progress. Appendix 1 includes the Progressive Support and Intervention Guidance Document. Currently we have 4 districts in Corrective Action within Rhode Island. They are Providence, Central Falls, Woonsocket, and Pawtucket. Consequently, these four districts are also districts with the highest percentages of poverty. Table 1 details the Highly Qualified percentages for each district. It is evident that our efforts to train districts on the data entry of educators have resulted in a significant increase in our Highly Qualified numbers.

## Table 1

| District | 04/05 Data | 05/06 Data | 06/07 Data* |
|---|---|---|---|
| Providence | 72% | 71% | 92% |
| Pawtucket | 70% | 70% | 99% |
| Central Falls | 77% | 80% | 88% |
| Woonsocket | 73% | 75% | 86% |

*Preliminary data as of November 1, 2006

Table 2 lists the reported 2005-06 Highly Qualified percentages for each district. You will note a substantial increase in the percentages for the 2006-07 school year. This is a direct result of the support, training and intensive technical assistance we are providing to districts as we fully implement the newly enhanced PAP data collection system.

## Table 2

| District | Percentage of Classes Taught by Highly Qualified Teachers | |
|---|---|---|
| | 2005-06 | 2006-07* |
| Barrington | 82% | 83% |
| Bristol Warren | 80% | 94% |
| Central Falls | 80% | 88% |
| Chariho | 92% | 96% |
| Coventry | 90% | 95% |
| Cranston | 81% | 91% |
| Cumberland | 69% | 81% |
| E. Greenwich | 73% | 82% |
| E. Providence | 73% | 79% |
| Exeter-W. Greenwich | 73% | 99% |
| Foster | 100% | 100% |
| Foster-Glocester | 76% | 83% |
| Glocester | 97% | 98% |
| Jamestown | 93% | 92% |
| Johnston | 87% | 95% |
| Lincoln | 77% | 93% |
| Little Compton | 94% | 99% |
| Middletown | 85% | 92% |
| N. Kingstown | 85% | 97% |
| N. Providence | 86% | 89% |
| N. Smithfield | 77% | 82% |
| Narragansett | 96% | 95% |
| New Shoreham | 45% | 60% |
| Newport | 89% | 97% |
| Pawtucket | 70% | 99% |
| Portsmouth | 81% | 85% |
| Providence | 71% | 92% |
| S. Kingstown | 88% | 97% |
| Scituate | 82% | 97% |
| Smithfield | 96% | 99% |
| Tiverton | 73% | 92% |
| W. Warwick | 78% | 86% |
| Warwick | 85% | 95% |
| Westerly | 66% | 76% |
| Woonsocket | 75% | 86% |

*Preliminary data as of November 1, 2006

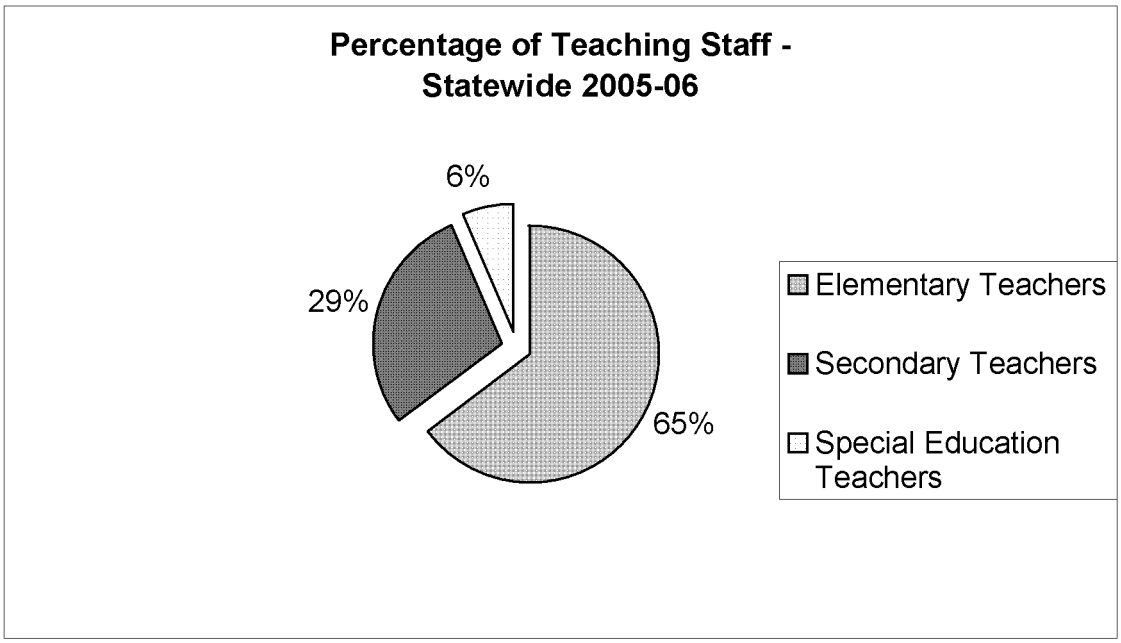
A detailed disaggregating of the personnel data show that, not dissimilarly from the rest of the nation, Rhode Island reportedly has a high proportion of special educators in the percentage of core classes not taught by Highly Qualified teachers. Six percent of our working teacher

population is comprised of special educators (Chart F). However, Chart G shows that statewide, 34% of our teachers reported as not Highly Qualified are special educators. This is a disproportionate amount. Similarly, although our elementary teachers comprise 65% of our working teachers, only 23% represent those teachers reported as not Highly Qualified. This demonstrates a higher percentage of secondary teachers reportedly not Highly Qualified. When analyzed closer, it becomes evident that within the sub category of "secondary teachers" there is an over-representation of middle school teachers. Prior to 2005, elementary teachers could earn a middle school endorsement without an academic major (24 credits in the core content area). Comparatively, high school core content teachers have been required to hold a content major since 1982. There is no substantive difference in the composition of teachers reported as not Highly Qualified in High Poverty Schools by certification area (Chart H).

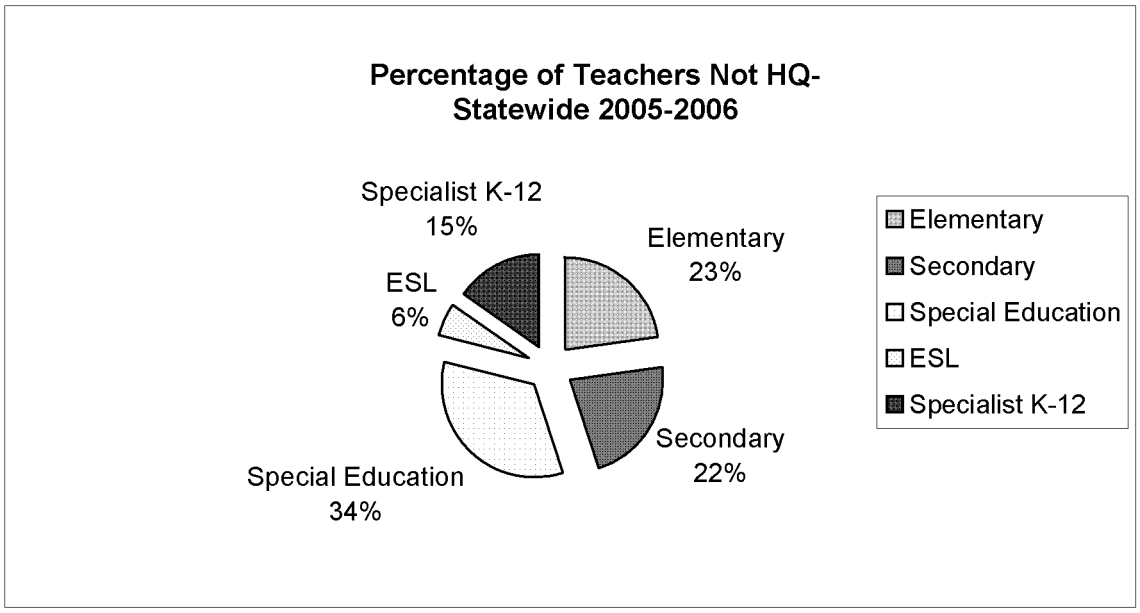
It should be noted that the Foster School District (100% HQ) and the New Shoreham School District (45% HQ) are both one school districts. As such, their percentages are dependent upon extremely small numbers of teachers and their scores are regarded as outliers and not indicative of the general trend in Rhode Island.

At this time of this report Rhode Island has developed and placed into test data tools that will give us the capability to disaggregate down to the course level to examine if a particular course has a higher percentage of teachers reported as not Highly Qualified. These software developments are a direct result of the findings from our July 7, 2006 submission and are being funded through Title IIA SEA Teacher Quality funds.

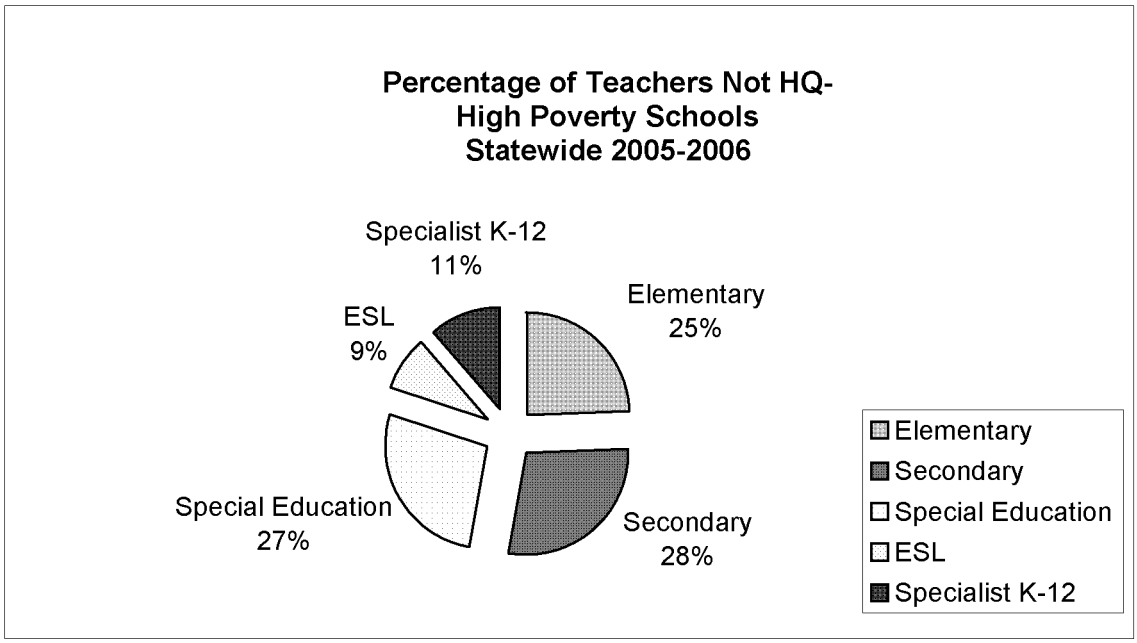
## Chart F




## Chart G




## Chart H




Finally, we looked at the data for each school that has been designated as "In Need of Improvement". For the purposes of this report, schools classified as not making AYP and those under the Commissioner's Progressive Support and Intervention are shown as "In Need of Improvement." Table 3 shows individual schools in the various stages of the PS&I process and their reported Highly Qualified percentages. It is evident that reported percentages of Highly Qualified teachers tend to decrease in schools that have been designated as "In Need of Improvement" for 2 years or more.

## Table 3 2005-2006 School Year

| Schools Identified for Improvement – 1 year | Percentage of Classes Taught by Highly Qualified Teachers |
|---|---|
| Hope Arts School | 100% |
| Hope Information Technology | 92% |
| Hope Leadership School | 96% |
| Woonsocket High School | 73% |
| **Schools Identified for Improvement – 2 years** | **Percentage of Classes Taught by Highly Qualified Teachers** |
| Carl G. Lauro | 92% |
| Charles Fortes Academy & Annex | 80% |
| Citizens Memorial School | 62% |
| Elizabeth Baldwin School | 86% |
| Gov. Del Sesto Middle School | 67% |
| Greenbush Elementary School | 94% |
| Harry Kizirian Elementary School | 71% |
| Henry J. Winters School | 92% |
| Laurel Hill Avenue Annex | 41% |
| Laurel Hill Avenue School | 76% |
| Leo A. Savoie School | 78% |
| M. Virginia Cunningham School | 80% |
| Northern Lincoln Elementary | 87% |
| Pleasant View School | 65% |
| Reservoir Avenue School | 81% |
| Saylesville Elementary School | 88% |
| Sgt. Cornel Young, Jr. Elementary | 89% |
| Veterans Memorial Elementary | 85% |
| Wickford Middle School | 89% |
| Windmill St. Elementary School | 61% |
| Woonsocket Middle School | 76% |
| Alternate Learning Project | 73% |
| Central High School | 76% |
| RI Training School | 75% |
| Shea Sr. High School | 60% |
| W. Warwick Sr. High School | 72% |
| William E. Tolman Sr. High School | 67% |
| **Schools Identified for Improvement – 3 years** | **Percentage of Classes Taught by Highly Qualified Teachers** |
| Alfred Lima, Sr. Elementary School | 52% |
| Alfred Lima, Sr. Elementary Annex | 55% |
| George J. West Elementary School | 74% |
| Gilbert Stuart Middle School | 72% |
| Springfield Middle School I | 68% |
| Charlotte Woods Elementary | 81% |
| Central Falls Senior High | 76% |
| | |
| **Schools Identified for Improvement – 4 years** | **Percentage of Classes Taught by Highly Qualified Teachers** |
| Esek Hopkins Middle School | 75% |
| Flora S. Curtis Memorial School | 87% |
| Nathan Bishop Middle School | 73% |

| | |
|---|---|
| Nathaniel Greene Middle School | 81% |
| Roger Williams Middle School | 76% |
| Samuel Bridgham Middle School | 64% |
| Veazie St. School | 75% |
| Feinstein High School | 67% |
| Mt. Pleasant High School | 76% |
| **Schools Identified for Improvement – 5 years** | **Percentage of Classes Taught by Highly Qualified Teachers** |
| Oliver Hazard Perry Middle School | 52% |

# Section Two

# *Activities Planned to Meet the Requirements*

# Activities Planned to Meet the Requirements

**Requirement One: The revised plan must provide a detailed analysis of the core academic subject classes in the State that are currently not being taught by Highly Qualified teachers. The analysis must, in particular, address schools that are not making adequate yearly progress and whether or not these schools have more acute needs than do other schools in attracting Highly Qualified teachers. The analysis must also identify the districts and schools around the State where significant numbers of teachers do not meet HQT standards, and examine whether or not there are particular hard-to-staff courses frequently taught by non-Highly Qualified teachers.**

The Rhode Island Department of Education has embarked upon a comprehensive plan, with an aggressive timeline, to ensure that all districts meet the 100% annual measurable objective. An essential component of the plan has been the designation a single point of contact within each LEA for Highly Qualified issues. A listserve administered by the Office of Educator Quality & Certification has been established to provide for enhanced two-way communication between districts and the RI Department of Elementary and Secondary Education.

On September 21, 2006, Governor Donald Carcieri and Commissioner Peter McWalters released the list of elementary and middle schools that did not make AYP for the 2005-06 school year. Due to the timing of this release, we rescheduled our initial meeting with HQT representatives to later this fall. In order to support districts as they analyze and interpret these data, the workshop/seminar series will provide each LEA with the necessary technical assistance to uncover and address staffing needs with a particular focus on schools that are not making AYP. Additional periodic mandatory technical assistance sessions will be conducted with district representatives throughout the year that will include analysis of district data down to the course level. In order to provide this information to LEAs and based upon the feedback received from our initial submission on July 7, 2006, we have targeted Title IIa SEA Teacher Quality funds to the enhancement of our data collection system to include the specificity needed to cull data to the classroom level. We anticipate being able to provide our districts with disaggregate data during this school year.

It is through our work with each LEA that we are developing a comprehensive plan to ensure that 100% of teachers of core content are Highly Qualified. This plan will include data gathered concerning equity and a bifurcated action plan for those schools designated as not making AYP or with higher poverty levels and a disproportionate number of teachers that are reported as not Highly Qualified.

An analysis of the 2005/2006 data reveal, one school district has reached the AMO of 100% of core academic courses taught by Highly Qualified Teachers. As discussed earlier in this report, Foster is an LEA comprised of one elementary school and has met their AMO. The others, although some are close, have not met the AMO. The Rhode Island Department of Elementary and Secondary Education as detailed in the following timeline and technical assistance explanation, will submit a report to all districts including the total number of core classes, total number of core classes taught by Highly Qualified teachers, and the reported percentage of Highly Qualified teachers. It will also include a listing of each core class delineated as being taught by a non Highly Qualified teacher, the teacher's name and certification area by LEA.

The Rhode Island Department of Elementary and Secondary Education is following a comprehensive timeline including specific steps that will be taken by each LEA to ensure they reach 100% combined with the specific steps the Rhode Island Department of Education will take to ensure that all LEAs have plans in place to assist all teachers reported as not Highly Qualified to become Highly Qualified as quickly as possible.

To explain the comprehensive technical support system we have in place for LEAs, we are presenting Requirements 2 and 3 in a combined narrative.

## Requirements 2 and 3:

**The revised plan must provide information on HQT status in each LEA and the steps the SEA will take to ensure that each LEA has plans in place to assist teachers who are not Highly Qualified to attain HQT status as quickly as possible.**

**The revised plan must include information on the technical assistance, programs, and services that the SEA will offer to assist LEAs in successfully completing their HQT plans, particularly where large groups of teachers are not Highly Qualified, and the resources the LEAs will use to meet their HQT goals.**

### Revised Timeline for annual measurable goals and objectives

#### July/August 2006

- Districts designated a Highly Qualified representative

#### September/October 2006

- Office of Educator Quality and Certification created a HQ Listserve for LEA representatives
- LEA representatives review 2005/2006 Highly Qualified data with support from Educator Quality and Certification staff
- Districts will be provided with a template to develop a comprehensive plan to ensure 100% of core content teachers will be Highly Qualified. The plan (Appendix 2) must include:
    - The identification of over representation of non-HQ teachers in particular content/certification areas
    - Documentation of hiring practices that ensure all new employees are Highly Qualified
    - Action steps to provide those non-HQ teachers with support to become HQ
    - A comprehensive timeline for the acquisition and submission of personnel data for the Personnel Assignment Process
    - Attestation that proper records are being verified and maintained for each educator

- The Office of Educator Quality and Certification will develop and recommend to the RI Board of Regents and Commissioner of Elementary and Secondary Education, policy regarding the non-compliance of the Annual Measurable Objective considering the state's definition of "Good Faith Effort".
- A mandatory technical assistance session will be provided for LEA representatives to aide in the interpretation of the data and the creation of a plan

## October 2006

- Representatives from the Rhode Island Department of Education will provide regional workshops on the Highly Qualified designation and the new automated system open to all educators
- Representatives of the Rhode Island Department of Education will review the submitted District Plans for approval

## October-December 2006

- All districts will be monitored for updated submissions to the Personnel Assignment Process.

## January 2007

- Provide mandatory technical assistance meeting for Highly Qualified to LEA representatives
    - Review HQ data in relation to the plan
    - Review progress toward AMO
    - Begin revisions of the submitted district plan as needed

## March 2007

- Provide mandatory technical assistance meeting for Highly Qualified to LEA representatives with an invitation to all union representatives
    - Review HQ data in relation to the plan
    - Review progress toward AMO
    - Begin revisions of the submitted district plan as needed

## June 2007

- Provide mandatory technical assistance meeting for Highly Qualified to LEA representatives with an invitation to all union representatives
    - Review HQ data in relation to the plan
    - Review progress toward AMO
    - Begin revisions of the submitted district plan as needed

## Technical Assistance Details

The technical assistance provided to districts will serve a number of purposes. Initial sessions will focus on the review of previously submitted data and the upcoming submission of accurate data through the enhancement of the Personnel Assignment Process(PAP) collection of Highly Qualified data. We have successfully achieved a 100% participation rate in the completion of the annual PAP by districts and are confident that through this enhanced process we will avoid the duplication of data we saw in previous submissions. Subsequent sessions will focus on monitoring, compliance and support to schools failing to make AYP and the mapping of inequities regarding the placement of HQ teachers in those settings.

This past summer, we successfully developed and piloted an upload feature that will enable our LEAs personnel offices to submit PAP data directly to the Department. This feature will dramatically reduce the previous errors made by having multiple administrators submitting data for each LEA. The technical assistance we provide is designed to reduce the number of errors in reporting. We recognize that historically, some designations entered were incorrect due to administrators having preferred to err on the side of caution when reporting HQ status. They were concerned with mistakenly reporting a teacher as Highly Qualified and when in doubt, chose to report them as not Highly Qualified. This enhancement to our data collecting system is designed to substantially decrease this potential for human error. The automated system has been successfully tested with the largest LEA in the state and we are confident that it will yield a reliable data source.

This system allows each educator that is Highly Qualified through testing, and/or an academic major or its equivalent to be automatically designated and reported as Highly Qualified. When the LEA representative logs on to enter an educator of core content who meets the requirements to be reported as Highly Qualified, the system will automatically populate a "yes" by linking to the teacher's certification file. We have utilized Title IIa SEA funds combined with state funds to design, develop, test and put into production these software enhancements.

For those teachers holding certification in core areas for whom we cannot use information on our system to automatically designate them as Highly Qualified, the system now requires the individual educator to attest to his/her Highly Qualified status. The educator will be sent a correspondence explaining that he/she must use our system to designate Highly Qualified status. The educator will be allowed to do this for all core content certification areas. The system will allow the educator to use a test, National Board Certification, academic major or an advanced degree to designate him or herself as Highly Qualified (per the Rhode Island HOUSSE plan). If

the educator cannot use those options he/she must attest to the fulfillment of the HOUSSE rubric requirements. If self-designated as Highly Qualified the educator must then select an approved verifier (typically the building principal) to electronically sign the self-report. If the educator is not Highly Qualified, he/she uses the system to document and submit a comprehensive plan to become Highly Qualified.

The automated system will then populate the response for each educator in the PAP. By allowing the educator to go through this process for all core content area certifications held we are avoiding the assignment of veteran educators who may be certified but not Highly Qualified to teach a given area. Superintendents/District Hiring Authorities have web-based access to reports that detail each certification an educator holds and his/her Highly Qualified status in each area.

LEA representatives will be given their 2005/2006 Highly Qualified report as submitted through the PAP for review. This report will include individual teachers and assignments designated as not Highly Qualified. District representatives will then be given extensive assistance in reviewing the data and pinpointing where educators may be listed as not Highly Qualified in error.

The focus will then shift to addressing the schools not making AYP. There are a number of issues to be explored. The first analysis will be for each district to analyze and interpret the data regarding the percentage of teachers reported as not Highly Qualified. Next LEAs will review the data for the district to identify and report where there appear to be higher numbers of poor and minority children taught by not Highly Qualified teachers. Action plans will be developed with those districts to address immediate staffing needs and Article 31(18) state professional development funds will be restricted to use for high-quality professional development for those teachers.

Training will also be provided to LEA representatives on the submission of the district plan. In addition, a comprehensive guidance document will be available to districts (Appendix 2). This document, the Local Education Agency (LEA) Plan for Highly Qualified Teachers, is a plan for district level analysis of those sub groups of teachers that may be overrepresented and how to begin to address those areas of inequity.

Considering the data, the Rhode Island Department of Education will provide LEAs with specific tool kits to assist both Special Educators and Middle School teachers of core content in becoming Highly Qualified. Districts will be provided with the various options available to these sub groups and will be directed to utilize appropriate funding sources to provide the necessary professional development to these sub groups. Strategies being compiled include the use of test preparation programs and test fee subsidies for Middle School teachers, providing content specific professional development for those teachers going through the HOUSSE rubric, partnering with state and private colleges/universities to provide core content course work to these sub groups of teachers, resources to implement and support team teaching for special educators, and strategies for re-assigning staff to positions for which they are Highly Qualified.

Currently state and federal funds are utilized to provide professional development to our LEAs in corrective action. For example, two math and science specialists are partially funded using Title IIa SEA funds. These specialists provide content specific professional development in

the areas of math and science, specifically in those districts under Progressive Support and Intervention corrective action. State funds support the continued progress of the negotiated agreements between those districts not meeting their AYP and the Rhode Island Department of Elementary and Secondary Education. Article 31(18) funds are legislatively mandated to support professional development and will be targeted in LEAs where schools are not making AYP or show significant equity gaps regarding the placement of Highly Qualified teachers. The plans of districts and schools not meeting AYP must connect to their data-based improvement plans with specific attention to equity trends that are focused toward meeting AYP. LEAs have been required to target all Title IIa funds to those schools that did not meet the 100% AMO. The Consolidated Resource Plan application process specifically asked districts to address this issue.

## Requirement 4:

**The revised plan must describe how the SEA will work with LEAs that fail to reach the 100% HQT goal by the end of the 2006-07 school year.**

As detailed in the comprehensive technical assistance timeline, after the September review of the district plans, three technical assistance sessions will be mandatory for districts. The goal for these sessions is two-fold. First, to provide the help needed by districts to meet the AMO, but also to monitor compliance. Since the PAP is a fluid process we can capture a moment in time and review data in relation to the submitted plans. Districts are required to provide updates regarding the monitoring of progress and the entry of new hires into the system periodically throughout the year.

Commissioner McWalters has a significant presence in the LEAs where schools are classified as "In Need of Improvement". In these cases he has used his Progressive Support and Intervention authority to reassign personnel, intervene in the daily operation of schools and redirect or withhold of state and federal funds where possible. We anticipate he will continue to take such actions with LEAs who fail to meet AYP and HQT goals.

The Rhode Island Department of Education recognizes the need to create policy around the non-compliance of districts that may be classified as not making AYP and over which the commissioner does not have PS&I authority to intervene. Currently, the Director of the Office of Educator Quality and Certification is working with a team of legal representatives and the Deputy Commissioner to develop draft policy to vet through the Rhode Island Board of Regents for Elementary and Secondary Education. The team is using the concept of "good faith effort" as defined by the State of Rhode Island in this plan as a basis for this policy. All policy must go through a comprehensive approval process.

The redirection of state and federal funds by the State of Rhode Island will be dependent upon each LEAs demonstration of a good-faith effort through active and ongoing participation in the following:

- Development and submission of LEA professional development strategies and activities based upon scientifically based research that will ensure those teachers who have not met the Highly Qualified requirement have an enacted personal

professional development plan that will ensure that they become Highly Qualified no later than June 2008 or within 2 years of hire.

- Monitoring and reporting of teacher assignments made through negotiated contract agreements (including seniority-based job bidding) so that the optimal number of teaching positions are filled by highly qualified teachers.
- Representation at all data review sessions with SEA staff to report progress and report challenges in order to collaboratively address any areas of high need where they may be having difficulty securing Highly Qualified teachers.
- Requiring that those teachers who are not currently Highly Qualified attend co-sponsored HOUSSE review sessions conducted jointly by the Office of Educator Quality and LEA representatives in each district.
- Implementation of programmatic change where pedagogically appropriate resulting in the increase core content subjects taught by Highly Qualified teachers.

If an LEA does not demonstrate progress, in good faith, towards the 100% goal, they will be subject to a two-step process for the determination of non-compliance. A district that has not demonstrated a good faith effort for two consecutive years may be subject to the redirection of state and/or federal funds and the implementation of a monthly monitoring process. The redirection of all Title IIa and Article 31 (18) Professional Development funds is at the discretion of the Rhode Island Department of Elementary and Secondary Education and may be targeted solely toward the 100% goal. If the district has not demonstrated a good faith effort after the third year of redirection and monitoring, the Rhode Island Department of Education will enter into an agreement with the district(s) requiring the written documentation that explains the LEA's inability to make a good faith effort and the state will develop an intervention plan and recapture state and federal funds in accordance with ESEA Section 2141c in order to implement said plan.

## Requirement 5:

**The revised plan must explain how and when the SEA will complete the HOUSSE process for teachers not new to the profession who were hired prior to the end of the 2005-06 school year, and how the SEA will limit the use of HOUSSE procedures for teachers hired after the end of the 2005-06 school year to multi-subject secondary teachers in rural schools eligible for additional flexibility, and multi-subject special education who are Highly Qualified in language arts, mathematics, or science at the time of hire.**

HOUSSE Procedures. As a part of Rhode Island's compliance and monitoring plan for the 2006-2007 school year, technical assistance will be provided to LEAs to assist them in completing the HOUSSE process for all teachers not new to the profession and who were hired before the end of the 2005-2006 school year. Additionally, staff from the Office of Educator Quality and Certification will reinstitute monthly educator information forums to explain the RI HOUSSE process. While the US Department of Education has recently acknowledged a relaxation of an immediate end to HOUSSE, Rhode Island continues to be committed to the successful phase-out of HOUSSE and its unavailability to new hires after the 2005-06 school year.

As detailed previously, we have enhanced our data collection system to automatically designate teachers as Highly Qualified based upon data available in their electronic certification file. Those without electronic test results or confirmation of an academic major, are allowed to verify their status online. They are given the opportunity to do this for each certification they hold, even those not in use. Up until this point, we directed educators to only go through the HOUSSE verification process for the certificate in use.

Currently all teachers newly certified in Rhode Island are Highly Qualified, with the exception of some secondary special educators that may be placed as the teacher of record in self-contained classrooms serving severely disabled students. For these students the least restrictive environment is not a general education classroom setting. These students receive their core content instruction within the self-contained classroom, usually from their special education teacher. Various co-teaching models are being examined within districts for implementation to ensure that Highly Qualified teachers will also teach children with special needs while the children continue to receive the specialization provided by certified special educators they are entitled to under IDEA. These efforts will be discussed in Section Three: The Equity Plan.

Educators who are not designated as Highly Qualified will be informed through email and postal correspondence and invited to informational seminars throughout the 2006-07 school year to initiate the process. We are proposing that any educator wishing to utilize the HOUSSE rubric initiate it by June 30, 2008.

Special educators for mild/moderate disabilities must qualify for a regular education certificate to be eligible for a special education certificate. However, we allow those holding an elementary certificate to obtain middle/secondary special education certification. This is an issue because a small portion of our newly certified teachers are not Highly Qualified in any core academic area at the secondary level. Therefore, they do not qualify for the two-year extension.

## Determining Subject Matter Competence

In anticipation of the phase out of the availability of the HOUSSE rubric for veteran teachers, we are proposing a combination of two possible solutions for special educators and secondary teachers who teach multiple core content areas. We will institute the use of a Multi-Subject HOUSSE for those select educators for as long as it is permissible under ESEA '01 while providing the option of content area assessments for

those teachers who teach a population of students whose least restrictive environment is truly a self-contained setting. This proposal would require secondary special educators to initially demonstrate core content expertise by passing at least one test if they do not have a content major in a core academic area. Becoming Highly Qualified in a core content area would allow a two-year extension to be utilized as they continue take and pass additional core content area tests. The State of Rhode Island believes that every child, regardless of disability, is entitled to have a Highly Qualified teacher. We are also cognizant of an already alarming shortage of special educators and regard this proposal as responsive to and supportive of the requirements of ESEA '01.

Rhode Island does not have an issue with rural schools, therefore does not have a plan in place. Currently we have no districts eligible for RLIS funds.

# Section Three

# *Equity Plan*

# Equity Plan

*An analysis of the Rhode Island's data has revealed concerning yet not unexpected equity gaps. The first was discussed earlier in this report. Charts B and C indicate a 9% difference between the percentage of Highly and not Highly Qualified teachers in high poverty schools. Many of the schools in Rhode Island that have failed to make AYP are indeed high poverty schools. Rhode Island has historically classified its schools as being "In Need of Improvement" and it appears that the longer a school has been classified as such, the higher the reported percentage of not Highly Qualified teachers it has teaching in core content areas. While this simple analysis cannot be interpreted as causal without taking into account all possible confounding factors, the data are compelling enough to warrant further exploration of the relationship between the two.*

## Requirement 6:

**The revised plan must include a copy of the State's written "equity plan" for ensuring that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children.**

**Data and Reporting Systems**

*How is the state planning to develop the teacher data and reporting systems needed to identify and correct inequities in the distribution of quality teachers in high-poverty/high-minority schools vs. low-poverty/low-minority schools?*

The submission of our July 2006 Revised State Plan has reinvigorated the need for Rhode Island to address equity gaps in all areas of education. While the current data collection system does not provide for the disaggregation of data that would sufficiently produce an analysis of inequities at the district level, we recognize the critical need for access to such data. As a result, we will now conduct a much more in-depth analysis of the differences in specific teacher assignments in high-poverty/high-minority schools vs. low-poverty/low-minority schools. In order to do this, we must invest a significant amount of resources, financial and human, to the development of a refined data collection system that has the capability of 'drilling down' to the classroom level. Title IIa SEA funds have been redirected toward the development of software that will allow our data system to capture these data and make them available at the SEA and LEA level for analysis and comparison.

The Rhode Island Department of Elementary and Secondary Education continues to be committed to the elimination of gaps in the quality of instruction, availability of resources and opportunities to learn for all populations especially poor and minority, English language learners, and students with disabilities. While this Equity Plan is not yet a living, comprehensive force, we hope that the US Department of Education will recognize our efforts and continue to provide the valuable technical assistance and flexibility necessary for Rhode Island to successfully meet the spirit and intention of ESEA '01.

## Upgrading LEA and School Level Databases

As discussed previously, the Rhode Island Department of Elementary and Secondary Education has further developed its annual PAP to provide more in-depth knowledge relevant to the requirements of the Highly Qualified teacher provisions of ESEA '01. Rhode Island has developed the capacity to collect data to track teacher mobility, certification, and Highly Qualified status and will work with LEAs and teacher unions to collect data on teacher experience. In order to gain more information on why teachers leave a school or district, the Department will develop a working conditions survey as a part of its mentoring/induction programs using federal funding. [Add info regarding proposed special ed exit survey]

With the introduction of a Unique Staff Identifier (USID) the department will have the ability to track all certified personnel and teacher assistants from their initial certification, through retirement. For the first time, we will be able to track teacher mobility within and between LEAs. We will have at our fingertips the data necessary to map attrition rates and follow teacher supply and demand trends. The USID is a key element in the development of the Rhode Island Department of Elementary and Secondary Education's Data Warehouse. The data are being linked from all offices within the Department that collect teacher, student, assessment and LEA data. The Office of Network Information Systems is coordinating this project and anticipates a summer 2007 date for the warehouse to go live.

For the Office of Educator Quality and Certification, this means for the first time our databases will be fully integrated and searchable for teacher status, credentials, experience and work history. The resulting reports will greatly improve the Department's capacity to identify schools and LEAs in need of targeted assistance in any number of areas and will provide the much needed data regarding service to children in poor and minority communities.

**Teacher Preparation**

*How is the state planning to build a pipeline of prospective teachers for high-poverty, low-performing schools?*

Rhode Island Beginning Teacher Standards (RIBTS) - Newly licensed teachers must meet the Highly Qualified teacher requirements based on revised preparation program requirements.

Induction brings beginning teachers, experienced teachers, and school leaders together in collaborative settings to create a professional culture of ongoing learning, which can lead to positive change in the school climate. Rhode Island Mentor Programs based on research encourage implementation of RI Beginning Teaching Standards into practice, provide for job-embedded professional development, promote reflective practice and continuous learning, and initiate reciprocal and collaborative learning. These qualities are aligned with the goals of the I-Plan system for recertification, which is based on the premise of the importance of sustained, high quality professional development.

Mentoring, as a component of induction, is one example of professional development that can advance school improvement initiatives and teaching practice while being used toward an aligned I-Plan goal. Currently, all Rhode Island teachers, new and veteran, holding 5-year

professional certificates are rolling onto the I-Plan system for the first time. In the future, Rhode Island's first year teachers will be looking to their mentors who have experience with I-Plans for help in developing an I-Plan. Mentor Programs that contain I-Plan training and support will be an integral component of the Induction process strengthening the pipeline and reducing the loss of new and veteran teachers in our poor and minority schools.

A study of the efficacy of the current mentoring initiatives required by the State of Rhode Island has just been approved and will commence in January 2007. The result of the external review of each LEA mentor program along with a newly designed "new teacher" survey will inform the development of higher education/LEA induction partnerships designed to reduce teacher turnover in our most challenging schools.

**Out-of-Field Teaching**

*How is the state planning to reduce the incidence of out-of-field teaching (particularly in mathematics, science, special education, and bilingual education/English as a Second Language) in high-poverty, low-performing schools?*

The annual administration of the Personnel Assignment Process (PAP) by every school district and charter school identifies discrepancies between teacher certification and assignment. For the 2005-06 school year, we found a number teachers employed in out-of-field assignments. Notification was sent to all LEAs in July 2006 reminding them that under RI General Law 16:11:1, the state shall withhold funds for the total compensation provided to any uncertified teacher in their employ. Employees who do not hold appropriate certification put their LEA at risk of sanction and are unlawfully employed. LEAs have been given a protocol for running out-of-area reports and determining whether or not their teachers have applied for certification renewal in a timely manner. This process has been helpful to high-poverty LEAs and schools because they have not been able to devote the resources to the ongoing monitoring of the credentials of their staff, instead choosing to target the resources to instruction and assessment.

The Department of Elementary and Secondary Education recognizes the need for the continued monitoring of teacher certification by LEAs as the employer, however we also recognize the fiscal crisis many LEAs find themselves in. We have taken a more active role in the monitoring and compliance of certification status by refining the PAP so that uncertified and out-of-field teachers are cannot be entered into the system. This safeguard requires immediate action from the LEA, instructing the teacher to contact the Office of Educator Quality and Certification to resolve the certification issue that is preventing them from being entered into a valid assignment through the PAP.

*Project RITER-Aspiring Teacher Program*
*Secondary Special Education/Secondary Mathematics, Physics, Chemistry*

The Rhode Island Department of Elementary and Secondary Education supports targeted alternate routes to certification in our high-need areas, of special education, science, and mathematics. The RITER Aspiring Teacher Program provides a pathway for teachers to gain certification and Highly Qualified status.

Responding to the need for math and science high school teachers in the state's urban school districts, an alternative route for prospective teachers to gain certification has been developed. The Aspiring Teachers Program is part of the Rhode Island Teacher Education Renewal (RITER) project based at the University of Rhode Island. The program is supported by a $7.5 million U. S. Department of Education Teacher Quality Enhancement grant that was awarded to URI in 2004 to reform teacher education and strengthen the preparation of the next generation of Rhode Island teachers. The Aspiring Teacher Program is funded through Objective 5 of the TQE.

The first cohort of the Aspiring Teacher Program currently has teachers employed in the high-poverty districts of Providence and Central Falls. They are teaching in the areas of special education, mathematics and science. Recruitment for cohorts two and three are well underway and a Program Approval visit is being scheduled for the fall or spring of 2007-08.

While the Aspiring Teacher Program is one attempt to develop a successful alternate route program, there are other opportunities we plan to explore. In order to significantly reduce the issuance of emergency permits, we will design an alternate route program that will require those seeking emergency status to enroll in an alternate route program to gain the content knowledge and pedagogy needed to be effective in the classroom. Preliminary discussions have revealed a willingness on the part of higher education partner with interested districts to create a mechanism to induct new teachers that will incorporate coursework and mentoring. This programming could dramatically reduce the number of emergency permits issued each year and will provide a pathway for those interested in teaching who are mid-career changers.

Responding to the Transition to Teaching RFP in the spring of 2007 will provide another opportunity for the State of Rhode Island to assist districts in attracting qualified candidates willing to work in hard-to-staff schools. Many of our high-poverty districts find experienced content people from outside of the teaching field and seek emergency permits for them while mentoring and supporting them through the required coursework. By seeking Transition to Teaching funding, we hope to provide another pathway for districts to attract highly qualified professionals in the core content areas to the teaching profession and enhance opportunities for collaboration between institutions of higher education and high-poverty districts.

**Recruitment and Retention of Experienced Teachers**

*How is the state planning to build a critical mass of qualified, experienced teachers willing to work in hard-to-staff schools?*

Studies have shown teacher turnover to be highest in high-poverty schools, contributing to lower levels of student achievement. Poor, hard-to-staff schools struggle to recruit and retain high-quality teachers due to challenging working conditions, the lack of effective training, and valuable induction programs (Hanushek, Kain & Rivkin, 2002). This statistic can be offset by induction and

mentoring programs, which are attributed to teachers being twice as likely to remain in the profession as those who did not have these resources.

The TQE grant provides funding for Mentoring and Induction Partnerships between Institutions of Higher Education and high-need, high-poverty districts. Currently funded through Objective 4 of the grant, the Mentoring and Induction Partnerships are working 4 high-poverty districts of Newport, Providence, Central Falls and Pawtucket. Additional funding has been targeted to these LEAs through their Title IIa LEA funds and Title IIa SEA Teacher Quality funds.

While analyses of years of service did not show a difference between placements of teachers in high poverty vs. not high poverty districts, insufficient data prevented us from drilling down to the teacher/classroom level and from comparing minority student rates to teacher experience levels. As stated earlier, we recognize the value of having such information and have enhanced our data collection system to capture these data from the present forward.

## *State Action for Educational Leadership Program (SAELP)*

In a time of sweeping educational reform, the role of school leadership in improving student achievement has received increased attention. The authority of both principals and superintendents is seen as essential to implement effective programmatic and organizational changes in schools. Rhode Island, one of fifteen states to receive an award from the Wallace Foundation to strengthen educational leadership, has designed a well-articulated strategy to address this complex issue.

As part of the State Action for Education Leadership Project (SAELP), Rhode Island established a consortium including the state board and commissioner of education, the governor, and legislators to redesign state policies around leadership. This core group was expanded to include representatives of professional associations, local school boards, higher education, and business. Since 2001, the consortium has worked to understand and address the complex factors that make recruiting, preparing, and retaining educational leaders so difficult.

Teacher and school leader quality are considered essential and integral components of Rhode Island's effort to narrow the achievement gap of students in all districts. The SAELP project is working with a demonstration group to identify and define best practices that assist all districts in educating their students. During the 2006-07 school year the SAELP project will join forces with the Center for Teacher Quality (CTQ), of which Rhode Island is a Case Study State, to design and pilot Rhode Island Leadership Standards. They will be based upon the revised ISLLC standards and piloted within the high-need, high-poverty LEAs. The feedback that is received from administrators and teachers in these districts will inform the entire state on the refinement and adoption of RI Leadership standards.

**Professional Development**

*How is the state planning to strengthen the skills, knowledge, and qualifications of teachers already working in high-poverty, low-performing schools?*

The Rhode Island Department of Education has a compelling interest in assuring and supporting high quality teaching for all PK-12 students in our schools. Staff in the Office of Office of Educator Quality and Certification is working to create a seamless licensure system, based on proposed RI Professional Teaching Standards, that defines teaching in Rhode Island. To that end, we are committed to approving educator preparation programs that assess candidate performance to standards, the recertification of educators through the completion of Individual Professional Development Plans (I-Plans), and providing on-going high quality professional development for all Rhode Island educators. These systems provide the Department of Education with a framework for reaching its goal to ensure a high quality education for all Rhode Island students.

Professional development is a system of continuous growth and learning that builds the capacity of the education community to respond to the needs of all learners. With the reauthorization of ESEA '01, the Federal Government has defined High Quality Professional Development. The Rhode Island Department of Education has reviewed the Rhode Island Quality Professional Development Standards in relation to the Federal definition and to the National Staff Standards. The Rhode Island Quality Standards for Professional development (RIQSPD) are aligned with both the federal definition and the National Staff Standards and serve as a cornerstone to the re-design of teacher certification acknowledging that high quality professional development is necessary to improve student achievement.

**Specialized Knowledge and Skills**

*How is the state planning to ensure that teachers have the specialized knowledge and skills they need to be effective with the populations of students typically served in high-poverty, low-performing schools (including Native American students, English language learners, and other students at risk)?*

The Rhode Island Department of Education supports the notion that induction programs are "a smart investment in the ongoing training, support, and retention of beginning teachers, who, as a result of the programs become more qualified, capable, and effective teachers. Successful induction programs go a long way toward improving the quality of teaching and ensuring student achievement." (Breaux and Wong, 2003) These programs are multi-year programs that transition and guide beginning educators from daily survival to reflection of practice and student work, to analytical and flexible thinking.

These critical programs combine mentoring, professional development, support, and evaluation for the first three to five years of a beginning educator's professional career. Successful induction programs improve teacher effectiveness, teaching techniques, promote a district's culture and maximize the retention of Highly Qualified teachers. Research shows that retention rates are increased substantially due to the collaborative culture that is established when educators work together with a shared vision for success and for increased student achievement for all students.

The State of Rhode Island passed legislation to support new teachers by requiring district strategic plans "include a process for mentoring new teachers" (Law 16-7.1-2 Accountability for Student Performance). RI General Law 16-7.1-10, Professional development investment fund, was passed and calls for, the appropriation of funds "in order to continue developing the skills of Rhode Island's teachers and staff". A portion of these appropriated funds include the support of mentoring systems. Since January 2002, the Rhode Island Mentor Program Guidelines have been in use to assist districts in designing, implementing and evaluating their programs. The Rhode Island Department of Education continues to provide multi-level training for mentor coordinators each year to build capacity for mentor training in each district.

Mentoring and Induction are paramount on Rhode Island's list for supporting and sustaining Highly Qualified teachers in challenging settings. We view many of the strategies in this Equity Plan as cross-cutting—having a natural home under each component.

Teacher Preparation Program Approval and accreditation requirements mandate that teacher education programs utilize Rhode Island's Beginning Teacher Standards (RIBTS) that require teachers to have the knowledge and skills to deal effectively with diverse learners. Teacher education programs are approved and accredited with this as a key component of their approval.

Rhode Island is preparing to adopt professional teaching standards and is in the process of developing school leadership standards that address the knowledge and skills needed by teachers and administrators to meet the needs of diverse student populations.

The Aspiring Teacher Program offers targeted preparation in the high-need areas of and special education, mathematics and science assuring that alternate route teachers have the knowledge and skills they need to teach diverse student populations.

**Working Conditions**

*How is the state planning to improve the conditions in hard-to-staff schools that contribute to excessively high rates of teacher turnover?*

Recent research has shown that working conditions can have significant impact on teacher quality and retention. Unfortunately, working conditions are often overlooked as a means to retain strong teachers and are difficult to address at the state level. Local district policies and practices often set the tone for school climate and culture. Additionally, school leadership impacts how those policies are implemented from school to school. Acknowledging that strategies dealing with school leadership, safety, facilities, professional growth, governance, and school climate/culture have an impact on working conditions, the department has initiated a number of activities to address this difficult, yet extremely important, element.

Rhode Island has extremely active teacher unions in the National Education Association (NEA) and the American Federation of Teachers (AFT). In order to address critical staffing issues in a meaningful way, the Rhode Island Department of Elementary and Secondary Education must work collaboratively with union leadership as well as with the LEAs. Collaborative solutions must be developed to address the complex issues of teacher assignment, experience and in some instances seniority where it affects classroom assignment. Immediate actions to be taken include:

Summer 2007

- Notification of LEAs and teacher unions of equity gaps revealed through preliminary analyses
- Monitoring of 2006/07 data for trends using the LEA Plan for Highly Qualified Teachers (Appendix 2)
- Direct technical assistance to LEAs from PS&I Action Team: Recruiting, Supporting and Retaining Highly Qualified Teachers
- Encouragement of LEAs to provide incentive/stipend for NBCTs willing to transfer to schools "in need of improvement" for 3 years

Fall 2007

- Continued analysis of data to determine and track mobility rates of teachers within school districts failing to make AYP
- Continued analysis of data to determine and track mobility and retention rates of teachers within high poverty districts and schools
- Establishment of partnership with institutions of higher education (IHEs), unions and LEAs to develop mentor and induction programs for recent graduates and veteran teachers employed in public schools to reduce teacher turnover
- Use of Title IIA Teacher Quality funds to target mentoring and induction support to schools and districts with Highly Qualified teacher equity gaps
- Providing targeted funding to schools failing to make AYP with a disproportionate percentage of teachers reported as not Highly Qualified, to increase professional development opportunities in core content areas

Winter 2008

- Continued analysis of data to determine and track mobility rates of teachers within school districts failing to make AYP
- Continued analysis of data to determine and track mobility and retention rates of teachers within high poverty districts and schools
- Review of mentoring and induction programs receiving targeted funding
- Direct technical assistance to LEAs and unions from PS&I Action team regarding recruitment strategies for upcoming school year
- Support of partnership with institutions of higher education (IHEs), unions and LEAs developing mentor and induction programs [potential for targeted SEA IIa funds]

Spring 2008

- Continued analysis of data to determine and track mobility rates of teachers within school districts failing to make AYP
- Continued analysis of data to determine and track mobility and retention rates of teachers within high poverty districts and schools
- Evaluation of mentoring and induction programs receiving targeted funding [SEA IIa]
- Announcement of targeted funding (if available) to districts to pay NBCTs to teach in schools "in need of improvement" for 3 –5 years.

**Policy Coherence**

*How is the state planning to improve internal processes or revise state policies that may inadvertently contribute to local staffing inequities?*

The Rhode Island Department of Elementary and Secondary Education is committed to assuring that high-need schools have the opportunity to recruit and retain Highly Qualified teachers. However, it is important to remember that local school districts assign teachers to schools, grades, subjects, and classes. The Rhode Island Department of Education monitors policy coherence through data collections such as the PAPand evaluative processes like SALT. We will now take a more active role in assuring that teachers are equitably distributed.

With the launch of the Data Warehouse in the summer of 2007, the State of Rhode Island will have the ability to track to the classroom level, the rates of inexperienced and out of field teachers that are teaching poor and minority children. If after examination of these data, it appears that certain practices are contributing to the overrepresentation of out of area and inexperienced teachers in schools that have high populations of poor and minority children, they may be regarded as being incompatible with this Equity Plan. We will then require an LEA Plan of Action that will bring such LEA based activities into compliance with this Equity Plan. As a common point of departure, all LEAs will be required to annually develop, submit and enact policies that ensure that poor and minority children are not taught at higher rates by inexperienced and out of field teachers. Those LEAs that fail to comply will be subject to sanctioning as referenced earlier in this plan.

While sanctions remain an option, they are an option of last resort. It is our preference to use these data to assist districts as they struggle with the inequities. The State of Rhode Island is prepared to work with LEAs, institutions of higher education and teacher unions to find solutions to this complex issue. Equity monitoring will be an integrated part of our overall monitoring and reporting strategy in each district and around the state.

The Rhode Island Department of Education is committed to aggressively eliminating equity gaps in all areas as they impact students. While this equity plan requires that we address the areas of "poor or minority children taught by inexperienced, unqualified, or out-of-field teachers being taught at higher rates that other children" we recognize another area that begs and equity plan of action. Teachers of children with disabilities are reportedly at significantly higher rates as not Highly Qualified. This response has addressed why that seems to be (see pp.5, 6; Charts H/I). Our equity plan will also address how we plan to eliminate that inequity.

## *Rhode Island State Improvement Grant (RISIG)*

The United States Department of Education, Office of Special Education Programs (OSEP) awarded Rhode Island a grant to improve student performance and increase access to general education for children with disabilities. The grant award process was highly competitive and funding was awarded for five years, effective November 1, 2002.

Rhode Island developed its grant to help the Rhode Island Department of Education, Office of Special Needs (RIDE, OSN) to address need areas identified through the Continuous Improvement

Monitoring Process (CIMP), and to support the achievement of the goals outlines in the Rhode Island State Improvement Plan.

RISIG's three major goals:

**Goal 1** To ensure that all students with disabilities are taught by "Highly Qualified teachers"
**Goal 2** To expand the opportunities available to children with disabilities to participate in the general curriculum and to improve their performance on state assessments and in other outcome measures
**Goal 3** To develop and inform educational leaders who will facilitate the participation and progress of children with disabilities in the general curriculum

The Higher Education Coordinating Committee is responsible for implementing Goal 1, ensuring that all students with disabilities are taught by 'Highly Qualified teachers'. A wide variety of stakeholders serves on the committee and brings diverse talents and perspectives to the process. The RISIG Coordinator, the Coordinators of Faculty Academies, the Recruitment Coordinator and the CSPD Coordinator all support the committee.

The Rhode Island Department of Education will collaborate with the Higher Education Committee and the Office of Special Populations to promote and encourage the use of inclusive practices for children with disabilities. Efforts are underway to identify model inclusive settings where general education teachers are the teacher of record and special educators co-teach and provide in class and consultative support to teachers and direct service to students with disabilities. As stated previously in this document, this model will dramatically decrease the numbers of students taught by teachers reported as not Highly Qualified, while insuring that their special needs are met as required by IDEA 2004.

Additionally, the Higher Education Coordinating Committee will participate in the discussion regarding the option of implementing core content tests for new special educators if they do not have a content major in a core academic area. The discussion of what to do with those secondary special educators who teach multiple core content subjects in self-contained classrooms must be fully explored and vetted with the field. The Office of Special Populations, Rhode Island Technical Assistance Program (RITAP) and the Higher Education Coordinating Committee will add the voices of special educators, teacher preparation programs and students and families to the discourse.

It is through the work of these groups, in concert with that of the Commissioner's Policy Consortium, Certification Policy Advisory Board and the Educator Quality Committee of the Rhode Island Board of Regents, that we intend to have a recommendation for the Highly Qualified designation of newly certified special educators teaching multiple core content subjects.

## Conclusion

The Rhode Island Department of Elementary and Secondary Education recognizes the complexity involved in improving outcomes for all students. Systems change is often slow and labored however, ESEA '01 has given us the leverage we need as an SEA support our LEAs,

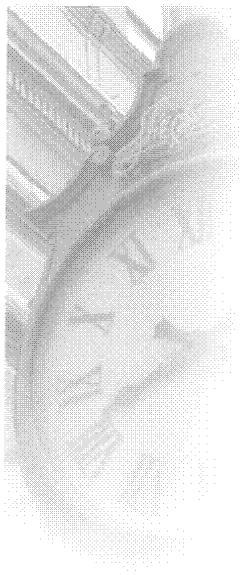
institutions of higher education and teacher unions through the change. Now more than ever the words funding, resources and capacity are heard throughout school buildings. With the implementation of our Amended HQT Plan, the Rhode Island Department of Elementary and Secondary Education is stepping towards the work that needs to happen in districts and schools. That work we find so critically important starts with the transparent examination of ourselves. What we have submitted is the initial step in our State's reflection upon issues that we struggle with as a nation: equity, quality and effectiveness.

There is much more work to do to actualize this plan and we have spent a considerable amount of time laying the foundation. State and federal funding has been redirected to the implementation of the activities in this plan. Data systems have been updated and more improvements are to be phased in. Attitudes are changing in districts and the Rhode Island Department of Elementary and Secondary Education is seen as a partner in the effort to achieve the highest possible outcomes for all students.

Finally, the importance of having a Highly Qualified and effective teacher in every classroom cannot be overstated. Numerous studies have measured the relationship between teacher quality and student performance. While there may be intervening variables, the evidence is clear that the single factor that is more powerful than any other in influencing student achievement gains is the quality of the teacher (Rivkin, Hanushek, and Kain, 1998). For that reason, the Rhode Island Department of Elementary and Secondary Education will continue follow ESEA '01, where it confronts and challenges the issues that prevent every student from having a Highly Qualified and effective teacher leading his or her class.

# Appendix (D)(5)-1

# RI Mentoring Program Guidelines



# *Induction Matters...*

*Educator Induction in Rhode Island*

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## *Background & Acknowledgements*

The key elements and reflective questions about educator induction that are included in this document are an outgrowth of the work on induction that the Central Falls, Newport, and Pawtucket School Districts completed under a United States Department of Education Teacher Quality Enhancement Partnership grant, *Rhode Island Teacher Educator Renewal,* (Project RITER). These districts, along with the Rhode Island Department of Education, recognized the need to expand the concept of educator induction beyond the requirement of mentoring. The need was to create an expanded definition of educator induction in Rhode Island that acknowledged the reality that aspiring educators are introduced to the profession during their professional preparation and that educators continue to grow as professionals throughout their careers, both as individuals and as members of professional learning communities.

To redefine educator induction in Rhode Island, the Rhode Island Department of Education (RIDE) convened a group of educators serving different roles within schools and districts and with varying levels of experience. The members of this group met five times from January to June, 2007. At these meetings, the members of the workgroup worked to articulate the stages and key elements of induction that would make the transition from educator preparation through hiring, orientation and mentoring to continual professional growth supportive and rigorous. The members of the workgroup believe that creating smooth transitions with high expectations from one phase of educators' careers to the next will result in more effective educators who will remain in the profession longer.

The workgroup members would like to acknowledge several individuals and groups who influenced their thinking about educator induction and provided ideas and resources for this document. Jeanne Harmon, the Executive Director of the Center for Strengthening the Teaching Profession in Washington State (http://www.cstp-wa.org/), provided members of the group with current research and an expanded view of educator induction. The work published by the Center for Strengthening the Teaching Profession influenced the group's thinking and understanding about educator induction and provided the group with ideas for the format of this document and important content surrounding the selection of mentors. The New Hampshire Department of Education shared their "Induction with Mentoring Toolkit" that contains instructions and resources for districts implementing induction-with-mentoring programs. Finally, the group would like to acknowledge the colleagues and administrators in their districts for allowing them to be released from their other responsibilities in order to attend the workgroup meetings.

## *Introduction*

The word "induction" comes from the Latin word "*induco*" which means to "lead in" or "introduce." Quality educator induction results in educators being introduced to their professional lives by colleagues who support them as they learn and gain expertise in their roles and responsibilities. As educators progress through their careers, quality educator induction results in effective hiring and orientation practices as well as ongoing support as educators continue to develop their knowledge and expertise. Early in the workgroup's discussions, the workgroup came to the realization that *every district has "de facto" educator induction* that leads educators into some type of professional community - even if that professional community is not as effective as it could be, or should be. With this realization, discussions shifted from how to encourage districts to implement educator induction to exploring ways to encourage districts to examine their existing induction strategies for effectiveness with an eye toward how the existing strategies might be improved.

The induction of educators starts during professional preparation that involves learning theories and skills as well as participating in significant field experiences that allow candidates to integrate their learning into classrooms and schools. Candidates spend approximately one-third of their preparation time with cooperating practitioners who supervise them during student teaching or practicum experiences. Since these field experiences play such an important role in fashioning the type of educator the candidate will become, workgroup members believe that school district and higher education personnel should not only continue to design effective coursework, but should also ensure the processes for selecting cooperating teachers and internship supervisors result in candidates being placed with quality cooperating practitioners who model professional practice. Personnel from preparation programs responsible for placing candidates in field sites should carefully consider the nature of the field sites into which preparation candidates are placed to ensure the practices to which candidates are exposed are of high quality. As first experiences, these field sites help candidates to form a foundation for lifelong professional practices.

After educators complete their initial preparation, they seek employment. When recruiting educators, district personnel should be cognizant of student and district needs and how potential hires can assist the district in attaining the district's mission, vision and strategic goals for students. District hiring practices should be transparent and information-rich to ensure as close a fit as possible between educators' knowledge and skills and student and district needs.

Once hired, new educators must be oriented to the professional responsibilities they are expected to fulfill. A general orientation to district expectations and routines often occurs before the beginning of the school year. Educators hired after the start of the school year still need orientation to the district, schools, and communities in which they work. Orientation to specific job responsibilities or processes should continue during the school year after educators assume their professional responsibilities. This ongoing orientation may be provided by mentors, colleagues, administrators, or a combination of all of these positions.

Even when the hiring process provides a good match between educators' knowledge and skills and the professional responsibilities they have been hired to fulfill, educators benefit from the additional support provided through mentoring by an experienced professional. Mentoring provides ongoing orientation and can serve as a catalyst for engaging educators in professional development experiences that increase their effectiveness. As with cooperating practitioners, educators who serve as mentors must be carefully selected for their abilities to mentor candidates in establishing effective, standards-based professional practice and for their commitment and abilities to provide ongoing support to educators.

In some districts, the individualized support provided by mentors to educators only lasts for one, two, or three years and then educators "graduate" into isolation as their formal mentoring period ends. However, educators' need for professional development never ends. Consequently, the support provided by colleagues to engage each other in professional development should not end either. The changing nature of the students to whom educators provide instruction and new research about best educational practice requires that educators continue to work collaboratively throughout their careers to enhance each other's professional growth. The Rhode Island Quality Standards for Professional Development and the Rhode Island Professional Teaching Standards require educators to work together to create professional learning communities and to engage in professional development that improves the continuous learning of all students and educators.

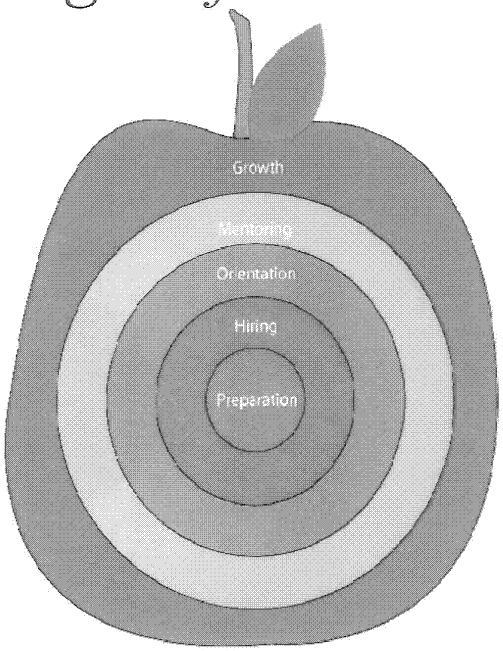
## *How to Use this Document*

This document, "Induction Matters" separates educator induction into five stages: *preparation; hiring; orientation; mentoring;* and, *growth.* The separation of educator induction into these five stages might give the impression that the elements are distinct and unrelated, when, in reality, they are not. During educators' careers, there are times when the stages overlap and are recursive. For example, an educator moving to a new grade level or school may need orientation to the curriculum and resources for the grade level but may not need the same type of mentoring as a beginning teacher. Educators in the growth phase of their careers who are implementing new teaching strategies may benefit greatly from classroom visitations and feedback provided by a peer coach.

Key elements for each of the five induction stages are articulated. Each element is accompanied by reflection questions. To help district personnel with their reflection, a self-analysis inventory is included on page 51. If, after completing the self-analysis or reviewing the reflective questions from a specific stage, district personnel are concerned about district practices, they can turn to the ideas and practices in the Promising Practices section and the Resources section to identify strategies that might be adopted or adapted for use in their district.

The goal of this document is to provide district personnel with a lens through which educators' induction into the profession can be viewed with a critical eye toward how these induction experiences might be improved and refined. District practices surrounding educator induction can, and should, vary among districts and schools. The workgroup believes, and research supports the idea that a district that consciously and thoughtfully hires, orients, mentors, and leads educators in continued growth in a professional learning community will usually experience high degrees of student learning as well as educator satisfaction and retention.

# *Stages of Induction*



## *Stages and Key Elements of Educator Induction in Rhode Island*

### PREPARATION →

- ✓ Candidates receive instruction from faculty members who are expert teachers and scholars and exemplify the qualities of effective instruction.
- ✓ Candidates actively participate in a community that engages in regular and systematic evaluations that uses the findings for improvement.
- ✓ Candidates participate in a collaborative and respectful relationship among college/university faculty and field-based educators, their schools, and their districts.
- ✓ Candidates experience field sites that model effective practices.
- ✓ Candidates intern with cooperating practitioners whose practice is consistent with the Rhode Island Professional Teacher Standards.
- ✓ Candidates develop deep understanding of the subject matter and pedagogy for the subject(s) they will be teaching.

### HIRING →

- ✓ The hiring of educators is based upon district mission, vision, needs and plans for long-range improvement.
- ✓ The hiring process is information-rich and provides both prospective applicants and the district with sufficient information to make informed decisions.
- ✓ The transition from hiring to orientation to the district is thoughtful and timely.

### ORIENTATION →

- ✓ Educators are welcomed and introduced to the school, district, and surrounding community.
- ✓ Educators are provided with guidance regarding expectations for setting up the classroom, establishing classroom routines and planning instruction for the first few days of schools.
- ✓ Educators are informed about the provision of resources and other pertinent information in a timely fashion.
- ✓ Educators are engaged in networking opportunities with colleagues.
- ✓ Educators are informed in a timely fashion about school/district induction and support for educators.
- ✓ Educators have opportunities to learn about the curricula and supporting teaching materials, instructional strategies, and resources appropriate to the educator's assignment and responsibilities.
- ✓ The district/school educator evaluation and professional development procedures are explained to educators.

### MENTORING →

- ✓ Mentoring/coaching is linked to school improvement and improved student instruction.
- ✓ The design of mentoring/coaching services is research-based and has clear purposes.
- ✓ The mentoring program has strong leadership and advocacy.
- ✓ Quality mentors are recruited and selected.
- ✓ Mentors are matched with mentees in a way that maximizes the benefits of mentoring/coaching services.
- ✓ Mentors are engaged in high-quality professional development to enhance their skills as mentors/coaches.

### GROWTH

- ✓ Educator professional development is driven by Rhode Island Quality Standards for Professional Development.
- ✓ Educator professional development engages all educators in continuous professional growth.
- ✓ Professional development is informed by professional standards.
- ✓ Professional development is driven by data.
- ✓ Professional development is designed around professional learning communities and communities of practice.
- ✓ Professional development activities are aligned with school/district educator evaluation procedures and processes.
- ✓ Professional development is evaluated for effectiveness and improvement.

## *Stages of Educator Induction in Rhode Island*

**PREPARATION**

*Educators' experiences during the preparation stage of their career help to form the foundation of knowledge, skills, and dispositions with which beginning educators will enter the profession. This foundation can have a profound effect upon their expectations about being professional educators and on the trajectory of their careers. Members of college/university faculties and cooperating field practitioners serve as role models for effective educational practices and provide instruction and feedback to candidates beginning their professional studies.*

**HIRING**

*District hiring practices that are information-rich help to ensure a match between the educators' knowledge, skills and dispositions and the responsibilities of the positions for which educators are hired. The hiring process should provide accurate and timely information about the hiring process and the responsibilities and benefits of the teaching position. The main objective of the hiring process is to secure a fit between prospective educators' knowledge, skills and dispositions and the responsibilities of the positions.*

**ORIENTATION**

*Educators' initial orientation to the district and their professional responsibilities provides them with information about the community, district and school(s) in which they will be fulfilling their responsibilities as well as information about specific employment benefits. Orientation to job responsibilities should continue as educators become more familiar with the responsibilities and the expectations for fulfilling them. Ongoing orientation provides educators with information about the expectations for specific job responsibilities, the resources available to fulfill those responsibilities, and about the contexts in which job responsibilities are to be completed. On-going orientation may be provided by mentors, administration, other colleagues, or a combination of these.*

**MENTORING**

*When assuming new responsibilities, educators need ongoing orientation to those responsibilities as well as feedback and support for fulfilling the responsibilities with ever-increasing proficiency and expertise. Mentoring from exemplary educators selected for their knowledge and mentoring skills provides mentees with the personalized orientation and support necessary for them to understand their professional responsibilities as well as the contexts in which those responsibilities are completed. Additionally, mentoring helps educators become more aware of their current professional practice and can serve as a catalyst for engaging in relevant professional development.*

**GROWTH**

*Education is an evolving profession with new curricula, new research on effective best practices and an ever-changing student population. This constant change requires that educators continually grow by engaging in individual and staff professional development to reach, and teach, all students. In the past, educators often worked in isolation. Recent learning about effective schools has demonstrated the power of educator collaboration and job-embedded professional development as effective ways to monitor school effectiveness, develop educators' knowledge and skills, and to ensure that the needs of students are met.*

**PREPARATION** → HIRING → ORIENTATION → MENTORING → GROWTH

## PREPARATION

Educators' experiences during the preparation stage of their career help to form the foundation of knowledge, skills, and dispositions with which beginning educators will enter the profession. This foundation can have a profound effect upon their expectations about being professional educators and on the trajectory of their careers. Members of college/university faculties and cooperating field practitioners serve as role models for effective educational practices and provide instruction and feedback to candidates beginning their professional studies.

| Key Elements | Reflective Questions |
|---|---|
| **Candidates receive instruction from faculty members who are expert teachers and scholars and exemplify the qualities of effective instruction.** | ✓ Are candidates provided with a variety of models for effective instruction by education department and arts and science department faculty members?<br>✓ In what ways do faculty members model the knowledge, skills and dispositions outlined in the Rhode Island Professional Teaching Standards? |
| **Candidates actively participate in a community that engages in regular and systematic evaluations that uses the findings for improvement.** | ✓ How are candidates involved in the program's processes for gathering, synthesizing, and analyzing data about effectiveness?<br>✓ How are candidates involved with gathering data from students and other appropriate sources about their effectiveness as educators and areas for possible professional growth? |
| **Candidates participate in a collaborative and respectful relationship among college/university faculty and field-based educators, their schools, and their districts.** | ✓ What roles and responsibilities do candidates have in the collaborative relationship among college/university faculty, field-based educators and the schools and districts in which they are placed?<br>✓ In what way(s) do candidates experience the respect and collaboration among college/university faculty and field-based educators with whom they are placed? |
| **Candidates experience field sites that model effective practices.** | ✓ To what extent do the field sites in which candidates are placed provide appropriate models for effective practice? |
| **Candidates intern with cooperating practitioners whose practice is consistent with the Rhode Island Professional Teaching Standards.** | ✓ How do colleges/universities select cooperating practitioners whose practice is consistent with the Rhode Island Professional Teaching Standards?<br>✓ How do school districts identify potential cooperating practitioners to ensure their practice is consistent with the Rhode Island Professional Teaching Standards? |
| **Candidates develop deep understanding of the subject matter and pedagogy for the subject(s) they will be teaching.** | ✓ Are candidates developing a deep understanding of subject matter knowledge and pedagogy that they can use to for developing this knowledge in students and for identifying student misconceptions? |

## HIRING

District hiring practices that are information-rich help to ensure a match between the educators' knowledge, skills and dispositions and the responsibilities of the positions for which educators are hired. The hiring process should provide accurate and timely information about the hiring process and the responsibilities and benefits of the teaching position. The main objective of the hiring process is to secure a fit between prospective educators' knowledge, skills and dispositions and the responsibilities of the positions.

| Key Elements | Reflective Questions |
|---|---|
| **The hiring of educators is based upon district mission, vision, needs and plans for long-range improvement.** | ✓ How does your district identify student and district needs and use this information in the hiring process to ensure new hires have the knowledge and skills to address student and district needs?<br>✓ How does your district collect and analyze information about the district's current teacher workforce (e.g., gender, experience, ethnicity, preparation, professional development) to inform and improve recruiting and hiring decisions?<br>✓ What decision making processes exist in your district/school to assign educators, teaching loads, assignment of students, and supports for new educators?<br>✓ Does your district have partnerships with educator preparation programs at colleges/universities to help recruit quality educators to your district?<br>✓ How do the collective bargaining association and the school district work together to ensure that the hiring process serves the needs of the students and the district while aligning with negotiated agreements? |
| **The hiring process is information-rich and provides both prospective applicants and the district with sufficient information to make informed decisions.** | ✓ What strategies does your district employ to ensure a sufficiently large pool of applicants from which to hire?<br>✓ How does your district monitor the effectiveness of recruiting strategies?<br>✓ In what way(s) do advertisements for positions convey the needs of the district and the educator knowledge, skills, and dispositions the district is seeking in candidates?<br>✓ How do district print and online communications portray the district and provide prospective applicants with necessary forms and steps for completing their application as a prospective candidate?<br>✓ How do the various stakeholders in your district collaborate to provide prospective applicants with accurate and timely information about candidate qualities the district is seeking and with accurate information about the responsibilities educators are expected to fulfill?<br>✓ How does your district ensure that prospective applicants are kept apprised of the status of their application and of next steps throughout the hiring process?<br>✓ How do personnel responsible for interviewing/selecting applicants determine the knowledge, skills, and attributes the district is seeking in applicants? Are the knowledge, skills, and attributes based on identified student and district needs?<br>✓ How does the district ensure that the questions asked of applicants and the activities in which applicants are engaged during the interview/selection process are aligned with the knowledge skills and attributes the district is seeking?<br>✓ How are personnel responsible for interviewing/selecting new hires trained to discern the desired knowledge, skills and attributes during the interview/selection process? |
| **The transition from hiring to orientation to the district is thoughtful and timely.** | ✓ How does the district ensure that educators are informed about the district's orientation processes and engaged in orientation activities in a timely manner? |

## ORIENTATION

Educators' initial orientation to the district and their professional responsibilities provides them with information about the community and its members, the district and school(s) in which they will be fulfilling their responsibilities as well as information about specific employment benefits. While important aspects of orientation should occur prior to educators' assuming their professional responsibilities, orientation to job responsibilities should continue once educators begin fulfilling their responsibilities. Ongoing orientation provides educators with information about the expectations for specific job responsibilities, to the resources available to fulfill those responsibilities, and to the contexts in which job responsibilities are to be completed. On-going orientation may be provided by mentors, administration, other colleagues, or a combination of these.

| Key Elements | Reflective Questions |
|---|---|
| **Educators are welcomed and introduced to the school, district, and surrounding community.** | ✓ How is educator orientation structured to ensure that educators get the information they need in a timely manner without being overwhelmed with information?<br>✓ Who is responsible for welcoming and introducing personnel to the school, district and surrounding community?<br>✓ What strategies and activities are in place at the district to welcome educators and introduce them to the district, schools, and surrounding community?<br>✓ How does the district share important demographic information about the student population and the community with educators?<br>✓ How are educators hired after the opening of school welcomed to the district, school and community?<br>✓ What strategies and activities are in place to inform educators about district/school strategic plans?<br>✓ How are educators new to the district introduced to key district personnel with whom they will need to interact?<br>✓ In what ways do negotiated agreements support the orientation of educators?<br>✓ How does the district/school communicate their mission and vision? |
| **Educators are provided with guidance regarding expectations for setting up the classroom, establishing classroom routines and planning instruction for the first few days of schools.** | ✓ How are educators informed about the expectations for school and classroom rules, setting up workspaces, student behavior, and dress code?<br>✓ Who supports educators to ensure they are prepared for the first day of school, even if the educator's first day comes after the first day of the school year?<br>✓ What strategies and processes are in place to assure that guidance to educators about expectations and routines continue beyond the first days of school? |
| **Educators are informed about the provision of resources and other pertinent information in a timely fashion.** | ✓ How and when does the district distribute class lists, school and room keys, schedules and procedures?<br>✓ How does the district inform educators about modes of inter-staff communication – inter-school mail, email, newsletters, etc? |

| Key Elements | Reflective Questions |
|---|---|
| **Educators are engaged in networking opportunities with colleagues.** | ✓ How are opportunities for educators to share educational experiences and instructional ideas structured and communicated?<br>✓ How are educators informed about the professional learning communities in the school /district and how are they invited and welcomed into these communities?<br>✓ How are educators' schedules constructed to ensure educators have time to meet/plan with mentors and experienced colleagues with similar teaching responsibilities? |
| **Educators are informed in a timely fashion about school/district induction and support for educators.** | ✓ How does the district share information about the district's induction activities and the expectations for the educator's participation?<br>✓ How are the expectations for the roles of the participants in educator induction shared with educators and other participants? |
| **Educators have opportunities to learn about the curricula and supporting teaching materials, instructional strategies, and resources appropriate to the educator's assignment and responsibilities.** | ✓ How are educators informed about the district's curricula, materials, and Grade Level Expectations (GLE's) and Grade Span Expectations (GSE's)?<br>✓ How are educators informed about the district's assessment expectations, the data they will need to collect and how such data are to be interpreted?<br>✓ How are educators informed about the special education services provided by the district and the district's expectations and processes for referring students for special education services? |
| **The district/school educator evaluation and professional development expectations and procedures are explained to educators.** | ✓ How are educators informed about the district's educator evaluation procedures and the relationship of evaluation to professional development?<br>✓ How are the different roles of mentors and evaluators clearly articulated and shared with educators?<br>✓ What procedures are in place to ensure that educators are receiving timely and appropriate feedback about their performance and recommendations for professional development?<br>✓ How are educators informed about the Rhode Island Professional Teaching Standards and Individualized Professional Development Plans (I-Plans), professional certification requirements and district professional development expectations? |

## MENTORING

Mentoring from an exemplary educator selected for his/her mentoring skill provides mentees with the personalized orientation and support necessary for them to understand their professional responsibilities and to help them become more aware of their current professional practice. Quality mentoring is based on professional standards and should serve as a catalyst for engaging mentees in relevant professional development that increases their knowledge and skills.

| Key Elements | Reflective Questions |
|---|---|
| **Mentoring/coaching is linked to school improvement and improved student instruction.** | ✓ Is the mentoring program included as an integral part of the district's strategic plan as required by state regulations?<br>✓ In what ways does your district evaluate the impact of mentoring on student achievement and school improvement? |
| **The design of mentoring/coaching services is research-based and has clear purposes.** | ✓ What are the components of your district's mentoring program?<br>✓ What are the purpose(s) of mentoring? Are these purposes shared with mentors, mentees and other school personnel?<br>✓ What opportunities are built into the schedule for mentors and mentees to meet?<br>✓ In what ways is the connection of mentoring to evaluation clearly articulated and shared?<br>✓ How does your school/district inform the school community about appropriate confidentiality between mentors and mentees?<br>✓ How is the relationship of mentoring to ongoing professional development clearly articulated and shared?<br>✓ How is the effectiveness of mentoring monitored and evaluated? |
| **The mentoring program has strong leadership and advocacy.** | ✓ How do administrator/teacher leaders collaborate to support mentors/coaches and mentees?<br>✓ How effectively have your school/district leaders been informed about the needs of mentors and mentees (confidentiality, assessment vs. evaluation, designated time)?<br>✓ What additional leadership and professional development opportunities are available to mentors and coaches? |
| **Quality mentors are recruited and selected.** | ✓ How does your district ensure that it recruits and selects mentors who are exemplary educators with the qualities and characteristics needed to guide new teachers' practice?<br>Who is involved in the process of selecting quality mentors? |
| **Mentors are matched with mentees in a way that maximizes the benefits of mentoring/coaching services.** | ✓ What thoughtfully established criteria (e.g. proximity, content and level similarity, load) does your school/district use to facilitate mentor/mentee match?<br>✓ What processes are in place to monitor the match and, if necessary, to provide a new mentor? |
| **Mentors are engaged in high-quality professional development to enhance their skills as mentors/coaches.** | ✓ What initial training and ongoing professional development is provided to all mentors for their role as mentors?<br>✓ What degree of commitment to mentoring does your district demonstrate through policies around mentor load, coordination of program, funding, and protection of time for induction activities and mentor/educator collaboration?<br>✓ How does your district ensure that personnel who support educators deliver a consistent message about priorities and practices around school improvement? |

## GROWTH

Education is an evolving profession with new curricula, new research on effective best practices and an ever-changing student population. This constant change requires that educators continually grow by engaging in individual and staff professional development to reach, and teach, all students. In the past, educators often worked in isolation. Recent learning about effective schools has demonstrated the power of educator collaboration and job-embedded professional development as effective ways to monitor school effectiveness, develop educators' knowledge and skills, and to ensure that the needs of students are met.

| Key Elements | Reflective Questions |
|---|---|
| **Educator professional development is driven by Rhode Island Quality Standards for Professional Development.** | ✓ In what ways does the professional development offered at your school/district align with the Rhode Island Quality Standards for Professional Development?<br>✓ How are educators' professional development needs determined to ensure they have opportunities to develop their personal professional skills as well as the skills they need to be an effective member of a school/district?<br>✓ How do the school/district mentors, instructional coaches, and other stakeholders in professional development work to coordinate the professional learning opportunities for educators within the school/district?<br>✓ How does your school/district ensure that educators are not overwhelmed by required professional development activities or confused by mixed messages about expected practice?<br>✓ How does your school/district communicate professional development opportunities and support and encourage staff participation in professional development opportunities at the individual, team, school, district, and state-wide levels? |
| **Educator professional development engages all educators in continuous professional growth.** | ✓ How does educators' professional development meet district and school needs while being sensitive to the developmental stages of educators' performance?<br>✓ How does your school/district address the specific needs of diverse educators including those who are new to the profession or new to a grade level, content area, or role?<br>✓ How does your school/district provide recursive professional learning opportunities for all who may have missed key professional development initiatives, (e.g., curriculum or school improvement training)?<br>✓ How does your school/district support mentors, peer coaches, and educators with job-embedded opportunities for collegial classroom visitations and feedback? |
| **Professional development is informed by professional standards.** | ✓ How does your school/district introduce educators to the Rhode Island Professional Teaching Standards (RIPTS)?<br>✓ What explicit supports and education are provided to educators in strengthening the knowledge and skills outlined in the Rhode Island Professional Teaching Standards or other appropriate professional standards for educators' roles?<br>✓ In what ways are educators encouraged and supported to use professional standards to reflect on their practice, develop professional growth plans, engage in relevant professional development, and collect evidence to evaluate their professional growth and effectiveness? |
| **Professional development is driven by data.** | ✓ How does your school/district facilitate conversations regarding data collected about school and student performance?<br>✓ How does the school community collect, examine, and assess evidence of student learning to identify strengths and areas in need of professional growth? |

| Key Elements | Reflective Questions |
|---|---|
| **Professional development is designed around professional learning communities and communities of practice.** | ✓ In what way(s) does your school/district provide time and opportunities necessary for educators to meet for professional learning and to collaborate?<br>✓ How are educators provided with the knowledge and skill they need to collaborate with each other and with other stakeholders? |
| **Professional development activities are aligned with school/district educator evaluation procedures and processes.** | ✓ What processes and instruments does the district use to evaluate the effectiveness of school and individual educator practices? Are these tools aligned with professional standards?<br>✓ How do educators' professional development opportunities align with the knowledge and skills on which the district bases its educator evaluation systems?<br>✓ How does the information gained through the evaluation of educators inform the professional development in which individuals and staffs engage? |
| **Professional development is evaluated for effectiveness and improvement.** | ✓ In what ways does your district evaluate the impact of induction practices and professional development to determine the effectiveness of current strategies to address the professional development needs of educators?<br>✓ How does the district evaluate the impact of professional development on student learning and teaching practices in order to ensure the continuous improvement of the school/district? |

## *Promising Induction Practices*

On the pages that follow are examples of promising induction practices from districts in Rhode Island. The outlined practices represent the efforts of district personnel to improve aspects of the strategies used in their district to improve the induction of new educators. The workgroup included promising practices of which they were aware. Undoubtedly, there are additional promising practices occurring in Rhode Island districts and schools that are not included in this document because the workgroup was unaware of them.

As you read through these promising practices, you may find that your district is already conducting a similar practice. Districts are in very different places regarding their induction practices and what is new to one district may be a well-established practice in another. You may also find that a promising practice might not be appropriate for your district as it is currently implemented but that you might be able to adapt parts of the practice for your district.

The promising practices are arranged by the stages of induction – preparation, hiring, orientation, mentoring, and growth. The descriptions of each practice contain a brief description of the promising practice, the personnel involved in designing and implementing the practice, the timeline for the practice, and advice about implementing the practice and the contact information for a person knowledgeable about the practice so you can learn more about the practice.

**Preparation**
Providence College - *A Graduate Course for Cooperating Teachers and Supervisors*
Salve Regina University and Newport Public Schools - *Collaboration to promote best practices across all disciplines at all stages of teacher preparation.*
Johnson & Wales University – *A Continuum of Fieldwork, Practicum and Student Teaching.*

**Hiring**
Cumberland - *Recruiting at the RICE Career Fair.*
Pawtucket School Department - *Advertising Employment Opportunities online.*

**Orientation**
Roger Williams University- *A Summer Institute for Recent Program Completers.*
Pawtucket School Department - *Creating a DVD covering the New Teacher Orientation Day.*
Newport Public Schools- *Summer Institute for Mentors and Mentees*
Woonsocket School Department – *New Hire Orientation*
Central Falls School District - *Central Falls School District's Orientation Course for New Educators*

**Mentoring**
*Selecting Mentors*
Scituate Public Schools- *A Three-year Mentor/Critical Friends Program*

**Growth**
Pawtucket School Department – *Curriculum Team Critical Friends Group*

## *Promising Induction Practices*..... PREPARATION

### Key Induction Elements for Preparation

- ✓ Candidates receive instruction from faculty members who are expert teachers and scholars and exemplify the qualities of effective instruction.
- ✓ Candidates actively participate in a community that engages in regular and systematic evaluations that uses the findings for improvement.
- ✓ Candidates participate in a collaborative and respectful relationship among college/university faculty and field-based educators, their schools, and their districts.
- ✓ Candidates experience field sites that model effective practices.
- ✓ Candidates intern with cooperating practitioners whose practice is consistent with the Rhode Island Professional Teaching Standards
- ✓ Candidates develop deep understanding of the subject matter and pedagogy for the subject(s) they will be teaching.

## *Promising Induction Practices*..... PREPARATION

**Promising Induction Practice from Providence College: A Graduate Course for Cooperating Teachers and Supervisors**

**Brief Description of Promising Practice:** Providence College offers a one credit graduate course offered to cooperating teachers and college supervisors during two days in the summer or two Saturdays during the semester. The goals of the course are to provide: (a) a unifying vision of what Providence College expects teacher candidates to know and be able to do; (b) opportunities for cooperating teachers and college supervisors to develop the knowledge, skills, and dispositions needed to support the performance of teacher candidates that is consistent with the Rhode Island Beginning Teacher Standards; and (c) practical experience in assessing teacher candidates' standards-based performances using college-specific observation forms, rubrics, and rating scales.

**Key Element(s) addressed:**

- ✓ *Candidates receive instruction from faculty members who are expert teachers and scholars and exemplify the qualities of effective instruction.*
- ✓ *Candidates experience field sites that model effective practices.*
- ✓ *Candidates intern with cooperating practitioners whose practice is consistent with the Rhode Island Professional Teaching Standards*

**1. The titles of the personnel involved in the developing and implementing promising practice:**
This course was collaboratively developed by two cooperating teachers and a college supervisor who had completed RIDE professional development courses for preparing cooperating teachers/mentors/college supervisors.

**2. The process and timeline personnel went through from the initiation of the work to completion of the promising practice:**
In 2000, 2001, 2002 PC course developers participated in RIDE's courses on preparing cooperating teachers/mentors/college supervisors. Using that work as a foundation and connecting it to Providence College's process they developed a one credit, two day, graduate course free of charge to participants. This course was first offered in the summer of 2001 and has been offered twice yearly since then.

**3. The outcome(s) of the promising practice:**
Since the course was first offered in 2001, well over 200 cooperating teachers and supervisors have completed the course. Evaluations completed by the participants have been very favorable and have reinforced the importance of using a common vision of teaching and learning in assisting student teachers to examine their teaching and their students' learning. Participants have also valued being able to practice various skills deemed critical in their roles, such as gathering specific evidence of the standards, observing, questioning and conferencing. Participants also consider the course to be a benefit to their own professional development.

**4. Advice to others who want to adapt/adopt this promising practice.** To offer such a course, you need strong support from IHEs for course development, for advertising to current and potential cooperating teachers/supervisors, and for resources such as amenities, location, administrative (registering, course credit etc.) and financial. You also need district support to recommend and encourage potential cooperating teachers to participate. Principals are extremely valuable in identifying potential cooperating teachers who meet the criteria for cooperating teachers.

**5. Contact information for more information:**
Beverlee Powell, PC Cooperating Teacher and Teacher Warwick Public Schools Teacher
Peggy Slozsek, PC Cooperating Teacher and Teacher Providence Public Schools
Lynne Ryan, Professor, Providence College

## *Promising Induction Practices*..... PREPARATION

**Brief Description of Promising Practice: Newport Public Schools (NPS) and Salve Regina University have collaborated to promote and support consistent best practices across all disciplines at all stages of teacher preparation.**

**Key Element(s) addressed:**

- ✓ Candidates receive instruction from faculty members who are expert teachers and scholars and exemplify the qualities of effective instruction.
- ✓ Candidates participate in a collaborative and respectful relationship among college/university faculty and field-based educators, their schools, and their districts.
- ✓ Candidates experience field sites that model effective practices.
- ✓ Candidates develop deep understanding of the subject matter and pedagogy for the subject(s) they will be teaching.

**1. The titles of the personnel involved in the developing and implementing promising practice:**
Tina Brownell – Newport Public Schools – Middle Level Reading Specialist
Lisa Monahan – Newport Public Schools – Elementary Literacy Coach
Salve Regina University Professors/Instructors of EDU 320 (2003 Lucille Andolfo, 2004 – Connie Hayes and Tina Brownell, 2005-2007 Christine Bond

**2. The process and timeline personnel went through from the initiation of the work to completion of the promising practice:**
Newport Public Schools and Salve Regina University have collaborated to promote and support consistent best practices across all disciplines at all stages of teacher preparation including: (1) Early Childhood and Elementary Education Department (professors and candidates); (2) Secondary Education Department (professors and candidates); (3) content area professors and education major candidates and Newport Public School teachers K-12. The goal for the collaboration is to promote and support consistent and best practices across all disciplines during all stages of teacher preparation.

The collaboration at the Primary/Elementary level began in 2005 and continues to grow each year. The collaboration currently involves Salve Regina Elementary and Early Childhood Education Professors' work with elementary teachers in the Newport Public Schools to implement the use of scientist notebooks in all elementary science classrooms. Teachers in Newport are expected to use the KITES Science Kits and to include the use of the scientist notebooks in their practice. The work is supported in the Methods of Teaching Science and Education Courses at Salve Regina University. Additionally, Newport teachers collaborate with Salve Regina instructors to refine Newport's science curriculum that integrates the use of scientist notebooks and the Understanding by Design/Differentiated Instruction unit of study philosophy and framework espoused by Carol Tomlinson and Jay McTighe.

The collaboration at the secondary level began in 2004 and continues to grow each year. Currently the partners are working on devoting a portion of the syllabus in the Curriculum, Instruction and Assessment course at Salve Regina University to best practices utilized by the Newport Public Schools. These best practices include: the workshop model, rituals and routines, comprehension strategies across the curriculum, and unit of study development utilizing the Understanding by Design/Differentiated Instruction unit of study philosophy and framework espoused by Carol Tomlinson and Jay McTighe. A gradual release of responsibility cycle is utilized to allow candidates at Salve Regina to maximize ownership of the practices. This work begins with coursework to provide background knowledge in specific strategies for instruction, curriculum and assessment. The background knowledge is followed by Salve Regina candidates observing a partner Newport Public School teacher implement one or more specific practices in the classroom. Each observation includes time for a prebrief, a focused observation, and a debrief. The final step of the cycle for each strategy provides candidates with opportunities to plan and implement the same practice(s) that were observed. During this step the candidates from Salve are provided with guidance and feedback from their partnering NPS teacher as well as their Salve professor. In order to allow for authentic curriculum and instruction, each lesson that is

planned and implemented must be a part of a unit of study that supports the existing NPS curriculum within the course in which the lesson is taught. A total of 12 visits were supported during the 2007-2008 school year (6 observational and 6 instructional). Parallel professional development is provided for the NPS high school and the middle school partnering teachers. Teachers begin with participating in book clubs to deepen their understanding of best practices for curriculum, instruction and assessment. Each teacher then write a unit of study that utilizes the workshop model, rituals and routines, comprehension strategies across the curriculum, and unit of study development utilizing Differentiated Instruction and Understanding by Design model. Teachers from Newport share units and students' work that is developed as a result of the unit of study. Feedback regarding the unit and student work is provided in order to improve teaching and learning.

Text: Integrating Instruction and Understanding by Design, Carol Ann Tomlinson and Jay McTighe, 2006, ISBN
Understanding by Design Professional Development Workbook, Jay McTighe and Grant Wiggins,
When Kids Can't Read What Teachers Can Do, Kylene Beers

University Professors – The project was shared during a summer institute. All Salve Regina Education and Content area professors were invited. Fifteen professors attended. Additionally, 15 Newport Public School teachers and administrators attended. Finally, Salve Regina students attended and shared their work.

**3. The outcome(s) of the promising practice:**
Salve Regina candidates write and implement a UBD/DI unit of study that supports existing NPS curriculum, learn best practices for curriculum, assessment and instruction through the use of a gradual release of responsibility model. Newport Pubic School teacher refine practices and the NPS curriculum and students in the Newport Public School benefit from consistent and well-planned curriculum, instruction and assessment.

**4. Advice to others who want to adapt/adopt this promising practice.**
Collaboration among IHE and public school faculty members requires time and clear, written expectations for all involved. Support from IHE and public school administrators is crucial to the success of the collaboration.

**5. Contact information for more information:**
Lisa Monahan rid03979@ride.ri.net 401.847.2100 ext 271
Tina Brownell tbrownell@newportrischools.or 401.847.1493
Christine Bond – Salve Regina University, Secondary Education Department

## *Promising Induction Practices*..... PREPARATION

**Promising Induction Practice from Johnson & Wales University:** A continuum of fieldwork, practicum, and student teaching.

**Brief Description of Promising Practice:** Johnson and Wales University has created a continuum of fieldwork, practicum and student teaching.

Fieldwork is the heart of Johnson and Wales' induction practice for the MAT program. Through their fieldwork, candidates observe best practices, assist teachers, tutor, and plan and implement lessons. Fieldwork is required on a *weekly* basis and is connected to what was learned *that week* in class, so that the observation is the *focus* of the week's assignment. Each candidate spends a minimum of four hours per week in varied classroom settings: urban, urban ring, suburban and rural. Fifty-percent of most of the program's 4.5 quarter-credit-hour classes consist of fieldwork. The sites in which candidates complete their observations are carefully selected to match specific criteria. Students learn *how* to become reflective practitioners through their course-assigned observations and how to *apply* strategies presented in their classes.

During the 11-week term before student teaching, candidates participate in a practicum in the classroom(s) in which they will student teach. The practicum consists of four hours per week for dual certification candidates or six hours per week for triple certification candidates. Practicum provides candidates with the opportunity to learn school and classroom procedures and curriculum and most importantly to get to know their future students and work with them in small groups. Prior to student teaching, students experience opening-of-school activities, teachers' establishment of classroom rules and procedures, Open House, etcetera. In the early fall, candidates observe the state testing process without losing valuable time from their own student teaching later in the semester.

In their practicum, candidates develop a standards-based unit that may be implemented during their student teaching, select an at-risk student and begin to develop an intervention for their student teaching Case Study, and generally ready themselves to begin on day one to assume the daily responsibilities of student teaching.

Student teaching is the culmination of the fieldwork and practicum which precede it and of the MAT Program itself. All candidates seek dual certification in either 1.) Elementary Education/ Elementary Special Education, 2.) Elementary Education/ Secondary Special Education, 3.) Business/Secondary Special Education, or 4.) Food Service/ Secondary Special Education. Candidates may also seek a third certification by selecting 5.) Elementary Education/ Elementary Special Education/Secondary Special Education.

**Key Elements Addressed**

- ✓ Candidates participate in a collaborative and respectful relationship among college/university faculty and field-based educators, their schools, and their districts.
- ✓ Candidates experience field sites that model effective practices.
- ✓ Candidates intern with cooperating practitioners whose practice is consistent with the Rhode Island Professional Teaching Standards.

**1. The titles of the personnel involved in the developing and implementing promising practice:** The entire staff and faculty, along with cooperating teachers and university supervisors, participate in guiding candidates through this program-long continuum.

**2. The process and timeline personnel went through from the initiation of the work to completion of the promising practice.**
Fieldwork begins, as described above, as part of the first two courses during the first term, continues until practicum begins during the term prior to student teaching, and concludes with the completion of student teaching approximately 18 months after the start of the program.

**3. The outcome(s) of the promising practice:**
Having spent approximately 150 hours in public school classrooms *prior to* student teaching, followed by student teaching itself, our candidates emerge as extremely well-prepared, enthusiastic, and reflective practitioners, ready to teach and continue on as life-long learners. Evaluation/assessment includes observation logs, reflections, and portfolio entries during the fieldwork/practicum phases, and continuing portfolio entries in addition to weekly, mid-term, and final evaluations by cooperating teachers and Supervisors during Student Teaching. In addition to these objective data, anecdotal data are received via exit surveys, alumni surveys, and staff interaction with cooperating teachers and supervisors at annual workshops.

**4. Advice, including words of caution, to another district that wants to adapt/adopt this promising practice.**
While the overall results of our fieldwork-practicum-student teaching continuum have been extremely positive, the evaluation/assessment process, as described briefly above, can be overwhelming in terms of staff monitoring, even as we transition from a primarily paper-oriented to electronic-based tracking system. Also, the selection, coordination, and alignment of Fieldwork with course content and instructional strategies are time intensive in terms of planning.

5. For more information, contact:

**Gail Van Gorden**
**Supervisor of Elementary Programs**
**Johnson & Wales University**
**School of Education**
**8 Abbot Park Place**
**401.598.1852**
gvangorden@jwu.edu

**Bob Meikle**
**Supervisor of Secondary Programs**
**Johnson & Wales University**
**School of Education**
**8 Abbot Park Place**
**401.598.4846**
rmeikle@jwu.edu

## *Promising Induction Practices*..... HIRING

### Key Induction Elements for Hiring

- ✓ Hiring of educators is based upon district needs and plans for long-range improvement.
- ✓ The hiring process is information-rich and provides both prospective applicants and the district with sufficient information to make informed decisions.
- ✓ The transition from hiring to orientation to the district is thoughtful and timely.

## *Promising Induction Practices*..... HIRING

**Promising Induction Practice from Cumberland Public Schools:** Recruiting at the RICE Career Fair.

**Brief Description of Promising Practice:** Cumberland developed a comprehensive recruiting process, including annual participation in the Rhode Island Consortium for Educators (RICE) Education Career Fair, to hire certified teachers.

**Key Elements Addressed:**
- ✓ Hiring of educators is based upon district needs and plans for long-range improvement.
- ✓ The hiring process is information-rich and provides both prospective applicants and the district with sufficient information to make informed decisions.

**The titles of the personnel involved in the developing and implementing promising practice:**
Cumberland School Committee and the Leadership Team established and maintained recruiting as a priority for the district in order to achieve goals for student learning in the district. District and school administrators participated annually as interviewers at the RICE Education Career Fair, working with principals to determine criteria for prioritizing candidates and developing the interview protocol to screen candidates during interviews. School principals also conducted follow-up interviews with candidates identified as potential hires. The administrative support staff registered the team for participation in the RICE Education Career Fair and prepared the district communication folders that contain information about the district and the Town of Cumberland. The Office of Human Resources organized the follow-up interviews in the district.

**The process and timeline personnel went through from the initiation of the work to completion of the promising practice:**
District personnel meet in February/March every year to assess staffing needs for the upcoming school year. Data from employee response forms due by January 15th is used for this assessment. District personnel use the results of this assessment to assemble a team to attend the RICE Education Career Fair held annually in April during school vacation week.

**Outcome(s) of the promising practice:**
Participating in the annual RICE Education Career Fair is one of the most successful activities in which our district participates. As a result of the interviews conducted at the RICE Career Fair, the district is able to develop a pool of candidates at elementary, middle and high school in a range of certification areas. Interviewees are actively interested in being employed by the Cumberland Public Schools.

**Advice, including words of caution, to another district that wants to adapt/adopt this promising practice:**
Participating in the RICE Education Career Fair is a valuable recruiting tool if you are intentional about the criteria that you will use to differentiate among the candidates. It is important to have interview protocols for determining whom you will invite back for second interviews. Be conscientious about completing the written protocols so that you have data available to you in the weeks and months following the career fair. Otherwise, the end result will be a long day spent meeting hundreds of potential candidates who will all look the same by the time you return to the office the next morning.

For information, contact the Cumberland Public Schools 401-658-1600
Donna A. Morelle, Ed.D., Superintendent of Schools donna.morelle@cumberlandschools.org
Joseph A. Rotella, Esq., Director of Administration joe.rotella@cumberlandschools.org
Eloise DiCesare, Personnel Clerk eloise.dicesare@cumberlandschools.org
Link to InfoWorks for demographic information: http://www.infoworks.ride.uri.edu
Link to RICE Education Career Fair: www.ricejobfair.org

## *Promising Induction Practices*..... HIRING

**Promising Induction Practice from Pawtucket Public Schools:** Advertising Employment Opportunities Online.

**Brief Description of Promising Practice:** After noticing that expensive newspaper ads were directing prospective employees to our website, and realizing the website itself offered little information, we created an "Employment" link on the main page. Open Source software was modified to allow us to publish job openings, requirements, updated application forms, etc. Positions can be posted, removed, and extended "on-the-fly" with no cost. Descriptions can be as lengthy and detailed as possible in order to convey the district's desires for prospective candidates.

**Key Element(s) addressed:**
✓ The hiring process is information-rich and provides both prospective applicants and the district with sufficient information to make informed decisions.

**Titles of the personnel involved in the developing and implementing promising practice:**
Technology Coordinators, Secretary to the Superintendent

**Process and timeline personnel went through from the initiation of the work to completion of the promising practice.**
Researching options for posting positions over a few weeks led to the decision to utilize "Open Source" software. After a few days modifying the code and installing it on our district servers, the software was up and running. The superintendent's secretary was told how to submit new positions, which are posted immediately. Posted positions are set to post for 15 days, and then automatically expire unless extended.

**The outcome(s) of the promising practice:**
Prospective employees are able to view openings, have immediate access to the most up-to-date application forms, and contact information for addressing questions. This will allow us to recruit those who make use of online resources for investigating school departments. Prospective employees will avoid having to call and wait for postal mail to deliver applications. Costs for printing applications, and re-printing with each change, are significantly decreased.

**Advice, including words of caution, to another district that wants to adapt/adopt this promising practice:**
If you do not have someone within the district who can edit code, you may need to investigate services available through paid services. Be sure links are maintained.

**District contact information for more information:** Hersh Cristino, Technology Coordinator, Pawtucket School Department (cristinoh@psdri.net, 401.729.7705)

## *Promising Induction Practices*..... ORIENTATION

### Key Induction Elements for Orientation

- ✓ Educators are welcomed and introduced to the school, district, and surrounding community.
- ✓ Educators are provided with guidance regarding expectations for setting up the classroom, establishing classroom routines and planning instruction for the first few days of schools.
- ✓ Educators are informed about the provision of resources and other pertinent information in a timely fashion.
- ✓ Educators are engaged in networking opportunities with colleagues.
- ✓ Educators are informed in a timely fashion about school/district induction and support for educators.
- ✓ Educators have opportunities to learn about the curricula and supporting teaching materials, instructional strategies, and resources appropriate to the educator's assignment and responsibilities.
- ✓ The district/school educator evaluation and professional development procedures are explained to educators.

## *Promising Induction Practices*..... ORIENTATION

**Promising Induction Practice from Roger Williams University:** A Summer Institute for recent program completers.

**Description of Promising Practice:** The School of Education at Roger Williams University has approximately 400 education candidates with about 100 of these candidates completing their student teaching each year. Roger William's University provided a two-day intensive Summer Institute in mid-August of 2007 for recent program completers from RWU. The Summer Institute was designed to provide hands-on, practical, and immediate support for newly hired teachers as they plan and prepare for the first month of school. RWU faculty and local urban teacher leaders served as facilitators for the Institute. In the future, RWU intends to follow the Summer Institute with bi-monthly support seminars in which beginning teachers will be supported by RWU faculty and public school teachers as they navigate their first year of teaching.

**Key Element(s) addressed:**

- ✓ Educators are provided with guidance regarding expectations for setting up the classroom, establishing classroom routines and planning instruction for the first few days of schools
- ✓ Educators are engaged in networking opportunities with colleagues
- ✓ Educators have opportunities to learn about the curricula and supporting teaching materials, instructional strategies, and resources appropriate to the educator's assignment and responsibilities

The goal for the practice is to develop an effective model of mentoring and induction for RWU graduates as they transition from being college students to being new teachers. The transition is often challenging and RWU is committed not only to supporting graduates but also to helping them connect theory and practice such that all the resources and knowledge developed during their time with us proves to be useful in addressing the dynamic and ever-changing context within schools.

**TARP Summer Institute, Roger Williams University**
**August 15 & 16, 2007**

| | |
|---|---|
| **Wednesday** | |
| 9:00 | Coffee and Assessment Instrument |
| 9:30 | Welcome and Introductions, Agenda, Parking Lot |
| 9:45 | Beginning of the Year: Managing your Classroom |
| 11:30 | Behavior Management |
| 12:30 | Reflection and Process Information |
| 1:00 | Lunch |
| 1:30-3:00 | Continue Behavior Management |
| | Starting on the Right Track (hands on) |
| **Thursday** | |
| 9:00 | Gallery Walk, Q and A, Reactivate Prior Knowledge |
| 9:30 | Assessment of students |
| 11:30 | Lunch |
| 12:00 | Home-School Connection / Management of Professional Responsibilities |
| 1:00 | Stations – Develop your own products/materials |
| 2:30 | Reflection and Evaluations |

Facilitators: Tracey Kareemo, Elementary School Teacher, Pawtucket, Rhode Island
Dennis Morrell, Secondary School Teacher, Cranston, Rhode Island
Annie Winfield, RWU
Kelly Donnell, RWU

**The outcome(s) of the promising practice:**
A variety of data were collected from participants in the Summer Institute. These included a four-page Entry Survey questionnaire (adapted from the Boston College Teachers for a New Era Evidence team's Program Entry Survey), an initial two-question prompt to determine participants most pressing concerns, and a final Institute evaluation. Responses from the Entry Survey indicate the desire to learn more about preparing for the beginning of the school year and classroom management was a significant reason for attending the Institute. In addition, participants were eager to learn about what to expect in their first year of teaching from veteran classroom teachers. In general, participants believed their teacher education program has prepared them well (Excellent or Good) for many aspects of becoming a teacher. In particular, participants felt well-prepared to teach content knowledge and skills. Participants felt least prepared in preparing their classrooms for successful management and learning classroom management techniques (Fair or Poor). Participants were unanimous in indicating that helping children reach their highest potential was an essential goal as a beginning teacher. Participants were also unanimous in indicating that a "successful" teacher is one who helps students gain a sense of self-confidence and self-worth in the classroom. Maintaining a quiet and orderly classroom was the least frequently identified aspect of a successful beginning teacher. When asked about their confidence in performing a range of tasks, participants were generally very confident or somewhat confident. They felt least confident (Somewhat confident or Not at all confident) in teaching in a high-stakes testing environment. They were most confident in seeking and using feedback to improve instruction and in planning stimulating lessons. Participants indicated that they believed it was important for them to learn more about managing the classroom, developing curriculum, and encouraging parental involvement in school. One teacher anticipated teaching for approximately 6-10 years. Three teachers anticipated teaching for 16-20 years and three for more than 21 years. Responses from the prompts regarding immediate concerns were varied. Participants expressed nervousness about a range of issues, including classroom management, the range of abilities in the classroom, knowing how to build a community at the beginning of the year, and legal issues. The most pressing issues or concerns participants saw included the newness of their situations, unknowingly making errors, working successfully with students with special needs, and generally "fitting in" in their new environment.

RWU is looking forward to offering the Institute annually and extending the invitation to preservice teachers, recent graduates, and graduates one and two years out.

**District contact information for more information:** Kelly Donnell, Assistant Professor, School of Education, Roger Williams University, Bristol, RI, kdonnell@rwu.edu or 401.254.5743

## *Promising Induction Practices*..... ORIENTATION

**Promising Induction Practice from Pawtucket Public Schools:** Creating a DVD covering the New Teaching Orientation Day.

**Brief Description of Promising Practice:** In order to ensure that educators hired after the beginning of the school year have an opportunity to experience orientation to the district similar to the one held before the opening of school, welcoming and informational presentations held during the before-school orientation are recorded onto a DVD. Educators hired after the beginning of the school year can watch the DVD to help orient to the district and its policies and procedures.

**Key Element(s) addressed:**

- ✓ Educators are welcomed and introduced to the school, district and surrounding community
- ✓ The district/school educator evaluation and professional development expectations are explained to educators.

**Titles of the personnel involved in the developing and implementing promising practice:**
Mentor Coordinator and someone to assist with the technology (if necessary)

**Process and timeline personnel went through from the initiation of the work to completion of the promising practice.**
The people presenting during the Orientation day need to be aware, in advance, and give their permission to have their sessions recorded. Cameras are used to videotape the presentations in order to provide the information in the presentation to new teachers. After the Orientation Day, the videos of the presentations will need to be edited to ensure that the appropriate content is included and that the presentation is easy to view and to hear. Copies can then be made and kept accessible for those hired after the initial Orientation Day. Along with the video, include contact information of the presenters who can answer any questions the newly-hired educators may still have after viewing the DVD.

**The outcome(s) of the promising practice including any evaluation data.**
Those hired after the Orientation Day will be able to view some of the important information from the Orientation Day, including presentations and the questions and answers shared by their colleagues on that day rather than waiting for a future orientation in the fall.

**Advice, including words of caution, to another district that wants to adapt/adopt this promising practice.**
Be sure to check with those presenting before planning to videotape them. Factor in the need for help, particularly when there are multiple sessions going on at the same time since that will require more than one camera and camera operator working at the same time. Tripods are extremely helpful. To make editing easier, use digital video cameras. Consider how you will lend out copies of the DVD and make sure the copies are returned.

**District contact information for more information:** Lynn Cristino, Mentor Coordinator, Pawtucket School Department (cristinol@psdri.net, 401.729.7705)

**Link to Infoworks for demographic information on district:** *http://www.infoworks.ride.uri.edu/2006/queries/FindDist.asp?District=26*

## *Promising Induction Practices*..... ORIENTATION

**Promising Induction Practice from Newport Public Schools:** Summer Institute for Mentors and Mentees

**Brief Description of Promising Practice:**
The focus of the summer institute was to: (a) train mentors and provide a cadre of teachers to be used as needed, (b) develop a relationship between mentor/mentee and school administration; (c) provide professional development to help new teachers prepare for the first days of school and to (d) begin to build a community of life-long learners. The Summer Institute consisted of two phases – two days of mentor training and two days of teacher orientation.

**Key Element(s) addressed:**
- ✓ Educators are welcomed and introduced to the school, district, and surrounding community
- ✓ Educators are provided with guidance regarding expectations for setting up the classroom, establishing classroom routines and planning instruction for the first few days of schools
- ✓ Educators are informed about the provision of resources and other pertinent information in a timely fashion
- ✓ Educators are engaged in networking opportunities with colleagues
- ✓ Educators are informed in a timely fashion about school/district induction and support for educators
- ✓ Educators have opportunities to learn about the curricula and supporting teaching materials, instructional strategies, and resources appropriate to the educator's assignment and responsibilities
- ✓ The district/school educator evaluation and professional development procedures are explained to educators.

**MENTOR TRAINING**

Two days of mentor training.
The first day consisted of training new and returning mentors. There were 7 elementary and 5 new mentors. RIDE protocols were followed in order to be consistent with previously trained mentors. In the afternoon previously trained mentors joined to review the new Induction Program. The second day was a workday where mentors identified documents and then gathered and assembled binders for new teachers. These binders contained pertinent information from the district well as level and specific schools. (19 mentors)

**TEACHER ORIENTATION**

Two days of Orientation.
Mentees who were new and transferred teachers joined the mentors. In the morning central office and administrators personnel explained their roles and responsibilities. In the afternoon professional development consisted of introducing participants to the book The First Days of School. Also featured were activities dealing with rituals and routines. On the second day, school administrators met with mentor/ mentees for a time of informal "getting to know you." Other district/school personnel were also present to explain their support roles. The afternoon consisted of visits by mentor/mentees to their individual schools.

**Personnel involved in the developing and implementing promising practice:**
The new orientation was approved by the Superintendent of Schools and had the support of the District Administration. The orientation program was developed and facilitated by the three coordinators based on the Induction Program Framework with a focus on the "Orientation" and "Mentor" standards. Mentors and administrators also

had input into the design of the day. District mentors participated in two days of Summer Institute and two days of orientation. Mentees attended two days of orientation. Stakeholders from Newport participated, including school administration, instructional leaders, elected officials and community leaders.

**The process and timeline personnel went through from the initiation of the work to completion of the promising practice.**
The coordinators began to develop the orientation in January based upon the Induction Program Framework and Standards. Input was received from the mentors in March at the district mentor meeting. The proposed orientation was brought to the director of instruction and the superintendent for approval. The three coordinators refined the program during the spring and then sent invitations to all participants in June. The coordinators planned the Summer Institute and the specifics of orientation during July and August. During the Summer Institute, the mentors prepared binders and relevant materials for the mentees. The orientation for mentees took placed on August 29th and 30th.

**The outcomes of the promising practice including any evaluation data.**
The orientation was exceedingly well received and proved to be very productive. It established a starting point for professional development that was ongoing throughout the year. It reflected the circular planning that is now part of our new Induction Program, involving mentees, mentors, coordinators, principals and central office administrators. The successful start to the year demonstrated the commitment of all personnel involved. The transformation of the mentor program has redefined the role of the mentor into one of partnerships to meet the needs of not just the individual teacher, but also of their school and the Newport School District.

**Advice, including words of caution, to another district that wants to adapt/adopt this promising practice.**
If you have not had an orientation, start small and plan, plan, plan! Have a framework that is based upon standards and divide the day into segments that include both standards and professional development. Develop an organized process for commitments to attend the orientation and a process by which people can RSVP. Always keep budget considerations in mind for stipends, food and professional development materials.

**District contact information for more information:**
***Tia Scigulinsky*** *ride3551@cox.net* ***Barbara Blakeley*** *Bblakele@aol.com* ***Tina Brownell*** *tbrownell@newportrischools.org*

## *Promising Induction Practices*..... ORIENTATION

**Promising Induction Practice from Woonsocket Education Department:** New Hire Orientation

**Brief Description of Promising Practice:**
New Hire orientation is one of the Woonsocket Education Department's promising induction practices. All new hires in Woonsocket are required to attend fifteen hours of professional development as noted in the contract agreement between the school committee and the Woonsocket Teachers' Guild. Orientation sessions are designed to meet this requirement and are designed for dialogue relative to school and educational issues in Woonsocket. Teachers are encouraged to develop work guidelines during these sessions. The organization of Woonsocket's two-day orientation is a joint effort of the Woonsocket Education Department, The Woonsocket Teachers' Guild, the Director of Literacy and Professional Development, and the Mentoring Team. Once the School Committee appoints new hires, they are invited to attend orientation. [All new hires in Woonsocket, regardless of previous teaching experience are required to attend orientation.] Orientation is held in August and again in January. At the end of the two-day session New Hires have satisfied 12 Professional Development hours toward the 15 required hours.

**Key Element(s) addressed**:

- Educators are welcomed and introduced to the school, district, and surrounding community
- Educators are provided with guidance regarding expectations for setting up the classroom, establishing classroom routines and planning instruction for the first few days of schools and beyond
- Educators are informed about the provision of resources and other pertinent information
- Educators are engaged in networking opportunities with colleagues
- Educators are informed about school/district induction and support for educators
- Educators have opportunities to learn about the curricula and supporting teaching materials, instructional strategies, and resources appropriate to the educator's assignment and responsibilities
- The district/school educator evaluation and professional development expectations and procedures are explained to educators
- The demographics of Woonsocket are reviewed

**The Objectives of Orientation are to:**

- Welcome New Hires to the district and introduce them to key administration personnel
- Introduce Union officials
- Introduce the Mentoring Team and describe its function and support to New Hires
- Offer an opportunity to learn about the district's mission, philosophy, policies and initiatives
- Provide the opportunity for New Hires to learn about special education programs, technology, and curriculum guidelines for the district
- Begin to develop criteria for establishing effective classroom assertive discipline plans as well as effective routines, procedures, and classroom management guidelines
- Understand the culture and history of the city of Woonsocket and the diversity of its student population
- Establish guidelines and support for New Hires professional development growth
- Begin to develop an understanding of the Rhode Island Teaching Standards as a tool to develop effective teaching practices
- Begin to establish the relationship and support of the job embedded mentors

**The Orientation Format includes:**

**Day 1**

Getting Started

Sign In, Ground Rules, and Important Must Know Information

Welcome to the Woonsocket Education Department

Greetings from the Superintendent, Union Officials, and the Mentoring Team

Getting to Know One Another Scavenger Hunt
Greetings from the Director of Literacy and Professional Development
Looking at Learning through a New Lens
Federal, State and District Initiatives
The Nine Principles of Learning
Teaching in Woonsocket "The Basics" - Presented by the Human Resource Director
Lunch with your Principal or Department Chair
Courtesy of the Woonsocket Teachers' Guild
Special Education in Woonsocket - Presented by the Director of Special Education
A Look at Woonsocket
The demographics of Woonsocket then and now and the impact on the classroom's cultural learning diversity - Presented by the Mentoring Team
**Day 2**
Getting Started Again
Woonsocket Word Search
Technology in Woonsocket - Presented by the Director of Technology
Literacy in Woonsocket - Presented by the Director of Literacy and Professional Development
Lunch Courtesy of the Woonsocket Teacher' Guild
An Introduction to Effective Classroom Management and Assertive Discipline

**Advice and Words of Caution to Districts Considering Adopting this Promising Practice.**
There are many key elements that will help ensure success when planning a New Hire Orientation program. As you begin to organize, remember your audience and try to look at the day and its activities as if you were in their seats and this was your first teaching experience. Think about:

- What do New Hires need to know now in order to be successful?
- Are we providing information rich and timely data that our New Hires can use successfully?
- Are we being a collaborative support to our New Hires?
- Were we clear in defining what Woonsocket believes to be great instruction?

Another key element that will help to ensure success is to be very well organized. Without a word you will be modeling a major key to success. At the conclusion of the two- day orientation a formative assessment is given to all New Hires. This feedback is a critical component of orientation and enables us to analyze and plan accordingly. It is sometimes difficult to meet the needs of all learners in just a few hours. Be cognizant of the fact that some of the New Hires may have teaching experience from other districts. Be respectful and use their experience to enrich the orientation program. A two- day orientation means a lot of thinking and sitting. Be aware of this fact and allow for breaks, healthy snacks, water and if held during the summer an air-conditioned room.

**District Contact Information**
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## *Promising Induction Practices*..... ORIENTATION

**Promising Induction Practice from Central Falls School Department:** Central Falls School District's Orientation Course for New Educators

**Brief Description of Promising Practice:**
The promising practice is a two day course that has been developed by teachers and the former Asst. Special Education Director within the District.

**Key elements addressed:**
- ✓ Educators are welcomed and introduced to the school, district, and surrounding community.
- ✓ Educators are engaged in networking opportunities with colleagues.
- ✓ Educators are informed in a timely fashion about school/district induction and support for educators.
- ✓ Educators have opportunities to learn about the curricula and supporting teaching materials, instructional strategies, and resources appropriate to the educator's assignment and responsibilities.
- ✓ The district/school educator evaluation and professional development procedures are explained to educators.

**The roles of the personnel involved in the developing and implementing promising practice:**
The former special education director, the mentor coordinator and teachers from all levels within the Central Falls School District developed the course. The course content is continuously reviewed and revised based on participant evaluations.

**Agenda for Central Falls School District's Welcome to New Teachers**

**DAY ONE**

| | |
|---|---|
| 8:00 | Mingle and Munch |
| 8:15 | Superintendent Welcome |
| | Ice Breaker Activity |
| | Introduction of Central Office and Principals |
| 9:00 | Mentor/Mentee Activity |
| 9:30 | City Bus Tour |
| 11:15 | Who are Our Students? |
| 12:00 | Lunch |
| 12:40 | HR Policies & Procedures |
| 1:20 | The ESL Process & Overview |
| 2:45 | Break |
| 2:55 | English Language Learners – Student Voices Video |
| 3:30 | Wrap up: Evaluation and Vouchers |

**DAY TWO**

| | |
|---|---|
| 8:00 | Mingle and Munch |
| 8:15 | Evaluation Process |
| 9:15 | Mentoring Handbook |
| 10:15 | Break |
| 10:25 | Classroom Management |
| 11:45 | Lunch |
| 12:40 | Classroom Management |
| 1:40 | Break |
| 1:50 | The Effective Teacher ~ Procedures Harry Wong DVD |
| 2:25 | Colorin' Colorado |
| 3:15 | Demonstration |
| 3:30 | Wrap up: Evaluation and Vouchers |

**The process and timeline these personnel went through from the initiation of the work to completion of the promising practice.**
The committee planning the course met for a total of 12 hours to plan the course. The committee used the book, "New Teacher Induction: How to Train, Support, and Retain New Teachers" by Annette L. Breaux and Harry K. Wong.

**The outcome of the promising practice:**
Teachers reported that the felt welcomed and wanted to participate in the Central Falls Mentoring program.

**Any advice, including words of caution, to another district attempting something similar:**
Planning and organization are the keys to a successful orientation. Be ready for the new teachers as you would be for your new students. This is a perfect example to model! Confirm all of your plans with the appropriate people so everything flows. If teachers were hired during the year, and you want them to attend the orientation, send out a "Save-the-Date" invitation before school ends, so people can plan accordingly.

**Contact Information:** Audrey A. Kilsey ~ Mentor Coordinator Central Falls School District
Patricia Morris ~ ESL Director

**Key Induction Elements for Mentoring**

- ✓ Mentoring/coaching is linked to school improvement and improved student instruction.
- ✓ The design of mentoring/coaching services is research-based and has clear purposes.
- ✓ The mentoring program has strong leadership and advocacy.
- ✓ Quality mentors are recruited and selected.
- ✓ Mentors are matched with mentees in a way that maximizes the benefits of mentoring/coaching services.
- ✓ Mentors are engaged in high-quality professional development to enhance their skills as mentors/coaches.

***Mentoring***

The idea of pairing novices with more experienced professionals has existed for hundreds of years. Informal mentoring by experienced educators has probably been conducted since local schools grew large enough to hire two teachers. More recently, districts have begun to implement formal mentoring programs to provide educators new to a district with personalized orientation, support, and feedback about their teaching and ways to improve it through engaging in professional development. By formalizing the expectations for mentors and the strategies through which they engage new educators, districts articulate their expectations and help to embed mentoring into the professional cultures of the schools.

According to the Center for Strengthening the Teaching Profession in Washington State (www.cstp-wa.org/) the conditions that support effective mentoring are:

- ✓ A reasonable caseload for mentors
- ✓ Stable and adequate funding
- ✓ Positive reinforcement from both principals and district administration
- ✓ Realistic expectations for teacher growth
- ✓ Time respected and protected
- ✓ Work balanced among the needs of district, school and classroom

***Guidelines for Selecting Mentors and Coaches***

Not every experienced teacher makes an excellent mentor. In addition to being an exemplary professional, mentors must have a variety of other skills related to the mentoring role. Below are some of the qualities and characteristics that have been found in effective mentors and can be used to develop selection criteria for mentors.

***Professional Qualities and Personal Characteristics of Effective Mentors***

- ✓ Believes everyone has the capacity and desire for growth
- ✓ Sets high expectations for self and others
- ✓ Is respected by peers and leaders for professional knowledge and skills
- ✓ Takes initiative and follows through with responsibilities
- ✓ Seeks feedback on own practice
- ✓ Is reflective and coachable
- ✓ Prioritizes effectively in an unstructured environment
- ✓ Manages time well

- ✓ Is respected by peers and leaders for professional knowledge and skills
- ✓ Demonstrates a passion for teaching and learning and a commitment to the future of education
- ✓ Accepts responsibility; effects change

***Effective Interpersonal Communication***

- ✓ Respects confidentiality
- ✓ Understands and is able to articulate the uniqueness of various school cultures
- ✓ Demonstrates positive, open, honest and sensitive communications with students, staff and parents
- ✓ Builds rapport and trusting relationships with both students and adults
- ✓ Honors diversity
- ✓ Listens with compassion and empathy
- ✓ Manages conflict effectively

***Understands, Demonstrates, and Can Articulate Effective Teaching Practices***

- ✓ Observes students closely to clarify needs; recognizes strengths and identifies resources to support learning
- ✓ Applies knowledge of diverse student needs to personalize and differentiate instruction and promote achievement for all
- ✓ Knows and responds to the unique needs of students, parents and the community
- ✓ Creates a classroom community of tolerance and acceptance
- ✓ Understands and translates research and theory into practical application
- ✓ Uses multiple approaches to teaching and learning
- ✓ Uses appropriate and current classroom applications of technology that deepen learning
- ✓ Uses data from ongoing assessments to inform and improve instruction
- ✓ Holds a continuing or professional certificate and has documented successful contracted teaching experience
- ✓ Knows and uses local, state and federal learning goals and Rhode Island Professional and National Board teaching standards
- ✓ Demonstrates appropriate content knowledge and pedagogy
- ✓ Demonstrates research-based classroom management skills
- ✓ Demonstrates knowledge of the state assessment system
- ✓ Regularly pursues professional development opportunities
- ✓ Has experience presenting to or instructing adults
- ✓ Supports and implements school/district policies and initiatives

***Knowledge and Skills of Effective Mentors for New Teachers***

An effective mentor possesses knowledge and skills in research-based best practices with both adult learners and students in the classroom. Mentoring knowledge deepens and skills improve with practice. The following skills and knowledge may be used to guide professional development for mentors.

***Relationships***

- ✓ Understands organizational change and effects change through role as mentor
- ✓ Builds capacity and sustainable leadership in teachers and other mentors
- ✓ Builds a strong network to support mentoring work (teacher leaders, administrators, experts, human resources staff, principals, union representatives, university faculty, state officials)
- ✓ Skillfully communicates in difficult situations (i.e., resistance, difficult topics/conversations)
- ✓ Listens for underlying needs and reads body language
- ✓ Helps facilitate conflict resolution
- ✓ Diplomatically honors confidentiality while promoting teacher growth
- ✓ Recognizes situations that break the professional code of conduct and necessitate breaking of confidentiality

*Dialogue*

- ✓ Fluently uses coaching practices to promote reflective thinking
- ✓ Shifts stance/approach (coach-collaborate-consult) according to teacher need
- ✓ Assesses teacher needs and strengths and determines when to support, challenge and facilitate vision
- ✓ Coaches other mentors and is willing to be coached
- ✓ Uses knowledge of resources to provide teachers with appropriate professional growth experiences
- ✓ Models reflective thinking to promote improved instructional practice
- ✓ Collects, selects and arranges data to facilitate conversations that improve instructional practice
- ✓ Fosters a desire for growth in new teachers and understands how mentoring can facilitate this growth

*Adult Learning*

- ✓ Knows and applies adult learning theory
- ✓ Uses effective practice when instructing/presenting to students and adults
- ✓ Plans an appropriate timeline of professional development for new teachers
- ✓ Uses knowledge of adult learning theory to deliver effective professional development
- ✓ Understands how the many dimensions of diversity affect adult relationships

*Content & Pedagogy*

- ✓ Deepens content expertise, theory and pedagogy
- ✓ Deepens knowledge and use of current, appropriate technology
- ✓ Facilitates application of appropriate Grade Level Expectations (GLE's) and Grade Span Expectations (GSE's)

*Teacher Support*

- ✓ Understands professional recertification requirements including Individualized Professional Development Plans (I-Plans)
- ✓ Assists with professional growth planning
- ✓ Observes and identifies next steps in classroom management and discipline
- ✓ Understands the developmental needs and phases of a teacher in the early years
- ✓ Recognizes the diverse backgrounds and needs of new teachers and differentiates support appropriately
- ✓ Coaches around effective parent, staff and community communication
- ✓ Assists teacher in building networks of support
- ✓ Guides teachers to understand and/or use:
    - o state/local learning goals and professional teaching standards in planning
    - o a range of ongoing assessments (data) to guide instruction
    - o diverse student needs to personalize and differentiate instruction
    - o unique needs of students, parents and the community
    - o the need to create a classroom community of tolerance and acceptance

*Culture*

- ✓ Adjusts approach to coach teachers in a variety of school cultures and climates
- ✓ Seeks to represent and build understanding of beginning teachers' needs and strengths among others in the school community
- ✓ Assists new teachers in becoming part of professional communities within their schools

## *Promising Induction Practices*..... MENTORING

**Promising Induction Practice from Scituate Public Schools:** A Three-year Mentor/Critical Friends Program

**Brief Description of Promising Practice:**
One of the promising induction practices of the Scituate Public Schools is a three-year Mentor/Critical Friends program that has been developed by the district's Mentor Planning/Program Committee (MPC).

**Key Element(s) addressed:**
- ✓ Mentoring/Coaching is linked to school improvement and improved student instruction
- ✓ The design of the mentoring/coaching services is research-based and has clear purposes
- ✓ The mentoring program has strong leadership and advocacy
- ✓ Quality mentors are recruited and selected
- ✓ Mentors are matched with mentees in a way that maximized the benefits of mentoring/coaching services
- ✓ Mentoring are engaged in high-quality professional development to enhance their skills as mentors/coaches

**YEAR ONE**
During year one (which is mandatory for all new teachers) there is a direct mentor match with a mentee and a veteran teacher in the same school. Mentees record their experiences in a professional growth journal. Each mentee is given $250.00 to be used for conferences/workshops or professional development resources to support their self-assessment plan. This amount can not be taken in cash and pre-approval for expenditures is required. This allotment is for one year only. Mentees are not paid to attend any mentor program training/meetings. There is a mandatory two-day summer training with the first day being new teacher orientation and the second being a mentee training session. There is also a "touch base" meeting that is held part-way through the school year. Mentors meet with their mentees at least ½ hour weekly throughout the school year. These meetings are documented. Mentees complete a self-assessment and write up a self-assessment plan with the assistance of their mentor. A copy of this plan is submitted to the Mentor Planning Committee (MPC) by the end of November. This plan can be amended by joint agreement of the mentor and mentee. Any amended plan is submitted to the MPC. The mentees complete a professional growth journal that documents all meetings, training sessions and professional development. Mentees share this journal with their mentors and then submit a final journal that includes observations and a record of all professional development purchases to their mentor in June for validation. Mentees visit and observe three classrooms in any Rhode Island district for the purpose of professional growth in area(s) determined in their self-assessment plan (e.g., classroom management, differentiated instruction, reading instruction, etc) and document these visits in their journal. Mentees are also observed by their mentors by any of the following: traditional observation, videotaped observation, peer coach to provide collegial feedback on either an overall lesson or a specific component (i.e. classroom management) for one lesson each quarter for a total of four lessons. The mentors write up feedback and suggestions for the mentee. Mentors submit in writing the date and subject matter of the observed lessons to the MPC. Mentees must attend 5 district sponsored professional development sessions. Mentees can choose from approximately ten offerings. These mandatory one-hour sessions are offered after school. Mentees choose the sessions after discussions with their mentors and the choices must reflect the goals of their self-assessment plan. Mentees are not paid to attend and must attend the entire session in order to have it count as one of the required five sessions. With advance permission of the MC, they may attend an outside conference in place of one of the five district sessions. Mentees attend this conference at their own expense or use some of the $250.00 professional development they have been allotted.

**YEAR TWO**
During year two, all elementary second-year teachers will form one Critical Friends group and will be assigned a Critical Friends coach. All middle school second-year teachers will form another Critical Friends group and will be assigned a Critical Friends coach. All high school second-year teachers will form a third Critical Friends group and will be assigned a Critical Friends coach. Each Critical Friend will be given $125.00 to be used for conferences/workshops or professional development resources to

support professional growth. Each Critical friend is required to attend a Critical Friend orientation during the summer. Critical Friends meet with the Critical Friends group at least one hour monthly (ten times per year) after school. At these meetings the first priority is for each Critical Friend to present to the group using at least once using the Critical Friend protocol, Looking at Student Work. Groups may also focus on observing colleagues, video observation with discussion and peer coaching. Critical friends prepare a growth portfolio that is shared with the coach and submitted to the coach in January for feedback and to the Mentor Committee (MPC) in June. The growth portfolio contains a record of all classroom observations, all protocol sharing and minutes of Critical Friends meetings, a record of facilitated quarterly meetings, all workshops and conferences attended by the Critical Friend, a Rhode Island Professional Teaching standard toward which the Critical Friends want to devote professional development, yearlong professional growth toward one of the Rhode Island Professional Teaching Standards, as well as all professional purchases and the contribution of this purchase toward growth in the standard. Critical Friends must attend five district professional development sessions chosen from ten offerings. With advance permission of the MC, they may attend an outside conference in place of one of the five district sessions. Mentees attend this conference at their own expense or use some of the $250.00 professional development they have been allotted.

**YEAR THREE**
Administrators provide support for third-year teachers. A formal process of support with a Professional Development Plan for any/all third year teachers who would like support or for whom their respective administrators have recommended support.

**The roles of the personnel involved in the developing and implementing promising practice:**
Scituate has a Mentor Planning Committee (MPC) comprised of two teachers and two administrators (an elementary teacher, a middle school teacher, the assistant superintendent and the assistant director of special education. The committee administers the program as articulated in the collective bargaining agreement.

**The process and timeline these personnel went through from the initiation of the work to completion of the promising practice:**
The assistant superintendent originally designed this program. After three years of implementation, the Scituate Teacher's Association joined in administering the program and documenting the program in the collective bargaining agreement. Based upon feedback gathered by the survey of the mentors, the program is slightly refined each year.

**The outcome of the promising practice:**
The program has brought about several positive outcomes including: increased teacher retention, increased staff morale; increased staff collegiality and a decreased learning curve for new teachers.

**Advice, including words of caution, to another district attempting something similar:**
Begin the program with a solid partnership with the Teacher's Association and the Administration. Continue to work in solid partnership in all aspects of this support program in order to maximize the effectiveness of the program.

**Contact information:**
Scituate Mentor/Planning Program Committee Members:
Dr. Kristen Stringfellow, Assistant Superintendent, Scituate Public Schools 401-647-4100 kstringfellow@scituateri.net
Mrs. Denise Brierley, Assistant Special Education Director, Northwest Special Education Region, 401-647-4106
Mr. Keith Sanzen, Middle School English Teacher, Scituate Middle School, 401-647-4123
Mrs. Suzanne Andrews, Grade 2 Teacher, Clayville School, 401-647-4115

Link to Infoworks: http://www.infoworks.ride.uri.edu/2007/pdf/ds-usinginfor/30d-info.pdf

*Promising Induction Practices*..... GROWTH

**Key Induction Elements for Growth**

- ✓ Educator professional development is driven by Rhode Island Quality Standards for Professional Development.
- ✓ Educator professional development engages all educators in continuous professional growth.
- ✓ Professional development is informed by professional standards.
- ✓ Professional development is driven by data.
- ✓ Professional development is designed around professional learning communities and communities of practice.
- ✓ Professional development activities are aligned with school/district educator evaluation procedures and processes.
- ✓ Professional development is evaluated for effectiveness and improvement.

## *Promising Induction Practices*..... GROWTH

**Promising Induction Practice from Pawtucket Public Schools:** Curriculum Team Critical Friends Group

**Brief Description of Promising Practice:** Training of personnel as Critical Friends Coaches, leading to the development of a Critical Friends Group.

**Key Element(s) addressed:**

- ✓ Educator professional development is driven by Rhode Island Quality Standards for Professional Development.
- ✓ Educator professional development engages all educators in continuous professional growth.
- ✓ Professional development is informed by professional standards.
- ✓ Professional development is driven by data.
- ✓ Professional development is designed around professional learning communities and communities of practice.

**Titles of the personnel involved in the developing and implementing promising practice:**
The training was developed by the Mentor coordinator and a certified Critical Friends trainer.

**Process and timeline personnel went through from the initiation of the work to completion of the promising practice.** After hearing about the positive effects of the use of Critical Friends Groups from various mentor fellows (RIDE) and coordinators from districts across Rhode Island, Pawtucket planned a Summer Institute, funded through Project RITER, for the purpose of getting a cadre of persons trained as Critical Friends Coaches. Plans were made in the spring of 2007, in order to book a national trainer. Since the number of participants was limited, the Pawtucket Curriculum Team, including coaches and coordinators was first invited to participate. A total of nine people were trained over 5 days in August 2007. Pawtucket then created a Critical Friends Group, comprised of about 15 people, ranging from mentees (less than 3 years in our district) to mentors, coaches, coordinators, directors and Pawtucket's Deputy Superintendent. Meetings were scheduled monthly, and the schedule was sent to everyone in September. Meetings took place faithfully and were never canceled.

**The outcome(s) of the promising practice including any evaluation data.**
Although a formal evaluation has not been completed, the fact that all meetings have been held is a huge indicator that those attending value the meetings. Debriefing after each protocol has helped group members to see the benefits to meeting as a small professional learning community. One member, new to a coaching position, raved about the advantage of taking part as he entered this new job. It allowed him to become an invested team member right from the start. Dialogues and collaborative work has definitely increased.

**Advice, including words of caution, to another district that wants to adapt/adopt this promising practice.**
It is extremely difficult to avoid other obligations getting in the way. Participants were asked to let the mentor coordinator know ahead of time if they were unable to attend. Group size of about 10 participants was ideal, so the group of 15 usually had 3-4 not able to attend each month. Group members felt this worked well. Support from administration was CRUCIAL .

**District contact information for more information:** Lynn Cristino, Mentor & Technology Coordinator, Pawtucket School Department (cristinol@psdri.net, 401.729.7705) and Irv Richardson (irvrichardson@hotmail.com)

**Link to Infoworks for demographic information on district:** *http://www.infoworks.ride.uri.edu/2006/queries/FindDist.asp?District=26*

## Glossary

**Hiring** – The practices surrounding the recruitment and selection of educators to fulfill responsibilities within a district.

**Induction** – The practices and strategies through which educators are introduced to the profession, to the responsibilities they are hired to fulfill, and to strategies for collaboratively engaging in continual professional growth.

**Job-embedded professional development** – job-embedded professional development involves learning that is directly related to the work of the educator.

**Mentor** – An experienced educator who has skill at building relationships with beginning educators and is able to serve as a catalyst for the mentee's professional growth by engaging the mentee in reflection about professional practice and by encouraging and supporting the mentee to engaging in professional development.

**Mentoring** – A process through which a mentor and mentee commit to engage in a relationship to discuss professional responsibilities and improve professional educational practice.

**Orientation** – The processes and activities through which educators are oriented to the schools and districts in which they will be working and to their professional responsibilities.

**Preparation** – The stage of an educator's career when they are gaining knowledge and skills to fulfill the professional responsibilities for the educator role they wish to assume in schools or districts.

**Professional Development** – The processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students.

# District Self-Analysis of Induction Strategies

## *Directions for Using the District Self-Analysis of Induction Strategies*

The District Self-Analysis of Induction Strategies is intended to provide district personnel with a comprehensive method of reviewing current district induction practices. To use the analysis, district personnel concerned with induction practices should review each reflective question and rate the district's current level of practice as: (1) an area in which the district might improve practices; (2) district is working to establish school/district practices in this area; (3) district has implemented practices but does not monitor effectiveness; or, (4) district has implemented practices and monitors effectiveness.

Once district personnel have completed the self-analysis, they can review and discuss the ratings and set priorities for improving the district's induction practices.

## District Self-Analysis of Induction Strategies

| Key Element | Reflective Questions | Evaluation of Current Practices<br>4 = district has implemented practices and monitors effectiveness<br>3 = district has implemented practices but does not monitor effectiveness<br>2 = district is working to establish school/district practices in this area<br>1 = this is an area in which the district might improve practices |
|---|---|---|
| | **Preparation Stage** | |
| **Candidates receive instruction from faculty members who are expert teachers and scholars and exemplify the qualities of effective instruction.** | ✓ Are candidates provided with a variety of models for effective instruction by education department and arts and science department faculty members?<br>✓ In what ways do faculty members model the knowledge, skills and dispositions outlined in the Rhode Island Professional Teaching Standards? | 4____ 3____ 2____ 1____<br>4____ 3____ 2____ 1____ |
| **Candidates actively participate in a community that engages in regular and systematic evaluations that uses the findings for improvement.** | ✓ How are candidates involved in the program's processes for gathering, synthesizing, and analyzing data about effectiveness?<br>✓ How are candidates involved with gathering data from students and other appropriate sources about their effectiveness as educators and areas for possible professional growth? | 4____ 3____ 2____ 1____<br>4____ 3____ 2____ 1____ |
| **Candidates participate in a collaborative and respectful relationship among college/university faculty and field-based educators, their schools, and their districts.** | ✓ What roles and responsibilities do candidates have in the collaborative relationship among college/university faculty, field-based educators and the schools and districts in which they are placed?<br>✓ In what way(s) do candidates experience the respect and collaboration among college/university faculty and field-based educators with whom they are placed? | 4____ 3____ 2____ 1____<br>4____ 3____ 2____ 1____ |
| **Candidates experience field sites that model effective practices.** | ✓ To what extent do the field sites in which candidates are placed provide appropriate models for effective practice? | 4____ 3____ 2____ 1____ |
| **Candidates intern with cooperating practitioners whose practice is consistent with the Rhode Island Professional Teacher Standards.** | ✓ How do colleges/universities select cooperating practitioners whose practice is consistent with the Rhode Island Professional Teaching Standards?<br>✓ How do school districts identify potential cooperating practitioners to ensure their practice is consistent with the Rhode Island Professional Teaching Standards? | 4____ 3____ 2____ 1____<br>4____ 3____ 2____ 1____ |
| **Candidates develop deep understanding of the subject matter and pedagogy for the subject(s) they will be teaching.** | ✓ Are candidates developing a deep understanding of subject matter knowledge and pedagogy that they can use to for developing this knowledge in students and for identifying student misconceptions? | 4____ 3____ 2____ 1____ |

| Key Element | Reflective Questions | Evaluation of Current Practices<br>4 = we have implemented practices and monitor effectiveness<br>3 = we have implemented practices but do not monitor effectiveness<br>2 = we are working to establish school/district practices in this area<br>1 = this is an area in which we might improve our practices |
|---|---|---|
| | **Hiring Stage** | |
| **The hiring of educators is based upon district mission, vision, needs and plans for long-range improvement.** | ✓ How does your district identify student and district needs and use this information in the hiring process to ensure new hires have the knowledge and skills to address student and district needs? | 4____ 3____ 2____ 1____ |
| | ✓ How does your district collect and analyze information about the district's current teacher workforce (e.g., gender, experience, ethnicity, preparation, professional development) to inform and improve recruiting and hiring decisions? | 4____ 3____ 2____ 1____ |
| | ✓ What decision making processes exist in your district/school to assign educators, teaching loads, assignment of students, and supports for new educators? | 4____ 3____ 2____ 1____ |
| | ✓ Does your district have partnerships with educator preparation programs at colleges/universities to help recruit quality educators to your district? | 4____ 3____ 2____ 1____ |
| | ✓ How do the collective bargaining association and the school district work together to ensure that the hiring process serves the needs of the students and the district while aligning with negotiated agreements? | 4____ 3____ 2____ 1____ |

| Key Element | Reflective Questions | Evaluation of Current Practices<br>4 = we have implemented practices and monitor effectiveness<br>3 = we have implemented practices but do not monitor effectiveness<br>2 = we are working to establish school/district practices in this area<br>1 = this is an area in which we might improve our practices |
|---|---|---|
| **The hiring process is information-rich and provides both prospective applicants and the district with sufficient information to make informed decisions.** | ✓ What strategies does your district employ to ensure a sufficiently large pool of applicants from which to hire? | 4____ 3____ 2____ 1____ |
| | ✓ How does your district monitor the effectiveness of recruiting strategies? | 4____ 3____ 2____ 1____ |
| | ✓ In what way(s) do advertisements for positions convey the needs of the district and the educator knowledge, skills, and dispositions the district is seeking in candidates? | 4____ 3____ 2____ 1____ |
| | ✓ How do district print and online communications portray the district and provide prospective applicants with necessary forms and steps for completing their application as a prospective candidate? | 4____ 3____ 2____ 1____ |
| | ✓ How do the various stakeholders in your district collaborate to provide prospective applicants with accurate and timely information about candidate qualities the district is seeking and with accurate information about the responsibilities educators are expected to fulfill? | 4____ 3____ 2____ 1____ |
| | ✓ How does your district ensure that prospective applicants are kept apprised of the status of their application and of next steps throughout the hiring process? | 4____ 3____ 2____ 1____ |
| | ✓ How do personnel responsible for interviewing/selecting applicants determine the knowledge, skills, and attributes the district is seeking in applicants? Are the knowledge, skills, and attributes based on identified student and district needs? | 4____ 3____ 2____ 1____ |
| | ✓ How does the district ensure that the questions asked of applicants and the activities in which applicants are engaged during the interviewing/selection process are aligned with the knowledge skills and attributes the district is seeking? | 4____ 3____ 2____ 1____ |
| | ✓ How are personnel responsible for interviewing/selecting new hires trained to discern the desired knowledge, skills and attributes during the interview/selection process? | 4____ 3____ 2____ 1____ |
| **The transition from hiring to orientation to the district is thoughtful and timely.** | ✓ How does the district ensure that educators are informed about the district's orientation processes and engaged in orientation activities in a timely manner? | 4____ 3____ 2____ 1____ |

| Key Element | Reflective Questions | Evaluation of Current Practices<br>4 = we have implemented practices and monitor effectiveness<br>3 = we have implemented practices but do not monitor effectiveness<br>2 = we are working to establish school/district practices in this area<br>1 = this is an area in which we might improve our practices |
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| | **Orientation Stage** | |
| **Educators are welcomed and introduced to the school, district, and surrounding community.** | ✓ How is orientation structured to ensure that educators get the information they need in a timely manner without being overwhelmed with information? | 4____ 3____ 2____ 1____ |
| | ✓ Who is responsible for welcoming and introducing personnel to the school, district and surrounding community? | 4____ 3____ 2____ 1____ |
| | ✓ What strategies and activities are in place at the district to welcome educators and introduce them to the district, schools, and surrounding community? | 4____ 3____ 2____ 1____ |
| | ✓ How does the district share important demographic information about the student population and the community with educators? | 4____ 3____ 2____ 1____ |
| | ✓ How are educators hired after the opening of school welcomed to the district, school and community? | 4____ 3____ 2____ 1____ |
| | ✓ What strategies and activities are in place to inform educators about district/school strategic plans? | 4____ 3____ 2____ 1____ |
| | ✓ How are educators new to the district introduced to key district personnel with whom they will need to interact? | 4____ 3____ 2____ 1____ |
| | ✓ In what ways do negotiated agreements support the orientation of educators? | 4____ 3____ 2____ 1____ |
| | ✓ How does the district/school communicate their mission and vision? | 4____ 3____ 2____ 1____ |
| **Educators are provided with guidance regarding expectations for setting up the classroom, establishing classroom routines and planning instruction for the first few days of schools.** | ✓ How are educators informed about the expectations for school and classroom rules, setting up workspaces, student behavior, and dress code? | 4____ 3____ 2____ 1____ |
| | ✓ Who supports educators to ensure they are prepared for the first day of school, even if the educator's first day comes after the first day of the school year? | 4____ 3____ 2____ 1____ |
| | ✓ What strategies and processes are in place to assure that guidance to educators about expectations and routines continue beyond the first days of school? | 4____ 3____ 2____ 1____ |
| **Educators are informed about the provision of resources and other pertinent information in a timely fashion.** | ✓ How and when does the district distribute class lists, school and room keys, schedules and procedures? | 4____ 3____ 2____ 1____ |
| | ✓ How does the district inform educators about modes of inter-staff communication – inter-school mail, email, newsletters, etc? | 4____ 3____ 2____ 1____ |

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| | | |
| **Educators are engaged in networking opportunities with colleagues.** | ✓ How are opportunities for educators to share educational experiences and instructional ideas structured and communicated?<br>✓ How are educators informed about the professional learning communities in the school /district and how are they invited and welcomed into these communities?<br>✓ How are educators' schedules constructed to ensure educators have time to meet/plan with mentors and experienced colleagues with similar teaching responsibilities? | 4____ 3____ 2____ 1____<br>4____ 3____ 2____ 1____<br>4____ 3____ 2____ 1____ |
| **Educators are informed in a timely fashion about school/district induction and support for educators.** | ✓ How does the district share information about the district's induction activities and the expectations for the educator's participation?<br>✓ How are the expectations for the roles of the participants in educator induction shared with educators and other participants? | 4____ 3____ 2____ 1____<br>4____ 3____ 2____ 1____ |
| **Educators have opportunities to learn about the curricula and supporting teaching materials, instructional strategies, and resources appropriate to the educator's assignment and responsibilities.** | ✓ How are educators informed about the district's curricula, materials, and Grade Level Expectations (GLE's) and Grade Span Expectations? (GSE's)?<br>✓ How are educators informed about the district's assessment expectations, the data they will need to collect and how such data is to be interpreted?<br>✓ How are educators informed about the special education services provided by the district and the district's expectations and processes for referring students for special education services? | 4____ 3____ 2____ 1____<br>4____ 3____ 2____ 1____<br>4____ 3____ 2____ 1____ |
| **The district/school educator evaluation and professional development expectations and procedures are explained to educators.** | ✓ How are educators informed about the district's educator evaluation procedures and the relationship of evaluation to professional development?<br>✓ How are the different roles of mentors and evaluators clearly articulated and shared with educators?<br>✓ What procedures are in place to ensure that educators are receiving timely and appropriate feedback about their performance and recommendations for professional development?<br>✓ How are educators informed about the Rhode Island Professional Teaching Standards and Individualized Professional Development Plans (I-Plans), professional certification requirements and district professional development expectations? | 4____ 3____ 2____ 1____<br>4____ 3____ 2____ 1____<br>4____ 3____ 2____ 1____<br>4____ 3____ 2____ 1____ |

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| | **Mentoring Stage** | |
| **Mentoring/coaching is linked to school improvement and improved student instruction.** | ✓ Is the mentoring program included as an integral part of the district's strategic plan as required by state regulations?<br>✓ In what ways does your district evaluate the impact of mentoring on student achievement and school improvement? | 4____ 3____ 2____ 1____<br>4____ 3____ 2____ 1____ |
| **The design of mentoring/coaching services is research-based and has clear purposes.** | ✓ What is your school/district model of mentoring assistance to educators?<br>✓ What are the purpose(s) of mentoring? Are these purposes shared with mentors, mentees and other school personnel?<br>✓ What opportunities are built into the schedule for mentors and mentees to meet?<br>✓ In what ways is the connection of mentoring to evaluation clearly articulated and shared?<br>✓ How does your school/district inform the school community about appropriate confidentiality between mentors and mentees?<br>✓ How is the relationship of mentoring to ongoing professional development clearly articulated and shared?<br>✓ How is the effectiveness of mentoring monitored and evaluated? | 4____ 3____ 2____ 1____<br>4____ 3____ 2____ 1____<br>4____ 3____ 2____ 1____<br>4____ 3____ 2____ 1____<br>4____ 3____ 2____ 1____<br>4____ 3____ 2____ 1____<br>4____ 3____ 2____ 1____ |
| **The mentoring program has strong leadership and advocacy.** | ✓ How do administrator/teacher leaders collaborate to support mentors/coaches and mentees?<br>✓ How effectively have your school/district leaders been informed about the needs of mentors and mentees (confidentiality, assessment vs. evaluation, designated time)?<br>✓ What additional leadership and professional development opportunities are available to mentors and coaches? | 4____ 3____ 2____ 1____<br>4____ 3____ 2____ 1____ |
| **Quality mentors are recruited and selected.** | ✓ How does your district ensure that it recruits and selects mentors who are exemplary educators with the qualities and characteristics needed to guide new teachers' practice?<br>✓ Who is involved in the process of selecting quality mentors? | 4____ 3____ 2____ 1____<br>4____ 3____ 2____ 1____ |

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| **Mentors are matched with mentees in a way that maximizes the benefits of mentoring/coaching services.** | ✓ What thoughtfully established criteria (e.g. proximity, content and level similarity, load) does your school/district use to facilitate mentor/mentee match?<br>✓ What processes are in place to monitor the match and, if necessary, to provide a new mentor? | 4____ 3____ 2____ 1____<br>4____ 3____ 2____ 1____ |
| **Mentors are engaged in high-quality professional development to enhance their skills as mentors/coaches.** | ✓ What initial training and ongoing professional development is provided to all mentors for their role as mentors?<br>✓ What degree of commitment to mentoring does your district demonstrate through policies around mentor load, coordination of program, funding, and protection of time for induction activities and mentor/educator collaboration?<br>✓ How does your district ensure that personnel who support educators deliver a consistent message about priorities and practices around school improvement? | 4____ 3____ 2____ 1____<br>4____ 3____ 2____ 1____<br>4____ 3____ 2____ 1____ |

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| | **Growth Stage** | |
| **Educator professional development is driven by Rhode Island Quality Standards for Professional Development.** | ✓ In what ways does the professional development offered at your school/district align with the Rhode Island Quality Standards for Professional Development? | 4____ 3____ 2____ 1____ |
| | ✓ How are educators' professional development needs determined to ensure they have opportunities to develop their personal professional skills as well as the skills they need to be an effective member of a school/district? | 4____ 3____ 2____ 1____ |
| | ✓ How do the school/district mentors, instructional coaches, and other stakeholders in professional development work to coordinate the professional learning opportunities for educators within the school/district? | 4____ 3____ 2____ 1____ |
| | ✓ How does your school/district ensure that educators are not overwhelmed by required professional development activities or confused by mixed messages about expected practice? | 4____ 3____ 2____ 1____ |
| | ✓ How does your school/district communicate professional development opportunities and support and encourage staff participation in professional development opportunities at the individual, team, school, district, and state-wide levels? | 4____ 3____ 2____ 1____ |
| **Educator professional development engages all educators in continuous professional growth.** | ✓ How does educators' professional development meet district and school needs while being sensitive to the developmental stages of educators' performance? | 4____ 3____ 2____ 1____ |
| | ✓ How does your school/district address the specific needs of diverse educators including those who are new to the profession or new to a grade level, content area, or role? | 4____ 3____ 2____ 1____ |
| | ✓ How does your school/district provide recursive professional learning opportunities for all who may have missed key professional development initiatives, (e.g., curriculum or school improvement training)? | 4____ 3____ 2____ 1____ |
| | ✓ How does your school/district support mentors, peer coaches, and educators with job-embedded opportunities for collegial classroom visitations and feedback? | 4____ 3____ 2____ 1____ |

| Key Element | Reflective Questions | Evaluation of Current Practices<br>4 = we have implemented practices and monitor effectiveness<br>3 = we have implemented practices but do not monitor effectiveness<br>2 = we are working to establish school/district practices in this area<br>1 = this is an area in which we might improve our practices |
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| | | |
| **Professional development is informed by professional standards.** | ✓ How does your school/district introduce educators to the Rhode Island Professional Teaching Standards (RIPTS)?<br>✓ What explicit supports and education are provided to educators in strengthening the knowledge and skills outlined in the Rhode Island Professional Teaching Standards or other appropriate professional standards for educators' roles?<br>✓ In what ways are educators encouraged and supported to use professional standards to reflect on their practice, develop professional growth plans, engage in relevant professional development, and collect evidence to evaluate their professional growth and effectiveness? | 4____ 3____ 2____ 1____<br>4____ 3____ 2____ 1____<br>4____ 3____ 2____ 1____<br>4____ 3____ 2____ 1____ |
| **Professional development is driven by data.** | ✓ How does your school/district facilitate conversations regarding data collected about school and student performance?<br>✓ How does the school community collect, examine, and assess evidence of student learning to identify strengths and areas in need of professional growth? | 4____ 3____ 2____ 1____<br>4____ 3____ 2____ 1____ |
| **Professional development is designed around professional learning communities and communities of practice.** | ✓ In what way(s) does your school/district provide time and opportunities necessary for educators to meet for professional learning and to collaborate?<br>✓ How are educators provided with the knowledge and skill they need to collaborate with each other and with other stakeholders? | 4____ 3____ 2____ 1____<br>4____ 3____ 2____ 1____ |
| **Professional development activities are aligned with school/district educator evaluation procedures and processes.** | ✓ What processes and instruments does the district use to evaluate the effectiveness of school and individual educator practices? Are these tools aligned with professional standards?<br>✓ How do educators' professional development opportunities align with the knowledge and skills on which the district bases its educator evaluation systems?<br>✓ How does the information gained through the evaluation of educators inform the professional development in which individuals and staffs engage? | 4____ 3____ 2____ 1____<br>4____ 3____ 2____ 1____<br>4____ 3____ 2____ 1____ |

| Key Element | Reflective Questions | Evaluation of Current Practices<br>4 = we have implemented practices and monitor effectiveness<br>3 = we have implemented practices but do not monitor effectiveness<br>2 = we are working to establish school/district practices in this area<br>1 = this is an area in which we might improve our practices |
|---|---|---|
| **Professional development is evaluated for effectiveness and improvement.** | ✓ In what ways does your district evaluate the impact of induction practices and professional development to determine the effectiveness of current strategies to address the professional development needs of educators?<br>✓ How does the district evaluate the impact of professional development on student learning and teaching practices in order to ensure the continuous improvement of the school/district? | 4____ 3____ 2____ 1____<br>4____ 3____ 2____ 1____ |

# Resources and References

## Rhode Island Standards and Documents

Rhode Island Mentor Program Standards
http://www.ride.ri.gov/EducatorQuality/DOCS/mentoring/Rhode%20Island%20Mentor%20Program%20Standards%20%20January-02%20x.pdf

Rhode Island Quality Standards for Professional Development
http://www.ride.ri.gov/EducatorQuality/DOCS/PRODEV/RI%20standards%20for%20PD.pdf

Rhode Island Professional Teaching Standards (RIPTS)
http://www.ride.ri.gov/EducatorQuality/certification/bts.aspx

School Improvement In Rhode Island
http://www.ride.ri.gov/PSI/salt/default.aspx

Rhode Island Program Approval Standards and Approval Process
http://www.ride.ri.gov/EducatorQuality/certification/bts.aspx

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**Middle & Secondary School Level**

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Humphrey, T. (2002). *In the first few years: Reflections of a beginning teacher*. Newark, DE: International Reading Association.

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Robb, D. (2001). *Crossing the water: Eighteen months on an island working with troubled boys-a teacher's memoir.* Riverside, NJ: Simon and Schuster.

Shribman, D. (2002). *I remember my teacher.* Kansas City, MO: Andrews McMeel Publishing.

Wright, M.A.E. (1999). *Why I teach: Inspirational true stories from teachers who make a difference.* New York: Random House.

## Help and Advice for Teachers from Teachers

Beginning Teacher's Tool Box (http://www.inspiringteachers.com), by the veteran teachers of Inspiring Teachers Publishing Group, offers everything from an "Ask Our Mentor a Question" section, where you can e-mail questions to a veteran teacher, to "Tips for New Teachers" (click "archives") that include inspiration, humor, and the top 10 things to do before school starts. Check out the Beginning Teachers Message Board where you can ask for, or offer, advice.

The goal of Teachers Helping Teachers (http://www.pacificnet.net/~mandel)—"by teachers, for teachers"—is to provide basic tips to beginning teachers—things that can be immediately implemented in the classroom. It offers lesson plans and features like "Poem of the Week" and "This Week's Stress Reduction Moment." This site has a list of educational Web sites organized by subject area and topic.

New teachers should definitely check out the "Mentor Support Center" from Teachers.net (http://www.teachers.net). This feature (click "chatboards") brings together educators in category-specific chatboards and chatrooms—there's one specifically for beginning teachers. The site also includes lesson plans, live meetings, a list of useful resources, and a newsletter.

Designed to encourage new teachers and those studying to be teachers, I Love Teaching.com (http://www.iloveteaching.com) offers the experiences and wisdom of a veteran teacher. Click "Tid-Bits" for a list of things a rookie teacher wishes she had known before stepping into the classroom.

A Homepage for New Math Teachers (http://people.clarityconnect.com/webpages/terri/terri.html) has information that all new teachers can use, including how to connect with students and tips on classroom management. Whether for class ideas or just for fun, check out the monthly math problem and the archive of "Most Loved Problems."

Words of Advice and Inspiration

What to Expect Your First Year of Teaching (http://www.ed.gov/PDFDocs/whatexpect.pdf) is a great resource for new teachers. It's a compilation of award-winning first-year teachers' experiences, challenges, and successes. It includes tips on how to have a successful first year, advice from veteran teachers, and a discussion about the things for which no training could have prepared them.

"Great Expectations: Helpful Hints for Beginning Teachers" (http://www.positiveparenting.com/resources/feature_article_018.html) is an essay by Jane Bluestein about what new teachers should know, should do, and shouldn't be afraid to ask. It is a practical look at ways that teachers can approach their first year with realistic expectations and how they can grow from those early experiences.

Guides That You Shouldn't Live Without
What list of Web sites would be complete without a site with, well, a list of Web sites? Of all the lists of education Web sites, Kathy Schrock's Guide for Educators (http://school.discovery.com/schrockguide/) is probably the most comprehensive. It has a wide range of topics and is organized so that you don't have to be an Internet wiz to find something you can use.

Every teacher, beginning or veteran, should know how to use the resources of the U.S. Department of Education. The New Teacher's Guide to the U.S. Department of Education (http://www.ed.gov/pubs/TeachersGuide/index.html) contains a wealth of information to be had, free of charge, if you just know how to find it. This comprehensive guide will tell you; it'll probably even help you find things you didn't realize that you needed. (Note that this Guide is now archived. Please visit www.ed.gov for the latest information about searching the US DOE).

## Other Resources

The MASTER Teacher. Manhattan, KS: The MASTER Teacher. http://www.masterteacher.com/ (Publishes pamphlets during the school year on various topics of teaching).

Teacher professional development: A primer for parents and community members. The Finance Project: Public Education Network.
http://www.publiceducation.org/Teacher_Prof_Dev/home.asp

THIS WEEK I FAILED MY STUDENTS
"This week I felt like a failure as a teacher," Annie Bianchetti writes in her online teacher diary. "Every lesson I taught seemed lacking in motivation. I had difficulty keeping control in the classroom and I resorted to yelling and threats. I questioned whether I should be a teacher at all. I compared myself to my colleagues and yearned to be as effective as they seemed to be. This week I only saw my flaws." Read of one dedicated educator's struggle to rekindle her passion for teaching.
http://www.middleweb.com/mw/msdiaries/02-03wklydiaries/AB06.html

LEARNING TO DISCIPLINE
No one is born knowing how to control 125 adolescents for five hours a day and teach the curriculum at the same time. Learning to discipline takes years. Mostly, it's trial and error. Nothing works all the time, and what works well in one class has no effect on another. At the start of her teaching career, Margaret Metzger confesses, she ricocheted between being a drill sergeant and Mary Poppins. In this Phi Delta KAPPAN online article, she shares with new teachers the lessons she's learned along the way about managing and disciplining young adolescents. A good read for all those who care about what happens in America's classrooms.
http://www.pdkintl.org/kappan/k0209met.htm

## Training Opportunities

Organization and Management Strategies for the Beginning Teacher.
The Center for Professional Development and Services (CPDS). Phi Delta Kappa International, 408 N. Union St., PO Box 789, Bloomington, IN 47402-0789.
www.pdkintl.org or 1-800766-1156

Site-specific training for first/second year teachers, administrators, curriculum directors.

*Working with paraeducators*. Professional Development Online. Alexandria, VA: ASCD. Pdonline.ascd.org or 1-800-933-2723.

**Videos**

*Classroom management that works*. (2004). (3-videotape series). Alexandria, VA: ASCD.

*The Effective Teacher*. Harry Wong video series. http://www.harrywong.com/product/tet.htm

*How to create successful parent-student conferences*. (1998). (one videotape). Alexandria, VA: ASCD.

*How to promote positive behavior in the classroom*. (2004). (one videotape). Alexandria, VA: ASCD.

**Professional Development and Administrative Perspective**

Books and Articles


Bartell, C.A. (2004). *Cultivating high-quality teaching through induction and mentoring: How to train and retain new teachers*. Thousand Oaks, CA: Corwin Press.

Brock, B.L. & Grady, M.L. (2001). *From first-year to first rate: principals guiding beginning teachers* (2nd Ed). Thousand Oaks, CA: Corwin Press.

Coppola, A.J. Scricca, D.B., & Connors, G.E. (2004). *Supportive supervision: Becoming a teacher of teachers*. Thousand Oaks, CA: Corwin Press.

Darling-Hammond, L. & G. Sykes (Eds.). (1999). *Teaching as the learning profession: Handbook of policy and practice*. San Francisco: Jossey-Bass.

Drago-Severson, E. (2004). *Helping teachers learn: Principal leadership for adult growth and development*. Thousand Oaks, CA: Corwin Press.

Gabriel, J.G. (2005). *How to thrive as a teacher leader*. Alexandria, VA: ASCD.

Gordon, S.P. (2004). *Professional development for school improvement: Empowering learning communities*. Boston: Allyn & Bacon Professional.

Heller, D.A. (2004). *Teachers wanted: Attracting and retaining good teachers*. Alexandria, VA: ASCD.

Husby, V.R. (2005). *Individualizing professional development*. Thousand Oaks, CA: Corwin Press.

Lindley, F.A. (2003). *The portable mentor: A resource guide for entry-year principals and mentors*. Thousand Oaks, CA: Corwin Press.

McEwan, E.K. (2002). *Ten traits of highly effective teachers: How to hire, coach, and mentor successful teachers*. Thousand Oaks, CA: Corwin Press.

Pellicer, L.O. (2002). *Caring enough to lead: How reflective thought leads to moral leadership*. (2nd Ed.). Thousand Oaks, CA: Corwin Press.

Podsen, I.J. (2002). *Teacher retention*. Larchmont, NY: Eye on Education.

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Rutherford, P. (2003). *Leading the learning: A field guide for supervisors, coaches & mentors*. Alexandria, VA: Just Ask Pub.

Shea, G. F. (1994). *Mentoring: Helping employees reach their full potential*. New York: American Management Association.

Stronge, J.H. (2002). *Qualities of effective teachers*. Alexandria, VA: ASCD.

Sullivan, S. & Glanz, J. (2004). *Supervision that improves teaching: Strategies and techniques*. Thousand Oaks, CA: Corwin Press.

Sweeny, B.W. (2001). *Leading the teacher induction and mentoring program*. Arlington Heights, IL: Skylight Professional Development.

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Zepeda, S.J. (2003). *Instructional supervision: Applying tools and concepts*. Larchmont, NY: Eye on Education, Inc.

Zepeda, S.J. (1998). *Staff development: Practices that promote leadership in learning communities*. Larchmont, NY: Eye on Education.

## Journal Articles

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Rowley, J. B. (May 1999). "Supporting New Teachers: The Good Mentor." *Educational Leadership*. Vol. 56, No. 8,

### Administrator Mentoring Resources

Daresh, J.C. (2001). *Beginning the principalship: A practical guide for new school leaders*. Thousand Oaks, CA: Corwin Press.

Daresh, J.C. (2001). *Leaders helping leaders: A practical guide to administrative mentoring*. Thousand Oaks, CA: Corwin Press.

Lovely, S. (2004). *Staffing the principalship: Finding, coaching, and mentoring school leaders*. Alexandria, VA: ASCD.

Wilmore, E.L. (2004). *Principal induction: A standards-based model for administrator development*. Thousand Oaks, CA: Corwin Press.

### Paraprofessional Mentoring Resources

#### Video

Reyes, C. (1998). *We make the road by walking...together: The story of the model support system for paraprofessionals*. San Francisco: WestEd.

### Electronic Resources

## Websites

http://www.alt-teachercert.org/Mentoring.html
Process for mentoring beginning teachers.

http://Assist.educ.msu.edu/assist
Advocating Strong Standards-based Induction for Teachers (ASSIST) is a website that contains useful guidelines and tools for principals, mentors, and mentees that can be used when implementing an induction and mentoring program.

www.ecs.org/clearinghouse/13/15/1315.doc
Clearinghouse of information on status of mentoring in each state (1999).

http://ncrtl.msu.edu/http/mentors.pdf
The National Center for Research on Teacher Learning (NCRTL) explores learning from mentors: a study update.

http://counts.edweek.org/sreports/qc03/templates/chart.cfm?slug=17odds-c1.h22
Education Week's Quality Counts 2003 Report provides overview of state support for new teachers re: induction and mentoring

www.ets.org
Educational Testing Service contains research and resources on Induction and Mentoring

www.glef.org
The George Lucas Educational Foundation. EduTopia (Fall 1999). Teachers Helping Teachers: The Path to School Improvement.

www.highered.nysed.gov/tcert/resteachers/guidemenprog.htm
Draft Guidelines for Implementing District-based Teacher Mentoring Programs (Revised 12/29/04)

www.hr.lanl.gov/TD/Learning/limentoring.stm
Los Alamos National Laboratory Guidelines on Mentoring (6/6/00).

www.mentornet.net/
E-network for women in engineering, related sciences and technologies, and math. Students, professionals, and individuals interested in women's issues are all invited to join the community. Valuable information and resources for current and prospective MentorNet partners, including corporations, foundations, professional societies, government labs, agencies, colleges, and universities.

www.mentors.net
The Mentoring Leadership & Resource Network (an affiliate of the ASCD). General information available on various topics. Email discussions are moderated.

www.middleweb.com/mentoring.html
Has great list of teacher mentoring resources with links.

www.newteachercenter.org

New Teacher Center at University of California, Santa Cruz. Contains resources regarding induction for teachers and administrators.

www.newteacher.com A non-commercial website funded by The First Days of School Foundation, founded by Rosemary and Harry Wong in San Francisco, CA. It provides a clearinghouse of information to help new teachers and some funding to help children, teachers, and schools. Check the website for regular updates to postings.

www.nfie.org/publications/mentoring.htm
The NEA Foundation for the Improvement of Education, News & Publications. Information on creating a Teacher Mentoring Program.

www.nwrel.org/request/may01/textonly.html
Northwest Regional Educational Laboratory. Supporting Beginning Teachers: How Administrators, Teachers and Policymakers Can Help New Teachers Succeed. (May 2001)

www.responsiveclassroom.org/articlelibrary/index.asp
Collection of articles written by teachers for K-8 teachers, on practical strategies for brining together social and academic learning throughout the day.

www.SEDL.ORG
Sample of standards with lessons and outcomes that teachers can access and can use for mentor conversations.

www.teachermentors.com
Barry Sweeny's website which contains numerous resources on induction and mentoring

teachersnetwork.org/ntol/
A wealth of resources for new teachers.

**Videos**

*Mentoring to improve schools*. (1999). (two videotapes and facilitator's guide). Alexandria, VA: ASCD.

*Mentoring to improve schools*. (1999). (two videotapes). Alexandria, VA: ASCD.

*Mentoring the new teachers* developed by University of Dayton. Distributed by ASCD. Various Topics Covered.

*Mentoring teachers to mastery video series*. (five-videotape series) The Master Teacher, Manhattan, KS. www.masterteacher.com

*The video journal of education: New teacher training, teacher induction, mentoring & renewal with Harry Wong.*

*Making mentoring accessible: Innovation and technology in teacher induction.* (April 20, 2004, 2:30-400pm). Teleconference: Collin County Community College District. http://telelearning.dcccd.edu. (To request a tape, contact: Marketing Department, LeCroy Center for Educational Telecommunications, 9596 Walnut Street, Dallas, TX. 75243-2112. Phone: (972) 669-6665.)

*Mentoring conversations.* The New Teacher Center @ University of California, Santa Cruz. www.newteachercenter.org

Niday, D. & Boreen, J. (2003). *Mentoring: Guiding, coaching, and sustaining beginning teachers.* (2 videotapes). Portland, ME: Stenhouse Pub.

*WGBH teachers as learners*--a series of videos--science, math, biotech.

*School-wide strategies for retaining great teachers.* (2002). (four-videotape series). Port Chester, NY: National professional resources, Inc.

## Other

*Analyzing teaching: A professional development CD-ROM. (2003). Alexandria, VA: ASCD.*

Diaz-Maggioli, G. (2004). *Teacher-Centered Professional Development.* Alexandria, VA: ASCD.

*A guide to prepare support providers for work with beginning teachers.* (2nd ed.). California Beginning Teacher Support and Assessment Program co-administered by the Dept. of Education and Commission on Teacher Credentialing. A 300 plus page training module includes step-by-step training materials. It addresses three areas: needs of new teachers, profile of an effective support provider, and strategies for supporting new teachers. The materials offer a training guide, a participants manual, transparency masters, detailed instructions for each activity, a videotape, and lists of all materials needed.

Lipton, L. & Wellman, B. (2003). *Making mentoring work: an ASCD action tool.* Alexandria, VA: ASCD.

Little, J.W. & Nelson, L.J. (Eds.). (1990). *A leader's guide to mentor training.* San Francisco: WestEd. (30-hour training/seven modules).

*Mentoring: A resource & training guide for educators.* (1994). The Regional Laboratory for Educational Improvement of the Northeast & Islands (Currently being revised by Learning Innovations @ WestEd, Stoneham, MA).

*PATHWISE Induction Program.* ETS--Teaching and Learning Division. www.ets.org

Rowley, J.B. & Hart, P.M. (2000). *High performance mentoring: A multimedia project for training mentor teachers.* Thousand Oaks, CA: Crown Press.

*Survival kit for mentors.* (2nd Ed.). Skylight Professional Development.

Training Opportunity: *Mapping the way to mentor new teachers for first days of school success.* Center for Professional Development Services (CPDS), Phi Delta Kappa International, Bloomington, IN www.pdkintl.org 1-800-766-1156

National Center for Research on Teacher Learning (NCRTL). *Learning from Mentors: A Study Update.* College of Education, Michigan State University, 116 Erickson Hall, East Lansing, MI 48824-1034. (517) 355-9302.

Zimmerman, J. & Stansbury, K. (2000). *Lifelines to the classroom: Designing support for beginning teachers.* San Francisco, WestEd. (Knowledge Brief).

## Other Resources on Educator Induction

## Designing Induction Programs

Breaux, A. & Wong, H. (2003). *New teacher induction: How to train support, and retain new teachers.* Mountain View, CA: Harry K. Wong Publishing.

Standards for Beginning Teacher Induction (2005) Center for Strengthening the Teaching Profession. http://www.cstp-wa.org/Navigational/Policies_practices/Teacher_induction/CSTP_ind-standards-final.pdf

Fulton, K, Yoon, I., Lee, Christine. (2005) Induction into Learning Communities. National Commission on Teaching and America's Future. http://www.nctaf.org/documents/NCTAF_Induction_Paper_2005.pdf

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Breaux, A. & Wong, H. (2003). *New teacher induction: How to train, support, and retain new teachers.* Mountain View, CA: Harry K. Wong Publications.

Crow G.M. & Matthews L.J. (1998). *Finding one's way: How mentoring can lead to dynamic leadership.* Thousand Oaks, Ca: Corwin Press.

Millinger, C. S. (2004). Helping new teachers cope: Effective mentoring programs respond to the needs of new teachers by providing practical advice about the basics. *Educational Leadership.* 61(8), 66-69.

New Hampshire Induction-with-Mentoring Toolkit. (2005) New Hampshire Department of Education. http://www.nheon.org/prof_dev/mentoring/index.php

Portner, H. (2001). *Training mentors is not enough.* Thousand Oaks, CA: Corwin Press.

Richin, R., Banyon, R., Stein, R.P., & Banyon, F. (2003). *Induction: Connecting teacher recruitment to retention.* Thousand Oaks, CA: Corwin Press.

Saphier, J., Freedman, S., & Aschheim, B. (2001). *Beyond mentoring: Comprehensive induction programs.* Newton, MA: Teachers 21.

Scherer, M., (Ed.) (1999). *A better beginning: Supporting and mentoring new teachers.* Alexandria, VA: ASCD.

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ERIC Clearinghouse on Teaching and Teacher Education. (ERIC Document No. ED436487). http://www.ed.gov/databases/ERIC_Digests/ed436487.html

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Wong, H.K., Britton, T. & Ganser, T. (2005). What the world can teach us about new teacher induction. *Phi Delta Kappan.* 86(5), 379-384.

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**Research on Induction**

*Tapping the potential: Retaining and developing high-quality new teachers*. (2004). Washington, DC: Alliance for Excellent Education. (Retrieved June 30, 2004, from http://all4ed.org/publications/TappingThePotential.pdf)

Induction into Learning Communities. (2005) National Commission on Teaching and America's Future. (Retrieved June 19, 2007, from http://www.nctaf.org/documents/NCTAF_Induction_Paper_2005.pdf

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## Program Models

Barnett, B., Hopkins-Thompson, P., & Hoke, M. (December 2002). *Assessing and supporting new teachers: Lessons from the Southeast*. Chapel Hill, NC: University of North Carolina/The Southeast Center for Teaching Quality (www.teachingquality.org).

Breaux, A. & Wong, H. (2003). *New teacher induction: How to train, support, and retain new teachers*. Mountain View, CA: Harry K. Wong Publications.

Britton. E., et al. *Comprehensive teacher induction: Systems for early career learning*. Kluwer Academic Publications & WestEd, in press.

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***"What teachers know and can do is the most important influence on what students learn."***

*National Commission on Teaching and America's Future 1996*

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***"What teachers and other educators in Rhode Island know and the quality with which they perform their professional responsibilities, depends upon:***

- ***the ways which we welcome them into our profession,***
- ***how we model for them what it means to be a professional,***
- ***the quality of the feedback we provide to them early in their careers, and,***
- ***how we collaboratively engage them in continuous professional growth.***

*Rhode Island Induction Standards Workgroup 2008*

# Appendix (E)(1)-1

# RI Intervention Protocol

# Protocol for Interventions:
# Persistently Lowest-Achieving Schools

**Commissioner Deborah A. Gist**
**January 2010**
**(Amended April 2010)**

# Protocol for Interventions:

# Persistently Lowest-Achieving Schools

## I. Overview

The Board of Regents for Elementary and Secondary Education has long been committed to closing inequitable gaps in performance and achievement, especially those gaps correlated with poverty, gender, and language background among different groups of students. This commitment was articulated in the Comprehensive Education Strategy (CES) and codified at RIGL Ch. 16-7.1. Chapter 16-7.1 also codified the state's system for School Accountability for Learning and Teaching (SALT), rigorous testing standards, and fiscal and program oversight by the State Education Agency (SEA). In addition, Section 16-7.1-5 created the system of Progressive Support and Intervention (PSI), which authorizes "progressive levels of control by the department of elementary and secondary education over the school and/or district budget, program, and/or personnel" in those schools and districts where SALT and assessment results have demonstrated limited or non-existent increases in rates of student success.

The recently promulgated Basic Education Program regulations incorporate state standards for grade level and grade span proficiency, regulatory requirements for proficiency-based graduation, the Rhode Island Professional Teaching Standards, the Rhode Island Leadership Standards, and the process for continuous improvement and Progressive Support and Intervention, as well as regulations governing delivery of literacy support services, instruction for students with disabilities, and services for English language learners.

The Basic Education Program places a heavy responsibility upon the local education agency (LEA) to hold its schools accountable for continuous improvement of instructional and support systems that advance equity and access to opportunities for students' high achievement. Despite years of well-intentioned effort, however, there remain schools that continue to have unacceptably low levels of student achievement.

When implementation of a strong school improvement plan has failed to such a degree that a school is considered to be one of the persistently lowest-achieving schools in the state, it is incumbent on the LEA to take even stronger action. Based upon established principles of practice and an emerging body of research on the effectiveness of certain educational strategies, the LEA must take action that leads to increased choices, opportunities and outcomes for students. In order to be successful in generating sustainable improvement, LEA action must: set clear expectations for measures of performance; enhance school-level capacity to accelerate improvement; and engage families and the community in an honest dialogue about the urgency for change. Under

no circumstances will persistently lowest-achieving schools be allowed to continue to operate under status quo conditions.

## II. Definitions

**Charter Management Organization (CMO)** – A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools.

**Education Management Organization (EMO)** – An EMO is a for-profit or non-profit organization that provides whole-school operation services to an LEA. Examples of an EMO include, but are not limited to: (a) a regional collaborative organized pursuant to RIGL Chapter 16-3.1; and (b) the creation of a joint Management/Labor Compact detailing reciprocal obligations that create a new management structure with shared decision-making designed to fully address the needs of each student in the schools and which fully complies with all applicable requirements set forth in this Protocol. An EMO may also become the employer of staff as part of the Restart model.

**Expanded Learning Time** – The use of a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects as defined in the Basic Education Program; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) educators to collaborate, plan, and engage in professional development within and across grades and subjects.

**Local Education Agency** – A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.

**Persistently lowest-achieving school** – (i) Any Title I school in need of improvement, corrective action, or restructuring that (a) is among the lowest-achieving five percent of Title I schools in need of improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or (b) Is a high school that has had a graduation rate that is less than 60 percent over the preceding three years; and (ii) Any secondary school that is eligible for Title I funds that (a) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for Title I funds, whichever number of schools is greater; or (b) Is a high school that has had a graduation rate that is less than 60 percent over the preceding three years.

**Progressive Support and Intervention** – A series of strategies consistent with the Comprehensive Education Strategy and the principles of the "School Accountability for Learning and Teaching" (SALT) for those schools and school districts that continue to fall short of performance goals as determined by objective criteria developed by the Board of Regents, culminating in progressive levels of control by the department of elementary and secondary education over the school and/or district budget, program, and/or personnel if three years of supports by the state have been insufficient for the school and/or district to meet prescribed performance goals.

**Reconstitution** – Reconstitution responsibility is statutorily delegated to the Board of Regents at RIGL § 16-7.1-5 and may range from restructuring the school's governance, budget, program, personnel, and/or may include decisions regarding the continued operation of the school.

**Regional Collaborative** – A legal entity created by two or more school committees, in accordance with RIGL Ch. 16-3.1, to conduct jointly instructional education programs and/or administrative functions, provided that the agreement has been reviewed and is recommended by the Commissioner of Elementary and Secondary Education and has the approval of each participating school committee.

## III. Identification of Persistently Lowest-Achieving Schools
### Method for Identification of Persistently Lowest-Achieving Schools

The Rhode Island Department of Elementary and Secondary Education's method for identifying persistently lowest-achieving schools as defined in this Protocol includes analysis of the following factors:[1]

(1) School-wide student performance in mathematics and reading against the state-wide average performance in these subject areas;
(2) No Child Left Behind Classification with respect to number of years in need of improvement;
(3) Student growth percentile at elementary and middle school levels in reading and mathematics and graduation rates at high school levels against the state-wide average growth; and,
(4) School-wide improvement in reading and mathematics between 2005-2006 and the 2008-2009 school years against the state-wide average improvement.

In addition, the No Child Left Behind Act (NCLB) further authorizes the LEA to perform an annual review of the progress of each of its Title I schools to determine whether the school is making adequate yearly progress (AYP). The LEA may then identify additional schools for school improvement or in need of corrective action or restructuring.[2] Should an LEA choose to identify additional Title I schools as in need of improvement, corrective action or restructuring, it must publicize and disseminate the results of its local annual review to parents, teachers, principals, schools, and the community so that

[1] A complete description of the methodology used by RIDE to apply these four criteria to Rhode Island schools is included in RIDE's Title 1 § 1003g application as Appendix A.
[2] 20 USC § 6316(a)(1)(B).

the instructional staff and leadership can continually refine and improve the program of instruction for all affected students. In the event that an LEA takes advantage of its authority to identify one or more additional Title I schools pursuant to this section, if said identification results in the school being identified by RIDE as one of the State's persistently lowest-achieving schools, the LEA must then implement one of the four allowable school reform models set forth in Section IV.2. of this Protocol at that school within the timelines established herein.

## IV. School Intervention

**1. Required Conditions.** Schools identified as persistently lowest-achieving require intervention by the responsible LEA beginning in the school year following identification by the state. There are four allowable school intervention models: turnaround model, restart model, school closure, or transformation model. If a school identified as a persistently lowest-achieving school has implemented, in whole or in part within the last two years, an intervention that meets the requirements of the turnaround, restart, or transformation models, the school may continue or complete the intervention being implemented.

The parties to any applicable collective bargaining agreement will use their best good-faith efforts to negotiate any terms and conditions in the agreement necessary for the full implementation of the identified school reform model for an identified persistently lowest-achieving school. The parties shall further understand that the failure to negotiate any term or condition in a collective bargaining agreement necessary to meet the criteria for full implementation of the identified school reform model will result in the termination of applicable grants relevant to implementation of said reform model.

**2. Allowable School Reform Models.** Each School Reform Plan must be built around one of the following four models for intervention.[3] Regardless of which model is chosen (with the exception of closure), the School Reform Plan must meet the required conditions set forth in Section V of this Protocol in addition to the individual requirements for the specific school intervention model.

**(i) <u>Turnaround model</u>.**

1. A turnaround model is one in which an LEA must--
   (i) Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;

[3] The four school reform models set forth herein are adapted directly from the following documents published by the U.S. Department of Education: GUIDANCE ON SCHOOL IMPROVEMENT GRANTS UNDER SECTION 1003(g) OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, January 21, 2010; and OVERVIEW INFORMATION: RACE TO THE TOP FUND: NOTICE INVITING APPLCIATIONS FOR NEW AWARDS FOR FISCAL YEAR (FY) 2010 (Fed. Register, 11/18/09).

(ii) Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students:
(A) Screen all existing staff and rehire no more than 50 percent; and,
(B) Recruit and select new staff;
(iii) Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain highly qualified staff with the skills necessary to meet the needs of the students;
(iv) Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that are able to facilitate effective teaching and learning and successfully implement school reform strategies;
(v) Adopt a new governance structure, which may include, but is not limited to:
(A) Requiring the school to report to a new "turnaround office" in the LEA or SEA;
(B) Hire a "turnaround leader," who may also fill the role of the school transformation officer as detailed in section VI.2. of this Protocol, who reports directly to the Superintendent or Chief Academic Officer; or,
(C) Enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
(vi) Use data to identify and implement an instructional program that is research-based, "vertically aligned" from one grade to the next and aligned with State academic standards;
(vii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
(viii) Establish schedules and implement strategies that provide expanded learning time (as defined in this Protocol); and
(ix) Provide appropriate social-emotional and community-oriented services and supports for students.

2. A turnaround model may also implement: (a) any of the required and permissible activities under the transformation model; or (b) a new school model (*e.g.*, themed, dual language academy).

**(ii) <u>Restart model</u>.**

1. A restart model is one in which an LEA converts a school or closes and reopens a school under one of the following mechanisms: (1) a charter school operator, or a charter management organization (CMO);[4] or (2) an education management organization (EMO)[5] that has been selected through a rigorous review process. A

[4] Conversion of a public school under the control of a school committee to a public charter school is governed by the parameters set forth at RIGL Chapter 16-77.
[5] Delegation of control to an EMO over a single school within a school district falls under the school committee's statutory authority to enter into contracts for the care, control care, control, and management of school facilities and equipment. (RIGL §16-2-9(a)(8), (a)(18)).

restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

2. Approval of a restart model requires the Commissioner to agree that the entity chosen by the LEA, through a process that adheres to local and state procurement requirements, is sufficiently vetted to reasonably ensure that the performance of the school under its management will significantly outperform the past performance of the school on measures to be determined by the Commissioner.

**(iii) School closure.**

1. School closure occurs when an LEA closes a school and enrolls the students who attended that school in other public schools within the state that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

2. Pursuant to RIGL § 16-2-15, closure or relocation of any school is a decision to be made by the school committee, which shall not make such a decision without "good cause." School closure is further governed by Section 1.14 of the Board of Regents School Construction Regulations, which requires timely notification to RIDE of the LEA's intention to close a school, coupled with a detailed plan for accommodating impacted students with the LEA's remaining school buildings. Most importantly, school closure is only an option in those circumstances in which every student in the affected school is able to access a higher performing school than the school to be closed. The Commissioner of Elementary and Secondary Education shall determine the feasibility of such options.

**(iv) Transformation model.**

1. A transformation model is one which the LEA must implement each of the following strategies:

(i) Teacher and school leader effectiveness.

The LEA must:

(A) Replace the principal who led the school prior to commencement of the transformation model;

(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that --

(a) Take into account multiple and diverse data sources, such as student growth (as defined in this notice), observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement, drop-out, attendance and discipline data and increased high-school graduations rates;

(b) Are designed and developed with teacher and principal involvement;

(c) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample

opportunities have been provided for them to improve their professional practice, have not done so;
(d) Provide staff with ongoing, high-quality, job-embedded professional development (*e.g.*, subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure effective teaching and successful implementation of school reform strategies;
(e) Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students; and,
(f) Require that teacher and principal mutually consent to staff assignment, regardless of teacher seniority.

(ii) Comprehensive instructional reform strategies.
The LEA must:
(A) Use data to identify and implement an instructional program that is research-based, "vertically aligned" from one grade to the next and aligned with State academic standards;
(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; and,
(C) For secondary schools, establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

(iii) Increased learning time and community-oriented schools.
The LEA must:
(A) Establish schedules and implement strategies that provide expanded learning time (as defined in this Protocol); and,
(B) Provide ongoing mechanisms for family and community engagement.

(iv) Operational flexibility and sustained support.
The LEA must:
(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

## V. Internal Accountability for Reform

1. The sole purpose in pursuing any of the four allowable reform models is to provide the students currently attending the school with a better alternative – one that guarantees heightened opportunities for learning and achievement. It is the

responsibility of the LEA to focus its efforts on schools as units of intervention and individuals as units of change. Regardless of the reform model selected for an identified school, the LEA must have an effective internal accountability framework that:

(i) Generates and focuses attention on data-based information relevant to teaching and learning;
(ii) Provides opportunities for educators (and others) to attend not only to current information and programs, but to augment or change strategies in response to this information;
(iii) Develops the knowledge and skills to promote valid interpretation of the information; and,
(iv) Allocates resources where they are most needed.

2. In addition, for each of the four reform models, the LEA's school reform strategies must include:

(i) Flexible funding at the school level to the extent authorized by applicable law; including: collective bargaining agreements that permit hiring without regard to seniority, or, alternatively, to comply with existing legal requirements regarding assignment of education professionals.
(ii) Comprehensive instructional reform, including:
(A) Improved instructional programs and differentiated instruction;
(B) Modifications to scheduling to increase learning time for students and maximize collaboration time for teachers - consider extended learning time, modified or block scheduling; and,
(C) Periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
(iii) Improved teacher and school leader effectiveness, including:
(A) Development of valid and reliable pathways for bringing talented leadership into the schools affected by LEA reform efforts, as well as ongoing supports to administrators and teacher leaders in such schools once reform under this Protocol is instituted;
(B) Supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
(C) Assurances that school-based leaders have access to relevant data regarding school, educator and student performance, as well as the ability to perform and/or access meaningful diagnostic analysis to ensure that available data is used to inform decisions regarding ongoing reform efforts; and,
(D) Evaluation of all professional staff in accordance with State standards.

3. In addition to the required activities listed above, an LEA subject to this Protocol is encouraged to:

(i) Expand performance and instructional management, which may include:
(A) Providing performance incentives for teachers and principals based in significant part on school-wide student achievement;

(B) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school; and
(C) Instituting a system for measuring changes in instructional practices resulting from professional development;

(ii) Extend, expand or restructure the school day, which may include:
(A) Decreasing class size;
(B) Developing extended advisory periods that build relationships between students, faculty, and other school staff;
(C) Improving student transition from middle to high school through summer transition programs or freshman academies;

(iii) Increase and expand opportunities for students, which may include:
(A) Expanding the school program to offer full-day kindergarten or pre-kindergarten;
(B) Offering opportunities and appropriate supports for all students to enroll in varied advanced coursework (such as Advanced Placement or International Baccalaureate; or science, technology, engineering, and mathematics courses, early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers;
(C) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction, and acceleration of basic reading and mathematics skills; and,
(D) Integrating technology-based supports and interventions as part of the instructional program;

(iv) Expand community partnerships which may include partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs.

## VI. LEA Duties & Responsibilities

### 1. Overview

The fact that a school has been identified as one of the state's persistently lowest-achieving schools means that a significant restructuring of the school's governance structure is required in order to make the fundamental reforms, such as substantial changes in the school's staffing and governance and longer school days, necessary to improve student academic achievement in the school. Further, the responsible LEA must establish the requisite capacity and internal infrastructure to properly manage the reform effort chosen by the LEA in accordance with this Protocol.

In addition, it is unlikely that sustainable improvement is achievable, even with a change to the governance and/or leadership at the affected school, unless the LEA significantly increases the capacity of the school to move forward and creates conditions within the school that are favorable to reform.

**2. LEA Management of Transformation**
The LEA must manage its school reform efforts under the leadership of a school transformation officer who reports directly to the Superintendent or Chief Academic Officer, and who may have additional staff support depending on the size of the LEA and the number of schools identified for reform. RIDE will work with each LEA to determine the structure and staffing needed in order to provide sufficient capacity to implement the chosen school reform model(s). At a minimum, there must be a single point of contact, identified as the LEA School Transformation Officer, who is responsible for ensuring that all applicable legal requirements are met during the reform process, including adherence to this Protocol. For an LEA that has multiple schools identified as among the state's persistently lowest-achieving Schools, RIDE will determine the number of staff required to fulfill the responsibilities outlined in this Section. Specific duties of individuals responsible for managing school transformation shall be clearly set forth in the LEA School Reform Plan.

The School Transformation Officer is accountable to ensure that the LEA:

(i) Takes into account concerns of key stakeholders, especially parents and students;
(ii) Has the requisite knowledge and analytic capacity to inform ongoing reform efforts and evaluate the efficacy of the implementation of such efforts; and,
(iii) Is capable of producing evidence of well-informed and unflinching decisions that are made in the best interests of students despite outside pressures to accommodate the needs and demands of adults in the public education system.

**3. LEA Community Outreach Requirements**
All LEAs with schools identified as persistently lowest-achieving shall institute a comprehensive and ongoing plan for communication with affected students, families, educators, community leaders and organizations. The purpose of such a communication plan shall be to engage affected family and community members in the work of reforming affected schools in order to provide students with meaningful choices to access the most effective learning environments possible. At a minimum, LEA generated community outreach shall consist of the following components:

(i) Ongoing mechanisms for meaningful and periodic family and community engagement in appropriate languages and a variety of delivery mechanisms;
(ii) Usable and accessible information provided to students and their families about school options if their school has been identified as one of the state's persistently lowest-achieving schools;
(iii) A communications strategy that fully explains a fair and equitable mechanism for student selection among available school choice options if the student's school is identified for reform under this Protocol (student choice must include a non-charter school option if the affected school is converted to a public charter school); and,
(iv) A detailed transportation plan that accommodates students who desire to attend a school that is not currently served by the LEA's existing transportation plan.

**4. LEA Selection of a School Reform Option**
Once one or more schools are identified as one of the state's persistently lowest-achieving schools, the Superintendent of the affected LEA shall convene a local

stakeholder group within 30 business days of such identification. The purpose of this stakeholder group is to serve as a focus group and to provide feedback to the Superintendent's preliminary recommendation as to which of the four reform models would be preferable given each individual school's context and need. The stakeholder group shall include:

(1) the Commissioner of Elementary and Secondary Education, or designee;
(2) the chair of the school committee, or designee;
(3) the president of the local teacher's union, or designee;
(4) an administrator from each of the identified schools, who may be the principal or other individual as chosen by the Superintendent;
(5) a teacher from each identified school, selected by the principal and faculty of the school;
(6) a parent from each identified school, selected by the principal and school-based parent organization;
(7) a student or youth representative from each identified high school
(8) representatives of applicable state and local social service, health, and child welfare agencies, chosen by the Superintendent; and,
(9) as appropriate, representatives of state and local workforce development agencies, chosen by the Superintendent.

The Superintendent shall consider the feedback from the local stakeholder group and submit to the Commissioner of Elementary and Secondary Education a letter of intent that specifies the recommended reform option that will be implemented in each school identified as persistently-lowest achieving. The letter of intent describing the reform option must be submitted for approval within 45 business days of designation as a persistently lowest-achieving school.

In the alternative, if the LEA is unable or unwilling to implement one of the four reform models outlined herein, the LEA shall provide notice of said inability to implement a reform within 45 business days of notification that one of its schools has been identified as one of the state persistently lowest-achieving schools. In the event that such notification is received by RIDE, that shall be considered to be cause to trigger the reconstitution authorities granted the Department of Elementary and Secondary Education and the Board of Regents pursuant to RIGL § 16-7.1-5.

Upon receipt, the Commissioner shall have 10 business days to approve or reject the selection of the school reform option.

**5. LEA School Reform Plan**

Upon the Commissioner's approval of a school reform option, the Superintendent shall reconvene the local stakeholder group in order to solicit input for the development of a comprehensive school reform plan ("Plan") based on the LEA's school reform choice. The purpose of reconvening this group is to make recommendations to the Superintendent in regard to the content of a reform plan that is specific to each identified school and which incorporates the required elements of the selected reform model as outlined in this Protocol. The Superintendent shall consider stakeholder input, but the Superintendent is responsible for designing a school reform plan based on student need and student outcome data.

At a minimum, the Plan shall meet the legal requirements for a "school plan" as set forth at 20 U.S.C. 6316(b)(3) in accordance with guidance from RIDE. It is critical that the Plan be sufficiently detailed in regard to governance, budget, staffing, instructional program, supports to students and staff, and other programmatic elements as needed to fully implement the reform elements set forth herein for the specific reform model chosen for each identified school.

The Superintendent shall have no more than 120 business days in which to draft a comprehensive school reform plan. There shall be substantial and meaningful opportunity for public comment and input during the 120 day period. The Superintendent will seek out assistance as needed from the Rhode Island Department of Education in the development of the Plan. The Superintendent shall give good faith consideration to all public input proposed modifications and comments and determine the need for modifications to the Plan prior to its submittal to the Commissioner. Within the 120 period described herein, the Superintendent shall submit the comprehensive school reform plan, complete with a school-based budget, to the Commissioner for approval. The Commissioner shall have 30 business days in which to approve, modify, or reject the Plan.

The Commissioner may, in consultation with the Superintendent, modify the proposed school reform plan if the Commissioner determines that:

> (i) The Plan, as written, fails to promote the rapid academic achievement of students in the applicable school;
> ii) A component of the Plan was included, or a modification was excluded, on the basis of demonstrably-false information or evidence; or,
> (iii) The Plan fails to meet the substantive requirements of this Protocol.

All timelines set forth herein may be extended for good cause at the sole discretion of the Commissioner.

Once accepted by the Commissioner, the school reform plan shall be implemented over a three year period. The Commissioner shall cause the school to be evaluated in regard to its progress in implementing the Plan no less than annually. If progress is deemed to be insufficient, the Commissioner may require modifications to the Plan as needed to address unmet goals. If the school has substantially failed to meet multiple goals in the Plan, the Commissioner may appoint an external operator to manage the implementation of the plan; terminate the contract of an existing operator; or reconstitute the school pursuant to the authorities set forth at RIGL § 16-7.1-5. (See Section VII: Role of the State Education Agency). Conversely, the Commissioner may renew the Plan based on the Superintendent's or external operator's success in meeting the terms of the Plan. If the Commissioner determines after the expiration of the school reform plan that the school has improved sufficiently, the designation of the school as persistently lowest-achieving shall be removed.

## VII. Role of State Education Agency

As the State Education Agency (SEA), the Rhode Island Department of Elementary and Secondary Education (RIDE) has three distinct roles to play in reforming the state's persistently lowest-achieving schools. First, it is the responsibility of the SEA to establish the standards and expectations for school performance and categorize schools based on that performance. Second, the state must provide assistance to those LEA's with identified schools in order to ensure that conditions at the school allow for meaningful reform. If the Department determines that the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the Department will take appropriate enforcement action, which could include a collaborative process between the Department and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43, including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

If the LEA is unable or unwilling to implement one of the four reform models outlined herein, the LEA shall provide notice of said inability to implement within 45 business days of notification that one of its schools has been identified as one of the state's persistently lowest-achieving schools. In the event that such notification is received by RIDE, that shall be cause to trigger the reconstitution authorities granted the Department of Elementary and Secondary Education and the Board of Regents pursuant to RIGL § 16-7.1-5. Section 16-7.1-5 reads, in pertinent part, as follows:

> If after a three (3) year period of support there has not been improvement in the education of students as determined by objective criteria to be developed by the board of regents, then there shall be progressive levels of control by the department of elementary and secondary education over the school and/or district budget, program, and/or personnel. This control by the department of elementary and secondary education may be exercised in collaboration with the school district and the municipality. **If further needed, the school shall be reconstituted. Reconstitution responsibility is delegated to the board of regents and may range from restructuring the school's governance, budget, program, personnel, and/or may include decisions regarding the continued operation of the school.** The board of regents shall assess the district's capacity and may recommend the provision of additional district, municipal and/or state resources. If a school or school district is under the board of regents' control as a result of actions taken by the board pursuant to this section, the local school committee shall be responsible for funding that school or school district at the same level as in the prior academic year increased by the same percentage as the state total of school aid is increased.
> (RIGL § 16-7.1-5) (emphasis added).

### Reconstitution:

If the Commissioner decides that reconstitution is necessary in order to protect the rights of students in a specific school, the Commissioner may order the local school district to show cause why an administrative order placing the district under full state intervention should not be implemented. The local school committee may accede to the creation of a state-operated district or it may request a plenary hearing before a RIDE

hearing officer to contest the show-cause order. In the plenary hearing the state has the burden of showing that the Commissioner's recommended administrative order is not arbitrary, unreasonable, or capricious.

Upon receiving the hearing officer's factual findings and recommendation, the Commissioner may modify the School Reform Plan, order the implementation of an LEA corrective action plan, or recommend that the Board of Regents issue an order either reconstituting the school, assigning the governance of the school to a third party operator, or closing the school. Upon issuance of any order by the Board of Regents affecting the operation of a school pursuant to RIGL § 16-7.1-5, the school committee may appeal the Board of Regents' decision in the Superior Court.

Should the Board of Regents exercise its authority to reconstitute or close a school due to persistently low student achievement, it becomes the responsibility of the SEA to determine how the school will then be managed. Section 16-7.1-5 allows the Department of Elementary and Secondary Education to share its control over the school in collaboration with the school district and the municipality. For the purposes of this Protocol, reconstitution shall mean turnaround, restart, or transformation as defined in Section 3.2. herein.

Unless the Regents specify otherwise in a particular case, reconstitution shall be presumed to take the affected school out of the LEA. Reform is required in our persistently lowest-achieving schools. If an LEA is unable or unwilling to institute the reforms described in this Protocol, then the school must be considered to be under the direct control of the Department of Elementary and Secondary Education, which is then free to hire a Charter Management Organization (CMO) or an Education Management Organization (EMO) to operate the school. Said CMO or EMO then becomes a site-based employer. Although the current employer/employee relationship is interrupted, nothing herein shall be considered to limit whatever rights are available to the professional and support staff in regard to organizing and collectively bargaining compensation schemes, benefits, and working conditions with the new employer, subject to those conditions that may be established in an Order of Reconstitution.

Reconstitution orders may vary depending on the factual circumstances specific to each affected school. However, it is anticipated that all reconstitution schools will share the following characteristics in terms of control over program, personnel and budget:

**Program:** The school shall run on an extended school year and extended school day with before, after school, and summer learning opportunities and expanded student and family supports.

(i) There shall be flexible school and individual teacher schedules.
(ii) The school shall have one or more significant community partnership(s) that support teaching and learning.
(iii) Regular teacher contact with parents/families shall be required and monitored.
(iv) A personalization plan for each student shall be developed and supported.
(v) A literacy coach and a math coach shall be required in each school.

**Personnel:** The Principal (or Director) shall have recruiting, hiring, and dismissal authority of all staff members in their school. Current staff, including administrators and teachers, shall be required to reapply for jobs in the school.

(i) Teacher assignment shall be a decision based on teacher expertise and the needs of students, not an entitlement driven by seniority.
(ii) Teachers and administrators shall be evaluated annually.
(iii) Additional hours for teacher/staff professional development and collaborative planning shall be required.
(iv) The district and union shall incorporate mechanisms to address teacher assignment; flexible scheduling; and the role of department chairs or grade leaders.

**Budget:** The Principal (or Director) shall have control over the allocation of money, time, and programming.

(i) Budgeting and decision-making shall revolve around the needs of students first.
(ii) Teachers and administrators shall have a professional incentive system, (salaries that attract quality leaders and teachers; performance pay based on student success).
(iii) There shall be differentiated roles for teachers and differentiated compensation based on those roles.

The Order of Reconstitution shall set forth clear, measurable performance targets for the affected school. Timelines for implementation of specific required tasks, along with the roles and responsibilities of various key stakeholders, together with the oversight responsibilities of the Department, shall be clear and unambiguous. There shall be an Office of School Transformation at RIDE that will have the responsibility of coordinating all communications and interactions between the reconstituted school and the SEA. Funding for the reconstituted school shall continue to come from the LEA in a manner to be determined by the Commissioner. Said funding may be supplemented by the State, again as may be determined by the Commissioner.

# Appendix (E)(2)-1

# Methodology to Identify Persistently Low-Achieving Schools

# RHODE ISLAND'S DEFINITION OF PERSISTENTLY LOWEST-ACHIEVING SCHOOLS AND METHOD FOR IDENTIFYING SCHOOLS

Rhode Island's definition of "persistently lowest-achieving schools" is as follows:

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Based on the definition, Rhode Island adhered to the federal guidance to analyze its data comprehensively to identify schools in the state.

Using a combination of four elements described in the next section, Rhode Island was able to identify its lowest-performing schools based on a combination of school-wide performance in reading and mathematics, NCLB classification, student growth or graduation rates, and school-wide improvement. Rhode Island identified a subset of Title I schools in need of improvement, corrective action, or restructuring to identify Tier I; and a subset of Title I secondary schools that are eligible for but do not receive Title I funds for Tier II. Rhode Island is also using the waiver authority granted to it by the US Department of Education to include Title I-served secondary schools in its pool for identification of Tier II schools. Rhode Island defines secondary schools as any middle or high school. In applying the federal definition for persistently lowest-achieving schools, Rhode Island did not have any high schools with a graduation rate that was less than 60% over the past two years.

For both Tiers I and II, 5% of the number of schools was less than five, and Rhode Island therefore identified five schools. However, two elementary schools ranked as five and six had the exact number of points. Therefore, we have six schools identified in Tier I.

## Element 1: *School-wide Performance in Reading and Mathematics*

Element 1 is based on school-wide student performance, (all students) in mathematics and reading for the 2008-09 school year. Element 1 identifies those schools with reading and math proficiency rates significantly below respective state-wide average performance. This element uses one and two standard deviation units below the state average to determine each school's score points as follows:

> **8 points** were assigned when overall school performance was more than two standard deviations below the state average. Schools more than two standard deviations below in math had between 0% and 6.6% proficient students and in reading between 0% and 34.4% proficient.
>
> **4 points** were assigned when overall school performance was between one and two standard deviations below the state average. These schools' proficiency rates in math ranged between 6.6% and 29.5% and in reading between 34.4% and 51.2% proficient.
>
> **0 points** were assigned when overall school performance was less than one standard deviation below the state average.

## Element 2: *NCLB Classification*

Element 2 identifies schools based on 2008-09 AYP classifications. Schools were assigned score points as follows:

**2 points** were assigned to schools under restructuring

**1 point** was assigned when schools failed to meet AYP for two or more consecutive years

**0 points** were assigned when schools either met AYP or failed to meet AYP for less than two consecutive years

## Element 3: *Student Growth or Graduation*

Element 3 is based on a *Student Growth Percentile* to measure individual student progress for elementary and middle schools. For high schools, graduation rates were used in lieu of student growth percentiles because growth measures were not possible.[1] Student growth and graduation rates are based on data from the 2007-08 and 2008-09 school years for all students. This element identifies those schools whose median percentile growth is typical or lower than the state average.

Elementary and middle schools were assigned the following score points in reading and math:

**2 points** were assigned when median growth was below the 40$^{th}$ percentile.

**1 point** was assigned when median growth was between the 40$^{th}$ and 60$^{th}$ percentiles.

**0 points** were assigned when median growth was above the 60$^{th}$ percentile or when the school proficiency rates for math or reading were above state averages of 52% and 68% respectively.

Rhode Island was able to use its two most recent years of graduation results to contribute to this element. This is because it moved to the NGA cohort formula and was able to calculate this rate for the first time with the graduating class of 2007. Rhode Island has no Title I eligible high school with a graduation rate below 60%. High schools were assigned the following score points based on 2007-08 graduation rates:

[1] This is because only one year of grade 11 data are available, which prevents researchers from obtaining the necessary consecutive-year data to determine student growth percentiles.

**2 points** were assigned when the school's graduation rate was more than one standard deviation below the overall state average of 73.9%. Schools more than one standard deviation below the state average had graduation rates that ranged from 0% to 57.4%

**1 point** was assigned when the school's graduation rate was between the overall state average and one standard deviation.

**0 points** were assigned when the school's graduation rate was higher than the overall state average or when the school proficiency rates for math or reading were above state averages of 52% and 68% respectively.

## Element 4: *School-wide Improvement in Reading and Mathematics*

Element 4 is based on differences in school-wide student performance for all students in mathematics and reading between the 2005-06[2] and the 2008-09 school years. Element 4 identifies those schools with improvement in reading and math proficiency rates significantly below respective state-wide average improvement. This element uses one and two standard deviation units below the state average improvement[3] (Math = 6.6, Reading = 8.6) to determine each school's score points as follows:

**2 points** were assigned when the difference in school performance from 2005-06 to 2008-09 was more than two standard deviations below the state average. Schools more than two standard deviations below in math had a decrease in performance greater than 8.7 percentage points and in reading had a decrease in performance greater than 8.1.

**1 point** was assigned when the difference in school performance from 2005-06 to 2008-09 was between one and two standard deviations below the state average. These schools' decrease in performance in math ranged between 1.1 and 8.7 percentage points and in reading between 0 and 8.1 percentage points.

**0 points** were assigned when the difference in school performance from 2005-06 to 2008-09 was less than one standard deviation below the state average or when the school proficiency rates for math or reading were above state averages of 52% and 68% respectively.

[2] Test results for high schools were not available for the 2005-06 school year. For high schools, therefore, results from 2007-08 were used in lieu of the 2005-06 results.

[3] State average improvement was determined by calculating the difference between 2005-06 and 2008-09 school-wide percent proficient in math and reading.

# Appendix (E)(2)-2

# List of Lowest-Achieving Schools

# Rhode Island Persistently Lowest - Achieving Schools

| LEVEL | DISTRICT | DISTRICT NCES ID# | SCHOOL NAME | SCHOOL NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
|---|---|---|---|---|---|---|---|---|---|
| HIGH | Central Falls | 4400120 | Central Falls Senior High School | 440012000026 | X | | | | |
| ELEM | Providence | 4400900 | Charlotte Woods Elementary School | 440090000156 | X | | | | |
| HIGH | Providence | 4400900 | Feinstein High School | 440090000056 | X | | | | |
| ELEM | Providence | 4400900 | Lillian Feinstein Elementary, Sackett Street * | 440090000243 | X | | | | |
| MID | Providence | 4400900 | Roger Williams Middle School | 440090000242 | X | | | | |
| HIGH | Providence | 4400900 | William B. Cooley/Health & Science Tech. Academy | 440090000209 | X | | | | |
| HIGH | Chariho | 4400150 | The R.Y.S.E. School | 440015000286 | | X | | | |
| HIGH | Providence | 4400900 | Central High School | 440090000217 | | X | | | |
| HIGH | Providence | 4400900 | Mount Pleasant High School | 440090000232 | | X | | | |
| HIGH | Providence | 4400900 | Providence Academy of International Studies | 440090000205 | | X | | | |
| HIGH | R.I. School for the Deaf | 4400001 | Rhode Island School for the Deaf | 440000100380 | | X | | | |
| ELEM | Central Falls | 4400120 | Ella Risk School | 440012000027 | | | X | | |
| ELEM | Central Falls | 4400120 | Veterans Memorial Elementary | 440012000385 | | | X | | |
| ELEM | Cumberland | 4400270 | Ashton School | 440027000070 | | | X | | |
| ELEM | Cumberland | 4400270 | B.F. Norton Elementary School | 440027000039 | | | X | | |
| HIGH | MET Career & Tech | 4400003 | Metropolitan Regional Career & Technical Center | 440000300121 | | | X | | |
| ELEM | Pawtucket | 4400840 | Elizabeth Baldwin School | 440084000191 | | | X | | |
| ELEM | Pawtucket | 4400840 | Fallon Memorial School | 440084000192 | | | X | | |
| MID | Pawtucket | 4400840 | Joseph Jenks Junior High School | 440084000197 | | | X | | |
| ELEM | Pawtucket | 4400840 | M. Virginia Cunningham School | 440084000190 | | | X | | |
| HIGH | Pawtucket | 4400840 | Shea Senior High School | 440084000201 | | | X | | |
| HIGH | Pawtucket | 4400840 | William E Tolman Senior High School | 440084000202 | | | X | | |
| HIGH | Providence | 4400900 | Alvarez High School (formerly Adelaide) | 440090000344 | | | X | | |
| ELEM | Providence | 4400900 | Asa Messer Elementary School | 440090000213 | | | X | | |
| ELEM | Providence | 4400900 | Carl G. Lauro Elementary School | 440090000227 | | | X | | |
| HIGH | Providence | 4400900 | E-Cubed Academy | 440090000323 | | | X | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| ELEM | Providence | 4400900 | Edmund W. Flynn Elementary School | 440090000219 | | | X | | |
| ELEM | Providence | 4400900 | George J. West Elementary School | 440090000222 | | | X | | |
| MID | Providence | 4400900 | Gilbert Stuart Middle School | 440090000223 | | | X | | |
| ELEM | Providence | 4400900 | Harry Kizirian Elementary School | 440090000216 | | | X | | |
| HIGH | Providence | 4400900 | Hope Arts School | 440090000322 | | | X | | |
| HIGH | Providence | 4400900 | Hope Information Technology School | 440090000314 | | | X | | |
| ELEM | Providence | 4400900 | Mary E. Fogarty Elementary School | 440090000231 | | | X | | |
| MID | Providence | 4400900 | Oliver Hazard Perry Middle School | 440090000235 | | | X | | |
| ELEM | Providence | 4400900 | Pleasant View School | 440090000236 | | | X | | |
| ELEM | Providence | 4400900 | Robert L Bailey IV, Elementary School | 440090000071 | | | X | | |
| MID | Providence | 4400900 | Samuel W. Bridgham Middle School | 440090000244 | | | X | | |
| ELEM | Providence | 4400900 | Sergeant Cornel Young, Jr. Elementary School | 440090000158 | | | X | | |
| HIGH | Providence | 4400900 | Textron Chamber of Commerce Academy | 440090000055 | | | X | | |
| ELEM | Providence | 4400900 | Veazie Street School | 440090000013 | | | X | | |
| ELEM | Providence | 4400900 | William D'Abate Elementary School | 440090000248 | | | X | | |
| ELEM | Woonsocket | 4401200 | Bernon Heights School | 440120000327 | | | X | | |
| ELEM | Woonsocket | 4401200 | Citizens Memorial School | 440120000329 | | | X | | |

Note: The Superintendent and School Board decided to close Feinstein High School because of facilities issues and declining enrollment. Feinstein is removed from our PLA list.

# Appendix (E)(2)-3

# School Achievement Specialist Job Description

# RI School Achievement Specialist
# Job Description - *DRAFT*

**Position Description**

The School Achievement Specialist (SAS) is responsible for ensuring each RI turnaround school is on track to achieve its student proficiency targets within five years. The School Achievement Specialist is the key link between the skills taught in our leadership curriculum and the integration of these skills into practice. The SAS will work with the principal and leadership team to conduct a baseline assessment of the school and develop a strategic action plan to move the school dramatically forward. During the year, the SAS will help execute, monitor and adjust the strategic action plan. The SAS will simultaneously supporting the personal & professional skill building of the principal and the leadership team to execute the plan while directly assisting them in making immediate gains. The SAS will also collaborate with RIDE, district staff and the principal to coordinate the work of a cross-functional team of specialists to ensure effective response to each school's needs related to student achievement. The School Achievement Specialist will give significant input into the evaluation of the principal.

To support the school's progress toward student proficiency goals, the School Achievement Specialist will:

- Diagnostically assess every school and analyze the data, in partnership with the principal, to prioritize the strategic action plan and customized interventions and supports.
- Monitor student results with principals to align resources and determine the efficacy of the school leadership team's actions.
- Build, train and ensure the leadership team has high-quality staff and performance able to implement the strategic action plan, resulting in continual student achievement progress.
- Increase the capacity of the leadership team to develop and execute a student behavioral management plan, strong and supportive learning culture, data-driven environment where data is used to inform practice, and a process for raising the quality of all staff.
- Co-observe classrooms and discuss assessments as well as conference strategies and performance management of teachers.
- Observe data team and leadership team meetings to coach, model and provide feedback.
- Help develop plans for student behavioral management, school culture, staff performance, and instructional quality.
- Oversee in partnership with the principal the strategic coordination and alignment of resources (financial, programmatic and human capital) to the goals of student achievement.
- Spend significant time in the school bi-weekly, if not weekly, to witness actual practice, model best practice and assist the school in its ability to move forward.
- Attend a portion of the class sessions of the Turnaround Leadership Academy aligned to his/her area of expertise (over the summer) in order to know the curriculum and best practices.
- Lead workshops and work sessions on the content or subject area of expertise and specialization.
- Support the principal to navigate the politics of the community, system and District.
- Support and coach the Principals at work and assess the progress of each principal against the RIDE and/or LEA Principal Leadership Competencies.
- Formally assess each principal at the midpoint and completion of the academic year to verify that she/he has successfully demonstrated progress and proficiency on all of the RIDE/LEA Principal Leadership Competencies.
- Support the general goals of the city in such areas as building community across cohorts and in the recruitment and admissions process for new Principals coming into the program, including participating in interviews and eight-hour candidate selection days.

# Appendix (F)(1)-1

# NCES Expenditure Per Pupil

# National Center for Education Statistics

Table 6. Student membership and current expenditures per pupil for public elementary and secondary education, by function and state or jurisdiction: Fiscal year 2007

** Modified to show % of PPE supported by State Resources (Taken from Table 1) - Ranked by Total Exp. Per Pupil*

| State or jurisdiction | Fall 2006 student membership | Current expenditures[1] per pupil Total | Distribution % from State Sources | Per Pupil Exp Funded by State Sources | Rank |
|---|---|---|---|---|---|
| **United States[4]** | **49,245,840** [5] | **$9,683** [5,6] | **47.6%** | **$4,607** | |
| New Jersey | 1,388,850 | $16,163 | 42.1% | $6,811 | 1 |
| New York | 2,809,649 | $15,546 | 43.5% | $6,760 | 2 |
| Connecticut | 575,100 | $13,659 | 38.8% | $5,297 | 3 |
| Vermont | 95,399 | $13,629 | 85.9% | $11,713 | 4 |
| District of Columbia[7] | 72,850 | $15,511 | — | — | 5 |
| Rhode Island | 151,612 | $13,453 | 40.3% | $5,423 | 6 |
| Wyoming | 84,770 | $13,266 | 48.9% | $6,488 | 7 |
| Massachusetts | 968,661 | $12,857 | 46.8% | $6,022 | 8 |
| Alaska | 132,608 | $12,324 | 60.4% | $7,450 | 9 |
| Maryland | 851,640 | $11,975 | 40.3% | $4,831 | 10 |
| Delaware | 122,254 | $11,760 | 63.1% | $7,422 | 11 |
| Maine | 193,986 | $11,644 | 45.2% | $5,264 | 12 |
| Hawaii[7] | 180,728 | $11,060 | 89.7% | $9,921 | 13 |
| New Hampshire | 203,551 | $11,037 | 37.5% | $4,136 | 14 |
| Pennsylvania | 1,871,060 | $10,905 | 36.2% | $3,944 | 15 |
| Wisconsin | 871,027 | $10,367 | 51.6% | $5,351 | 16 |
| Virginia | 1,220,440 | $10,214 | 41.6% | $4,253 | 17 |
| Nebraska | 280,647 | $10,068 | 31.7% | $3,192 | 18 |
| Ohio | 1,836,096 | $9,940 | 44.5% | $4,419 | 19 |
| Michigan | 1,714,709 | $9,922 | 58.6% | $5,818 | 20 |
| West Virginia | 281,939 | $9,727 | 59.5% | $5,788 | 21 |
| Illinois | 2,118,276 | $9,596 | 30.5% | $2,922 | 22 |
| Minnesota | 840,565 | $9,589 | 66.8% | $6,405 | 23 |
| Kansas | 469,506 | $9,243 | 56.7% | $5,238 | 24 |
| Montana | 143,624 | $9,191 | 48.1% | $4,425 | 25 |
| Georgia | 1,629,157 | $9,102 | 44.8% | $4,080 | 26 |
| Indiana | 1,045,940 | $9,080 | 53.2% | $4,831 | 27 |
| Oregon | 562,574 | $8,958 | 51.4% | $4,601 | 28 |
| California | 6,406,821 [5] | $8,952 [5] | 61.5% | $5,502 | 29 |
| Louisiana | 675,851 | $8,937 | 42.6% | $3,809 | 30 |
| New Mexico | 328,220 | $8,849 | 71.6% | $6,334 | 31 |
| Missouri | 899,426 | $8,848 | 33.3% | $2,945 | 32 |
| Iowa | 481,368 | $8,791 | 45.5% | $4,000 | 33 |
| North Dakota | 96,670 | $8,671 | 35.5% | $3,080 | 34 |
| Florida | 2,671,513 | $8,567 | 40.7% | $3,485 | 35 |
| South Carolina | 703,119 | $8,566 | 44.1% | $3,782 | 36 |
| Washington | 1,026,774 | $8,524 [6] | 61.1% | $5,207 | 37 |
| Alabama | 743,632 | $8,398 | 57.3% | $4,815 | 38 |
| Arkansas | 476,409 | $8,391 | 57.3% | $4,811 | 39 |
| Colorado | 794,026 | $8,286 | 43.1% | $3,568 | 40 |
| South Dakota | 121,158 | $8,064 | 32.9% | $2,650 | 41 |
| Kentucky | 683,173 [5] | $7,940 [5] | 56.7% | $4,504 | 42 |
| North Carolina | 1,427,880 | $7,878 | 63.5% | $5,002 | 43 |
| Texas | 4,599,509 | $7,850 | 37.8% | $2,965 | 44 |
| Nevada | 424,240 | $7,806 | 26.9% | $2,098 | 45 |
| Mississippi | 495,026 | $7,459 | 53.3% | $3,973 | 46 |
| Oklahoma | 639,391 | $7,430 | 53.9% | $4,004 | 47 |
| Arizona | 1,065,082 | $7,338 | 51.4% | $3,775 | 48 |
| Tennessee | 978,368 | $7,129 [6] | 43.4% | $3,091 | 49 |
| Idaho | 267,380 | $6,648 | 67.2% | $4,470 | 50 |
| Utah | 523,586 | $5,706 | 55.7% | $3,178 | 51 |
| American Samoa | 16,427 | $3,476 | | | |
| Guam | — | — | | | |
| Commonwealth of the Northern Mariana Islands | 11,695 | $4,707 | | | |
| Puerto Rico | 544,138 | $6,006 | | | |
| U.S. Virgin Islands | 16,284 | $9,669 | | | |

— Not available.

[1]Include instruction, instruction-related, support services, and other elementary/secondary current expenditures, but exclude expenditures on capital outlay, other programs, and interest on long-term debt.

[2]Include current expenditures for classroom instruction (including teachers and teaching assistants), libraries, in-service teacher training, curriculum development, student assessment, and instruction technology.

[3]Include attendance and social work, guidance, health, psychological services, speech pathology, audiology, and other student support services.

[4]U.S. totals include the 50 states and the District of Columbia.

[5]The prekindergarten student membership was imputed, affecting the total

[6]Value affected by redistribution of reported expenditure values to correct for

[7]Both the District of Columbia and Hawaii have only one school district each;

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey (NPEFS)," fiscal year 2007, Version 1a.

# Appendix (F)(1)-2

# State Per Pupil Expenditure

# National Center for Education Statistics

Table 6. Student membership and current expenditures per pupil for public elementary and secondary education, by function and state or jurisdiction: Fiscal year 2007

** Modified to show % of PPE supported by State Resources (Taken from Table 1) - Ranked by PPE Funded by State*

| State or jurisdiction | Fall 2006 student membership | Current expenditures[1] per pupil Total | Distribution % from State Sources | Per Pupil Exp Funded by State Sources | Rank |
|---|---|---|---|---|---|
| **United States[4]** | **49,172,990** [5] | **$9,683** [5,6] | **47.6%** | **$4,607** | |
| Vermont | 95,399 | $13,629 | 85.9% | $11,713 | 1 |
| Hawaii[7] | 180,728 | $11,060 | 89.7% | $9,921 | 2 |
| Alaska | 132,608 | $12,324 | 60.4% | $7,450 | 3 |
| Delaware | 122,254 | $11,760 | 63.1% | $7,422 | 4 |
| New Jersey | 1,388,850 | $16,163 | 42.1% | $6,811 | 5 |
| New York | 2,809,649 | $15,546 | 43.5% | $6,760 | 6 |
| Wyoming | 84,770 | $13,266 | 48.9% | $6,488 | 7 |
| Minnesota | 840,565 | $9,589 | 66.8% | $6,405 | 8 |
| New Mexico | 328,220 | $8,849 | 71.6% | $6,334 | 9 |
| Massachusetts | 968,661 | $12,857 | 46.8% | $6,022 | 10 |
| Michigan | 1,714,709 | $9,922 | 58.6% | $5,818 | 11 |
| West Virginia | 281,939 | $9,727 | 59.5% | $5,788 | 12 |
| California | 6,406,821 [5] | $8,952 [5] | 61.5% | $5,502 | 13 |
| Rhode Island | 151,612 | $13,453 | 40.3% | $5,423 | 14 |
| Wisconsin | 871,027 | $10,367 | 51.6% | $5,351 | 15 |
| Connecticut | 575,100 | $13,659 | 38.8% | $5,297 | 16 |
| Maine | 193,986 | $11,644 | 45.2% | $5,264 | 17 |
| Kansas | 469,506 | $9,243 | 56.7% | $5,238 | 18 |
| Washington | 1,026,774 | $8,524 [6] | 61.1% | $5,207 | 19 |
| North Carolina | 1,427,880 | $7,878 | 63.5% | $5,002 | 20 |
| Indiana | 1,045,940 | $9,080 | 53.2% | $4,831 | 21 |
| Maryland | 851,640 | $11,975 | 40.3% | $4,831 | 22 |
| Alabama | 743,632 | $8,398 | 57.3% | $4,815 | 23 |
| Arkansas | 476,409 | $8,391 | 57.3% | $4,811 | 24 |
| Oregon | 562,574 | $8,958 | 51.4% | $4,601 | 25 |
| Kentucky | 683,173 [5] | $7,940 [5] | 56.7% | $4,504 | 26 |
| Idaho | 267,380 | $6,648 | 67.2% | $4,470 | 27 |
| Montana | 143,624 | $9,191 | 48.1% | $4,425 | 28 |
| Ohio | 1,836,096 | $9,940 | 44.5% | $4,419 | 29 |
| Virginia | 1,220,440 | $10,214 | 41.6% | $4,253 | 30 |
| New Hampshire | 203,551 | $11,037 | 37.5% | $4,136 | 31 |
| Georgia | 1,629,157 | $9,102 | 44.8% | $4,080 | 32 |
| Oklahoma | 639,391 | $7,430 | 53.9% | $4,004 | 33 |
| Iowa | 481,368 | $8,791 | 45.5% | $4,000 | 34 |
| Mississippi | 495,026 | $7,459 | 53.3% | $3,973 | 35 |
| Pennsylvania | 1,871,060 | $10,905 | 36.2% | $3,944 | 36 |
| Louisiana | 675,851 | $8,937 | 42.6% | $3,809 | 37 |
| South Carolina | 703,119 | $8,566 | 44.1% | $3,782 | 38 |
| Arizona | 1,065,082 | $7,338 | 51.4% | $3,775 | 39 |
| Colorado | 794,026 | $8,286 | 43.1% | $3,568 | 40 |
| Florida | 2,671,513 | $8,567 | 40.7% | $3,485 | 41 |
| Nebraska | 280,647 | $10,068 | 31.7% | $3,192 | 42 |
| Utah | 523,586 | $5,706 | 55.7% | $3,178 | 43 |
| Tennessee | 978,368 | $7,129 [6] | 43.4% | $3,091 | 44 |
| North Dakota | 96,670 | $8,671 | 35.5% | $3,080 | 45 |
| Texas | 4,599,509 | $7,850 | 37.8% | $2,965 | 46 |
| Missouri | 899,426 | $8,848 | 33.3% | $2,945 | 47 |
| Illinois | 2,118,276 | $9,596 | 30.5% | $2,922 | 48 |
| South Dakota | 121,158 | $8,064 | 32.9% | $2,650 | 49 |
| Nevada | 424,240 | $7,806 | 26.9% | $2,098 | 50 |
| District of Columbia[7] | 72,850 | $15,511 | — | | |
| American Samoa | 16,427 | $3,476 | | | |
| Guam | — | — | | | |
| Commonwealth of the Northern Mariana Islands | 11,695 | $4,707 | | | |
| Puerto Rico | 544,138 | $6,006 | | | |
| U.S. Virgin Islands | 16,284 | $9,669 | | | |

— Not available.

[1]Include instruction, instruction-related, support services, and other elementary/secondary current expenditures, but exclude expenditures on capital outlay, other programs, and interest on long-term debt.

[2]Include current expenditures for classroom instruction (including teachers and teaching assistants), libraries, in-service teacher training, curriculum development, student assessment, and instruction technology.

[3]Include attendance and social work, guidance, health, psychological services, speech pathology, audiology, and other student support services.

[4]U.S. totals include the 50 states and the District of Columbia.

[5]The prekindergarten student membership was imputed, affecting the total

[6]Value affected by redistribution of reported expenditure values to correct for

[7]Both the District of Columbia and Hawaii have only one school district each;

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey (NPEFS)," fiscal year 2007, Version 1a.

# Appendix (F)(1)-3

# Support for Education as a Percentage of Total State Revenues

**Rhode Island Support for Education as % of Total State Revenue**

| | Elementary & Secondary Education (ELSEC) | Public Higher Education (PHE) | Total ELSEC & PHE | Total State General Revenues | Percentage |
|---|---|---|---|---|---|
| 2008 Actual | $908,826,348 | $189,982,771 | $1,098,809,119 | $3,405,251,366 | 32.27% |
| 2009 Actual | $825,849,130 | $170,883,078 | $996,732,208 | $2,998,958,945 | 33.24% |
| 2010 Revised | $789,311,534 | $161,466,485 | $950,778,019 | $2,849,666,087 | 33.36% |
| 2011 Governor Recommended | $828,248,498 | $163,878,632 | $992,127,130 | $2,849,064,369 | 34.82% |

# Appendix (F)(1)-4

# Guiding Principles

**BOARD OF REGENTS**
**GUIDING PRINCIPLES FOR EDUCATION AID FOUNDATION FORMULA**

FINAL – March 2, 2009

The following are guiding principles for how a foundation formula for education aid should be constructed:

- A foundation formula should align education resources with structured learning goals that are consistent with statewide standards, such as the Basic Education Program (BEP). Performance measures established by the Board of Regents. Shall be considered in any calculation regarding the return on investment of public funds.

- A foundation formula must be anchored in the larger system of fiscal and programmatic accountability that measures whether state and local programs and expenditures actually provide an opportunity for a sound basic quality education, at the individual student level, in a manner consistent with Rhode Island law and at the highest level of efficiency.

- A foundation formula should include a foundation amount per pupil, a state share ratio to address municipal tax capacity, and a student need factor and should apply equitably to all public schools and school districts with a "money follows the student" methodology.

- The foundation amount per pupil will be linked to data measuring the actual cost of delivery of an effective core PreK-12 education system, as established, or to be established, by the BEP.

- A student need allocation should be calculated using a poverty concentration index, such as percentage of free and reduced price lunch students (FRPL). Research has indicated that there is a high correlation between concentration of poverty and certain categories of high need student populations, including English Language Learners and students in need of intensive academic supports. *

- Given that the foundation is only a portion of the overall funding system, additional funding must be provided for extraordinary costs, such as high-cost special education for children with an Individual Education Program (IEP), and program support, such as career and technical education, extended learning opportunities, and pre-kindergarten programs.

- Incentives and disincentives should be provided in recognition of the implementation of cost reduction strategies, such as statewide efficiencies.
- Municipal effort and tax capacity issues, which directly relate to the data used for the state share ratio calculation, including the possibility of a minimum share, should take into consideration past policy decisions made to direct funds to certain high-risk populations and the potential impact on urban districts.
- Disparities in the local tax structure, relating to tax classifications and personal exemptions, are not consistently provided across the state and reduce the tax yield of certain communities; therefore, any redistribution of the base should be commenced immediately but phased in over a number of years to protect students from significant negative impact.
- A funding formula could be implemented now with any amount of available funding, thus creating a predictable arrangement for distribution and/or redistribution of funds; however, if there is an increase in aid, the amount should be conveyed pursuant to the formula to districts as early as possible.

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* Although the Regents are not opposed to using student weights for the student need allocation, there are not enough data to adequately determine the additional cost for certain categories of students and what the weight should be. In FY 2010, all districts will be using the uniform chart of accounts. Therefore, in the future, the data could be analyzed and weights could be assigned for the student need allocation.

# Appendix (F)(2)-1

# Public Law 2010-003

# Chapter 003
## 2010 -- H 7208 SUBSTITUTE A
## 03/16/10

## A N A C T
## RELATING TO EDUCATION - ESTABLISHMENT OF CHARTER PUBLIC SCHOOLS

**Introduced By:** Representatives Gablinske, Fox, Vaudreuil, Silva, and Mattiello
**Date Introduced:** January 26, 2010

It is enacted by the General Assembly as follows:

SECTION 1. Sections 16-77-2 and 16-77-8 of the General Laws in Chapter 16-77 entitled "Establishment of Charter Public Schools" are hereby amended to read as follows:

**16-77-2. Legislative purpose.** -- (a) The purpose of this chapter is to provide an alternative within the public education system by offering opportunities for existing public schools, groups of public school personnel, school districts, and established Rhode Island nonprofit organizations to establish and maintain a high performing public school program according to the terms of its charter. The key appeal of the charter school concept is its promise of increased accountability for student achievement in exchange for increased school autonomy.

(b) Charter public schools are intended to be vanguards, laboratories, and an expression of the on-going and vital state interest in the improvement of education. Notwithstanding the provisions of this section or any special law to the contrary, a charter school shall be deemed to be a public school acting under state law, and subject to the Age Discrimination Act of 1975, 42 U.S.C. section 6101, et seq., title VI of the Civil Rights Act of 1964, 42 U.S.C. section 2000d, et seq., title IX of the educational amendments of 1972, 20 U.S.C. section 1681, et seq., section 794 of title 29, and part B of the Individuals With Disabilities Education Act, 20 U.S.C. section 1411, et seq. All students and prospective students of a charter school shall be deemed to be public school students, having all the same rights under federal and Rhode Island law as students and prospective students at a non-chartered public school. These charter public schools shall be vehicles for research and development in areas such as curriculum, pedagogy, administration, materials, facilities, governance, parent relations and involvement, social development, instructor's and administrator's responsibilities, working conditions, and fiscal and student performance accountability. It is the intent of the general assembly to create within the public school system vehicles for innovative learning opportunities to be utilized and evaluated in pilot projects. The provisions of this chapter are to be interpreted liberally to support the purposes set forth in this chapter and to advance a renewed commitment by the state to the mission, goals, and diversity of public education.

(c) It is the intent of the general assembly to provide opportunities for teachers, parents, pupils, and community members to establish and maintain public schools that operate independently as a method to accomplish all of the following:

(1) Improve pupil learning by creating schools with rigorous academic standards in all basic areas of instruction for high pupil performance;

(2) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as educationally disadvantaged and at risk;

(3) Encourage the use of innovative teaching methods;

(4) Create opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;

(5) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system;

(6) Hold the schools established under this chapter accountable for meeting publicly promulgated, measurable, state and charter-based pupil academic results, and provide the schools with a method to implement performance based and/or other student based accountability

systems, while providing a means to restrict the expansion of ineffective charter schools; and

(7) Encourage parental and community involvement with public schools.

**16-77-8. Oversight by commissioner.** -- (a) Individuals or groups may complain to a charter school's governing body concerning any claimed violation of the provisions of this chapter by the school. If, after presenting their complaint to the governing body, the individuals or groups believe their complaint has not been adequately addressed, they may submit their complaint to the commissioner of elementary and secondary education who shall hear and decide the issue pursuant to sections 16-39-1 and 16-39-2.

(b) Charter school approval for establishment or continuation shall be for up to a five (5) year period. In either case, board of regents approval is required. However, the charter may be revoked at any time if the school:

(1) Materially violates provisions contained in the charter;

(2) Fails to meet or pursue the educational objectives contained in the charter;

(3) Fails to comply with fiscal accountability procedures as specified in the charter; or

(4) Violates provisions of law that have not been granted variance by the board of regents.

(5) After three (3) consecutive years of operation, is not a "high performing charter school," which is defined as a charter school that has demonstrated overall success, including:

(i) Substantial progress in improving student achievement; and

(ii) The management and leadership necessary to establish a thriving, financially viable charter school.

(c) After denying or prior to nonrenewing or revoking a charter, the department of elementary and secondary education will hold a hearing on the issues in controversy under section 16-39-1.

(d) No more than ~~twenty (20)~~ thirty-five (35) charters~~, serving no more than four percent (4%) of the state's school age population,~~ shall be granted. At least ~~ten (10) of the twenty (20) total charters~~ one-half (1/2) of the total number of charter public schools in the state shall be reserved for charter school applications which are designed to increase the educational opportunities for at-risk pupils.

(e) The establishment of new charter public schools shall be contingent upon approval and appropriation by the state.

SECTION 2. This act shall take effect upon passage.

LC00714/SUB A

# Appendix (F)(2)-2

# Letters of Intent

Achievement First

January 4, 2010

Dear Commissioner Gist,

This letter confirms that, pending final approvals, Achievement First (AF) and Rhode Island Mayoral Academies (RIMA) intend to work together to open a K-12 network of schools enrolling students from Cranston and Providence. AF-RIMA schools will ensuro students from these districts acquire the academic and character skills they need to graduate from college, succeed in an increasingly competitive world, and become the next generation of leaders for our country. It is our expectation that students in these "mayoral academies" will completely close the achievement gap such that low-income and minority students from Cranston and Providence, selected by lottery, will achieve academic outcomes on par with or better than Rhode Island's highest-performing suburban districts.

Program Specifics:

- RIMA and AF seek a charter to open several public schools as part of a K-12 program with open admission, by lottery for any interested, age-eligible students in Cranston and Providence.
- We plan to open the first school in August 2011 with 170 students in grades K and 1. This school will then grow by one grade a year until it is a completeK-12 program.
- We plan to open a second K-12 system with an identical enrollment plan beginning in 2012. We may decide to accelerate the enrollment with the early addition of the middle school (grade 5), depending on the availability of effective school leaders. The entire AF-RIMA network, as currently planned, will eventually total more than 1,800 students.

RIMA and AF will work together to:

- Recruit and select the school leaders
- Recruit teacher candidates (with final teacher selection made by the principal)
- Build a strong, supportive Board of Directors
- Raise any necessary private philanthropy to support school startup

AF will serve as the management organization for the charter, providing essential services including:

- Principal training, coaching and evaluation
- Curriculum & assessment development
- Initial teacher training
- Operations and financial oversight

RIMA will:

- Provide adequate school facilities at a cost never to exceed 5% of school operating budgets
- Provide Rhode Island-specific legal and technical advice to AF and its school leaders
- Provide Rhode Island-specific public relations, education policy and advocacy expertise to AF and its school leaders
- Provide access to its growing network of high-performing charter schools (which currently includes schools managed by Democracy Prep Public Schools) for valuable shared services in areas such as professional development, special education and information technology.
- Work through its network of involved mayors to ensure robust public support for AF's mission

AF-RIMA will replicate and build upon the experience and model of Achievement First's Amistad Academy and Elm City College Prep, two outstanding charter schools in New Haven, CT, recognized nationally for achieving dramatic performance gains with school populations that are predominantly African-American and Hispanic and that come from low-income backgrounds. By adapting many of the features of the Achievement First program, AF-RIMA will utilize the expertise, curriculum and school-wide systems developed by a network of proven high-performing schools.

We look forward to submitting a full and detailed charter application in the near future.

Sincerely,

(b)(6)

Dacia Toll, Founder and co-CEO, Achievement First

(b)(6)

Michael Magee, Ph.D., CEO, Rhode Island Mayoral Academies

# DEMOCRACY PREP PUBLIC SCHOOLS

PREPARING STUDENTS IN GRADES K-12 FOR SUCCESS IN COLLEGE & CITIZENSHIP

207 West 135th Street ★ New York, NY 10030
212.281.1248(o) ★ 212.283.4202(f)
Info@DemocracyPrep.org ★ www.DemocracyPrep.org

*Work Hard. Go to College. Change the World!*


January 5, 2010

Dear Commissioner Gist,

This letter confirms that Democracy Prep Public Schools (DPPS) and Rhode Island Mayoral Academies (RIMA) intend to work together to open a K-12 network of public charter schools enrolling students from the Blackstone Valley. DPPS-RIMA schools will ensure students from these districts acquire the academic and character skills they need to achieve success in the college of their choice and a life of active citizenship. It is our expectation that students in these mayoral academies will literally reverse the achievement gap such that low-income and minority students, including ELL students and those with special needs who are selected by a random lottery, will achieve academic outcomes better than Rhode Island's highest-performing high-income suburban districts.

Program Specifics:

RIMA and DPPS will grow the DPBV charter and seek additional charters to open several public schools providing multiple elementary, middle, and high school campuses, all of which will have open admission and enroll age-eligible students by lottery for any interested families in the Blackstone Valley and possibly other high need communities in the future.
We have applied to the Regents to grow the current DPBV Charter in 2010 to serve 425 students on four campuses (two middle and two elementary), which will grow to serve more than 1,500 students at full growth.
We plan to apply to the Regents to open two additional campuses (K & 5) every year through 2015, which if approved, would enroll more than 4,000 students from the Blackstone Valley by 2015.
If a predictable funding formula for public charter schools is passed by the legislature, and charters are approved by the Regents,
If allowed by law, we are also exploring a partnership with the I Have a Dream Foundation to build pre-schools that will feed Democracy Prep Public School lotteries from low-income communities.

RIMA and DPPS will work together to:

Recruit and select school leaders and train and certify them through our Leader U program
Recruit and select new teachers and train and certify them through our Democracy Fellows program
Recruit and select lead teacher candidates from across the state
Build a strong, supportive Board of Directors
Develop community support
Raise any necessary private philanthropy to support school startup

DPPS will serve as the management organization for the charter, providing essential services including:

Principal training, coaching and evaluation
Curriculum & assessment development
Initial teacher training
Operations and financial oversight

# DEMOCRACY PREP PUBLIC SCHOOLS

PREPARING STUDENTS IN GRADES K-12 FOR SUCCESS IN COLLEGE & CITIZENSHIP

*Work Hard. Go to College. Change the World!*

RIMA will:

Provide adequate school facilities at a cost never to exceed 5% of school operating budgets
Provide Rhode Island-specific legal and technical advice to DPPS and its school leaders
Provide Rhode Island-specific public relations, education policy and advocacy expertise to DPPS and its school leaders
Provide access to its growing network of high-performing charter schools or valuable shared services in areas such as professional development, special education and information technology.
Work through its network of involved mayors to ensure robust public support for the DPPS mission

DPPS RIMA will replicate and build upon the experience and model of Democracy Prep's Harlem Flagship schools which are recognized nationally for achieving dramatic performance gains with school populations that are predominantly African-American and Hispanic and that come from low-income backgrounds. Democracy Prep is the #1 school in Harlem and ranks #8 in the entire city of new York over the past two years. By adapting many of the features of Democracy Prep middle and high schools in Harlem and DPBV elementary in Valley Falls, DPPS-RIMA will utilize the expertise, curriculum and school wide systems developed by a network of proven high-performing schools.

We look forward to continuing to work with you and RIDE to expand our enrollment and to ensure that our scholars are on their path to success in the college of their choice and a life of active citizenship.

Sincerely,

Seth Andrew, Founder and Superintendent, Democracy Prep Public Schools

Michael Magee, Ph.D., CEO, Rhode Island Mayoral Academies

# Appendix (F)(2)-3

# BOR Approval Process and RIDE Charter Review Policy

# FRAMEWORK FOR RIDE AND BOARD OF REGENTS CHARTER SCHOOL AUTHORIZATION CRITERIA AND APPLICATION REVIEW PROCESS

R.I.G.L. 16-77-3 establishes that the R.I. Board of Regents for Elementary and Secondary Education has exclusive authority to issue a charter authorizing the operation of a public charter school within the state of Rhode Island. The Board of Regents' issuance of a charter is based upon the recommendation of the Commissioner of Elementary & Secondary Education and/or a local school committee. The Commissioner's recommendation follows his review of the completed application, consideration of public comment and RIDE's evaluation of the likelihood of the proposed charter school to provide innovative learning opportunities and to meet the needs of its students.

It is the intent of the R.I. Board of Regents and RIDE to utilize a due diligent application process in which reasonable and appropriate criteria are applied in the evaluation of each charter application. In this way, charters will be issued only when an application demonstrates strong capacity and commitment to the operation of a high-quality charter school. In issuing this document, RIDE and the Board of Regents seek to clearly describe the application process and evaluation criteria in order that charter applicants and the public will be well informed. In this way, the Board of Regents' charter authorization decisions will be based upon fair merit and meet the important objectives of the Rhode Island public charter school statute.

## CHARTER SCHOOL AUTHORIZATION CRITERIA

The granting of a public school charter entrusts the long-term educational needs of hundreds of Rhode Island students as well as the investment of millions of taxpayer dollars to charter school developers. Thus, the Board of Regents and RIDE shall rely upon reasonable and appropriate criteria to determine the merits of granting final authorization of a charter.

The application of these criteria in the charter authorization process is critical in projecting whether a charter proposal will result in a high-quality school that successfully serves students and families and warrants the considerable investment of public funds. The criteria are:

**Priority – Serving students who are educationally disadvantaged and/or reside in a public school district that is under state intervention.**

R.I.G.L. 16-77-9 specifies that among the legislative purposes of Rhode Island charter schools is the expansion of choice in learning experiences for pupils who are identified as educationally disadvantaged and at-risk. Accordingly, the Board of Regents and RIDE shall give priority to projects that are designed to target and serve students from disadvantaged backgrounds. In particular, projects designed to serve students from districts under state intervention and/or under corrective action will be given priority.

## Quality of the Charter Application

- *Concept* – The charter application must present a compelling mission and vision as to the innovativeness and need for the type of school that is being proposed.

- *Content* – The charter application must demonstrate a sound, innovative, and research-based academic program designed to increase student achievement. The project must present a fiscally sound business plan designed to provide for the long-term sustainability of the school. The project must also demonstrate an effective governance and management structure as evidence of the applicant's capacity to fulfill its mission over the long term.

## Eligibility, Commitment and Capacity of the Charter Applicant(s)

- *Eligibility* – R.I.G.L. 16-77-3 specifies persons and entities eligible to submit an application to establish a charter school in Rhode Island. Eligible applicants are limited to:
    - Existing public schools
    - Groups of public school personnel
    - Public school districts
    - A group of public school districts
    - Rhode Island-based nonprofit organizations
    - Rhode Island-based colleges or universities
    - Rhode Island mayors

- *Capacity* – Before authorizing any charter, RIDE and the Board of Regents must have firm confidence in the competence and capacity of the project planners to develop and operate a high-quality public school.

- *Commitment* – Development of a high-quality public school requires a long-term commitment to carrying out the project and fulfilling its mission and vision. Thus, the applicants must demonstrate a willingness to engage in a long-term commitment to the operation of the charter school.

- *Community Support* – The applicants must demonstrate that there is a stated need and demand for their project by providing evidence of strong community engagement and support for the project. The Regents and RIDE are more inclined to support projects with broad and demonstrated community support than projects that present an individual's or small group's vision but does not demonstrate a community demand.

## CHARTER SCHOOL APPLICATION REVIEW PROCESS

### Phase 1: Preliminary Conceptual Authorization

- *Application* – R.I.G.L. 16-77-4 requires that any eligible group seeking a charter shall submit a completed application to the commissioner of education and/or a local school committee by December 1 of the school year before the school year in which the charter school is to be established.

- *Charter Review Committee* – The initial stage of the process is the review of the application by a charter application review committee comprised of experienced education professionals that reviews the application for concept and content. The Charter Review Committee is an advisory committee to RIDE in determining how well the application satisfactorily responds to the elements contained in the RIDE application guidelines. The committee's role is strictly advisory. It is not the role of the committee to make final decisions on charter authorization.

- *Public Comment* - R.I.G.L. 16-77-5 requires that after receiving a satisfactory application, the commissioner of education shall provide a public comment period of no less than sixty (60) days, during which time at least two (2) public hearings on the application will be held in the district where the charter school is proposed to be located. The commissioner will entertain written feedback from the community as well. The commissioner shall decide whether or not to recommend the granting of a charter within ninety (90) days of the conclusion of the public comment period. Written notice of the commissioner's decision shall be provided to the project applicant.

- *Commissioner Recommendation* – If the commissioner's decision is to recommend the granting of the charter, the recommendation is referred to the Board of Regents for a decision on whether or not to grant the charter. The Board of Regents shall decide whether or not to authorize the charter based on all relevant information, which includes the commissioner's recommendation. The Board of Regents' decision, complete with reasons and any conditions shall be made available to the applicant and the public.

In most instances, the commissioner's recommendation to the Board of Regents is to grant a preliminary authorization of the charter application. Preliminary authorization is the approval of the conceptual design of the school project. Preliminary authorization does not imply that the school is prepared to operate. Preparation to operate as a functioning school shall require a final authorization of the Board of Regents based upon the commissioner's recommendation. The commissioner's recommendation for final authorization shall be based upon the applicant's readiness to operate. The following criteria shall be used to evaluate project readiness.

## Phase 2: Final Authorization (Project Readiness)

Final approval of the application by the Board of Regents authorizes the charter school to begin operation. Final authorization to operate shall depend upon the applicant having achieved the following project readiness criteria:

- *Incorporation* – The entity operating the charter school must have articles of incorporation filed and approved by the Rhode Island Office of Secretary of State.

- *Financial Review* – All applicants must have their project's business plan, financial management procedures, and other relevant financial information reviewed by the Rhode Island Office of Auditor General.

- *Governance* – The school shall have an established governance structure (i.e. board of trustees, board of directors, etc.) to provide proper governance and oversight of school operations

- *Administrator* – The school shall have in place a qualified chief administrator (i.e. Head of School, Executive Director, Chief Executive Officer) to oversee day-to-day operations.

- *Faculty Plan* – The school shall have a staffing plan designed to put in place a faculty that clearly meets student need and is consistent with the school's program design.

- *Student Enrollment* – The school must have demonstrated that at least 50% of the school's first-year enrollment has committed to enrolling in the school.

- *Housing* – The school shall have identified an appropriate building (permanent or temporary) to house and operate the school. The building shall be located within the district where the charter school has proposed to operate.

Upon satisfactorily meeting the project readiness criteria, the applicants shall proceed to negotiate a performance contract with RIDE, which establishes how the school's performance will be evaluated.

## Phase 3: Performance Contract

In order to ensure accountability of the school's performance, the applicants and RIDE shall negotiate a performance contract that articulates the rights and responsibilities of each party regarding school autonomy, RIDE regulatory oversight, expected outcomes, measures for evaluating success or failure, performance consequences, and other material terms such as statutory and regulatory conditions of operation.

## Phase 4: Final Authorization

Only after having met all necessary project readiness criteria and the development of an agreed upon performance contract with RIDE will the commissioner recommend to the Board of Regents final authorization for the charter school to begin operation.

# # # # #

Board of Regents Approved:
May 2009

## Charter School Application Review & Authorization Cycle

The Rhode Island charter school authorization cycle is designed as a two phase process that spans approximately 18 months from the time of initial application to final approval.

**PHASE 1: Preliminary (Conceptual) Approval**

**December 1** Application

By statute (RIGL 16-77-4), eligible applicants must submit a charter school application to the Commissioner and/or local school board.

**January/ February** Charter Review Committee

The initial stage of the review process is the evaluation by a charter application review committee that reviews the application for concept and content. This is an advisory committee to RIDE in determining how well the application satisfactorily responds to the elements of the application guidelines.

**March/April** Public Comment Period

By statute (RIGL 16-77-5), requires that after receiving a satisfactory application, the commissioner shall provide a public comment period of no less than sixty (60) days and must conduct two (2) public hearings in the district where the charter school is proposed to be located.

**May/June** Commissioner's Recommendation

After considering all information and input from the Charter Review Committee and the public, an internal RIDE committee (Commissioners Working Group) formulates a recommendation to be presented to the commissioner. By statute (RIGL 16-77-5), the commissioner shall prepare a recommendation within ninety (90) days of the conclusion of the public comment period. If the recommendation is favorable, the recommendation is then presented to the Board of Regents.

**June** Board of Regents Action

Recommendation is presented to the Board of Regents for a vote. Generally, the recommendation is a preliminary approval of the conceptual design of the project. Preliminary approval does not imply that the school is ready to begin operation but rather has the Regents approval for further planning and development towards a final approval the following spring.

**PHASE 2: Final Authorization (Project Readiness)**

**July** Planning and Development

Having received a preliminary approval, project planners begin working on project readiness criteria that must be achieved in order to receive final approval.

**October/ November** Budget Request

In addition to the funding of the existing charter schools, funding for the preliminarily approved charter school projects is requested in the Board of Regents proposed budget for the following school-year.

**December** New Round of Applications

December 1, RIDE receives a new round of charter school applications and begins the review process.

NEW YEAR

**Following June** Final Authorization

Upon achieving all the project readiness criteria, the project is recommended for final approval to the Board of Regents to begin operation. Final approval of preliminarily approved projects generally coincides with the preliminary approval of the new projects. Final approval is also contingent upon funding appropriation by the General Assembly, which generally determined in June or July.

**July/August** Performance Contract

RIDE and the charter school applicants agree to a performance contract that articulates the accountability measures by which the school will be evaluated and held accountable to.

**September** School Opening

The school opens its doors as an operating charter school.

# # # # #

# FRAMEWORK FOR RIDE AND BOARD OF REGENTS CHARTER SCHOOL AUTHORIZATION CRITERIA AND APPLICATION REVIEW PROCESS

R.I.G.L. 16-77-3 establishes that the R.I. Board of Regents for Elementary and Secondary Education has exclusive authority to issue a charter authorizing the operation of a public charter school within the state of Rhode Island. The Board of Regents' issuance of a charter is based upon the recommendation of the Commissioner of Elementary & Secondary Education and/or a local school committee. The Commissioner's recommendation follows his review of the completed application, consideration of public comment and RIDE's evaluation of the likelihood of the proposed charter school to provide innovative learning opportunities and to meet the needs of its students.

It is the intent of the R.I. Board of Regents and RIDE to utilize a due diligent application process in which reasonable and appropriate criteria are applied in the evaluation of each charter application. In this way, charters will be issued only when an application demonstrates strong capacity and commitment to the operation of a high-quality charter school. In issuing this document, RIDE and the Board of Regents seek to clearly describe the application process and evaluation criteria in order that charter applicants and the public will be well informed. In this way, the Board of Regents' charter authorization decisions will be based upon fair merit and meet the important objectives of the Rhode Island public charter school statute.

## CHARTER SCHOOL AUTHORIZATION CRITERIA

The granting of a public school charter entrusts the long-term educational needs of hundreds of Rhode Island students as well as the investment of millions of taxpayer dollars to charter school developers. Thus, the Board of Regents and RIDE shall rely upon reasonable and appropriate criteria to determine the merits of granting final authorization of a charter.

The application of these criteria in the charter authorization process is critical in projecting whether a charter proposal will result in a high-quality school that successfully serves students and families and warrants the considerable investment of public funds. The criteria are:

**Priority – Serving students who are educationally disadvantaged and/or reside in a public school district that is under state intervention.**

R.I.G.L. 16-77-9 specifies that among the legislative purposes of Rhode Island charter schools is the expansion of choice in learning experiences for pupils who are identified as educationally disadvantaged and at-risk. Accordingly, the Board of Regents and RIDE shall give priority to projects that are designed to target and serve students from disadvantaged backgrounds. In particular, projects designed to serve students from districts under state intervention and/or under corrective action will be given priority.

## Quality of the Charter Application

- *Concept* – The charter application must present a compelling mission and vision as to the innovativeness and need for the type of school that is being proposed.

- *Content* – The charter application must demonstrate a sound, innovative, and research-based academic program designed to increase student achievement. The project must present a fiscally sound business plan designed to provide for the long-term sustainability of the school. The project must also demonstrate an effective governance and management structure as evidence of the applicant's capacity to fulfill its mission over the long term.

## Eligibility, Commitment and Capacity of the Charter Applicant(s)

- *Eligibility* – R.I.G.L. 16-77-3 specifies persons and entities eligible to submit an application to establish a charter school in Rhode Island. Eligible applicants are limited to:
    - Existing public schools
    - Groups of public school personnel
    - Public school districts
    - A group of public school districts
    - Rhode Island-based nonprofit organizations
    - Rhode Island-based colleges or universities
    - Rhode Island mayors

- *Capacity* – Before authorizing any charter, RIDE and the Board of Regents must have firm confidence in the competence and capacity of the project planners to develop and operate a high-quality public school.

- *Commitment* – Development of a high-quality public school requires a long-term commitment to carrying out the project and fulfilling its mission and vision. Thus, the applicants must demonstrate a willingness to engage in a long-term commitment to the operation of the charter school.

- *Community Support* – The applicants must demonstrate that there is a stated need and demand for their project by providing evidence of strong community engagement and support for the project. The Regents and RIDE are more inclined to support projects with broad and demonstrated community support than projects that present an individual's or small group's vision but does not demonstrate a community demand.

## CHARTER SCHOOL APPLICATION REVIEW PROCESS

### Phase 1: Preliminary Conceptual Authorization

- *Application* – R.I.G.L. 16-77-4 requires that any eligible group seeking a charter shall submit a completed application to the commissioner of education and/or a local school committee by December 1 of the school year before the school year in which the charter school is to be established.

- *Charter Review Committee* – The initial stage of the process is the review of the application by a charter application review committee comprised of experienced education professionals that reviews the application for concept and content. The Charter Review Committee is an advisory committee to RIDE in determining how well the application satisfactorily responds to the elements contained in the RIDE application guidelines. The committee's role is strictly advisory. It is not the role of the committee to make final decisions on charter authorization.

- *Public Comment* - R.I.G.L. 16-77-5 requires that after receiving a satisfactory application, the commissioner of education shall provide a public comment period of no less than sixty (60) days, during which time at least two (2) public hearings on the application will be held in the district where the charter school is proposed to be located. The commissioner will entertain written feedback from the community as well. The commissioner shall decide whether or not to recommend the granting of a charter within ninety (90) days of the conclusion of the public comment period. Written notice of the commissioner's decision shall be provided to the project applicant.

- *Commissioner Recommendation* – If the commissioner's decision is to recommend the granting of the charter, the recommendation is referred to the Board of Regents for a decision on whether or not to grant the charter. The Board of Regents shall decide whether or not to authorize the charter based on all relevant information, which includes the commissioner's recommendation. The Board of Regents' decision, complete with reasons and any conditions shall be made available to the applicant and the public.

In most instances, the commissioner's recommendation to the Board of Regents is to grant a preliminary authorization of the charter application. Preliminary authorization is the approval of the conceptual design of the school project. Preliminary authorization does not imply that the school is prepared to operate. Preparation to operate as a functioning school shall require a final authorization of the Board of Regents based upon the commissioner's recommendation. The commissioner's recommendation for final authorization shall be based upon the applicant's readiness to operate. The following criteria shall be used to evaluate project readiness.

## Phase 2: Final Authorization (Project Readiness)

Final approval of the application by the Board of Regents authorizes the charter school to begin operation. Final authorization to operate shall depend upon the applicant having achieved the following project readiness criteria:

- *Incorporation* – The entity operating the charter school must have articles of incorporation filed and approved by the Rhode Island Office of Secretary of State.

- *Financial Review* – All applicants must have their project's business plan, financial management procedures, and other relevant financial information reviewed by the Rhode Island Office of Auditor General.

- *Governance* – The school shall have an established governance structure (i.e. board of trustees, board of directors, etc.) to provide proper governance and oversight of school operations

- *Administrator* – The school shall have in place a qualified chief administrator (i.e. Head of School, Executive Director, Chief Executive Officer) to oversee day-to-day operations.

- *Faculty Plan* – The school shall have a staffing plan designed to put in place a faculty that clearly meets student need and is consistent with the school's program design.

- *Student Enrollment* – The school must have demonstrated that at least 50% of the school's first-year enrollment has committed to enrolling in the school.

- *Housing* – The school shall have identified an appropriate building (permanent or temporary) to house and operate the school. The building shall be located within the district where the charter school has proposed to operate.

Upon satisfactorily meeting the project readiness criteria, the applicants shall proceed to negotiate a performance contract with RIDE, which establishes how the school's performance will be evaluated.

## Phase 3: Performance Contract

In order to ensure accountability of the school's performance, the applicants and RIDE shall negotiate a performance contract that articulates the rights and responsibilities of each party regarding school autonomy, RIDE regulatory oversight, expected outcomes, measures for evaluating success or failure, performance consequences, and other material terms such as statutory and regulatory conditions of operation.

**Phase 4: Final Authorization**

Only after having met all necessary project readiness criteria and the development of an agreed upon performance contract with RIDE will the commissioner recommend to the Board of Regents final authorization for the charter school to begin operation.

# # # # #

Board of Regents Approved:
May 2009

# Appendix (F)(2)-4

# Protocol for Revocation or Re-Chartering of Public Charter Schools

**Rhode Island Department of Education**
**Process for the Closure or "Rechartering"**
**of Public Charter Schools**[1]

*Adopted by Commissioner Deborah Gist, January 15, 2010*

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In accordance with R.I.G.L. 16-77-8 (b), the Board of Regents may revoke a charter at any time if the school fails to meet or pursue the educational objectives contained in the charter. This protocol outlines the process RIDE will follow in recommending that a school's charter be revoked under these circumstances. The Commissioner's recommendation to revoke a charter follows her thorough review of the school's current and past academic performance, as well as her assessment of the schooling options available to students following revocation. If, in the Commissioner's opinion, the schooling options available to students following revocation are not adequate or desirable, she reserves the right to recommend that the school be "rechartered," meaning another operator or governing board is granted a charter to take over operation of the school.

It is RIDE's intent to utilize a diligent review process in which reasonable and appropriate criteria are applied in evaluating whether each public charter school is meeting its educational objectives. In issuing this document, RIDE seeks to clearly describe the review process in order that charter operators and the public will be well informed. In this way, RIDE's recommendations to the Board of Regents that a particular school's charter be revoked for failure to meet its educational objectives will be based upon a fair, transparent and merit-based process that serves the best interest of students and meets the important objectives of the Rhode Island public charter school statute.

## Review and Decision Process

RIDE's review process is designed to be open, rigorous and timely. The key elements of this process are set forth below:

- **Threshold performance standards**. By March 31, 2010, the Commissioner will establish a minimum threshold performance standard for all charter schools in all tested subjects based on current data about school performance statewide.

- **Preliminary data review**. At the time RIDE reports on statewide student results on the New England Common Assessment Program (NECAP), department staff will conduct a preliminary review of charter school performance. If a particular charter school's performance data indicate that it is not meeting the Commissioner's minimum threshold standards, RIDE staff will begin the process of conducting a thorough school performance review.

[1] In drafting this policy, RIDE consulted similar policies by other leading charter authorizers, including the Charter School Institute of the State University of New York's *Charter School Renewal Practices*

- **Data collection and analysis**. A thorough school performance review will involve two steps:

  - Quantitative data review. RIDE staff will thoroughly analyze school performance data, including individual learning results on state tests, as well as student performance on school-level assessments if available. In addition to examining current data, RIDE staff will analyze past years' performance data, as well as annual reports submitted by the school describing its academic performance. Of particular interest to reviewers will be evidence that a school and its students are on an upward, downward, or stable performance trajectory.
  - Expert team review. An expert review team commissioned by RIDE will conduct an extensive and comprehensive site visit to the school. The site visit may encompass interviews with parents, students, teachers, administrators and school trustees; reviews of documentary evidence including evidence relating to curriculum, pedagogy, internal assessment, board governance and legal compliance; and extensive classroom observations. Its duration will typically be from one to four days, but RIDE may extend the visit if necessary. RIDE may require additional documentation and other evidence where necessary and appropriate. RIDE may conduct follow-up visits where it deems necessary, but is not required to do so.

    Of particular interest to reviewers in both the quantitative and expert time phases will be evidence of whether a school is or is not "on track" to improve. For example, if a school is constantly enrolling new classes of students who are several years below grade level and these students are making measurable and impressive performance gains, but the school still looks "low" in performance on average, this would be taken into consideration.

- **Preliminary determination.** Based on the data collection and analysis described above, the Commissioner will generate a preliminary determination regarding whether the school should be allowed to continue operation, or whether it should be closed or rechartered.

- **"Rechartering" RFP process**. If the Commissioner makes the preliminary determination the school is failing to meet established educational objectives and therefore should be closed or rechartered, she will issue an RFP inviting applicants to submit proposals to assume governance of the school and continue serving the existing students. The RFP process will run parallel to the subsequent steps in the review process so that if the Commissioner later recommends that the school be rechartered, a high quality operator or governing board will be available to operate the school. To prepare for this process in 2010 or beyond, RIDE will develop an RFP, a dissemination strategy, and an application review process no later than September 30, 2010.

- **Analysis of school options for affected students**. At the same time RIDE staff are conducting a thorough review of a school's performance, they are required to conduct an analysis of the schools students would attend if the school closed. This analysis should include information about the past three year's performance of each school that students would be assigned to geographically in the event of the charter school's closure.

If the data collection and analysis indicate that there is compelling evidence that the school should no longer remain open under its current governing board, the school options analysis will inform the Commissioner's decision about whether to recommend closure or rechartering.

- **Face-to-face meeting**. Upon completion of the internal analysis, if the Commissioner decides to recommend closure or rechartering, RIDE will meet with representatives from the school to present a preliminary draft of its recommendation. School representatives will include the director, board chair, academic officer, and finance officer. This meeting provides an opportunity for RIDE staff to further inquire about the school directly with school officials before writing a final recommendation. It is also an opportunity for school officials to present evidence to RIDE in opposition. RIDE will consider such evidence prior to making its final recommendation.

- **Written recommendation.** Upon completion of the review process, if the Commissioner determines that there is compelling evidence that the school is failing to meet or pursue established educational objectives, she will prepare a final written recommendation for presentation to the Board of Regents. The final written recommendation will include findings and will either recommend that the school be closed or rechartered. The Commissioner's intent will be deliver this final recommendation no later than Jan. 31, enabling parents to enroll their children in other enrollment lotteries if they so choose.

- **Board of Regents**. At its discretion, the Board of Regents will act on the Commissioner's final recommendation. Where the Commissioner's final report recommends closure or rechartering, the school may petition to appear before the Board of Regents, which, at its sole discretion, may grant or not grant such petition. If the petition is granted, the school may, at the discretion of the Board of Regents, present documentary evidence as well as legal argument. The Board of Regents will determine the form, time, manner, place as well as other practices thereto. The Board will also conduct any public hearings or other activities required by Rhode Island statute or regulation prior to making its final decision.

- **Orderly transition for students**. RIDE will take appropriate steps to ensure that parents of the school's students are notified in a timely fashion of the final decision of the Board of Regents. In the case of closure, RIDE will facilitate an orderly transition for current students to their new schools, including providing them with timely information about enrollment lotteries for other schools of choice. In the case of rechartering, RIDE will provide parents with detailed and timely information about the new governance team or school operator so that they have time to enter other enrollment lotteries if they so choose.

- **Continuous improvement of this and other policies**. The Commissioner shall at least annually revisit this policy and make amendments to it, or to other related policies and procedures, based on experience with implementing it in practice. By July 31, 2010, the Commissioner will propose to the Board of Regents a revised memorandum of understanding to be entered into by the Regents and each charter school consistent with this policy and establishing the clear legal basis for the closure or rechartering of underperforming charter schools.

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# Appendix (F)(2)-5

# Narrative on Charter Funding

## CHARTER SCHOOL FUNDING NARRATIVE

Charter school aid includes direct education aid to the charter schools and indirect aid to the sending districts to cover the costs of transporting these students to the charter schools. The current charter school formula is derived from the sending districts' per pupil expenditures. There is a two year reference for data, meaning the base FY 2010 charter aid is calculated using June 30, 2008 data.

Indirect charter aid is calculated using five percent of the school district's per pupil expenditures, which becomes the per student amount that districts receive for each student they send to a charter school. For instance, if district A has a per pupil of $10,000, district A receives 5% of this per pupil, or $500, for each student it sends to a charter school. Note: the General Assembly has frozen data used in school district aid calculations at the June 30, 2004 data levels. Thus, indirect charter aid has not been updated for changes in charter school enrollment since FY 2006. Indirect charter aid is currently $1.2M.

Direct charter aid to the charter schools is calculated using the net per pupil, i.e. in the above example $10,000 less $500, or $9,500. This net per pupil is shared between the state and the local school districts. The state share ratio is calculated using the Equalized Weighted Assessed Valuation (EWAV), which is provided by the Office of Municipal Affairs at the Department of Administration. This valuation adjusts property values for the district's median family income. The district's adjusted property value per students is compared to the average state property value per student to calculate the share ratio. There is a minimum state share ratio of 30%. This share ratio is applied to the net per pupil (see Table 1 for the FY 2010 calculation). State charter aid is calculated by multiplying the state share of the net per pupil by the resident average daily membership for each charter school as of June 30, 2008 (for FY 2010 aid). The local share of the per pupil is provided to charter schools so that they can bill the sending districts. State aid and local tuition payments are paid quarterly.

The charter school formula allows for a mid-year adjustment for charter schools that experience enrollment growth of 10% or more. For FY 2010 charter aid, the June 30, 2008 counts were compared to the October 1, 2009 enrollments to determine if the school had increased its enrollments by 10% or more. The mid-year adjustment typically applies to newer charter schools that are adding grades, but there may also be charter schools that are increasing class sizes to grow within their authorized maximum enrollment. For charter schools that meet the 10% growth requirement, the charter aid calculation is updated using the October 1st enrollments. The new aid is compared to aid already paid to charter schools. The difference is paid over the last two installments of charter aid on January 1st and April 1st.

Since inception of the charter aid formula in the late 90s, growth within the charter schools had been fully funded. Due to the state's significant fiscal crisis, charter aid has recently been impacted by aid reductions in FY 2009 and FY 2010. In FY 2009, charter school aid was reduced by savings achieved through reforms to the state's teachers'

retirement system, of which charter school teachers participate. This reduction was offset by an equivalent savings in teachers' retirement expenses. In FY 2010, charter aid was also reduced by savings achieved through the FY 2009 pension reforms and an additional $1.5M, which was offset by an equivalent distribution from the American Recovery and Reinvestment Act stabilization funds. In his FY 2010 revised budget, the Governor has proposed to further reduce charter aid by a 3% across the board reduction and additional pension reforms, of which a portion will be offset by an allocation from the state's federal stabilization fund.

Over the last four years, numerous funding formula proposals have been submitted to the General Assembly. Although the Department of Education staffed many of these efforts, the Commissioner and the Board of Regents have not yet officially submitted a proposal. In November 2009, the Board of Regents advised the Commissioner to move forward with developing education aid funding formula calculations and proposed language for a legislative bill. This work will be submitted to the Board in January for its consideration. This formula will calculate what ought to be and include a "money follows the kid" approach. The intent is that charter schools will be included in this formula.

TABLE 1

## PER PUPIL CALCULATION FOR FY 2010 CHARTER AID

| DISTRICT | FY 08 PER PUPIL | 5% LEA AMOUNT | NET PER PUPIL | FY 10 SHARE RATIO (30% MIN) | STATE SHARE OF PER PUPIL | LOCAL SHARE OF PER PUPIL |
|---|---|---|---|---|---|---|
| | | | | | | |
| BARRINGTON | $12,023 | $601 | $11,422 | 30.00% | $3,427 | $7,995 |
| BURRILLVILLE | $11,863 | $593 | $11,270 | 64.76% | $7,299 | $3,971 |
| COVENTRY | $12,920 | $646 | $12,274 | 58.90% | $7,229 | $5,045 |
| CRANSTON | $13,602 | $680 | $12,922 | 55.61% | $7,185 | $5,736 |
| CUMBERLAND | $10,984 | $549 | $10,435 | 49.35% | $5,149 | $5,286 |
| E GREENWICH | $13,380 | $669 | $12,711 | 30.00% | $3,813 | $8,898 |
| E PROVIDENCE | $14,251 | $713 | $13,538 | 58.84% | $7,966 | $5,572 |
| FOSTER | $17,287 | $864 | $16,423 | 46.35% | $7,612 | $8,811 |
| GLOCESTER | $17,958 | $898 | $17,060 | 53.95% | $9,205 | $7,855 |
| JAMESTOWN | $15,847 | $792 | $15,055 | 30.00% | $4,516 | $10,538 |
| JOHNSTON | $15,492 | $775 | $14,717 | 47.69% | $7,018 | $7,699 |
| LINCOLN | $14,322 | $716 | $13,606 | 44.80% | $6,096 | $7,510 |
| LT COMPTON | $13,663 | $683 | $12,980 | 30.00% | $3,894 | $9,086 |
| MIDDLETOWN | $14,203 | $710 | $13,493 | 32.42% | $4,374 | $9,119 |
| NARRAGANSETT | $17,452 | $873 | $16,579 | 30.00% | $4,974 | $11,606 |
| NEWPORT | $18,754 | $938 | $17,816 | 30.00% | $5,345 | $12,471 |
| NEW SHOREHAM | $31,780 | $1,589 | $30,191 | 30.00% | $9,057 | $21,134 |
| N KINGSTOWN | $13,385 | $669 | $12,716 | 33.11% | $4,211 | $8,505 |
| N PROVIDENCE | $14,375 | $719 | $13,656 | 49.54% | $6,765 | $6,891 |
| N SMITHFIELD | $11,417 | $571 | $10,846 | 49.46% | $5,365 | $5,482 |
| PAWTUCKET | $11,947 | $597 | $11,350 | 78.60% | $8,920 | $2,429 |
| PORTSMOUTH | $12,278 | $614 | $11,664 | 30.00% | $3,499 | $8,165 |
| PROVIDENCE | $14,002 | $700 | $13,302 | 83.10% | $11,054 | $2,248 |
| SCITUATE | $12,355 | $618 | $11,737 | 35.59% | $4,177 | $7,560 |
| SMITHFIELD | $12,641 | $632 | $12,009 | 30.00% | $3,603 | $8,406 |
| S KINGSTOWN | $15,307 | $765 | $14,542 | 30.00% | $4,362 | $10,179 |
| TIVERTON | $12,918 | $646 | $12,272 | 30.00% | $3,682 | $8,590 |
| WARWICK | $15,688 | $784 | $14,904 | 43.54% | $6,489 | $8,415 |
| WESTERLY | $15,584 | $779 | $14,805 | 30.00% | $4,441 | $10,363 |
| W WARWICK | $15,118 | $756 | $14,362 | 67.19% | $9,649 | $4,713 |
| WOONSOCKET | $12,076 | $604 | $11,472 | 85.50% | $9,808 | $1,664 |
| BRISTOL-WARREN | $15,575 | $779 | $14,796 | 30.00% | $4,439 | $10,357 |
| EX-W GREENWICH | $15,239 | $762 | $14,477 | 35.34% | $5,116 | $9,362 |
| CHARIHO | $13,961 | $698 | $13,263 | 30.12% | $3,994 | $9,268 |
| FOSTER-GLOCESTER | $11,015 | $551 | $10,464 | 51.71% | $5,411 | $5,053 |

# Appendix STEM1

# Project Making the Grade

# THE GOVERNOR'S BLUE RIBBON PANEL ON MATHEMATICS & SCIENCE EDUCATION

(b)(6)

PLAN FOR RHODE ISLAND

# Governor Carcieri's **Blue Ribbon Panel** on **Mathematics** and **Science** Education

"The Governor's Commission on Mathematics and Science Education is responding to a national crisis in our education system. This crisis is the undeniable need to create our future scientists, engineers, and technically proficient leaders. With an executable, results-oriented plan, such as this Blue Ribbon Panel has recommended, we can create an educational environment that is equipped to challenge and engage teachers, students, and the business community in building the skills and competencies to ensure the success of Rhode Island in growing new and existing business in the state."

Daniel L. Smith, President, Raytheon Integrated Defense Systems; Co-Chair, Governor's Blue Ribbon Panel

**The Honorable Donald L. Carcieri**, *Chair*
**Daniel L. Smith, Raytheon**, *Co-chair*

Mrs. Suzanne O. Carcieri
*First Lady*

Dr. Peter Andreozzi
*Professor, Mathematics and Computer Science, Rhode Island College*

Mr. David Bengston
*VP/General Manager, RI, Amgen*

Mr. Thomas Caffrey
*Vice President for Global Technology, GTECH*

Ms. Lisa Churchville
*General Manager, NBC 10*

Mr. Anthony DeAngelis
*Principal, Varlan Gregorian Elementary School*

Dr. L. Miguel Encarnação
*President, IMEDIA*

Ms. Valerie Forti
*President, The Education Partnership*

Dr. Arthur S. Gloster
*Vice President for Information Systems, Bryant University*

Ms. Kerry Howell
*Lead Science Teacher, Joseph Gaudet Middle School*

Mr. Robert MacKenzie
*Vice President, Amica*

Mr. Peter McWalters
*Commissioner, RI Dept. of Elementary and Secondary Education*

Professor Lawrence Modisett
*Chairman, Warfare Analysis & Research Department*
*United States Naval War College*

Dr. John Nazarian
*President, Rhode Island College*

Dr. Lewis Pakula
*Math Dept. Chair, University of Rhode Island*

Dr. Jeff Seemann
*Dean, College of Environment and Life Sciences, University of Rhode Island*

Dr. Stanley Thompson
*Academic Dean and Principal, Times 2 Academy*

Dr. Jack Warner
*Commissioner of Higher Education, RI Board of Governors*

Dr. Patricia Watkins
*Superintendent, Central Falls School District*

Ms. Vivian Weisman
*Director, RI Parent Information Network*

# MESSAGE FROM THE GOVERNOR

Dear Fellow Rhode Islander,

Rhode Island is the birthplace of the American Industrial Revolution. When Samuel Slater built his mill in 1793 on the banks of the Blackstone River in Pawtucket, he revolutionized the manufacturing of textiles and ushered in an era of unprecedented prosperity in Rhode Island.

Today, our state has the potential to once again become a center for engineering innovation and a model for economic growth. Our children are Rhode Island's most valuable resource. We can assure them a prosperous future through a conscientious investment, by both the public and private sectors, in improving their education.

Keeping pace with the dramatic growth and expansion of technological innovation is the key to prosperity in a rapidly evolving global economy. Educating our children, and future generations of Rhode Islanders, in the practical application of mathematics and science will be a critical factor in our ability to compete.

As former math and science teachers, the First Lady and I are committed to improving math and science education in Rhode Island. In my 2005 State of the State address, I announced the creation of a "Blue Ribbon Panel on Mathematics and Science Education" comprised of business leaders, educators, administrators and representatives of community organizations, thereby launching Project Making the Grade.

Dan Smith, President of Raytheon Integrated Defense Systems in Portsmouth, agreed to co-chair the Panel with me.

Dan and I charged the Panel with creating a plan for improving mathematics and science education in Rhode Island that encouraged educators and employers to work together to design practical yet powerful solutions.

(b)(6)

Governor and First Lady meet with students.

This report is an action plan developed by the Blue Ribbon Panel on Mathematics and Science Education for the investment of human and material resources in Rhode Island toward the improvement of math and science education for our children. The Plan clearly identifies actions and measurable results. Join us in making this initiative a reality.

Sincerely,

The Honorable Donald L. Carcieri
*Governor*

(b)(6)

"We in higher education understand how important it is to the future of our nation and our state to improve our students' knowledge and skill in mathematics and science. We recognize that we have a crucial role to play in strengthening these skills in the teachers we prepare, in clarifying and communicating our expectations to our K-12 counterparts, and in building on high school preparation to graduate more students from our institutions with the math and science knowledge that will help them thrive in the jobs of the future."

Jack R. Warner, Commissioner, Rhode Island Board of Governors for Higher Education

# THE CHALLENGE

The last generation to pursue science, technology, engineering and mathematics (STEM) careers in significant numbers was the Baby Boom generation. They were inspired in part when the former Soviet Union launched Sputnik in 1957, and consequently, President John F. Kennedy challenged America to "put a man on the moon." Our nation responded by educating significant numbers of young people to become scientists and engineers.

It was an exciting and inspiring time. The breakthroughs and inventions that resulted went well beyond the space program. But that generation is reaching retirement. While our country faces many significant challenges today, thus far, we have failed to inspire a new generation of young Americans to pursue excellence in science, technology, engineering and mathematics.

According to the National Science Foundation, half of America's scientists and engineers are forty years or older and the average age is steadily rising. In recent years, our educational system has not been successful in training enough new scientists, technicians, engineers or mathematicians.

Moreover, international and national studies show that students in the United States do not perform as well in math and science as students in many European and Asian countries. Students in Rhode Island also lag behind their peers in nearby New England states in math and science performance.

Rhode Island high school students must compete with students from around the world to be accepted by math and science programs at colleges and universities. Our high school and college graduates also must compete with those same students for jobs that require math and science skills.

High tech companies and other businesses in our state rely upon our educational system to produce graduates with basic math and science skills. Many local companies claim that they cannot hire enough Rhode Island graduates adequately educated in science, technology, engineering or mathematics to meet their manpower needs. As a result, Rhode Island employers are forced to recruit workers from outside our state or from other countries.

The economic future of Rhode Island and the employment of our workforce depends upon the ability of our kindergarten, elementary, middle and high schools, as well as the institutions of higher learning who train our teachers, to improve the quality of math and science education in our state.

We simply must do a better job!

**National Assessment of Educational Progress (NAEP)**

Percentage of students tested who are at or above proficient standards

**SCIENCE - YEAR 2000 COMPARISON**

| | CT | ME | MA | NH | RI | National |
|---|---|---|---|---|---|---|
| 4th Grade | 35% | 38% | 43% | Not participating | 26% | 27% |
| 8th Grade | 35% | 36% | 42% | Not participating | 29% | 31% |

**MATH - YEAR 2003 COMPARISON**

| | CT | ME | MA | NH | RI | National |
|---|---|---|---|---|---|---|
| 4th Grade | 41% | 34% | 41% | 43% | 28% | 31% |
| 8th Grade | 35% | 29% | 38% | 35% | 24% | 27% |

Source: NAEP 2000, 2003.

# Highlights From the Trends in International Mathematics and Science Study (TIMSS)

In 1989, then-President Bush and the nation's Governors adopted six national education goals to be accomplished by the year 2000, one of which was to become "first in the world in science and mathematics achievement." Our 2003 results on TIMSS provide evidence that we still are lagging behind other countries, especially in mathematics.

"Overall, TIMSS offers sobering news to anyone who's concerned about education or the future of the country."

Ross Wiener, Policy Director, The Education Trust

**AVERAGE MATHEMATICS SCALE SCORES OF FOURTH-GRADE STUDENTS BY COUNTRY: 2003**

| | |
|---|---|
| Singapore | 594 |
| Hong Kong SAR | 575 |
| Japan | 565 |
| Chinese Taipei | 564 |
| Belgium-Flemish | 551 |
| Netherlands | 540 |
| Latvia | 536 |
| Lithuania | 534 |
| Russian Federation | 532 |
| England | 531 |
| Hungary | 529 |
| **United States** | **518** |
| Cyprus | 510 |
| Moldova, Republic of | 504 |
| Italy | 503 |
| Australia | 499 |
| **International Average** | **495** |
| New Zealand | 493 |
| Scotland | 490 |

**AVERAGE SCIENCE SCALE SCORES OF FOURTH-GRADE STUDENTS BY COUNTRY: 2003**

| | |
|---|---|
| Singapore | 565 |
| Chinese Taipei | 551 |
| Japan | 543 |
| Hong Kong SAR | 542 |
| England | 540 |
| **United States** | **536** |
| Latvia | 532 |
| Hungary | 530 |
| Russian Federation | 526 |
| Netherlands | 525 |
| Australia | 521 |
| New Zealand | 520 |
| Belgium-Flemish | 518 |
| Italy | 516 |
| Lithuania | 512 |
| Scotland | 502 |
| Moldova, Republic of | 496 |
| Slovenia | 490 |
| **International Average** | **489** |

**AVERAGE MATHEMATICS SCALE SCORES OF EIGHTH-GRADE STUDENTS BY COUNTRY: 2003**

| | |
|---|---|
| Singapore | 605 |
| Korea, Republic of | 589 |
| Hong Kong SAR | 586 |
| Chinese Taipei | 585 |
| Japan | 570 |
| Belgium-Flemish | 537 |
| Netherlands | 536 |
| Estonia | 531 |
| Hungary | 529 |
| Malaysia | 508 |
| Latvia | 508 |
| Russian Federation | 508 |
| Slovak Republic | 508 |
| Australia | 505 |
| **United States** | **504** |
| Lithuania | 502 |
| Sweden | 499 |
| Scotland | 498 |
| **International Average** | **466** |

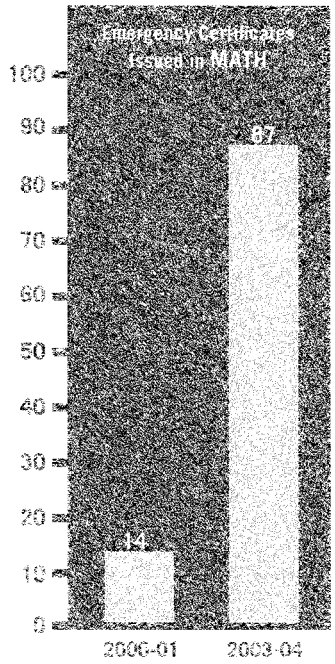
**AVERAGE SCIENCE SCALE SCORES OF EIGHTH-GRADE STUDENTS BY COUNTRY: 2003**

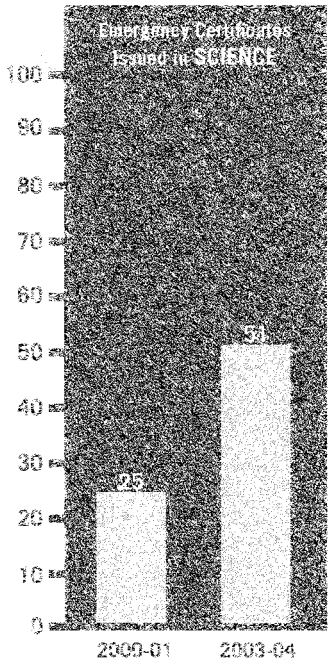
| | |
|---|---|
| Singapore | 578 |
| Chinese Taipei | 571 |
| Korea, Republic of | 558 |
| Hong Kong SAR | 556 |
| Estonia | 552 |
| Japan | 552 |
| Hungary | 543 |
| Netherlands | 536 |
| **United States** | **527** |
| Australia | 527 |
| Sweden | 524 |
| Slovenia | 520 |
| New Zealand | 520 |
| Lithuania | 519 |
| Slovak Republic | 517 |
| Belgium-Flemish | 516 |
| Russian Federation | 514 |
| Latvia | 512 |
| **International Average** | **473** |

**Source:** International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2003.

# Rhode Island Faces A Growing Shortage Of Fully Trained Math And Science Teachers

These charts show the increase in the number of emergency certificates issued by the Rhode Island Department of Education (RIDE) for middle school and secondary math and science teachers for the years 2000-2001 and 2003-2004*.




Source: RI Department of Education, 2001, 2004.

## Non-Traditional Teacher Preparation

In 2005, Rhode Island received a federal Teacher Quality Enhancement Partnership Grant from the U.S. Department of Education for Project RITER (RI Teacher Education Renewal). This program will streamline the process by which, for example, an engineer or research scientist may become a certified teacher.

# Progress is Being Made

Results of state mathematics assessments conducted by the R.I. Department of Elementary and Secondary Education showed a marked improvement in mathematics achievement from 1998 to 2004 in our elementary, middle and high schools. But we must accelerate our efforts and achieve even greater success to enable our students to be competitive with those in other states and around the world.

**Percent of Students Who Met the State Standards in Math**

| | 1998 | 2004 | % change |
|---|---|---|---|
| Elementary | 30 | 51 | +21% |
| Middle | 32 | 39 | +7% |
| High | 35 | 44 | +9% |

Source: RI Department of Education, 1998, 2004.

**Note: Teachers who apply for emergency certificates in science or math are usually certified in some branch of science (biology, chemistry, physics, or general science) and have completed some coursework in the area for which they have applied for the temporary emergency certificate. These teachers are required to enroll in courses necessary for becoming fully certified in the area for which they have applied.*

# ENGAGING STAKEHOLDERS

Central to the work of the Governor's Blue Ribbon Panel and Project Making the Grade was a multi-stakeholder engagement strategy that sought input from all those who affect or are affected by Rhode Island's education system.

Discrete dialog sessions were conducted with four key stakeholder groups: the higher education community, teachers and administrators from kindergarten through high school, business and industry leaders and high school students. Additional sessions were conducted with mixed groups of educators, administrators, business leaders, community leaders and parents. All were asked to share experiences, perceptions and perspectives to reach a common understanding of the issues and to develop well-considered recommendations for change.

Each session elicited frank discussion about what is working and what is not in math and science education in Rhode Island. Approximately 50 post secondary educators, 50 K-12 teachers, 35 parents, 40 business leaders and 80 students participated in the process.

Concurrently, the project team conducted an extensive review of student performance data and ongoing improvement initiatives affecting math and science education. Both the dialog sessions and the research revealed that some existing initiatives have laid the foundation for improving Rhode Island's results, but much more still is needed to address the challenge.

The stakeholder engagement process created an opportunity for consensus building and strengthened our capacity to turn ideas into action. To succeed, a collective commitment is needed.

## A Few Rhode Island Innovations

1. **KITES and GEMS-NET**
   KITES (Kits in Teaching Elementary Science) is a project managed by a partnership between Rhode Island College and the East Bay Educational Collaborative. It provides elementary and middle school teachers with top-notch standards-based curriculum materials, a system of delivery and replenishment of science kits, an ongoing program of professional development, a way to assess the program and its effectiveness with students, and a program to build community and administrative support. Operating from the University of Rhode Island, Guiding Education in Math and Science Network (GEMS-NET) supports South County elementary and middle school teachers with science programs, lesson plans and curricula. www.ebecri.org/www.gemsnet.gso.uri.edu

2. **PRIME TIME**
   Higher education faculty members from the arts and sciences and education departments of Rhode Island colleges and universities partner with elementary and secondary educators to improve the quality of mathematics and science teaching in schools with an initial focus at the middle school level. www.ridoe.net

3. **RI Scholars**
   The RI Scholars Program, an initiative of The Education Partnership, integrates business and education with its emphasis on creating a meaningful high school diploma and a college and workforce ready population that is well-versed in science, mathematics and technology. Business leaders encourage students in four districts – Providence, Portsmouth, West Warwick, Westerly - to take a rigorous set of high school courses that exceed the newly designed high school graduation requirements. www.edpartnership.org

4. **The JASON Project**
   JASON Expeditions is a unique, hands-on science and mathematics education program founded in 1989 by Dr. Robert Ballard (Professor of Oceanography at URI), discoverer of the RMS Titanic. Each year a team of JASON scientists and student argonauts travel to a different part of the world and broadcast the excitement of their expedition back to downlink sites around the globe, including our upper elementary and middle schools. In Rhode Island, JASON Expeditions are coordinated by the Office of Marine Programs at the University of Rhode Island. www.jasonproject.org

# DIALOGUE SESSION RECURRING THEMES

1. Our high school graduates are not adequately prepared in math and science when they enter a college or university.

2. Current expectations of high school graduates are too low.

3. Our students do not understand how to "apply" math and science and have difficulty with "analytical thinking."

4. More emphasis needs to be placed on teaching problem-solving skills.

5. Our society needs to do a better job of conveying why math and science are important and relevant to other learning and to the careers of the future.

6. All stakeholders want standardized, rigorous, statewide curricula in math and science.

7. Too many good initiatives come and go. This initiative needs to address the issue of sustainability.

8. More cooperation, coordination, and alignment are required across the education system - Pre-K through 16 – so that there is a more integrated approach to education, particularly in math and science.

9. Equitable resources should be invested in high-performing students as well as under-performing students to meet No Child Left Behind regulations. Rhode Island needs to raise the performance of all students rather than just equalizing performance at lower than proficient levels.

10. Teacher contracts pose some unique challenges to math and science education improvements.

11. More money should be allocated to and spent on math and science education.

12. Many schools need more, better, and newer science and technology equipment.

13. Existing teacher preparation program curricula must be improved to produce well-qualified math and science teachers.

# CREATING THE VISION

Building on the momentum of the dialog sessions, a statewide rally provided all stakeholders with the opportunity to further inform the recommendations of the Governor's Blue Ribbon Panel.

In the rally's keynote address, Dr. Ioannis Miaoulis, President and Director of the Boston Museum of Science, set the stage for action and provided a rich context for the need to change. His observations clarified why our state's math and science education improvement action plan must be set in a broader framework that includes technology and engineering and emphasizes how important science, technology, engineering and mathematics (STEM) are to everyday life and future employment. The practical application of mathematics and science must become an integral part of the mathematics and science curriculum that is taught in Rhode Island to our students.

"Educators should focus on helping students to understand how the things that people actually use *work*."
Ioannis Miaoulis, President and Director of the Boston Museum of Science

The Action Plan of the Governor's Blue Ribbon Panel on Math and Science Education that follows is a direct result of the active participation and feedback received from students, parents, teachers, administrators, professors, and business and community leaders across the Ocean State. Through Project Making the Grade, four major issues emerged with specific strategies and performance measures for addressing the challenge before us:

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**Governance and Culture:**

Accountability for results in mathematics and science has been assigned to the Governor's new Statewide PK-16 Council. Through this structure, responsibility for and commitment to action will be shared among our state's educational and business leaders to ensure system improvement on each of the recommended strategies.

**Teacher Recruitment:**

Rhode Island administrators are concerned about the number of mathematics and science teachers that are retiring, or nearing retirement, and the scarcity of new candidates to fill those positions. The rise in the number of emergency certificates issued by the Rhode Island Department of Education for secondary math and science teachers reflects this reality. Creative strategies are needed to both encourage and retain quality teachers in these subjects.

**Teacher Quality:**

Rhode Island needs teachers who can design and carry out innovative, student-centered instructional approaches in STEM subjects that are directed toward high achievement and who bring a spirit of inquiry to classroom practice. They must be comfortable with using technology and teaming with people in their own school buildings and profession, as well as with a variety of people in business, at universities, and in the community. As such, change is needed in our teacher preparation programs and more opportunities for professional development must be provided, in particular for our elementary school teachers.

**Improved Learning Opportunities for Students:**

To empower students in mathematics and science, we must reform not only our curriculum, teaching methods, and delivery systems to emphasize inquiry-based, hands-on teaching and learning. We also must change our collective expectations, beliefs and values about the importance of STEM subjects and the ability of all our students to perform at a high level of achievement in these subjects.

Our state has reached a time of decision. We are firmly resolved to move – step by step – from where we are to where we need to be to meet the challenge and improve our results in mathematics and science. Working together, our students, our schools, and our state will make the grade!

## PK-16 Council

One of the key "champions" identified in the Project Making the Grade Action Plan is the PK-16 Council. On April 25, 2005, Governor Carcieri issued Executive Order 05-08 creating the Statewide PK – 16 (pre-kindergarten through college) Council. The Council, chaired by the Governor, is responsible for ensuring improved student achievement at all levels through more formalized and systemic communication and alignment between Rhode Island's elementary, secondary, and post secondary education systems and workforce development programs. It is charged with supporting the recommendations of the Governor's Blue Ribbon Panel on Math and Science and will track our state's progress over time. Membership includes the:

- Chair of the Board of Governors for Higher Education
- Chair of the Board of Regents for Elementary and Secondary Education
- Commissioner of Higher Education
- Commissioner of Elementary and Secondary Education
- Director of the Department of Labor and Training
- Executive Director of the Rhode Island Economic Development Corporation
- Chair of the Rhode Island Economic Policy Council
- Chair of the Human Resources Investment Council

# ACTION PLAN

## Issue: Governance & Culture

Goal: Coordinate and sustain reforms in science, technology, engineering and mathematics (STEM) education across K-12 and higher education systems with employer involvement.

**Strategy 1.** Charge the PK-16 Council with driving STEM education reform to ensure implementation, sustainability, and success of this initiative.

Actions for consideration:

A. Appoint a project manager to coordinate implementation of the recommendations and ensure accountability.

B. Set performance targets on new student assessments as they are implemented.

Performance Measures:

1. PK-16 Council adopts Blue Ribbon Panel's recommendations in fall of 2005.
2. PK-16 Council approves implementation and tracking strategies by spring of 2006 and reviews progress at six-month intervals.
3. All performance measures are met by specified target dates.

**Strategy 2.** Develop and execute a STEM education communication strategy and campaign to broaden public supoort for and recognition of the importance of STEM subjects to our state's future economic vitality.

Actions for consideration:

A. Develop a core set of messages.

B. Conduct quarterly reviews and issue annual progress reports.

C. Sponsor events to publicize and recognize teacher/student achievements.

D. Establish a clearinghouse/web site to publicize STEM education improvement initiatives.

Performance Measures:

1. PK-16 Council adopts a STEM education communications strategy with implementation plan and budget by spring of 2006.
2. A STEM education improvement web site and clearinghouse is launched by fall of 2006.
3. Key stakeholders recognize improved performance in STEM subjects as a public policy priority by 2007.

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Co-Chairs Dan Smith (L) and Governor Carcieri lead a discussion at the statewide rally.

**Strategy 3.** Develop statewide protocols to create community partnerships among business, non-profit organizations, community groups, schools, and colleges and universities in support of math and science education, including after school programs.

**Performance Measures:**

1. Protocols are developed and adopted by fall of 2006.
2. An increasing number of partnerships meeting the new protocols become actively engaged in STEM education improvement so that there are at least 10 such partnerships by 2007, 20 by 2008, and 30 by 2010.

## Issue: Teacher Recruitment

### Goal: Attract more individuals to teach STEM subjects in which teacher shortages exist.

**Strategy 4.** Develop and fund a system of financial incentives including scholarships, education loan forgiveness programs, hiring bonuses and pay scale differentials for pre- and in-service STEM educators.

**Actions for consideration:**

A. Require more extensive, precise and integrated data tracking to include the number of Rhode Island STEM teachers (certified, alternatively certified, emergency certified) and job placement trends of RI teacher prep program graduates with degrees in STEM.

B. Establish improvement targets for the increasing number of new graduates from Rhode Island teacher prep programs employed in RI as STEM teachers.

**Performance Measures:**

1. The requirement for emergency certified math teachers decreases at least 10% per year from 87 (2003-04 baseline), requiring that a minimum of 9 traditionally or alternatively certified math teachers are brought into the system each year as needed.
2. The requirement for emergency certified science teachers decreases 10% per year from 51 (2003-04 baseline) requiring that a minimum of 5 traditionally or alternatively certified science teachers are brought into the system each year as needed.

> "Our students, if they are to lead productive lives in the global economy, must be comfortable with mathematics, science, and technology from an early age, and they must be proficient in those core subjects when they graduate from high school. Project Making the Grade provides the focus for an aggressive agenda that the Board of Regents supports enthusiastically."
>
> Peter McWalters, Commissioner of Elementary and Secondary Education

**Strategy 5.** Facilitate and increase selective use of non-certified professionals (e.g., university professors, retired engineers, etc.) to partner with classroom teachers in STEM subjects.

**Performance Measures:**

1. Regulations for increasing the selective use of non-certified professionals to partner with classroom teachers in STEM subjects are developed and adopted by 2007.
2. A minimum of 25% of Rhode Island school districts engage non-certified professionals to support teaching STEM subjects beginning in 2008.

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**Strategy 6.** Increase the number of STEM teachers by improving the alternative certification process.

Actions for consideration:

A. Seed the development of summer course offerings on pedagogy.

B. Develop recommendations and adopt a more effective alternative certification process based on best practices of other states.

Performance Measures:

1. Recommendations are developed during 2006 and adopted early in 2007.
2. Summer course offerings in pedagogy for professionals seeking alternative certification as STEM subject teachers are available by 2006.
3. A minimum of 10 professionals become alternatively certified to teach math courses and 10 to teach science courses in 2007. In each subsequent year an additional 5 professionals in math and 5 in science are alternatively certified.

## Issue: Teacher Quality

**Goal:** Improve mathematics and science teacher prep programs, especially for elementary school teachers.

**Strategy 7.** Develop and implement a more rigorous teacher prep program that emphasizes a strong conceptual understanding and application of knowledge and skills for all Mathematics and Science teachers (K-12), but in particular for our elementary school teachers.

Actions for consideration:

A. Strengthen requirements in math and science for certification of elementary school teachers.

B. Set more rigorous certification requirements that would include attaining a state-established cut-score on PRAXIS II Content Knowledge exams for middle and high school teachers.

Performance Measures:

1. RI teacher prep programs begin tracking secondary PRAXIS II Content Knowledge scores by 2006.
2. Math and science requirements for certification as an elementary school teacher in Rhode Island are strengthened by 2007.
3. RI teacher certification requirements include attaining a cut-score on PRAXIS II Content Knowledge exams for middle and high school teachers by 2008.

**Goal:** Provide relevant, quality, professional development for all mathematics and science teachers, including elementary school teachers.

**Strategy 8.** Develop a network of industry leaders and STEM professionals who will serve as mentors for mathematics and science teachers and work with local employers to increase school/industry partnerships.

Performance Measures:

1. A network of at least 35 industry leaders and STEM professionals is established in 2006 and grows by at least 25 members each year until the network is sustained at 250 – 260 members.
2. The number of Rhode Island mathematics and science subject teachers completing relevant externships increases annually against a 2005 baseline of 11 math and science teachers so that at least 50 teachers complete externships in 2008, and 100 in 2010.

**Strategy 9.** Require an annual prescribed amount of professional development for all math and science teachers, including our elementary school teachers.

Action for consideration:

A. Reallocate Article 31 dollars to incrementally increase the amount of funds targeted to mathematics and science professional development (currently, 2% of Article 31 funds professional development in math, 0% in science, and 5% in technology).

Performance Measures:

1. A minimum of 25% of all teachers complete approved math/science content-specific professional development each year.
2. 100% of in-service teachers have an I-plan (Indivudalized Professional Development Plan).

## Issue: Learning Opportunities

**Goal:** Provide opportunities for all students to engage in rigorous STEM education.

**Strategy 10.** Develop and implement statewide mathematics and science curricula that align with Grade Span and Grade Level Expectations, and that integrate engineering and technology standards and a "hands-on/minds-on" instructional approach in accordance with identified, commonly accepted best practices.

**Actions for consideration:**

A. Require tracking of student course-taking data.

B. Set improvement targets for the number of students taking Algebra II and for the number of students completing STEM subject majors at RI post secondary schools.

**Performance Measures:**

1. Statewide curriculum in math is adopted in August 2006; legislation is passed to create statewide curriculum in science in spring of 2006 and science curriculum is adopted in 2008.
2. The percentage of RI 4th graders scoring at or above proficiency on NAEP math tests increases from 28% to at least 50% by the year 2015.
3. The percentage of RI 8th graders scoring at or above proficiency on NAEP math tests increases from 24% to at least 50% by the year 2015.
4. The percentage of 11th graders scoring at or above proficiency on the state's math assessment (NSRE) increases from 44% to at least 55% proficient by 2007.
5. RI's mean SAT math score increases annually against a baseline of 505 so that the mean score is at least 535 in 2008 and at least 565 in 2010.
6. The number of students scoring at college-level mastery on STEM subject AP exams increases annually from a baseline of 442 to at least 508 in 2008 and at least 584 in 2010.
7. The percentage of CCRI students requiring developmental math decreases annually from the 54% of students currently requiring such remediation, to 40% in 2008 and 25% in 2010.

**Strategy 11.** Establish statewide standards and a system that includes sufficient staffing to maintain up-to-date science and technology equipment in K-12 schools and institutions of higher education.

**Performance Measures:**

1. A statewide standard and process for equipment and technology modernization is adopted by 2007, and all schools have updated science and technology equipment by 2010.
2. All schools and institutions of higher education report sufficient staffing of technology management personnel by 2008.
3. All schools and institutions of higher education develop and begin implementing plans for continuous technology training for teachers and professors by 2008.
4. The ratio of students to computers improves from 4.9:1 to 2:1 by 2010.

**Strategy 12.** Develop a series of best practice guidelines that includes teacher training on the use of technology to increase both in-school and after-school access to innovative computer based programs and opportunities for course sharing between schools.

Performance Measures

1. Guidelines are developed and adopted by 2007.
2. All mathematics and science teachers are integrating technology into instruction at least 50% of the time by 2010.

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# Governor Carcieri's **Mathematics** and **Science** Education **Project Team**

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*RI Board of Governors for Higher Education*

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*RI Department of Education*

Louis Soares
*Manager, Small Business Services*
*RI Economic Development Corp.*

Because of its success in building public/private sector partnerships and strategic inclusion of business, education and government communities, Tech Collective was selected to coordinate Project Making the Grade.

Tech Collective is a formal alliance of independent but affiliated technology industry associations, which today includes InfoGroup and BioGroup. Its mission is to drive technology growth and innovation in Rhode Island by building strong and supportive business communities, providing workforce development resources and offering entrepreneurial support to companies, agencies, organizations, individuals and students. Membership in the Tech Collective affiliate groups is open to companies, educational institutions, other not-for-profit and non-profit organizations, government agencies, individuals and students who develop, produce, sell, distribute and/or utilize technologies or provide technology services.

## CONTACT INFORMATION

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## CORPORATE SPONSORS

Raytheon
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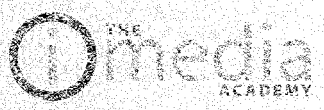

# Appendix STEM2

# RI STEM Initiatives Inventory

2010

# [RHODE ISLAND SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS INITIATIVES (STEM) INVENTORY]

The following pages describe various programs that provide professional development to STEM teachers as well as opportunities for engagement in STEM related fields by our students. Rhode Island is proud of our efforts to advance and sustain reforms in science, technology, engineering and mathematics (STEM) education across K-12 and higher education systems. This inventory is far from comprehensive. There are many programs and initiatives going on in our state to support STEM education at various levels ranging from school-based to informal STEM centers and museums to private industry. A listing of our urban and urban ring districts, which serve our highest percentage of minority, ELL, and Students In Poverty student populations are listed in the footer of each page.

| **Amgen – Bruce Wallace Biotechnology Lab Program –** http://www.bwbiotechprogram.com/aboutus.php | | |
|---|---|---|
| **Subject Focus:** STEM Subjects | **Target Grades:** 7-12 | **Target Participants:** Middle and High School biology or general science teachers - |
| **Program Description:**<br>The Amgen-Bruce Wallace Biotechnology Lab Program is an educational outreach program that provides equipment, curriculum assistance and supplies to high schools and colleges. The program integrates a hands-on, inquiry-based molecular biology curriculum designed to introduce, with extensive teacher support, the excitement of scientific discovery to students. Each year, students and faculty participate in this laboratory experience and have the opportunity to explore the steps involved in creating biotechnology therapeutics.<br>The Amgen-Bruce Wallace Biotechnology Lab Program engages students from diverse backgrounds in learning molecular biology using relevant curricula, tools and techniques. It exposes students to the wide range of career opportunities in science. Aligned with Rhode Island and State Science Education Standards, the program supports the goal of achieving scientific literacy. The program not only provides a thoroughly tested and robust curriculum, but also provides a full suite of transportable, research-grade equipment and supplies to allow teachers to conduct advanced and contemporary activities within their high school classroom. The laboratory experiments incorporate core technologies used by the biotechnology industry in the discovery of human therapeutics, including the use of recombinant DNA techniques, the polymerase chain reaction (PCR), and important molecular "tracers" such as red fluorescent protein developed in the Tsien Laboratory at UCSD. | | |
| **Funding:** Amgen Foundation | **Lead organization(s) :** Amgen, Community College of Rhode Island, RIDE, University of Rhode Island | |
| **Participating LEAs:** Woonsocket, Burrillville, Exeter-West Greenwich, Bristol-Warren Regional, Providence, South Kingstown, Foster-Glocester Regional, Cranston | | |

| **ARISE** http://www.brown.edu/scs/adult/arise/ | | |
|---|---|---|
| **Subject Focus:** Life Sciences | **Target Grades:** 9-12 | **Target Participants:** High School Biology Teachers English Language Learners |
| **Program Description:** Provide targeted support for self-nominated school districts to carry out the work of alignment of their mathematics or science curriculum within their system. Additionally the Building a String Foundation Partnership will develop a network of intermediary service providers (ISPs) to build capacity and infrastructure at all levels of the system to sustain the alignment work long-term. Lastly the partnership will leverage the resources necessary to support the work of alignment across all levels of the system. | | |
| **Funding:** NIH | **Lead organization(s) :** Brown University | |
| **Participating LEAs:** Providence, Cranston, North Kingstown, | | |

| **ARISE II** | | |
|---|---|---|
| **Subject Focus:** Life Sciences to support Physics Forst Curricula | **Target Grades:** 9-12 | **Target Participants:** High School Biology Teachers English Language Learners |
| **Program Description:**<br>*Physics First Rhode Island,* which has been implemented in E. Providence and will be implemented in Cranston East in September 2010, introduces physics concepts to all freshmen and better prepares students for chemistry and biology offered in subsequent years. As biology teachers need to focus less time on background concepts, class time becomes available to introduce advanced biology content. The ARISE curricula and laboratory exercises fill this gap and simultaneously help students meet Life Science state standards.<br><br>The curriculum developed as part of ARISE, that will be refined through the proposed Title II program to ensure alignment with the Dana Center initiative, was developed to meet the instructional needs of students taking a variety of classes. For example, inquiry-based curriculum has been developed to teach students about the genetic differences that affect one's ability to taste different compounds. Teachers can select from investigations ranging from simple taste tests to determine one's ability to perceive bitter compounds, to more complex inquiry-based activities involving comparison of DNA sequences of taste receptor genes, to analysis of individual student taste receptor gene sequences.<br>Provide targeted support for self-nominated school districts to carry out the work of alignment of their mathematics or science curriculum within their system. Additionally the Building a String Foundation Partnership will develop a network of intermediary service providers (ISPs) to build capacity and infrastructure at all levels of the system to sustain the alignment work long-term. Lastly the partnership will leverage the resources necessary to support the work of alignment across all levels of the system. | | |
| **Funding:** Title II(a) | **Lead organization(s) :** Brown University | |
| **Participating LEAs:** East Providence, Cranston | | |

| **Building a Strong Foundation** (Math Science Partnership between RIDE and the Charles A. Dana Center at the University of Texas at Austin) http://www.ride.ri.gov/instruction/mathsci.aspx | | |
|---|---|---|
| **Subject Focus:** Mathematics and Science | **Target Grades:** K-12 | **Target Participants:** Administrators and Teachers |
| **Program Description:** Provide targeted support for self-nominated school districts to carry out the work of alignment of their mathematics or science curriculum within their system. Additionally the Building a String Foundation Partnership will develop a network of intermediary service providers (ISPs) to build capacity and infrastructure at all levels of the system to sustain the alignment work long-term. Lastly the partnership will leverage the resources necessary to support the work of alignment across all levels of the system. | | |
| **Funding:** US Department of Education – MSP Grant | **Lead organization(s) :** Charles A. Dana Center at the Univ. of Texas at Austin, RIDE | |
| **Participating LEAs:** Math Intensive – Lincoln, Cumberland, Woonsocket, Providence. Science Intensive – Cranston, Providence. Open - Central Falls, Johnston, Smithfield, Foster-Glocester, Portsmouth, Coventry, W Warwick, Warwick, Tiverton, Bristol Warren, Jamestown, Little | | |

| |
|---|
| Compton, S Kingstown, Providence |

| **Content Literacy & Communities of Practice: Creating & Sustaining Literacy-Rich Cultures in 6-12 Schools** | | |
|---|---|---|
| **Subject Focus:** Mathematics and Literacy | **Target Grades:** K-12 | **Target Participants:** Leadership |
| **Program Description:**<br>The collaborative project will provide an intensive professional development for district and school leaders, teachers, and School Improvement Teams in all schools in Central Falls. The purpose is to advance Central Fall's plan for improvement and develop Professional Learning Communities. The project will focus on assessment and intervention. The project intends to move the district's reform agenda forward and foster student gains by developing a culture that builds professional capacity to enable the effective monitoring of student progress. | | |
| **Funding:** Title II (a) NCLB (2007-10) ~$ 150K | **Lead organization(s) :** Rhode Island College | |
| **Participating LEAs:** Central Falls | | |

| **Discovery of Coastal Environments** - http://omp.gso.uri.edu/ompweb/doce2.htm | | |
|---|---|---|
| **Subject Focus:** Marine Science - STEM | **Target Grades:** 1-4 | **Target Participants:** Elementary Teachers |
| **Program Description:**<br>The Discovery of Coastal Environments II (DOCE) is an integrated experience in classroom and field-based marine science and technology for elementary teachers. A priority of DOCE is to expand teacher knowledge and understanding of science, technology, and inquiry-based pedagogy in order to implement more fully the state and national science education standards. Pre-service and in-service teachers will collaborate to produce classroom activities that follow the RI Department of Education's template for science instruction. DOCE assists teachers across the state to implement instruction that targets the Rhode Island grade-span expectations (GSEs). An updated and enhanced DOCE Web site will include an interactive atlas allowing for comparisons of ecosystem parameters and visualizations permitting the visitor to explore RI coastal environments as though they were there, choosing the direction they travel, the flora and fauna they examine, and images they wish to capture. | | |
| **Funding:** Title II (a) NCLB (2006-07) ~$270K | **Lead organization(s) :** University of Rhode Island | |
| **Participating LEAs:** Newport | | |

| **Girls Reaching Remarkable Levels (GRRL) Tech –** http://www.tech-collective.org/index.php?option=com_news_items&task=viewNews&pk_news_itemsID=336 | | |
|---|---|---|
| **Subject Focus:** STEM Subjects | **Target Grades:** 9-12 | **Target Participants:** High School Girls |
| **Program Description:** GRRL Tech (Girls Reaching Remarkable Levels) offers female high school students an engaging look into dynamic and rewarding technology opportunities. GRRL Tech aims to encourage STEM (Science, Technology, Engineering and Mathematics) learning, break down gender myths and offer career insight into STEM industries. | | |
| **Funding:** Corporate sponsorship, Roger Williams University | **Lead organization(s) :** RI Tech Collective and Roger Williams University, Amgen | |
| **Participating LEAs:** Open to all Rhode Island High School Girls | | |

| **GK-12 Fellows @ Brown University** http://www.brown.edu/Programs/NSF_GK12/index.shtml | | |
|---|---|---|
| **Subject Focus:** All STEM Subjects | **Target Grades:** K -12 | **Target Participants:** K-12 Teachers and Students (ELL) |
| **Program Description:**<br>1. Transform the experience of graduate students in the physical sciences by exposing them early in their careers to hands-on pedagogy, improving their sense of purpose and drive, and instilling in graduate students the value of community outreach, so that they might continue this type of service later in their own career;<br>2. Change the environment/culture in science programs at Brown University by breaking down barriers to participation in outreach and by creating a sustainable and expandable set of connections with the PSS, thus increasing the value and support of the Administration and science faculty for community outreach;<br>3. Engage K-12 students in the PPS system in an active scientific learning process led and modeled by working scientists and to change the way that these students view their own futures, especially futures involving higher education, by exposing them to bright young scientists and the facilities of a research university; and<br>4. Provide K-12 teachers with both a practical application-base for presenting science to their classes and an appreciation for science as a process of continual learning, so that they might rekindle and communicate their own passion for science education. | | |
| **Funding:** NSF | **Lead organization(s) :** Brown University | |
| **Participating LEAs:** _Providence | | |

| **Guiding Education in Mathematics and Science Network (GEMSNET)** http://www.uri.edu/hss/education/GEMSNET-URI/index.html | | |
|---|---|---|
| **Subject Focus:** STEM | **Target Grades:** K-8 | **Target Participants:** K-8 teachers |
| **Program Description:**<br>K-8 professional development supporting a guaranteed and viable science curriculum utilizing NSF-developed in-depth inquiry units matched to GSEs. Teachers-in-Residence, teacher leaders and scientists/engineers provide mandatory PD sessions and in-class coaching. | | |
| **Funding:** LEAs | **Lead organization(s) :** University of Rhode Island | |
| **Participating LEAs:** _Chariho Regional, East Greenwich, Exeter/West Greenwich, Jamestown, Narragansett, North Kingstown, South Kingstown, Westerly | | |

| **Guided Inquiry-Based Integrated Science (GIBIS)** http://www.gibisonline.org/default.aspx | | |
|---|---|---|
| **Subject Focus:** STEM Subjects | **Target Grades:** 9-12 | **Target Participants:** High School STEM teachers and students |
| **Program Description:**<br>A program that assists teachers in curriculum development aligned with Rhode Island's Proficiency-Based Graduation Requirements (PBGRs). This hands-on, technology-rich program enables teams of teachers to draw upon the expertise of their peers while working to develop activity-based projects that address mathematics and science concepts that their classes are investigating. The program provides teachers with the opportunity to teach activity-based lessons to a class of high school students and witness the conceptual understanding that the students develop. | | |
| **Funding:** Title II (a) NCLB (2006-9) ~$ 300K | **Lead organization(s) :** Salve Regina University | |
| **Participating LEAs:** _Pawtucket, Newport, Woonsocket, Central Falls | | |

| **High Expectations for Learning in Middle School Science** http://www.ebecri.org/faq/default.html?cid=6#11 | | |
|---|---|---|
| **Subject Focus:** Science | **Target Grades:** 7-8 | **Target Participants:** 7-8 teachers |
| **Program Description:**<br>HELMSS stands for "High Expectations for Learning in Middle School Science". It is the grade 7-8 counterpart to KITES which is for grades K-6. During the school year, middle school teachers from 15 districts in Rhode Island are participating in 4 graduate level courses from Rhode Island College to prepare them to be the teacher leaders for the remaining middle school teachers in their districts. | | |
| **Funding:** LEAs | **Lead organization(s) :** East Bay Educational Collaborative | |
| **Participating LEAs:** _Barrington, Bristol-Warren Regional, East Providence, Little Compton, Middletown, Newport, Portsmouth, Tiverton | | |

| **I CAN Learn** http://www.icanlearn.com/ | | |
|---|---|---|
| **Subject Focus:** Mathematics | **Target Grades:** 9-11 | **Target Participants:** 9-11 teachers and students |
| **Program Description:**<br>Technology enhanced mathematics instruction | | |
| **Funding:** Department of Labor/RIDE-GWFB (2006-10) ~$300K | **Lead organization(s) :** I CAN Learn Education Systems | |
| **Participating LEAs:** _Lincoln | | |

| **Inner Space Center -** http://isc.gso.uri.edu/about | | |
|---|---|---|
| **Subject Focus:** STEM | **Target Grades:** K-12 | **Target Participants:** K-12 Teachers |
| **Program Description:**<br>The Inner Space Center (ISC) utilizes telepresence technologies to connect the world to oceanographic exploration projects in real time to share the excitement of undersea discovery as it happens. The ISC facility includes a "mission control" room for use by scientists, engineers, and students who are working directly with the ships of exploration and teams of researchers onboard. The ISC facility also includes a "production control" room for use by broadcast, education, and outreach professionals who create and deliver real time educational content about the exploration projects. | | |
| **Funding:** NOAA, State of RI | **Lead organization(s) :** University of Rhode Island | |
| **Participating LEAs:** _Open to all LEAs | | |

| **Kits in Teaching Elementary Science** http://www.ebecri.org/faq/default.html?cid=5 | | |
|---|---|---|
| **Subject Focus:** Science | **Target Grades:** K-6 | **Target Participants:** K-6 teachers |
| **Program Description:**<br>KITES" is the name we have given to our East Bay Collaborative K-6 Science Curriculum. It stands for "Kits in Teaching Elementary Science". In 1994, the East Bay Educational Collaborative received a $5M grant to initiate science reform in grades K-6. Our reform model is based on the premise that 5 areas must be addressed: top-notch standards-based curriculum materials, a system of replenishment and delivery to teachers, an on-going program of professional development, a way to assess the program and its effectiveness with students, and a program to build community and administrative support. The KITES curriculum is based on the use of science curriculum materials in the form of kits that were developed through funding from the national Science Foundation supporting national standards for science. There are programs like ours happening all across the country. | | |
| **Funding:** LEAs | **Lead organization(s) :** East Bay Educational Collaborative | |
| **Participating LEAs:** _Barrington, Bristol-Warren Regional, East Providence, Little Compton, Middletown, Newport, Portsmouth, Tiverton | | |

| **Large Molecule-Small Molecule Interactions: Studies of DNA and Protein Binding**<br>http://www.ric.edu/faculty/lmsm/ | | |
|---|---|---|
| **Subject Focus:** Chemistry and Biology | **Target Grades:** 9-12 | **Target Participants:** High School Chemistry and Biology teachers |
| **Program Description:**<br>The project will provide the basis for enriching the chemistry and biology laboratory program at the participating schools, which will expose more students to DNA and protein biochemistry and hopefully foster greater interest among students in science. Teachers will receive instruction in and participate in experimental and theoretical biochemistry for six weeks during the summer and will continue the projects during the school year. Part of experiments and their subsequent analysis can take place in the high school classroom. Other aspects of the research require the instrumentation provided by the college thus increasing contact and collaboration between the investigators and the high school teachers. | | |
| **Funding:** Title II (a) NCLB (2006-9) ~$ 150K | **Lead organization(s) :** Rhode Island College | |
| **Participating LEAs:** _Pawtucket, Warwick, Scituate, Westerly, Woonsocket, N. Kingstown, E. Providence | | |

| **Louis Stokes Alliance for Minority Participation (LSAMP)** - http://www.nelsamp.neu.edu/partners/uri/ | | |
|---|---|---|
| **Subject Focus:** STEM, Engineering | **Target Grades:** 6-12 | **Target Participants:** Minority High School and Middle School students |
| **Program Description:**<br>The Northeast Louis Stokes Alliance for Minority Participation Program (NE-LSAMP) supports students from under-represented populations in the fields of science, technology, engineering and mathematics. This regional alliance is comprised of University of Massachusetts Amherst, Northeastern University, University of Connecticut, University of Rhode Island, and Worcester Polytechnic Institute. With the assistance of the New England Board of Higher Education (NEBHE), the NE LSAMP works with students to encourage participation in science, technology, engineering, and mathematics (STEM) fields. | | |
| **Funding:** NSF | **Lead organization(s) :** University of Rhode Island | |
| **Participating LEAs:** Providence, Central Falls, Pwatucket | | |

| **Materials Research Science and Engineering Center (MRSEC)** - http://www.brown.edu/Departments/IMNI/MRSEC/education/ | | |
|---|---|---|
| **Subject Focus:** STEM | **Target Grades:** K-12 | **Target Participants:** K-12 Teachers and STudents |
| **Program Description:** The Brown MRSEC organizes and executes several dynamic and innovative outreach programs in the areas of education and technology. The educational activities of the Center impact the entire Rhode Island community, bringing our faculty and students in contact with students and teachers in the local schools. Our summer programs bring in students from a wider area, with emphasis on recruitment and retention of groups that are under-represented in the sciences and engineering. | | |
| **Funding: NSF** | **Lead organization(s) :** Brown University | |
| **Participating LEAs:** _Open to All Districts | | |

| **Modern Tools of Computational Chemistry to Teach High School Science** http://glenisson.com/ | | |
|---|---|---|
| **Subject Focus:** Chemistry | **Target Grades:** 9-12 | **Target Participants:** High School Chemistry teachers and students |
| **Program Description:** The purpose of this project is to enhance teachers' and students' content knowledge by engaging teachers and high-school students in the solution of unique scientific problems. As national science standards indicate, science is a practical endeavor that involves sophisticated and complex ideas and methods, which are best learned through experience – by doing. The project aims at helping chemistry teachers to use modern tools of computational chemistry to solve scientific problems and equipping them to use those tools for discovery experiments in high school classes. An additional goal of this project is to train teachers to mentor students as they work on scientific projects. A third goal is to inspire students, particularly women and underrepresented groups, to pursue an education and career in science by giving them a vision of what can be accomplished through science, exposing them to the excitement of scientific presentations and inquiry, and providing them with direct contact with the scientific community. | | |
| **Funding:** Title II (a) NCLB (2006-9) ~$ 270K | **Lead organization(s) :** Rhode Island College | |
| **Participating LEAs:** _Providence, Cranston | | |

| **Office of Marine Programs -** http://omp.gso.uri.edu/ompweb/content/programs-educators | | |
|---|---|---|
| **Subject Focus:** STEM | **Target Grades:** K-12 | **Target Participants:** K-12 Teachers and Students |
| **Program Description:**<br>For nearly twenty-five years, the Office of Marine Programs (OMP) has served the education and outreach arm of the Graduate School of Oceanography at URI. OMP efforts reach audiences of educators, students, journalists, scientists, and the general public in Rhode Island, throughout the United States, and around the world. OMP's team of dedicated marine scientists, professional educators, project managers, designers, and communicators collaborate with scientists and graduate students from GSO and marine and environmental academic and research programs from around the globe. OMP has a track record for successfully garnering federal, state, and private funds to support its marine and environmental science education and communications projects and activities. | | |
| **Funding:** NSF, URI, State of RI | **Lead organization(s) :** University of Rhode Island | |
| **Participating LEAs:** Open to all LEAs | | |

| **Physics First -** http://www.ebecri.org/custom/PhysicsFirst.html | | |
|---|---|---|
| **Subject Focus:** Physics, Chemistry | **Target Grades:** 9-11 | **Target Participants:** Science Teachers |
| **Program Description:** High school science reform based on guided inquiry learning through the Physics, Chemistry and Biology sequence and a new atomic and molecular curriculum focus, plus teacher professional development. New textbooks and laboratory equipment provided for Grade 9 Foundations for Physics and Grade 10 Natural Chemistry. | | |
| **Funding:** National Governors Association (2005) $250K, Cohort 1Pilot RI General Assembly (2006-9) ~$1M, Cohort 2 Expansion COPS Fund (2009-10) ~$300K | **Lead organization(s) :** East Bay Educational Collaborative | |
| **Participating LEAs:** Cohort 1 – Lincoln, Woonsocket, E. Providence, Cranston HS West, Portsmouth Cohort 2 – Cumberland, Central Falls, Tiverton, Textron Academy, Ocean Tides Cohort 3 - Cranston HS East, Middletown | | |

| **Rhode Island Information Technology Experiences for Students and Teachers** (RI-ITEST)- http://ri-itest.concord.org/ | | |
|---|---|---|
| **Subject Focus:** Physics, Chemistry, Biology | **Target Grades:** 9-12 | **Target Participants:** Science Teachers and students |
| **Program Description:** Prepare diverse students for careers in information technologies by engaging them in exciting; inquiry- based learning activities that use sophisticated computational models in support of a revolutionary science curriculum. Teachers will incorporate interactive computer models developed under the Science of Atoms and Molecules (SAM) project at the Concord Consortium. Directly modeled to support **Physics First Schools**. | | |
| **Funding:** NSF **07-514** DRL-**0737649** (2007-10) $1.1M | **Lead organization(s) :** Concord Consortium | |

| |
|---|
| **Participating LEAs:** Lincoln, Woonsocket, E. Providence, Cranston HS West, Portsmouth |

| **Rhode Island Technology Enhanced Science Program** (RITES) http://rites.mspnet.org/index.cfm | | |
|---|---|---|
| **Subject Focus:** Physics, Chemistry, Biology, Earth and Space Science, Middle School Science | **Target Grades:** 5-12 | **Target Participants:** Science Teachers and students |
| **Program Description:** Pairs of high schools and feeder middle schools will develop a unified, comprehensive, middle and high school science action plan that will integrate RITES resources, for professional development of teachers and materials for students, with school needs and ongoing school reform.<br>Teachers will attend short courses not only to deepen their content knowledge and pedagogy but also to learn how to customize the newly designed curricular materials for their own classrooms. | | |
| **Funding:** NSF **0831974** (2008-13) $12.5M | **Lead organization(s) :** Rhode Island College, Univ. Of Rhode Island, RIDE | |
| **Participating LEAs:** Cohort 1 – Lincoln, Woonsocket, Cranston, Scituate, Johnston, Coventry Cohort 2 - Central Falls, N. Providence, Pawtucket, E Providence, Chariho, Warwick, W. Warwick | | |

| **Robotics** - http://www.neit.edu/index.cfm?pg=181&title=Whats-New<br>http://www.risf.net/fll.htm | | |
|---|---|---|
| **Subject Focus:** STEM | **Target Grades:** K-12 | **Target Participants:** K-12 Teachers and Students |
| **Program Description:**<br>The FIRST Tech Challenge is designed for high school age students to compete head-to-head, using a sports model. Teams of up to 10 high school students are responsible for designing, building, and programming their robots to compete in an alliance format against other teams.<br>The eighth annual RI First Lego League (FLL) Robotics Championship Tournament will take place on Saturday, January 9, 2010 at Roger Williams University. FLL is an international robotics competition. Each year the RISF facilitates the RI state championship tournament. In this event, 9-14 year olds are given the opportunity to build a robot and compete in a friendly, FIRST-style robotics event | | |
| **Funding:** Private, LEAs, Industry Sponsorship | **Lead organization(s) :** RIEDC, New England Institute of Technology | |
| **Participating LEAs:** Open to All Districts | | |

| **Teacher Externships in Industry -** http://www.ristem.org/Resources.mvc/BusinessHome/36 | | |
|---|---|---|
| **Subject Focus:** STEM | **Target Grades:** 5-12 | **Target Participants:** 5-12 Teachers |
| **Program Description:**<br>RIEDC, in partnership with leading companies and organizations across Rhode Island, is offering placements for middle and high school STEM teachers in a summer Teacher Externship Program. Through this six to eight week program, teachers gain hands-on knowledge of STEM practices by working in local industries that apply STEM practices daily. Teachers can then use their experiences to shape the workforce of the future – today's students. Apply today and you may be matched with a local company for an incredible summer experience! Consider these benefits:<br>• Practical knowledge of STEM applications through hands-on participation.<br>• The opportunity to develop lasting partnerships with local companies and industries.<br>• Experience that will inspire your students and increase their appreciation for STEM industries.<br>• A wage of $800/week. | | |
| **Funding:** GWFB | **Lead organization(s) :** RIEDC | |
| **Participating LEAs:** _Open to all LEAs | | |

| **Women in Science and Engineering Program (WiSE) –**<br>http://www.brown.edu/Student_Services/WiSE/<br>http://www.pvdscienceoutreach.org/ | | |
|---|---|---|
| **Subject Focus:** STEM | **Target Grades:** K- 8 | **Target Participants:** Minority students and girls |
| **Program Description:**<br>WiSE provides students, particularly women and under-represented minorities, with the information and encouragement they may need to stay in the sciences, succeed, and go on to science- and engineering-related work and graduate study. Our events offer a wide variety of resources and support, including individual and group academic support, formal and informal advising and mentoring, career exploration and planning information, access to conferences and professional meetings, and collegial opportunities. | | |
| **Funding:** Brown University | **Lead organization(s) :** Brown University | |
| **Participating LEAs:** _Providence | | |

Urban Districts: Central Falls, Pawtucket, Providence, Woonsocket
Urban Ring Districts: East Providence, Johnston, Newport, North Providence, Warwick, West Warwick

# Appendix STEM3

# Title II(a) Higher Ed. Partnership Grants RFP

**Rhode Island Board of Governors**
**for Higher Education**
80 Washington Street
Providence, Rhode Island 02903

Telephone 401 456-6010
Facsimile 401 456-6028

RIBGHE

## 2010-2012 Rhode Island Higher Education Partnership Grants

**Program:** These guidelines provide directions for eligible partnerships to make application in Rhode Island for federal funds available under the higher education portion of Title II, Part A, of the No Child Left Behind Act of 2001. The program replaces the Dwight D. Eisenhower Professional Development Program, which began in 1985 and ended in 2001.

**Purpose:** Higher Education Partnership Grants are intended to provide funding for competitive grants for professional development activities (consistent with the Rhode Island Quality Standards for Professional Development) to ensure that highly qualified teachers, paraprofessionals, and (if appropriate) principals have subject matter knowledge in either the academic subjects they teach or in computer-related technology to enhance instruction. Grants are awarded to eligible partnerships (see below).

**Focus:** For the 2010-2012 competition, preference will be given to projects that focus on and address the following criteria:

- Strengthening teachers' pedagogical content knowledge and enhancing student interest and achievement in Science, Technology, Engineering and Mathematics (STEM) through inquiry centered professional development
  1. Demonstrate a response to specific and well documented needs of the participating school districts.
  2. Align content to the Rhode Island GLE's and GSE's. As possible, collaborate with the RIDE led Building a Strong Foundation Dana Center initiative to align content to curriculum to the standards.
  3. Articulate a strategy to transition professional development, instructional materials, promising teaching practices and assessment instruments produced by the project to institutional partner(s) that will sustain the work beyond the grant funding period.

**Eligibility:** Eligible partnerships <u>must</u> include the following three partners:

- the division of a private or state institution of higher education (IHE) that prepares teachers and principals,
- an IHE's school of arts and sciences,
- a high-need local educational agency (LEA)1.

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[1] *LEA Partners: To be eligible for a MSP grant award, an applicant LEA must demonstrate a need for improvement in student mathematics or science performance. Preference will be given to LEAs who demonstrate high-need status or partnerships including at least one high-need district. For the purposes of this grant, a high-need district meets U<u>at least one</u>U of the following conditions:*

*(a) At least 20 percent of its students qualify for free or reduced meals.*

*(b) At least one school in the district has not met AYP in mathematics/science for a minimum of three years.*

*(c) Fewer than 50 percent of students tested scored Proficient or Advanced on the 2008 NECAP test in mathematics/science.*

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RIBGHE

An eligible partnership also may include other partners, such as another LEA, a public charter school, an elementary school or secondary school (including private schools), an educational service agency, a nonprofit educational organization, another IHE, a school of arts and sciences within that IHE, the division of that IHE that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, or a business.

**Submission:** Proposals must be received at the Rhode Island Office of Higher Education by 4:00 p.m. on March 29th, 2010.

**Letters of Intent:** A letter of intent to submit a proposal for the 2010-12 competition must be submitted by March 5th, 2010 to the Rhode Island Office of Higher Education. Letters-of-Intent can be submitted as an attachment to an email addressed to Deanna Velletri at dvelletri@ribghe.org.

**Rhode Island Board of Governors**
**for Higher Education**
80 Washington Street
Providence, Rhode Island 02903

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Facsimile 401 456-6028

R I B G H E

# GUIDELINES FOR THE SUBMISSION OF PROPOSALS FOR RHODE ISLAND HIGHER EDUCATION PARTNERSHIP GRANTS 2010-2012 PROGRAM

Title II of the Education for Economic Security Act, 1984

Elementary and Secondary School Improvement Amendments, 1988
Public Law 100-297

Excellence in Mathematics, Science and Engineering Act, 1990
Public Law 101-589

Title II of the Improving America's Schools Act (IASA) of 1994
Public Law 103-382

Title II of the No Child Left Behind Act (NCLB) of 2001
Public Law 107-110

Rhode Island Office of Higher Education
Academic and Student Affairs
80 Washington Street
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Web: www.ribghe.org/itq.htm

**February 15, 2010**

## 2010-2012 Rhode Island Higher Education Partnership Grants

### GUIDELINES

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2010-2012 TIMETABLE

| | |
|---|---|
| Notice to Potential Applicants | February 2010 |
| Request for Proposals Available | February 15, 2010 |
| Letters of Intent | March 5th, 2010 |
| Proposals Due | March 29, 2010 |
| Proposals Reviewed | March 31- April 7, 2010 |
| Announcement of Grant Awards | April 9, 2010 |
| Project Period Begins | April 12, 2010 |
| Project Period Ends (Year 1) | December 15, 2010, 2011, 2012 |
| Performance Reports Due | December 29, 2010, 2011, 2012 |

## 2010-2012 Rhode Island Higher Education Partnership Grants

## GUIDELINES FOR THE SUBMISSION OF PROPOSALS

# I. GENERAL INFORMATION

## A. Overview

The No Child Left Behind (NCLB) Act of 2001[2] reauthorized the Improving America's Schools Act (IASA) of 1994 and related programs. Title II, Part A, of NCLB aims to increase student academic achievement through improving the quality and number of highly qualified teachers and principals and holding local educational agencies and schools accountable for such improvements.

The higher education portion of Part A focuses on professional development in the nine core academic subjects (mathematics, science, English, language arts, reading, civics and government, foreign languages, arts, geography, history, and economics). The program seeks to ensure that teachers have subject matter and technology knowledge and principals have instructional leadership skills by providing assistance to local educational agencies, teachers, paraprofessionals, and principals for professional development activities.

Under Title II, Part A, the Rhode Island Office of Higher Education is authorized to make competitive grants, with associated cooperative agreements, to eligible partnerships in Rhode Island. An eligible partnership consists of the following three partners:

1) the division of a private or state institution of higher education (IHE) that prepares teachers and principals,
2) an IHE's school of arts and sciences, and
3) a high-need local educational agency (LEA).

An eligible partnership also may include other education-related agencies (another LEA, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another IHE, a school of arts and sciences within that IHE, the division of that IHE that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, or a business) with records of demonstrated effectiveness in professional development programs for educators. All proposals must be planned and implemented by all members of the partnership.

Proposed projects must conform to state standards for professional development. (See for Quality Standards for Professional Development prepared by the Rhode Island Department of Elementary and Secondary Education http://www.ride.ri.gov/Instruction/curriculum/rhodeisland/assessment/standards.aspx

[2] Visit Uhttp://www.ed.gov/nclb/landing.jhtmlU for the full text of the act and other information about the program.

Proposals must support professional development activities which are based on the state's content standards (RI GLE's GSE's http://www.ride.ri.gov/instruction/curriculum/) and which are designed to prepare teachers to assist their students to reach the state's performance standards. In the absence of state standards, national standards must be used. State content and performance standards are contained in the state curriculum frameworks http://www.ride.ri.gov/Instruction/curriculum/rhodeisland/assessment/standards.aspx (see Appendix A for information on obtaining national standards). Further, proposals must be linked to district strategic plans and school improvement/school based professional development plans.

Higher education partnership funds are to be used to support activities of the following types:

1. Professional development activities in core academic subjects to ensure that:

    a. Teachers and highly qualified paraprofessionals (and, when appropriate, principals) have subject matter knowledge in the academic subjects that the teachers teach (including knowledge of how to use computers and other technology to enhance student learning); and
    b. Principals have the instructional leadership skills to help them work more effectively with teachers to help students master core academic subjects.

2. Development and provision of assistance to LEAs and to their teachers, highly qualified paraprofessionals, or school principals, in providing sustained, high-quality professional development activities that:

    a. Ensure that those individuals can use challenging state academic content standards, student academic achievement standards, and state assessments to improve instructional practices and student academic achievement;
    b. May include intensive programs designed to prepare individuals to provide instruction related to the professional development described in the preceding paragraph to others in their schools; and
    c. May include activities of partnerships between one or more LEAs, one or more of the LEAs' schools, and one or more IHEs for the purpose of improving teaching and learning at low-performing schools (see http://www.ed.gov/programs/teacherqual/guidance.doc for definitions).

    Note: The law requires any partnership receiving both a sub-grant from a SAHE and an award under the Partnership Program for Improving Teacher Preparation in Section 203 of Title II of the Higher Education Act (HEA) to coordinate activities conducted under the two awards.

    Inter-institutional collaboration is strongly encouraged as are partnerships between higher education and other education-related agencies (see http://www.ed.gov/programs/teacherqual/guidance.doc for the definition of *eligible partnerships*).

    Upon receipt of an award, an institution of higher education becomes a sub-recipient of federal assistance. The sub-recipient must retain all program and financial records for the funded project for a minimum of five years. The sub-recipient is also required to provide records and financial statements as well as access to those records and statements to RIOHE upon request.

### B. Funds Available for 2010-2012 Program

- Applicants may apply for up to a three year grant. Proposed projects should be in the range of $50,000-$90,000 per year of funding.
- Proposals requesting an extension of a previously funded and completed three-year project will be considered based upon the following criteria:
  - Substantially all of the goals of the initial project were achieved.
  - The proposed extension is to transition the work products (professional development, instructional materials, promising teaching practices and assessment instruments) to an institution that commits to sustain and expand the delivery of these products to additional schools, teachers and/or students.
  - The proposed extension is to further the research focus of the initial grant to develop a greater depth/breadth of knowledge and/or to address the learning needs of a different community of teachers or students from the initial grant.

**Grants may be awarded for a period up to three years, but awards beyond the first year are dependent upon yearly progress and federal appropriation of funds.**

## II. APPLICATION PROCEDURES

Proposals are to include the following items:

1. **Cover Pages**
2. **Project Abstract** – A concise description of the proposed project. Maximum length is one page, single spaced.
3. **Project Summary** – Brief summary of the project in 100-150 words. This summary may be used in dissemination of information about funded projects (e.g., on the Web, in news releases, etc.). To view and download samples of summaries from past projects, go to www.ribghe.org/itq.htm.
4. **Project Narrative** – Complete description of the proposed project (maximum length is 12 pages), including the following items:
   - Statement of need from the participating school district(s) including letters of support from the participating school and district leadership (principal and superintendent).
   - Project objectives, expected outcomes and quantifiable measurements of success
   - Quantitative sizing of the community of teachers and students to be served
   - Detailed description and timetable of project activities
   - Assessment and evaluation plan (Continuing projects must present evidence that they are incorporating the results of assessments from previous projects in the current proposal).
   - Dissemination plan of project outcomes, lessons learned and recommendations for further research including a commitment to present project findings at an annual colloquium.
   - Sustainability plan to continue the results of the project through partnerships with institutions that provide sustained pre-service and in-service teacher

development programs (these grants are meant to support the initiation of new ideas, not to provide long-term funding beyond three years).

5. **Proposed Budget and Budget Narrative** – Proposed budget that is consistent with the scope of the project, plus a detailed description of all expenditures. (See Appendix B for forms.) **Special rule: Please note that no partner in the proposed project (the department of arts & sciences, the department of teacher preparation, the high-need LEA, or other partner) may use more than 50% of the funds. Funds must be equitably distributed so that each partner benefits from the grant by no more than 50%.

   **a.** Direct expenditures that may be claimed for the project include --
   - Personnel costs for project director, faculty, staff, consultants, and interns.
   - Fringe benefits for project personnel, plus FICA for consultants.
   - Supplies, materials and equipment for professional development activities.
   - Supplies, materials, and equipment for administrative purposes.
   - Copying, printing, and binding expenses.
   - Books, periodicals and manuals.
   - Postage and telephone expenses.
   - In-state travel.
   - Out-of-state travel for project participants, only if the travel is needed to further professional development activities.
   - Modest allowance for meeting expenses (refreshments, but not meals).
   - Projects should budget $75 for each key project partner to attend one statewide Title II meeting.
   - Each project must reserve at least 4% of requested funds to support a summative annual evaluation by an expert evaluator.

   **b.** Stipends for participating teachers may **not** be funded from the grant unless teachers are directly involved in developing a specific product (e.g., curriculum packets or revisions). Stipends for teacher participants should be consistent with local school district policies. Costs for substitutes and stipends should be reflected in the proposed budget. If the proposed project awards college credit for participation, participants selecting the credit option are charged only a service fee.

   **c.** Restricted indirect costs may not exceed 15 percent of the direct costs.

   **Note:** If certain costs are disallowed or if the project is approved pending budget revision, the institution or non-profit organization may be required to adjust the budget accordingly.

6. **Résumés for Personnel** – Condensed résumés (not more than two pages) for all project directors, faculty, and consultants who will be managing the project or providing professional development activities.

7. **Partnership Agreements** --

   - Agreements with schools and/or school districts that the proposed activities are consistent with the existing school improvement plans and/or district strategic plans, and that these activities will provide relevant training for teachers and other personnel. Agreements must be signed by the participating school leader and district superintendent.

- Agreements with institutes of higher education and non-profit educational organizations confirming their commitment to the project.

8. **Appendices** – additional material may be submitted to support proposal (not to exceed ten pages).

## III. CRITERIA FOR REVIEWING PROPOSALS

Proposals will be judged against two sets of criteria. The first set will be used to identify required information that is needed to qualify the proposal for consideration. The second set is qualitative in nature and will be used to rank the proposals.

### A. Criteria for Determining Completeness of Proposals

The proposal contains all the required items:

- Cover pages with all required information and signature
- Project abstract
- Project summary
- Project narrative
- Proposed budget and budget narrative
- Résumés for project personnel
- Partnership agreements

### B. Criteria for Determining the Quality of the Proposals

High quality proposals will:

- Have a strong foundation in scientifically based research http://www.ed.gov/programs/teacherqual/guidance.doc and identify national models in the review of relevant literature.
- Demonstrate intellectual merit – Will the proposed project advance knowledge and understanding about new models of teacher professional development? To what extent does the proposed project suggest and explore creative, original, or potentially transformative concepts?
- Foreshadow broader impacts – Will the proposed project advance discovery and understanding of effective teaching and learning practices while preparing to transfer new knowledge to institutions that can bring these advances to scale, sustainably?
- Broaden the participation of underrepresented groups (e.g., gender, ethnicity, disability, geographic, etc.
- Reflect an understanding of the Rhode Island Department of Elementary and Secondary Education's strategic plan http://www.ride.ri.gov/Commissioner/DOCUMENTS/2009/RIDE%20Strategic%20Plan%2011-23-09%20DRAFT.pdf. Proposals should position the project in the context of needs described within district/school improvement plans to affect improved outcomes for all students.
- Align with the RI Quality Standards for Professional Development http://www.ride.ri.gov/Instruction/curriculum/rhodeisland/assessment/standards.

aspx and the Rhode Island Beginning Teacher Standards http://www.ride.ri.gov/EducatorQuality/certification/bts.aspx

- Address how the content focus will align to the Grade-Level and Grade-Span Expectations http://www.ride.ri.gov/instruction/curriculum/, the Proficiency-Based Graduation Requirements (PBGR) http://www.ride.ri.gov/HighSchoolReform/DOCS/PDFs/HIGH%20school%20reform/HSDiploma_v071405.pdf, and the College –Ready Expectations (CRE) http://www.ribghe.org/elaexpectations.pdf for the English Language Arts expectations; see http://www.ribghe.org/mathexpectations.pdf for the Math expectations; see http://www.ribghe.org/sciencereport06.pdf for the Science expectations) and other related assessments currently under development.
    i. PK-12 teachers, higher education's teacher preparation faculty and their students need to understand the PBGR's, the GLE's and GSE's, and the CRE's and the role that they will play in transforming our state's public school classrooms.
    ii. Higher education arts and sciences faculty also need to be knowledgeable of the exit requirements for graduating high school seniors, which are expected to improve the skill and achievement levels of students entering general education classes in Rhode Island's institutions of higher education.
- Outline, in specific terms, how professional development activities and curricula will ensure that educators will be made aware of, and make use of, strategies for serving populations that historically have lacked access to equal opportunities for advanced learning and career advancement.
- Provide a clear rationale for targeting the population of teachers, school leaders and students to be served and address the unique learning needs of these populations.
- Understand and use research and data to modify and improve classroom instruction to inform teacher development and student learning outcomes.
- Demonstrate that the professional development activities are sufficiently, intensive, job-embedded, sustained and of high quality to have a lasting and positive effect on instruction and student performance.

## IV. Annual Summative Report

Funded projects will be required to submit an annual summative report. The report should be created according to the following format:

a State a very brief summary of the purposes of the grant and then compare project outcomes to each stated objective of the original grant proposal, noting which objectives were met, which were not met, and why they were not met. A chart may be used for this comparison and/or a narrative.

b Briefly discuss the greatest successes of the grant. What reason is there to believe that these successes will have an ongoing impact on the participants and, perhaps, others?

c What would the director do differently if this project – or a similar one under the supervision of the same director -- were refunded in the future? If the project is multi-year, describe what changes, if any, will be undertaken in future years of the grant, based on the outcome of the evaluation.

d Were the project's annual goals completed on time? If not, why not?

e State the amount of funding requested for the year and the amount expended. Did the project use all requested funding for the particular year? If not, why not?

f Append to the report an external evaluator's report, which may include the analysis of an internal evaluation of data such as participant surveys.

## IV. INFORMATIONAL REQUESTS

All requests for information and questions concerning the higher education partnership grants should be addressed to:

Deanna Velletri
Rhode Island Office of Higher Education
80 Washington Street
Providence, RI 02903

Phone: (401) 456-6010
Fax: (401) 456-6028
E-mail: dvelletri@ribghe.org

All requests for the RFP on diskette or via e-mail should be addressed to Deanna Velletri. The RFP is also posted on the Internet at www.ribghe.org/itg.htm.

## V. ACKNOWLEDGEMENT

Products produced by these grants should be acknowledged in presentations and in written documents as funded by RIOHE's Higher Education Partnership Grants Program.

# APPENDICES

**APPENDIX A:** ..... **A-1**
Content Standards for Core Academic Subjects

**APPENDIX B:** ..... **B-1**
Rhode Island Higher Education Partnership Grant Proposal Application Forms

# APPENDIX A

## CONTENT STANDARDS FOR CORE ACADEMIC SUBJECTS

## STATE STANDARDS

State content standards (in mathematics, science, social studies, English/language arts, and arts) may be obtained from the Department of Elementary and Secondary Education; to access the web site: http://www.ride.ri.gov/instruction/curriculum/.

## NATIONAL STANDARDS

- **MATHEMATICS STANDARDS**
  National Council of Teachers of Mathematics (NCTM)
  1906 Association Drive
  Reston, VA 22091-1593
  (703) 620-9840
  www.nctm.org

- **SCIENCE STANDARDS**

  National Science Education Standards
  Director, Outreach & Dissemination
  2101 Constitution Avenue, N.W.
  Harris Bldg. 450
  Washington, DC 20418
  (202) 334-3628
  Also available from www.nap.edu

  Benchmarks for Science Literacy
  Oxford University Press
  2001 Evans Road
  Cary, NC 27153
  (800) 451-7556
  Also available from www.aaas.org

- **ENGLISH AND LANGUAGE ARTS STANDARDS**

  The National Council of Teachers of English
  1111 West Kenyon Road
  Urbana, IL 61801-1096
  (217) 328-3870
  www.ncte.org

  -- or --

  International Reading Association
  800 Barksdale Road, P.O. Box 8139
  Newark, NJ 19711-8139
  (302) 731-1600
  www.reading.org

- **CIVICS AND GOVERNMENT STANDARDS**
  Center for Civic Education
  1546 Douglas Fir Road
  Calabasas, CA 91302-1487
  (818) 591-9321
  www.civiced.org

- **NATIONAL STANDARDS FOR ARTS EDUCATION**
  Music Educators National Conference (MENC)
  1806 Robert Fulton Drive
  Reston, VA 22091-4000
  (703) 860-4000 or to order (800) 828-0229
  www.naea-reston.org

- **HISTORY STANDARDS**
  National Center for History in the Schools, UCLA
  10880 Wilshire Blvd., #761
  Los Angeles, CA 90024
  (310) 825-4702
  www.sscnet.ucla.edu/nchs

- **ECONOMICS STANDARDS**
  The National Council on Economic Education
  1140 Avenue of the Americas
  New York, NY 10036
  (212) 730-7007

- **FOREIGN LANGUAGES STANDARDS**
  Am. Council on Teaching of Foreign Languages
  Six Executive Plaza
  Yonkers, NY 10701-6801
  (914) 963-8830
  www.actfl.org

- **GEOGRAPHY STANDARDS**
  National Council for Geographic Education
  1145 17th Street, N.W.
  Washington, DC 20036-4688
  (202) 775-7832
  www.ncge.org

- **SOCIAL STUDIES STANDARDS**
  National Council for the Social Studies (NCSS)
  3501 Newark Street, N.W.
  Washington, DC 20016-3167
  (202) 966-7840 x116
  www.ncss.org